

**THE EFFECT OF TEACHING ACTIVITIES PREPARED BASED ON
MULTIPLE INTELLIGENCES THEORY TOWARD STUDENTS'
NARRATIVE WRITING ACHIEVEMENT
AT GRADE X OF SMA 9 PADANG**

THESIS



BY:
ABRI YENTI
NIM: 2010/19264

*This thesis is submitted to fulfill one of the requirements
to obtain a degree in master of education*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2012**

ABSTRAK

ABRIYENTI, 2012. *The Effect of Teaching Activities Prepared Based on Multiple Intelligences Theory Toward Students' Narrative Writing Achievement At Grade X of SMA 9 Padang*. Thesis. Jurusan Pendidikan Bahasa: Konsentrasi Pendidikan Bahasa Inggris. Pascasarjana, UNP.

Penelitian ini bertujuan untuk melihat pengaruh penerapan aktivitas pengajaran berdasarkan kecerdasan majemuk terhadap pencapaian nilai siswa dalam menulis naratif. Penelitian ini dilatarbelakangi oleh masalah-masalah yang dihadapi siswa dalam menulis. Masalah-masalah yang mereka hadapi antara lain: mereka memiliki motivasi menulis yang rendah, mereka memiliki pengetahuan yang rendah tentang menulis dan kurangnya pengetahuan mereka tentang tata bahasa yang harus digunakan dalam menulis. Disatu sisi, guru juga mengalami kesulitan dalam mengajar menulis. Hal ini disebabkan oleh jumlah siswa yang cukup banyak dan waktu yang terbatas dan guru belum menerapkan aktifitas pengajaran yang cocok dalam pengajaran menulis yang melibatkan semua siswa didalam kelas. Dalam hal ini, aktivitas pengajaran berdasarkan kecerdasan majemuk dapat dijadikan sebagai strategi pengajaran dalam menulis yang memberikan pengaruh yang significant terhadap hasil belajar siswa karena aktivitas yang diberikan melibatkan semua siswa didalam lokal.

Penelitian ini menggunakan metode kuasi-experimen. Populasinya adalah seluruh siswa kelas X pada semester kedua yang terdaftar tahun ajaran 2011-2012 di SMA 9 Padang. Siswanya berjumlah 430 orang yang terdiri dari 8 kelas parallel dan 1 kelas akselerasi. Kelas akselerasi tidak masuk kedalam sample penelitian ini. Sampel dipilih dengan menggunakan "purposive sampling. Kelas yang dijadikan sebagai sampel dalam penelitian ini adalah kelas X₂ dengan jumlah siswa 36 orang. Data dikumpulkan dengan menggunakan angket dan tes menulis. Dari angket yang diberikan kepada siswa, ditemukan bahwa siswa kelas X₂ menggunakan empat kecerdasan majemuk dalam belajar yaitu linguistic, logical, visual and musical. Data dianalisis dengan menggunakan *Brown' scale model*. Pre-test dan posttest dilakukan 3 kali. Data ini dianalisis dengan menggunakan uji-t untuk kelompok yang berhubungan dan wilcoxon t-test.

Hasil penelitian menunjukkan bahwa siswa yang diajar dengan menggunakan aktifitas pengajaran berdasarkan kecerdasan majemuk memiliki pengaruh yang positif terhadap hasil belajar menulis naratif. Hal ini didasarkan pada hasil analisis data dengan menggunakan t-test berpasangan dan wilcoxon t-test. Hasil analisis data dengan menggunakan t-test untuk sampel berhubungan menunjukkan bahwa t-hitung lebih besar dari pada t-tabel. Hasil analisis data dengan menggunakan wilcoxon t-test menunjukkan bahwa Z hitung lebih kecil dari pada Z table. Jadi, hipotesis yang diajukan diterima. Dari temuan, dapat disimpulkan bahwa aktifitas pengajaran berdasarkan kecerdasan majemuk memberikan pengaruh yang positif terhadap hasil belajar menulis narasi siswa SMA 9 padang.

ABSTRACT

ABRI YENTI, 2012. The Effect of Teaching Activities Prepared Based on Multiple Intelligences Theory Toward Students' Narrative Writing Achievement At Grade X of SMA 9 Padang. Thesis Program Pascasarjana Universitas Negeri Padang.

The aim of this research was to find out the effect of teaching activities prepared based on multiple intelligences theory toward students' narrative writing achievement of SMA 9 Padang registered on 2010/2011 academic year. This was based on some problems faced by the students in writing. They were lack of motivation in writing; they were lack of background knowledge about schematic structure and linguistic features. Like students, teachers also had problems in teaching writing due the large class, the time constraint and the teachers did not apply the appropriate teaching activities in teaching writing. In order to make all students were involved in teaching writing, teaching activities prepared based on multiple intelligences theory can be used as a strategy to assist students' learning needs and to provide a great variety of ways for students to write.

This research was quasi- experimental research. The population of the research was the X grade students of SMA 9 Padang on the second semester registered 2010/2011. There were nine classes that totalized 430 students in which 8 for parallel classes and 1 for superior class. Superior class was not taken for sample. Sample was chosen by using purposive sampling. In this research, comparison or control group was not included. The sample of the research was X₂ class consisting of 36 students. The data was collected through multiple intelligences questionnaire and writing test. The questionnaire was given before pre-test. MI questionnaire was analyzed by using Brown's scale model. Based on the questionnaire, it was found that there were four dominant intelligences used by X₂ students in learning. They were: linguistic, spatial, logical-mathematical and musical. Besides, writing tests were done three times on pre-tests and post-test. The data were analyzed by using t-test for related samples and Wilcoxon t-test.

The result of this research showed that the students who were taught using teaching activities prepared based on multiple intelligences theory gave significant effect toward their narrative writing achievement. This was based on the calculation of t-test for related samples and wilcoxon t-test. The calculation of t-test for related samples revealed that t-observed could exceed the t-table. It means that the research hypotheses were statistically accepted and the null hypothesis was rejected. Besides, the calculation of wilcoxon t-test revealed that Z score was smaller than critical value. It means that the research hypotheses were statistically accepted and the null hypothesis was rejected. Thus, it can be concluded that teaching activities prepared based on multiple intelligences theory gave significant effect toward students' narrative writing achievement of SMA 9 Padang.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, the writer would like to express her gratitude to Allah the Almighty, the Most Merciful who has given her blessing, the knowledge, strength, health, opportunity and patience to finish her thesis entitled **“The Effect of Teaching Activities Prepared Based on Multiple Intelligences Theory Toward Students’ Narrative Writing Achievement At Grade X of SMA 9 Padang”** Then, *shalawat* and blessing are sent upon the Prophet Muhammad SAW, the *Uswatun Hasanah* for all moslems

Then, the writer would like to express her deepest gratitude and appreciation for those who helped and supported her in conducting this research:

1. Prof. Dr. H. M. Zaim, M. Hum and Prof. Dr. H. Jufrizal, M. Hum as her advisors who have given a great deal of continuous guidance, valuable advice, meaningful contributions, time and help in completing this thesis.
2. Prof. Dr. H. Anas Yasin, M.A, Prof. Dr. H. Mukhaiyar, M. Pd, and Dr. Ridwan, M.Sc, Ed. as contributors who gave comments, contribution, and constructive feedback in accomplishing this thesis.
3. Prof. Dr. H. Mukhaiyar, M. Pd as the director of Pascasarjana and staff who provided the supporting facilities.
4. The Head Master of SMA 9 Padang and all staffs who have permitted and facilitated her in conducting the research.
5. All of the X₂ students of SMA 9 Padang who have given much attention, desire, and seriousness in the process of learning and teaching writing.
6. Her beloved parents. The writer’s life never makes sense without their support, kindness, pray, love, suggestions, advice and motivation.
7. Her beloved sisters and brother and all relatives. A great appreciation is addressed to them for their love, pray, support and motivation.

8. All of her friends at the graduate program of the State University of Padang (UNP) enrolled in 2010/2011 for their friendship and encouragement during my study.

Finally, the writer realizes that this thesis may have several weaknesses. Therefore, comments and contributions to the development for further research are really appreciated. Hopefully, this thesis gives significant contribution to language teaching especially in teaching writing.

Padang, September 2012

The Writer

TABLE OF CONTENTS

	Page
ABSTRAK.....	i
ABSTRACT	ii
SURAT PERNYATAAN	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vi
LIST OF THE TABLE	vii
LIST OF GRAPHICS	viii
LIST OF APPENDICES.....	ix
CHAPTER I. INTRODUCTION	1
A. Background of the problem	1
B. Identification of the problem	4
C. Limitation of the problem	5
D. Formulation of the problem	5
E. Purpose of the research	6
F. Significant of the research	7
G. Definition of the key terms.....	8
CHAPTER II REVIEW OF THE RELATED LITERATURE	9
A. Review of the related theories	9
1. Multiple Intelligences	9
a. The nature of multiple intelligences	9
b. Teaching and learning strategy using multiple Intelligences strategy	11
c. Multiple intelligences of writing	15
d. Multiple intelligences in teaching writing	24
2. Narrative Writing	27

B.	Review of the related findings	31
C.	Conceptual framework	32
D.	Hypothesis	34
CHAPTER III RESEARCH METHOD		37
A.	Research Design	37
B.	Population dan Sample	39
C.	Instrumentation	41
D.	Technique of data collection	43
E.	Technique of data analysis	44
F.	Research procedures	51
CHAPTER IV RESEARCH FINDINGS		54
A.	Data description	54
B.	Data Analysis	61
1.	Prerequisite analysis	61
2.	Hypothesis testing	64
C.	Discussion	73
D.	Limitation of the research	82
CHAPTER V CONCLUSIONS, IMPLICATIONS, SUGGESTIONS		84
A.	Conclusions	84
B.	Implications	86
C.	Suggestions	86
BIBLIOGRAPHY		88
APPENDICES		91

LIST OF THE TABLE

Table	Page
1 Strategies for success based on MI.....	11
2 Teaching strategies based on MI.....	12
3 Multiple intelligences and activities	13
4 The characteristic of narrative text.....	29
5 The evaluation of narrative writing.....	30
6 List of MI questionnaire indicators.....	42
7 List of narrative writing indicators.....	43
8 Teaching procedures	52
9 MI profile of students of X ₂ of SMA 9 Padang.....	55
10 Comparison the mean score of pre-test and post-test.....	56
11 The improvement of students' narrative writing achievement using gain score analysis.....	58
12 The result of pre-test and post-test score of linguistic group.....	59
13 The result of pre-test and post-test score of logical group.....	59
14 The result of pre-test and post-test score of visual group.....	60
15 The result of pre-test and post-test score of musical group.....	60
16 The result of normality testing	61
17 The result of homogeneity testing.....	63
18 The result of Wilcoxon T-test of combination of the four domains....	65
19 The result of t-test analysis of linguistic group.....	67
20 The result of t-test analysis of logical group.....	69
21 The result of t-test analysis of visual group.....	70
22 The result of Wilcoxon T-test analysis of musical group.....	72
23 The improvement of students' narrative writing achievement using	

	gain score analysis.....	74
24	The improvement of students' narrative writing achievement of linguistic group using gain score analysis.....	75
25	The improvement of students' narrative writing achievement of logical group using gain score analysis.....	77
26	The improvement of students' narrative writing achievement of visual group using gain score analysis.....	78
27	The improvement of students' narrative writing achievement of musical group using gain score analysis.....	80

LIST OF FIGURES

Figures	Page
1 Conceptual Framework	33
2 MI profile of students of X ₂ of SMA 9 Padang.....	56
3 Comparison of the mean scores of pretest and posttest.....	57

LIST OF APPENDICES

Appendices	Page
1 Questionnaire of MI.....	91
2 Multiple Intelligences Inventory of X ₂ students of SMA 9 Padang...	93
3 Homogeneity testing.....	96
4 Normality testing.....	106
5 Hypothesis testing.....	114
6 Students' scores on pretest.....	126
7 Students' scores on posttest.....	133
8 Lesson Plan.....	141
9 Letter of Research permission.....	149
10 Example of students' narrative writing.....	152
11 Statistical Tables.....	157

CHAPTER 1 INTRODUCTION

A. Background of the Problem

As one of the four language skills, writing has occupied a place in English syllabuses. Even so, arguments are sometimes put forward for not teaching students to write because it is assumed that listening and reading are more important and these two skills are examined nationally. Therefore, some schools do not place sufficient emphasis on writing and students fail to learn writing strategy that will improve their writing achievement.

Based on School Based Curriculum, the purpose of teaching English for grade X senior high school at the second semester is to develop students' ability in four skills (listening, speaking, reading and writing). By the end of the learning process, the students are expected to be able to communicate in English not only spoken but also in written form. Among the four skills, writing is viewed as a difficult skill by students. In this regard, the students should be able to compose many kinds of genres. Based on syllabus, there are three genres that must be mastered by the students for grade X of SMA at the second semester, they are: narrative, descriptive and news item texts. Among them, narrative text is mostly taught and seems more important than the other types of text.

Based on the researcher's interview with some English teachers, there were some problems which caused the students' difficulties in writing. The first

problem is the lack of motivation of students in writing. When the teacher asked them to write, some students had blank paper with nothing to write, they would rather do other activities such as chatting with their friends and only few students wanted to write. It means that they have not been helped become motivated to involve in the writing activity. Due to the significance of motivation in contributing to the success of teaching and learning process, teachers are responsible to improve students' writing motivation. When the students are motivated, they will become involved in writing activity and will learn it autonomously. However, students will not devote their effort to write if they do not have a need or desire to write it.

The next problem is the lack of students' background knowledge about schematic structure and linguistic features. It was difficult for them to construct ideas based on the generic structure of the text. In this case, they must have good capabilities in organizing their ideas to construct the text based on its schematic structure. They have to elaborate the main ideas into several supporting details which must be cohesive and coherent. This condition make them felt bored to write the composition and did not want to continue their writing then cheat one another in doing the task and walking around.

Like students, teachers also faced problems in teaching writing due to the large class and time constrain. It means that although they have a strong desire to teach students how to write well, limited of time is a big problem. Therefore, some teachers just gave a topic to the students and asked them to write

a composition without considering the way the students learn. This writing activity was monotonous. Only students who have highly intelligence in linguistic can follow this activity. Meanwhile, students who do not learn in a linguistic manner felt bored to follow such activity. For them, writing can be difficult. In this regard, using other intelligences to teach students to write is not only valuable but also necessary. Thus, the teacher must provide multiple activities in teaching in order to make writing activity comprehensible to all students.

The theory of multiple intelligences offers insight into this dilemma. It is often difficult for a student who learns visually to excel lesson that is completely used to linguistic and logical-mathematical students. In this case, teaching activities provided by the teacher based on MI theory help students develop their linguistic intelligence through their other intelligences. In other words, the teacher help the students succeed in areas where they are having difficulty.

Multiple intelligences are the ways in which people are smart. According to Gardner in Armstrong (2009:8), there are eight ways to be intelligent. Everyone has all of the intelligences, but one, two, or three will dominate thinking. By discovering the dominant intelligence of the class and presenting the materials in a way that meets this intelligence, students can show improvement. The eight intelligences are: linguistic intelligence, kinesthetic intelligence, spatial intelligence, musical intelligence, interpersonal intelligence,

intrapersonal intelligence, logical/mathematical intelligence and natural intelligence. Although all students possess all intelligences at varying levels, it is helpful for teachers to present content material through a variety of intelligences in order to make the information comprehensible to all students.

This research proved that teaching activities prepared based on Multiple Intelligences theory is effective to motivate students and to improve students' writing narrative achievement. The researcher used MI theory as a strategy to assist with students' learning needs and to provide a great variety of ways for students to write.

B. Identification of the problem

In accordance with the background of the problem above, there are some problems faced by the students in writing. The problems are affected not only from the students' side but also the teacher's side. The problems are then classified as follows:

1. The students were lack of motivation in writing.
2. The students were lack of background knowledge about schematic structure and linguistic features.
3. The teacher did not apply appropriate teaching activities in teaching writing.

One way to solve those problems is by using some strategies in teaching writing such as: collaborative learning, students' active learning, problem based learning, interactive writing, writing workshop, cooperative learning and multiple

intelligences strategy. Thus, the teachers must determine what strategy that is appropriate to all students.

C. Limitation of the problem

In relation to the identification of the problem above, there are many strategies that can be applied by the teacher in teaching writing in the class. The researcher, in this case, limits the problem to the effect of teaching activities prepared based on multiple intelligences theory toward students' narrative writing achievement. To achieve the aim of the study, this research focused on the teaching activities based on the four dominant intelligences belong to the X₂ students of SMA 9 Padang. They are: linguistic, logical-mathematical, visual and musical.

D. Formulation of the problem

Based on the limitation of the problem, the problem of the research can be formulated as follows:

1. Is there any significant difference between pre-test and post test score of the students in term of the usage of teaching activities prepared based on multiple intelligences theory toward their narrative writing achievement?
2. Is there any significant difference between pre-test and post test score of the students who have highly intelligence in linguistic in term of the usage of

teaching activities prepared based on multiple intelligences theory toward their narrative writing achievement?

3. Is there any significant difference between pre-test and post test score of the students who have highly intelligence in logical- mathematical in term of the usage of teaching activities prepared based on multiple intelligences theory toward their narrative writing achievement?
4. Is there any significant difference between pre-test and post test score of the students who have highly intelligence in visual in term of the usage of teaching activities prepared based multiple intelligences theory toward their narrative writing achievement?
5. Is there any significant difference between pre-test and post test score of the students who have highly intelligence in musical in term of the usage of teaching activities prepared based multiple intelligences theory toward their narrative achievement?

E. Purpose of the research

The purposes of the research are to find out whether:

1. There is a significant difference between pre-test and post test score of the students in term of the usage of teaching activities prepared based on multiple intelligences theory toward their narrative writing achievement.
2. There is a significant difference between pre-test and post test score of the students who have highly intelligence in linguistic in term of the usage of

teaching activities prepared based on multiple intelligences theory toward their narrative achievement.

3. There is a significant difference between pre-test and post test score of the students who have highly intelligence in logical- mathematical in term of the usage of teaching activities prepared based on multiple intelligences theory toward their narrative achievement.
4. There is a significant difference between pre-test and post test score of the students who have highly intelligence in visual in term of the usage of teaching activities prepared based multiple intelligences theory toward their narrative achievement.
5. There is a significant difference between pre-test and post test score of the students who have highly intelligence in musical in term of the usage of teaching activities prepared based multiple intelligences theory toward their narrative achievement.

F. Significance of the research

The result of this research is supposed to have theoretical and practical significance as the following:

1. Theoretically, the finding of the research is aimed to add current literature of language teaching especially in teaching writing. It will become a source of information about investigating the effect of teaching activities prepared based

on multiple intelligences theory toward students' narrative writing achievement.

2. Practically, this research finding statistically proved that teaching activities prepared based on multiple intelligences theory give significant effect on students' narrative writing achievement. It means that the English teacher who teaches writing can incorporate teaching activities prepared based on multiple intelligences theory in teaching writing; for students, it is expected that they can engage actively in teaching and learning process.

G. Definition of the key terms

For the purpose of the research, the following terms are defined:

1. Multiple Intelligences (MI) activities: writing activities that relate to different types of intelligences of the students in the classroom. Based on MI questionnaire, there are four dominant intelligences used by the X₂ students of SMA 9 Padang. They were: linguistic, logical, visual and musical intelligences. The writing activities are based on these dominant intelligences.
2. Narrative writing achievement: the ability of the students to express their ideas which purpose to entertain the reader and consists of orientation, complication, resolution as its generic structure and the use of past-tense and conjunction of time as its lexico grammar. The students' narrative writings achievements are based on the above indicators and MI activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of analysis that has been described, it can be concluded that:

1. Students' narrative writing achievement on posttest after having teaching activities prepared based on multiple intelligences theory is better than on pre-test. It means that providing multiple activities relates to students' dominant intelligences is one way of supporting students to be more successful in the classroom.
2. Students' narrative writing achievement on posttest who have highly intelligence in linguistic after having teaching activities prepared based on multiple intelligences theory is better than on pre-test. It indicates that teaching activities using multiple intelligences can help students involve in learning process and improve their narrative writing achievement.
3. Students' narrative writing achievement on posttest who have highly intelligence in logical after having teaching activities prepared based on multiple intelligences theory is better than on pre-test. This shows that the students who do not learn in a linguistic manner, when they were assigned to write, the teacher can help them develop their linguistic intelligence through their other intelligences.

4. Students' narrative writing achievement on posttest who have highly intelligence in visual after having teaching activities prepared based on multiple intelligences theory is higher than on pre-test. It proves that the students with highly intelligence in visual when the art used in writing process, they become motivated to write and increase their writing achievement.
5. Students' narrative writing achievement on posttest who have highly intelligence in musical after having teaching activities prepared based on multiple intelligences theory is higher than on pre-test. It means that the students can show their improvement when the writing activity provided involve their dominant intelligence. Similarly, students who have been treated based on their strong intelligence, they can improve their narrative writing achievement and to be easy to engage in the writing activity.

Thus, teaching activities prepared based on multiple intelligences theory have significant effect on students' narrative writing achievement. It has been proved statistically by the calculation of t-test for related samples and Wilcoxon t-test. The result of the calculation of t-test for related samples indicated that t_{observed} could exceed the t_{table} . Referring to this result, the research hypothesis is accepted. Besides, the result of the calculation of Wilcoxon t-test indicated that Z score is smaller than critical value. Referring to this result, the research hypothesis is accepted.

B. Implication

Based on the result of the research, there are two kinds of implications of this research, they are: first, the use of multiple intelligences theory in writing lesson is one of the alternative strategy that can be applied in teaching writing since it was tested statistically that teaching activities prepared based on multiple intelligences theory gave better effect on the first year students of SMA 9 Padang. Writing activities used in this research were retelling the story (linguistic students), using story grammar (logical-mathematical students), using story mapping (visual/spatial students), listening to music or song (musical students). It implies that the teacher can use these activities in teaching writing based on students' dominant intelligences. Second, the teacher should consider students' dominant intelligences in the classroom in order to provide activities based on their strong intelligences so all students have an opportunity to involve in the writing activities.

C. Suggestions

Based on the findings and conclusions above, the researcher would like to propose suggestions as follow:

1. The English teacher can use teaching activities prepared based on multiple intelligences as one of the alternative strategy to minimize the students' writing problems during teaching and learning process.

2. The English teacher must consider what kinds of writing activities appropriate for students who have different ways to learn. Because the students learn differently, it means that one strategy is not appropriate for all students. Thus, the English teacher is suggested to provide multiple activities based on MI in teaching writing because these activities make the writing process become an enjoyable experience for all students.
3. For further researcher, it is suggested to conduct the same research in examining the effect of teaching activities prepared based on MI theory in wider sample in order to determine if a larger sample would yield greater increases toward students' narrative writing achievement. Besides, it is suggested to build students' profiles by using more than MI questionnaire, because MI profile is an ongoing process, not a product.

BIBLIOGRAPHY

- Amstrong, Thomas. 2003. *Multiple intelligences of Reading and writing*. Virginia: ASCD
- Amstrong, Thomas. 2009. *Multiple intelligences in the Classroom*. Virginia: ASCD
- Bas, Gokhan. 2010. Effect of multiple intelligences instruction supported project based learning on students' achievement level and attitudes toward English lesson. *Cypriot Journal of Educational Sciences*. Retrieved on November 16th, 2011 from <http://www.libsearch.com/view/835438>.
- Bas, Gokhan. 2010. Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education Vol. 2, Issue 3, July, 2010*. Retrieved on November 16th, 2011 from http://scholar.google.co.id/scholar_url?hl=id&q=http://www.world-education-center.org/index.php/cjes/article/download/158/99&sa=X&scisig=AAGBfm31oqRulm mze9_Fnhkt0iMlzYoFTQ&oi=scholar&ei=wz8iUIrHIMHtrQfKgIFQ&ved=0CEsQgAMoA DAA
- Bachman, Lyle, F. 1990. *Fundamental Consideration in language Testing*. New York: Oxford University.
- Barwick, John. 1999. *Targeting Text Upper Level*. Singapore: Blake Education
- Brown, H Douglas. 2002. *Strategies for success*. San Francisco: Longman
- Bearne and Wolstencroft. 2007. *Visual Approaches to Teaching Writing*. London: Paul Chapman Publishing.
- Campbell, Linda and Campbell, Bruce. 1999. *Multiple Intelligences and student achievement*. Virginia. ASCD.
- Chauhan, Ramesh Singh. 2009. Effectiveness of Multiple intelligence based teaching in teaching English for primary School students. *International Research Journal*. Vol II, Issue 9-10. Retrieved on November 16th, 2011 from <https://www.google.co.id/#hl=id&output=search&sclient=psy-ab&q=Effectiveness+of+Multiple+intelligence+based+teaching+in+teaching+>