

Integrating Multiple Intelligence Learning Approach to Upgrade Students' English Writing Skills

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Abstract

This study aimed to investigate the multiple intelligence learning approaches (MILA) which were used to provide students' competence in English writing skills in an institute of IAIN Sorong, Southwest Papua Province, Indonesia. In terms of it, the MILA introduced interactive, analytic, and introspective domains which cover elements of linguistics, mathematics, visual, kinesthetic, music, intra-personal, interpersonal, naturalistic, and existential or spiritual. Those elements would be appropriately implemented to upgrade students' English writing skills. This study employed a survey method using lists of questionnaires and an English writing test to obtain qualified data which were collected from seventy-two students. The findings conclude that most respondents felt contented and interested in developing and upgrading English writing skills using the Multiple Intelligence Learning Approaches. It was supported by the findings of the English writing test showed significant upgrading of students' English writing skills. The results of this research claimed that the MILA is a suitable and precise approach to upgrading students' writing skills. Also, it is recommended to English educators formulate together the strategies to be included in MILA for teaching English writing skills as recommended by the national education curriculum.

Keywords: Multiple intelligence learning approaches; upgrade; writing skills

Introduction

Writing is one of the most important communicative skills in learning English as a second language that the students and professionals must master (Agustina & Bahrani, 2016; Muhammad et al., 2019; Tager-Flusberg, 2015). Therefore, the basic standardization of writing literacy is essential and fundamental for literate and subsequently successful students in the educational world (Diamond & Karen E, 2012). Limitations of understanding how to utilize exact methods and precise approaches to express ideas and thoughts would produce unqualified writings (Patak et al., 2013). Subsequently, Said and Sidin (2014) argued that making mistakes in writing skill elements such as mistakes in spelling, grammar, and word choice are immediately evident.

Literacy and Numeracy Program is totally recommended to be introduced in the study of writing skills because it is the quest for good human capital with knowledge, thinking skills, leadership skills, bilingual, ethical and spiritual skills, and national identity (Adam et al., 2019). In addition, most English teachers, as well as students in primary schools up to universities in Indonesia, are still having low knowledge dealing with the basic standardization of writing skills and lack practice to do writing in the English model (Hasbullah et al., 2018; Said & Yusof, 2015). Educators' factor from school to university is the most fundamental to certify the increase of learners' English writing skills (Muhammad et al., 2019). Since writing skill is an interactive process between the text and imagination of readers, teachers and lecturers of English writing subject need to diversify teaching writing strategies to make them more varied, and attractive, and make students' interest in learning English more diligently (Adam et al., 2019; Demirezen, 2018; Nie, 2017; Tager-Flusberg, 2015).

The importance of developing the creativity of teaching and learning strategies for English writing's lecturers in the conditions of Covid-19 is a must to overcome the educational decline in higher education. Fauziah (2015); Yuliyanto et al., (2020); and (Yaumi et al., 2018) stated that the implementation of multiple intelligence-based learning is one of the approaches to resolving learning difficulties. Dealing with it, Yaumi et al. (2018) and Xhomara and Shkembi (2020) defined the multiple intelligence as various kinds of someone's skills, talents, and interests to solve plenty of problems in the learning process.

Yaumi et al. (2018) identified eight kinds of multiple intelligences to reframe a well-teaching approach they are verbal-linguistic, logic-mathematics, visual-spatial, rhythmical-music, physical-kinesthetic, interpersonal, intrapersonal, and naturalistic. In addition, Yaumi et al. (2018) and Xhomara and Shkembi (2020) categorized three main parts of multiple intelligences and instructional technology namely interactive, analytic, and introspective domains. Those multiple intelligences' domains have specifically sub-domains. Standard interactive domain consists of verbal, interpersonal and logical intelligences. Then, analytic domain belongs to musical, naturalistic and intrapersonal; and introspective domains refer to existential, visual and synesthetic classification of intelligence.

Literature review

Multiple intelligence learning approach

This study describes about the major topics of research, namely the multiple intelligence learning approach as revealed by Fauziah, (2015), Yaumi et al. (2018), and Xhomara and Shkembi (2020) used to provide students' competence on English writing skill in an institute of IAIN Sorong, Southwest Papua Province, Indonesia. Yaumi et al. (2018) argued that the elements of multiple intelligence learning approach such as linguistics, mathematics, visual or special,

kinesthetic, music, intra-personal, interpersonal, naturalistic, and existential or spiritual. Some of those elements would be appropriately implemented to upgrade students' writing skill.

Approach is commonly defined to improve the quality of language teaching referring to general principles and theories concerning how English language is learnt, how knowledge of English is represented and organized in memory, or how English language itself is structured for global communication (Shafa et al., 2020; Abduh et al., 2021; and Nirwan & Hasbullah, 2021). Some learning approaches, including the multiple intelligence learning approach (MILA) enables to change rationale for foreign language study and the classroom techniques and procedures which have reflected responses to a variety of historical issues and circumstances (Yaumi et al., 2018).

Writing skill

Viewing writing traditionally was associated with such a view is based on the idea that speaking precedes writing. Then, those who can speak in the target language can write equally well, in which this is clearly a false assumption (Khasanah, 2015; Said & Yusof, 2015; Instrument & Procedure, 2019; Yuliyanto et al., 2020). Therefore, learners were not exposed to writing before they acquire the oral skills and conventions, since an individual was assumed to be able to express himself in the way he speaks (Said & Yusof, 2015).

Questioning the inadequacies of the product view resulted in viewing writing basically as a process of four main stages they are planning, drafting, revising, and editing. Where, Hamzah et al. (2020) revealed that each stage has its own rules, activities, and behaviors to be displayed naturally. The lecturers are expected to focus on the process rather than the finished products. Certainly, accuracy is not neglected when developing writing, but it is not the only emphasized issue either. That is, various operations and strategies applied during completion of a writing task which becoming key processes and important elements in writing.

According to Yildirim (2014), the learners of English writing skill may not generate complex sentences and higher in quality. Many of them still produce less lexically complex sentences and more error filled. This is caused by having less varied in vocabulary of some learners than their more skilled peers (Irmanda et al., 2021). In addition, it was found in the research that most learners of writing do not quite the organization of thoughts, mastery of needed vocabulary is still less, and they still lack of idea in construction as well as the grammar use (Akbar & Picard, 2019; Patak et al., 2021; Pongsapan & Patak, 2021). Moreover, most non-native speakers who learn English writing skill have lack of understanding the content to be written. This is a number of problems need to be trained to support each other during acquisition and practice learners' experiences (Ellis, 2007; Madya, 2002, 2015; Madya et al., 2004; Sumarni et al., 2018).

Yildirim (2014) and Yuliyanto et al. (2020) also state there are a lot of aspects that the learners of English writing skill having disability. Just as they lack vocabulary, organization of idea, and learners are poorness of words choice. It is claimed that learning English writing skill is a unique mode of learning. It is professed that the writing skill is as a process and product possesses a cluster of attributes. Where, the process and production of writing skill may correspond uniquely to certain powerful learning strategies (Fauziah, 2015; Firmansyah & Valatansa vegian, 2019; Javed et al., 2013; Said & Sidin, 2014; Said & Yusof, 2015). Concerning with production of writing skill, Richard Hudson (2001) asserts that, it seems possible that these reasons are due to making such a case for the uniqueness of writing. It should logically and theoretically involve many contrasts, distinctions between writing skill and non-productive skills (listening and reading skills).

Similarly, Said and Yusof (2015) found the requirements of developing note skill and accuracy topic are the most problematic aspect of writing skill for learners of English as a foreign language. It is professed in quantitative or qualitative research that writing is a crucial aspect for learners of English as a foreign language (Yildirim, 2014; Madya, 2015; and Ali & Rahman, 2018;). It was shown the posture and site of a writer which takes towards different topics of products in dissimilarity in text styles (Abduh et al., 2021; and Hasbullah et al., 2021). Hence, the research also tells the literary perspective in which the compositions were written. The findings showed the differences in the manuscript form characteristics crossways issues and the literary circumstances due to the position taken.

Purpose of the study

The main issues in this study were to find out strategies to upgrade students' English writing skill. It needs an appropriate problem solving to overcome the learning approaches which arise from various different understanding of English class, as well as English teachers and English lecturers (Ali & Rahman, 2018). Therefore, the purpose of this study is an attempt to explore and discuss the integration of multiple intelligence learning approach (MILA) based on values of cultures, environments and characters of students at the Tarbiyah Faculty of Institut Agama Islam Negeri (IAIN) Sorong, Southwest Papua of Indonesia. This was offered a MILA to overcome and resolve the difficulties in upgrading students' English writing skill after exploring it at all levels of English class.

Research method

Research design

This study utilized a quantitative research design since it analyzes the integration of a teaching approach and upgrading the learner's achievement in English writing skills. This quantitative design used a survey with Likert Scale to explore the role of integrating MILA in improving the learner's competency of English writing skills (Rudd & Burke, 2008). Survey is an approach that uses techniques of gathering information by compiling a list of questions toward the MILA and English writing skills posed to respondents in the form of a sample of a population. In terms of this survey research, researchers examine the characteristics or causal relationships between variables without the intervention of researchers (Creswell, John W. , 2009). This research proposed an integration of a new approach (MILA) as a solution to upgrade student's English writing skills' competency and ability that is different from previous learning process.

Research instruments and validation

This is an explanatory descriptive study used to collect the data by involving 36 items of questionnaire and forty items of test for English writing skills to the seventy-two students (Che Md Ghazali, 2016; Hamzah & Hasbullah, 2019; Muhammad et al., 2019).

The instruments of survey were validated by other experienced researchers at IAIN Pare-Pare South Sulawesi. The instruments were distributed to their English class students to measure the sufficient validity achievements. The researchers also applied the procedure to ensure the methods practiced consistently. To find out the validity of the instruments tested, they were analyzed using Pearson SPSS to eliminate potentially biased items from questionnaires and tests. Therefore, the result of the study is credible and valid to be used (Creswell, John W. , 2009).

Research population and sample

The samples were seventy-two English students in the year of 2017 to 2021 of Institut Agama Islam Negeri (IAIN) Sorong, Southwest Papua, Indonesia. This study used a systematic random sampling technique because it is faster, cheaper and easier to implement than other methods. Since that, this is very suitable for sampling without having to use a sampling frame and systematic samples are spread more evenly, so as to produce samples that are more representative and more efficient than others.

Data analysis

This study employed a systematic random sampling technique to explore more representative and efficient data from the large sample used. The researchers collected the data of aspects of multiple intelligence domain through questionnaire and test was about the elements of English writing skills. Then, they were analyzed using mean scores and standard deviation to obtain accurate, systematic, and precise results. This data could describe descriptively about the aspects of intelligence domain which were able to upgrade learner's English writing skills.

Results

Aspects of multiple intelligence domain were used as a learning approach in this study. They are analytic, introspective, and interactive domains which were integrated in teaching English as a foreign language for upgrading the students' English writing skills. The elements of English writing skills they are vocabulary or word choice, grammar, organization of idea, and structure or writing composition. The findings are discussed as follows.

Results of questionnaire

After collecting the data through a questionnaire, the researchers found results of statistical analysis about the influences of MILA to be integrated for teaching English writing skills. It is described clearly in a table 1 below. Each respondent found mean score, which described invention for writing skills upgrading that consisting of interactive, analytic, and introspective domains. The result of data analysis was found in a very good level and ordered in an ordinal ranking of mean scores as described in a table as follows.

Table 1. Students' mean score & standard deviation on multiple intelligences

Aspects of Multiple Intelligence Domain	items	Mean Scores	Std. Deviation
Analytic domain	1 – 12	3.88	.88
Introspective domain	13 – 24	3.79	1.01
Interactive domain	25 – 36	3.75	1.04

The table above describes that those Multiple Intelligence Learning Approach (MILA) was emphasized its suitability to be applied and integrated in English writing skills. Those aspects of MILA were significantly upgraded students' English writing competency which are shown in their aspects obtain similarity of mean score and standard deviations. This data proved its fact that they were in a very good grade.

The analytic domain presented in questionnaire of this study consists of logical, rhythmic, and naturalist elements. The logical intelligent element describes it when they were learning English writing skills. Some students have logical-mathematical intelligence, having a high curiosity about how something works, wanting to know reason to understand the cause-and-effect

relationships of things, feel the need to distinguish between fact and opinion, and love games that rely on. In other words, the students in English class have logical intelligence because they were able to handle numbers and calculations, logical patterns, and scientific thinking. Therefore, logical intelligence is a person's ability to calculate, measure, and solve mathematical things.

Then, rhythmic or musical intelligence explained in this research that the students were able to hear and recognize musical patterns, sounds, intonations, and various kinds of dialects easily. They are very sensitive to rhythm and sound. For example, they can easily distinguish the sound of different people from different country. Some ways to develop this rhythmic or musical intelligence in learners of English as a Foreign Language (EFL) that the lecturers or teachers can do it by taking time to listen to music of English songs and sing with their students, watching together a film, videos, and some knowledges having good characters with their interests. Findings in naturalist intelligence is that they are able to recognize, understand, see differences, classify, analyze, review, and categorize what they see or encounter in nature or the surrounding environment. Then, they practiced, expressed and revealed them during the process of learning English writing skills.

Findings in introspective domain presented the elements of intrapersonal, existential, and visual ones. It was illustrated that intrapersonal intelligence is the intelligence of a person who has the ability to understand and interact with others effectively and the ability to maintain relationships that have been established before. Therefore, it was found in this study that the students who have life skills like this will feel confident and skilled in everything because they are able to understand one's own emotions, know strengths, weaknesses, and motivate oneself.

Then, most students had good existential intelligence after being introduced it for upgrading English writing skills. This study revealed that most students had excellent ability to answer and find solutions to the deepest problems regarding the existence of living things. This existential intelligence enables students to ask questions and seek in-depth answers about human existence. Existential intelligence is more towards the field of philosophy.

Furthermore, the visual intelligence described in this study that most students possessed good ability to understand, analyze, and illustrate the visual information. In addition, it is illustrated in this study that the students had ability to think in pictures, change, and recreate various aspects of the visual-spatial world. In improving the English writing skills, the students developed their English writing skills through imagining, drawing, paying attention in making crafts, arranging and designing, shaping and playing constructively, imitating pictures of objects, playing games and arranging objects, reading books, and playing video-games.

The aspect of interactive domain presented in this study consisting of three elements they are linguistic, interpersonal, and kinesthetic elements. The description means score and standard deviation of each element of this interactive domain revealed that those are in a very good level. It was explained that the linguistic intelligence is one of the nine multiple intelligences, in which each student is considered to have language intelligence if he or she has the ability to use language effectively. It is meant that it can be concluded that the verbal-linguistic intelligence is an individual's ability to think and solve problems using language, both spoken and written, and create something through that English-language. Therefore, this study describes that the students' linguistic intelligence can be seen from their ability to convey arguments in learning or reading habits and they can understand the meaning of written language clearly. In mastering the English writing skills, the students generally have higher abilities than before being taught by using the multiple intelligence learning approaches.

It is also explained the description of students' interpersonal intelligence in this study revealed that most of the students had good ability to communicate effectively, effectively, and appropriately one another. They were very active to involve themselves to discuss something effectively using verbal and nonverbal communication. This study also found that majority of the students enabled to note differences of ideas and behaviors among others. Furthermore, the students also owned sensitive demeanors to the moods and temperaments of others. Then, some others had ability to entertain multiple perspectives. The description of the findings can be concluded that the average of the students had very good competence in self-reflection, knowing their weaknesses and strengths, feelings, and processes of thoughts.

In short, the students' interpersonal intelligence refers to their ability to relate well something with their partners, the other students, and they enabled to manage very good relationships in learning process of English writing skills. They were able to understand their needs and some others' needs so that it became motivations among them, which helps strengthen their overall influence. This interpersonal intelligence is very important because it can improve how they communicate one another in oral and spoken ones. It may help the students themselves develop more genuine friendships. It also becomes someone to rely on for emotional support and stability.

The study of interactive domain also revealed that the kinesthetics intelligence explains about the students' capacity to manipulate objects and use a variety of physical skills. The findings showed that the students involve a sense of timing and the perfection of skills through mind-body union. The questionnaire used in this study developed questions to know the students' kinesthetics intelligence. The descriptions of the findings revealed that the students had good muscle memory, understanding the arts and science academically, and focused on. The students' activities were found that they often used gestures to represent the words' key, they usually designed graphics and created artwork to represent story concepts, and played charades.

This description is supported by the students' responses to the application of multiple intelligence domains which is used as an approach in teaching English writing skills. Students' responses regarding the application of multiple intelligence domain aspects (analytic, introspective, and interactive) as a teaching approach can be illustrated in the following chart obtained from the analysis of student questionnaire data.

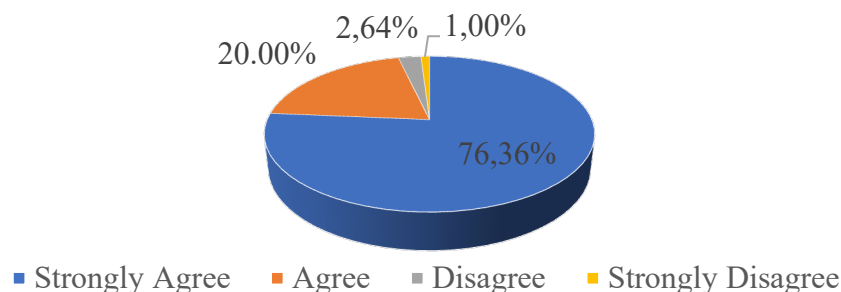


Figure 1. Students' response on integrating MILA to upgrade writing skills

The description of students' response after they learnt English writing skills using multiple intelligence learning as an approach decided that the MILA is very effective and efficient to upgrade the students' competence. It was analyzed that majority of students strongly agree. In contrast, only 3.64 percent disagree and strongly disagree about the integration of multiple

intelligent aspects in this study. The conclusion of the data analysis from questionnaire indicated that the MILA must be implemented for teaching English writing skills and the other skills of English language such as reading skill, speaking skill, and listening skill. As Yaumi et al. (2018) revealed that the some multiple intelligence's domain can improve Indonesian teacher's performance to support their teaching skill, and on the other hand, the Multiple Intelligence-Based Instructions Approach can influence student's learning interest.

Results of test

This part was to discern the results of integrating the multiple intelligence learning approaches whether it was able to upgrade the students' English writing skills or not. The following data analysis involved the findings of test using 40 items of elements of English writing skills they are vocabulary, grammar, organization of idea, and structure or writing composition. This study acquired the results are delineated in the following table and its descriptions.

Table 2. Students' mean, standard deviation, and standard error

N	Items	Writing Skills	Mean	Stand. Dev.	Stand. Error
72	10	Vocabulary	4.23	.81	.11
72	10	Grammar	4.03	.76	.10
72	10	Organization	4.00	.80	.11
72	10	Structure	4.21	.81	.10

The appraisal analysis of mean score of students' English writing skills shown in a table above indicated and pointed out that almost all students experiencing changes in increasing achievement in writing English very well. There should be an equal balance between their knowledge of English writing skills and the multiple intelligence learning approach used as far as the teaching and learning process.

Findings show with a further classification by values of mean, standard deviation, and standard error of each skills indicates something interesting to be discussed about the opportunity of integration the MILA for teaching all skills of English as a foreign language in underdeveloped regions like in the area of Southwest Papua, Indonesia. The table 2 above explained that the total mean score and the standard deviation were higher than α 0.05, and so is the standard. This means each item of test were suitable and acceptable to be used for English writing subjects.

Discussion

Choosing some appropriate methods or approaches for teaching and learning become a serious problem for lecturers in the State Institute of Islamic Studies (IAIN) Sorong, Southwest Papua province of Indonesia. One of the solutions to solve this problem was by integrating multiple intelligence learning approaches to increase students' English writing competency. The results of this research describe that majority of respondents strongly agree with the use of multiple intelligence learning approaches to be integrated into teaching writing subjects, which was approved with the significant upgrade of students' writing competence systematically.

In this case, the lecturers and students' English classes have similar reasons. In terms of similarity, they need to formulate systematically the strategy of integrating some domain elements of MILA which are interactive, analytic, and introspective domains. These three domains of the multiple intelligence approach were categorized into aspects of linguistics, mathematics, visual, kinesthetic, music, intra-personal, interpersonal, naturalistic, and existential or spiritual. Due to

this reason, the respondents regarded the integration of MILA in teaching English writing skills, it enables to upgrade the learners' English writing competencies. Understandably, lecturers and learners were more aware of implementing MILA for the teaching process of English writing skills. This is because as a teaching approach, it is an implementable choice to solve educators' confusion in emergency teaching and learning situations. On the other hand, this learning approach puts more value on the positive image they portrayed as far as this study. Therefore, it was consciously to be considered for teaching and learning in general and to be used to upgrade students' English writing competencies in particular.

Conclusion

The following conclusion can be described from the study. To begin with, this study has shown that the multiple intelligence learning approaches are the top learning approach in upgrading learners' English writing competencies due to their better learning approach coverage as far as any situations. In addition, interactive, analytic, and introspective domains are the most interesting choice among students and those domains were implementable to change and significant improvement of the students' English writing skills and competencies. With regards to peripherals, interactive domain elements are the most popular domain of the means of MILA among two others since it was implemented to teaching and learning activities compared to analytic and introspective domains, but they have similar values in progress. Lastly, MILA holds the biggest potential in upgrading students' English writing skill and competencies to be offered in this research.

The results of this study indicate that interactive, analytic, and introspective domains coverage are the important elements that will upgrade the improvement of students' English writing skills and competencies. However, these findings were proved effectively use at the Institut Agama Islam Negeri (IAIN) Sorong and cannot be generalized to other university students. The same study needs to be conducted with students from other universities with the factors that will peripherally upgrade learners' English writing skills and competencies in particular.

Declaration of conflicting interest

There is no conflict of interest in this paper.

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