

# THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES ON THE INPUT, PROCESS, AND OUTPUT OF ENGLISH LEARNING

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## Abstract

This research aims at: (1) describing the implementation of Multiple Intelligences on the input, process, and output of English Learning in the Kinesthetic Intelligence Class at SD Immersion Ponorogo, (2) identifying the difficulties found on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo, and (3) finding out the solutions offered by teacher to overcome the difficulties on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo. This research was conducted at SD Immersion Ponorogo which is located on Jl Ukel 39, Kertosari, Babadan, Ponorogo in the second semester of the academic year 2014/2015. This research applies a case study method as one of qualitative research. The subject of the research were the English teacher and the fourth grade students of kinaesthetic class at SD Immersion Ponorogo. The data were collected through non-participant observation, interview, and documentation. In analyzing the data, the researcher used interactive model of analysis data by Miles and Huberman, involves three things namely the data reduction, the data representation, and drawing conclusion and verification. The findings of the research reveals that: (1) the implementation of Multiple Intelligences at SD Immersion covers three aspects; the first is the use of MIR to observe the students' intelligence characteristic as a reference for the teacher to design the teaching process, the second is the process of teaching/learning which was designed based on the students' characteristic of intelligences, the third is the process of evaluation and assessment which focused on the students' performance during the learning activity, (2) the difficulties found on implementing Multiple Intelligences are the creativity of the teacher in designing the lesson plan, material, and media independently because MI is not national education's policy, the difficulty in controlling the kinesthetic students' behavior, and the time management for the preparation and activities for the students, and (3) the solutions offered by teacher to overcome the difficulties are the use of online resources as the reference to design the learning materials and media, the use of guiding and assessment during the process of learning to control the students' behaviour, and the adaptation of other lesson plan, material, and media related to the students' on implementing Multiple Intelligences on the process of teaching and learning English in the Kinesthetic Intelligence Class at SD Immersion Ponorogo

In conclusion, the English teacher in the kinaesthetic intelligence class at SD Immersion Ponorogo has implemented Multiple Intelligences in English teaching and learning well. The difficulties found in the implementation of Multiple Intelligences was solved creatively by the teacher. Hopefully the description of the implementation of Multiple Intelligences in the Kinaesthetic Intelligence Class can be used for English teaching development in other schools.

*Keywords: Peer Assisted Writing, Direct Instruction, creativity, writing competence, Experimental Study.*

## INTRODUCTION

Every single person in the world is unique and no one is the same even twins' people. All people are born differently with their own

characteristics, powers, intelligences, strengths, and weaknesses (Gardner 1999: 15). According to Gardner, multiple intelligences theory teaches us that all the students are smart. They are smart in

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different ways so that every single student should learn with his different style based on his intelligence (Hoerr, 2007:1). Human abilities and potentials are direct evidence that multiple intelligences exist, and these intelligences can be fully utilized either individually or combined. The theory can be applied to any part of school and family, providing teaching methods more room for creativity, emphasizing comprehension and applying new knowledge, techniques and concepts to the teaching process (Abdulaziz, 2008; Ulinwa, 2008). Gardner said that there are many, not just one, different autonomous intelligence capacities that result in many different ways of knowing, understanding, and learning about our world. Gardner defined seven intelligences including verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. In 1997, Gardner added an eighth intelligence, the naturalist intelligence, and two years later a ninth intelligence, existentialist intelligence (Gardner: 1999). Recently, multiple intelligences have been placed more than just a theory. They have been developed into a teaching and learning model including English learning strategies. English education based on multiple intelligences is an education system which considers and accommodates every single potential power of the students.

Those paradigms of education system mentioned above are appropriate to the philosophy of national education (Undang-

Undang Nomor 20 Tahun 2003) that education is aimed to develop and improve every single potential of the children to be faithful, creative, smart, and responsible. UU nomor 32 Tahun 2013 also stated that the process of teaching and learning should be interactive, participative, fun, challenging, and accommodating the students creativity based on their own talents and intelligences. Those principles recommend that the schools should be able to implement the proportional and humanist education system; that is the ability in accommodating every single potential of the students.

The old paradigm of education which classify the students based on the cognitive score or IQ concept, does not consider students' diversity and uniqueness. The students with different characteristic, intelligence, and style are considered, treated, and taught with the same way. Our education system still has the paradigm that the good students are the students who sit quietly, listen to the teacher carefully, and do the task correctly. The students with kinesthetic intelligences/ kinesthetic learning style who are not able to do those things are considered as the stupid and bad students. The students with kinesthetic intelligence always considered as the naughty students. They are labeled as hyper active or naughty students who are always be neglected and under estimated by the teacher. In the contrary, the new paradigm of education system shows us that the students with different characteristic of intelligence like

kinesthetic students are also considered as smart students who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic.

Nowadays, various kinds of theory and method in teaching is adapted to implement the humanist education which is appropriate to the new paradigm of education system. Since the publication of *Frames of Mind: The Theory of Multiple Intelligences* more than twenty years ago (Gardner, 1983), Multiple Intelligences (MI) theory has gained much popularity around the world. Many educators have become interested in the theory. Many schools have been organized around the theory, and numerous books (Kaya, 2007). Recently, multiple intelligences have been placed more than just a theory. They have been developed into a teaching and learning model including English learning strategies. English education based on multiple intelligences is an education system which considers and accommodates every single potential power of the students from the input, process, and the output of the students.

The input is the process of selecting the students (school admission). The only test used for school admission is MIR (Multiple Intelligences Research). MIR contains the result of the students' intelligence characteristic and the best way they learn as the data for the teacher to set and design the learning process which is appropriate to the students (Chatib, 2009).

The new paradigm of education system (MI theory by Gardner 1999) shows us that the students with different characteristic of intelligence like kinesthetic students are also considered as smart students who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic. Kinesthetic students should be taught with the strategy and process of learning which is appropriate to their characteristic of intelligence. It is supported by Gardner (1983: 89) who stated: "This area has to do with bodily movement and psychology. In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sport or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily kinesthetic intelligence seem to use what might be termed muscle memory. They remember things through their body such as a verbal memory or images".

The use of appropriate material and media of learning should also appropriate to the characteristic of the students. According to Cross (1995: 6), the use of realia is appropriate to the students with beginner level like elementary school students. The use of realia in teaching is more widely used with beginner classes.

The multiple intelligence philosophy of assessment (the output of learning) is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessment probe students' understanding of material far more thoroughly than multiple-choice or fill-in-the-blank tests (see Gardner 1993b, 2006a; Herman, Aschbacher, & Winters, 1992; Popham, 2008; and Wolf, LeMahieu, & Eresh, 1992). The students with kinesthetic intelligence would be under pressure and could not show their maximal abilities when they were evaluated with logical-mathematical learning style like answering the questions on the paper because according to Gardner (1983), the bodily-kinesthetic students are expertise in using whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using hands to produce or transform things.

One of the schools which implements the education based on Multiple Intelligences System (MIS) is SD Immersion Ponorogo. Based on the pre observation conducted by the researcher, it is known that SD Immersion Ponorogo is an elementary school which has been implementing Multiple Intelligences theory as a basic paradigm in teaching and learning to accommodate the differences of the students' characteristic, strength, weakness, and intelligence. SD Immersion Ponorogo is the first school in Ponorogo which eager to accept the new students (the input) without cognitive test. This school accepts every students with

different background even the students with low cognitive power. There is only Multiple Intelligence Research (MIR) as a test to discover the students' intelligence whether they are powerful in logic mathematic, kinesthetic, linguistic, visual spatial or other intelligences. The best process by implementing Multiple Intelligences theory is the main belief of this school. The students are treated and taught based on their intelligence characteristic. The students with bodily-kinesthetic intelligences who are usually considered as the stupid and naughty students, are treated and taught with the different learning method and strategy which appropriate to their characteristic of intelligence and learning style. They are not considered as hyper active or stupid students but they are considered as smart students who has uniqueness in processing data and information like processing information in learning process.

With regard to those reasons and facts, the writer was interested in conducting a research about the implementation of multiple intelligences in teaching English in SD Immersion Ponorogo. The research was focus on the students with kinesthetic intelligence. There are some researches about the effectiveness of multiple intelligences in education field which will be presented on review of related studies in the chapter 2 of this study. There are several thesis discussed about the multiple intelligences. Those researches focused on the effectiveness of multiple intelligences on some majors of



study like biology, chemist, and mathematics. There is no study about the implementation of multiple intelligences on English learning especially the deep study on kinesthetic students which covered three aspects of teaching and learning elements including the input, process, and output. Thus, this research about the implementation of multiple intelligences in English learning is very important to give a model for the other schools which are interested in implementing English learning based on multiple intelligences theory.

## RESEARCH METHOD

The study was conducted at SD Immersion Ponorogo which is located on Jl Ukel 39, Kertosari, Babadan, Ponorogo. SD Immersion Ponorogo is an elementary school which has implemented English learning based on multiple intelligences. SD Immersion Ponorogo is an elementary school which has been implementing Multiple Intelligences theory as a basic paradigm in teaching and learning to accommodate the differences of the students' characteristic, strength, weakness, and intelligence. The study was conducted in the first semester of academic year of 2014/2015. The subject of this study is the fourth grade students of kinesthetic class at SD Immersion Ponorogo. There are nineteen students in the fourth grade of kinesthetic class at SD Immersion Ponorogo.

The researcher conducted case study as

to see the phenomenon happened during the process of teaching and learning English by implementing classroom interaction. A case study involves a detailed description of a setting and its participants, accompanied by an analysis of the data for themes, patterns and issues (Bloomberg & Volpe, 2008: 11).

The data sources of this research were participants, events, and documents. To collect the data, the researcher applied three techniques: Observation, interview, and document analysis. The researcher was observed the process of teaching English of the fourth grade students in the kinesthetic class at SD Immersion Ponorogo in the academic year of 2014/2015. The objects of the observation were teacher's activities, teacher's attitudes, student's activities, and students' attitude.

In this study, the researcher used the guided-unguided interview to find out some data about English teacher's paradigm, motivation, preparation, strategy, difficulties, and solution in conducting MI-based learning to the fourth grade students of kinesthetic class at SD Immersion Ponorogo. In this study, the writer used the document which consists of syllabus, teacher lesson plan, teaching evaluation, and all document related to English materials.

The data analysis in qualitative research involves three things namely the data reduction, the data presentation/display and the conclusion drawing/verification (Sutopo, 2002:90). In this study, the writer analyzed the data in three steps. the first step was data

reduction. In this step the writer does the process of selecting, focusing, simplifying, and abstracting. In other word, the data reduction was part of data analyses, which emphasizes, made the data shorter, made the theme focused, and arranges the data in appropriate order. The second step was data representation. In this step, the researcher arranged the relevant data in order to get information to make conclusion. In qualitative research, the data taken are in the form of words. The data will be presented in the form of words. The third step was drawing conclusion and verification. In this step the data will be drawn continuously as the result of interpretation. The writer takes conclusion after interpreting the data taken. The result of the study becomes the description of multiple intelligences implemented in teaching English in SD Immersion Ponorogo.

## FINDINGS AND DISCUSSION

### 1. The implementation of Multiple Intelligences on the Input.

SD Immersion Ponorogo implements MIR (Multiple Intelligences Research) as the only test for the school admission. The research finding showed that MIR (Multiple Intelligences Research) which was implemented by SD Immersion is a test to reveal the students' characteristic of intelligences. This test is also important for the placement test for the students. MIR (Multiple Intelligences Research) was implemented to know the students

intelligence and the students' learning style. MIR contains the result of the students' intelligence characteristic and the best way they learn as the data for the teacher to set and design the learning process which is appropriate to the students (Chatib, 2009).

Gardner (1999) sought to broaden the scope of human potential beyond the confines of the IQ score. Gardner said that there are many, not just one, different autonomous intelligence capacities that result in many different ways of knowing, understanding, and learning about our world.

The research finding also showed us that the result of MIR at SD Immersion is used to classify the students into different groups or classes. One of the classes is kinesthetic class which All of the students in this class are dominant in kinesthetic intelligence. The way they process the information and the way they learn are based on the kinesthetic style, so that the English teacher used all information of the students' profile of kinesthetic to prepare the lesson plan, material, and media to teach them. The old paradigm of education which classify the students based on the cognitive score or IQ concept, does not consider students' diversity and uniqueness. The students with different characteristic, intelligence, and style are tested and measured in the same way (based on their IQ). The new paradigm of education system (MI theory by Gardner 1999) shows us that the students with different characteristic of intelligence like kinesthetic students are also considered as smart students

who should be treated and taught with the different method and strategy of learning which appropriate with their learning characteristic.

## 2. The implementation of Multiple Intelligences on the Process

The implementation of Multiple Intelligences on the process of English learning at SD Immersion Ponorogo in the bodily-kinesthetic class consists of two aspects including the preparation of English teaching and the stages of teaching and learning in the class. Here are the discussion:

### a. The Preparation of Teaching and Learning

Preparation is the most important thing in teaching and learning process. The findings show that Teacher H as the English teacher in the kinesthetic class at SD Immersion Ponorogo prepared the syllabus, the lesson plan, materials, and media for the teaching and learning.

The findings show that SD Immersion especially fourth grade teacher in kinesthetic class used KTSP curriculum and the syllabus of KTSP (see appendix). SK (Competence Standard) and KD (Basic Competence) of learning from the KTSP syllabus designed by the government are developed into lesson plan which covers Multiple Intelligences theory of learning. The KTSP syllabus designed by the government was developed by the teacher with the material and media which appropriate to the theory of multiple intelligences especially for the fourth grade students of kinesthetic intelligence. The

findings also show that the lesson plan used in this class (kinesthetic intelligence class) is based on the Multiple Intelligence especially for kinesthetic students which proved by the composition of the stages in lesson plan including alpha zone, the scene setting, activities, and teaching aids . The research findings show that the teacher H designed those stages based on the kinesthetic intelligence learning style. It is supported by Gardner (1983: 89) who stated that people who have bodily-kinesthetic intelligence should learn better by involving muscular movement.

The first step is Alpha Zone. Alpha Zone is the activity to prepare the students readiness of learning. In the other terms we call it warming up activity before teaching and learning process. The body movement with song was chosen as alpha zone activity because it is appropriate to the students with kinesthetic intelligence who need body movement activity to make them fun and ready to learn.

The second aspect is scene setting. The scene setting is the most important aspect in the lesson plan because it determines the process of learning including the procedure, material, and media. In the lesson plan above, the teacher designed the scene setting "Market Transaction" because this scene setting covers the activity which is appropriate to the students with kinesthetic intelligence. The activity which around doing the market transaction is

appropriate to the students in the kinesthetic intelligence class. The third aspect is activities. Activity set by the teacher was the market transaction and bargaining. Those activities were appropriate to give the students activities which cover body movement and practice while learning English conversation. The next aspect is teaching aids. The teaching aids chosen by teacher in the lesson plan are fruits and vegetables. The use of appropriate teaching aids is very important to conduct effective learning process. It is easy to catch the meaning of the words when the students are showed with the real things like real fruits and vegetables. It is appropriate to the pedagogical principle of English learning that the use of real objects (e.g. realia or pictures) helps the students associate the meaning of the language easily (Larsen-Freeman: 1986: 22). The next aspect is assessment. The teachers should determine the good way to assess the students' achievement of learning. In the lesson plan, the teacher wrote the process of assessment of the students' achievement through the process of learning activity. The teacher moved around and wrote the assessment of the students while the students made a conversation through the activity of learning (when the students conducted the market transaction).

#### b. The Stages of Teaching and Learning in the Class

The research findings show that stages of English teaching and learning in the fourth grade (kinesthetic class) were designed into 3

steps. The first step was apperception/opening, the second was main activity, and the third step was closing.

##### 1) Apperception/opening (Alpha Zone)

The first step is opening. The teacher came to the class, greeted the students, and then gave them the ice breaking activities like easy body movement and singing a song (see observation). The teacher asked the students to follow her body movement and sing the song. This activity is called alpha zone. It is very important to attract the students' attention/spirit and to prepare the students readiness. Because the students are kinesthetic learners, the teacher applied body movement and singing a song to encourage their spirit in learning before the main activity of learning. Physical movements encourage our bodies to manufacture endorphin (the chemical that contribute to runner's high) and dopamine, which helps us see pattern and learn faster (Promislow, 1999) so that the use of physical activity made the students feel happy and ready for the learning.

##### 2) Main activity

The main activity was the implementation of scene setting set by the teacher. The scene setting is the important point to develop activities of learning, materials, and media (Chatib, 2009). The scene setting of the learning is the frame of all activities conducted. The findings show that Teacher H set "market activities" as the scene setting of the teaching and learning. The use of role play (market transaction) by Teacher H as the



technique in learning process, made the students of kinesthetic intelligence exposed to the real context learning. According to Larsen-freeman (1986), the purpose of language learning is communication therefore students need to learn how to ask questions as well as answer them and lesson should contain some conversational activity which provide some opportunity for students to use language in real context.

The activity which needed the students to move around is very effective for the students with kinesthetic learning style like in this class. According to Hoer (2000), in order to teach the students with bodily-kinesthetic intelligence, we have to provide tactile and movement activities; offer role-playing and acting opportunities; allow students to move while working; use sewing, model making and other activities that require fine motor skills.

### 3) Closing

The last step of the learning was closing. The teacher showed them things and asked them to say it in English. They pronounced loudly so the teacher could give the correction directly about the pronunciation. The teacher also asked them how to buy and make a bargain. The students who were less active in the activity (written on the teacher's note during the activity) were asked to answer and practice how to buy and make a bargain to show that they got the point of the lesson like the other students who were very active during the activity of the lesson. In

understanding, there are some ways can be implemented in MI classroom. One of them can be conducted during the learning and teaching process by checking the performance of the students (Amstrong, 2004). In the final session, the teacher gave the applause to the students.

### 3. The Implementation of Multiple Intelligences on the Output

The multiple intelligence philosophy of assessment (the output of learning) is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessment probe students' understanding of material far more thoroughly than multiple-choice or fill-in-the-blank tests (see Gardner 1993b, 2006a; Herman, Aschbacher, & Winters, 1992; Popham, 2008; and Wolf, LeMahieu, & Eresh, 1992). The research findings show that the students with the characteristic of kinesthetic intelligence were evaluated with the task which could accommodate their capacity of learning style. The teacher had two final evaluation. One of the evaluation was an exam made independently by the teacher (MI-based evaluation). The task was set with the setting of game, role play, etc, which were appropriate to the kinesthetic students to show their achievement in learning process. The students with kinesthetic intelligence would be under pressure and could not show their maximal abilities when they were evaluated with answering the questions on the paper because

according to Gardner (1983), the bodily-kinesthetic students are expertise in using whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using hands to produce or transform things

## 2. The Difficulty and Its Solutions in Implementing MI at SD Immersion

The implementation of Multiple Intelligences on English learning for kinesthetic intelligence class has many difficulties, problems, and barriers. It is because the implementation of MI learning is not implemented by the government so that the school and the teacher had to conduct it independently.

The researcher found out some barriers faced by the teacher on implementing English learning through Multiple Intelligence theory. Here are some difficulty and its solution by the teacher:

### 1. Preparing the lesson plan, material, and media

According to Gardner (1983: 89), In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sport or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily kinesthetic intelligence seem to use what might be

termed muscle memory. They remember things through their body such as a verbal memory or images. Regarding to that theory, lesson plan which appropriate to the students kinesthetic intelligence is the main aspect to be prepared in successful learning process. For the English teacher in kinesthetic intelligence class (Class Gajah Mada), preparing lesson plan which is appropriate to the students' intelligence characteristic is very difficult because the teacher has to design a creative lesson plan which is able to accommodate the students' way of learning. The teacher has to design the creative and appropriate "scene setting" of the learning activity and then develop it into good lesson plan. The creativity in selecting and designing the scene setting of the learning activity for the students with kinesthetic intelligence is quite difficult for teacher.

Preparing material and media which are appropriate with the scene setting of the lesson of kinesthetic intelligence class are also difficult for the teacher. The teacher has to prepare/set the material and media which are appropriate with the students' characteristic of learning by herself. There is no special book or module from government containing material and media for kinesthetic learning style. The creativity in selecting the material and media is a difficult aspect in implementing multiple intelligences because there is no any MI book set by the government which provide the material and media for the kinesthetic intelligence students.

In preparing the lesson plan, the scene setting of the lesson is the main aspect which determines the activity, stages of learning, etc. To solve the difficulty in preparing and setting the scene setting of the lesson plan, teacher H searched and found the inspiration about the activity and the scene setting on online resources. The teacher used internet to find the sources about the creative activity, games, material, and media. Teacher H designed the scene setting which is familiar and easy to implement it like “market transaction” activity.

To handle the problem about the difficulty in preparing the media used in the learning activity, teacher H used easy and cheap stuffs which could be found easily around them like fruit, vegetables, and other snacks. The teacher asked the students to bring several stuffs from their houses. It is appropriate to the pedagogical principle of English learning that the use of real objects (e.g. realia or pictures) helps the students associate the meaning of the language easily (Larsen-Freeman: 1986: 22)

## 2. Controlling the kinesthetic students

The students with kinesthetic intelligence are different from the students with logic-mathematic intelligence and naturalist intelligence. The students with kinesthetic intelligence tend to move all the time and they do not like to sit quietly. The character of the kinesthetic students causes the problem for the teacher to control them. It is impossible for the teacher to teach them *sit quietly* while reading and analyzing text

because the way their brain process the data is different from the logical-mathematical intelligence students. It can be seen from the findings that the kinesthetic students tend to use body movement during learning process. All students in this class were also very active or full of movement. They tended to move, speak, and do many activities they wanted.

According to Hoer (2000), in order to teach the students with bodily-kinesthetic intelligence, we have to provide tactile and movement activities; offer role-playing and acting opportunities; allow students to move while working; use sewing, model making and other activities that require fine motor skills. Regarding to theory mentioned, Teacher H prepared and set the activity which is appropriate to students' characteristic of learning like “market transaction” which could accommodate students' activeness in body movement through learning activity. It was done by Teacher H to control the kinesthetic them which were very active in body movement. Teacher H also accompanied the students during activity of learning and she moved around to check the students' activities, conversations, pronunciation, and guide them. She also scored the students' activeness and performance during the process of learning activity so that the students were more serious in conducting the learning activity. The students were the *sit quietly* while reading and analyzing text facilitator who guided the activities.

### 3. Time management

The implementation of multiple intelligences on learning is not the government policy and regulation in our national education. Because of that reason, all aspects of MI-based learning involving the policy, the lesson plan, material, media, etc has to be prepared by the school and the teacher by themselves. Thus, in preparing and setting all aspect of MI-based learning in this class need the extra time. The English learning process in the kinesthetic class also needs extra time because the learning through the creative activity which appropriate to the kinesthetic students. The extra time is always be a problem because the teacher H prepared and designed the material, media, and lesson plan by herself.

The process of learning in the class also consumed extra time because in the kinesthetic class the lesson activity. We can see from the class observation, the use of activity "market transaction" needs much time to conduct it.

To manage the time in preparing the lesson plan, material, and media, teacher H used the online resources to search and design the activities, material, and media. Teacher H also used the design of scene setting, lesson plan, material, and media used in the other classes and grades to implement in this class. Like the design of market transaction, material, and media implemented in the fourth grade class, it also could be implemented in the other classes with the same characteristic of intelligences but it was

designed in the different level of difficulties and setting. Teacher H also shared to the others teacher about the lesson plan, material, and media which can be adapted to the other class. Sharing and learning with the other teachers was very effective to get the new idea and solution for the problem faced by the teacher in the class. It is supported by Gardner (1999: 33) who stated that the teacher should read, study, and learn more about MI practices. Study groups with the other teachers can be a good way to explore new ideas, compare results, and articulate questions and concerns."

### CONCLUSION AND SUGGESTION

Based on the description of the data analysis, It can be concluded that peer assisted writing is an effective technique to teach writing for the tenth grade students of SMAN 1 Kota Cirebon. The effectiveness of the technique is influenced by the students' level of creativity.

Considering the findings of the research the suggestions as follows: (1) teachers can apply peer assisted writing to teach writing; (2) teachers have to consider that creativity is one of factors that may affect the students' writing competence. Therefore, it is better for the teacher to know the degree of the students' creativity and help them to develop it using various activities in class; (3) students are expected to be more active in the teaching and learning process in order to better for the students to practice activities



that can enhance and stimulate their creativity abilities, ideas and creative result. It will give them benefits to move out of their normal problem-solving mode, to enable them to consider a wide range of alternative and to improve productivity and quality of work; (5) Other researchers can continue to investigate the effectiveness of Peer Assisted Writing from different psychological aspects which are related to the students' writing, such as the students' self esteem, motivation, learning interest, risk taking, anxiety, and so on.

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