

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Chapter V is the final chapter of the paper presenting the conclusions that are drawn from the findings and discussions in the previous chapter and from the research questions proposed in Chapter I. This chapter also provides the suggestions related to the use of multiple intelligences based approach to students' effective EFL learning.

#### 5.1 Conclusions

This single case study research has investigated and explored the implementation of multiple intelligences based approach to teaching English in one state senior high school in Cimahi. This research is aimed at finding out to what extent multiple intelligence based approach has influence students' ability in learning English, and finding out students' responses towards multiple intelligence based approach to their learning activity

The data from this study has drawn several conclusions in relation to the research questions proposed in Chapter I in this study. The conclusions can be elaborated as follows.

First, this study gave the researcher a better understanding about the application of multiple intelligences aspects in the learning activity. Then, since every student is a unique individual with his/her own distinct intelligence, abilities and learning style, it is needed to check individual's accomplishment to help teacher to prepare better for the English learning activity.

Furthermore, as mentioned by Armstrong (2009), MI-based teaching strategy has many advantages such as controlling the atmosphere in the classroom, overcoming problems, and so on. In addition, he also argued that MI-based learning strategy gives the flexibility of learning to students to engage in an

activity of learning with their own way so that they can give positive attitudes towards the learning process and receive information as well. These statements can be used as a response towards an issue about adolescent learners who are trying to learn how to reflect on and the reason about its relevancy with their real-life experiences that have a bearing on abstract concepts and ideas. To make adolescent learners make sense of the learning, teacher can provide the various learning activities by involving multiple intelligences so that they can achieve effective EFL learning (Murray & Christison, 2011, p. 91).

From the classroom observation during the implementation of the multiple intelligence aspects, students showed their excitement towards the learning activity by active engagement with the activity which involved multiple intelligences. Significant problems in terms of effective learning were found in the second learning session that was being observed. This learning session lacked activity variations and had less multiple intelligences implication. As concluded in Chapter IV, the lesser MI aspect involved in the classroom, the lesser students' willingness to engage with the learning activity and it could influence their individual's abilities development.

Data from classroom observation demonstrated that students easily enjoyed the learning activity when it had lots of variations in it. The sequence activities which involved MI aspect and students personal experience as the core example of the learning material, makes the learning essential for students. They can apply their understanding to the real world. They can easily finish the task since it is about elaborating their known experiences with the information they just got from the learning process.

Perot (1982, cited in Dean, 2000, p. 51) emphasized that when students show knowledge followed by understanding, and also skills and attitude towards the curriculum measured in test, students achieve their effective learning.

Another findings from interview session demonstrated that the students got beneficial experience from the multiple intelligences-based teaching approaches.

The facts that the second learning session has lesser MI aspect involved in the learning activity influence students attitudes toward the learning. Differently, the first and the third session which involved much more MI aspects in the learning activities increase students' positive attitude towards the learning activity. Students exhibit their knowledge, skills and ability development. This finding is in line with Perrot (1982) about effective learning as mentioned in Chapter II.

Although the study found satisfactory results from the implementation of multiple intelligences-based approach to achieve effective EFL learning, several aspects have to be considered by the teachers who want to implement this approach in classroom with many students and they have different intelligence major. To be considered as an effective teacher that brings effective learning (Medley, 1979, Brophy & Good, 1986, cited in Dean, 2000, p. 52), teacher has to possess desirable personal traits for the students. For aforementioned reason, the effective methods should be used by the teacher in order to make students with distinct intelligence engage with the learning activity so it will create a good classroom atmosphere. In addition, other big issues that might impede the implementation of the approach are the varied topics, materials, and skills that teachers have to pursue in one academic year. The varied topics, materials, and skills to pursue are so complex which may not lead teachers to implement MI-based approach comprehensively and detailed. Related to the previous statement, teacher should be a professional decision maker, who has not only mastered the competencies which are needed but also has a 'can do' attitude about overcoming problems. Teacher also learned when to apply the 'can do' attitude and how to orchestrate it in the learning process.

## **5.2 Suggestions**

Related to the study of contribution of process-genre based approach to teaching writing in the classroom and students' responses towards the approach, several suggestions are given to the future research and studies related to the topic:

1. Due to time constraints of the present study, it is suggested that for the next research, the use of multiple intelligences based approach to see its influence towards effective learning can be conducted in a longer period and meetings to develop more thorough planning and identification of students' needs. Furthermore, it is expected that the upcoming research can address the problems found in the present study.
2. In terms of data analysis of students' learning behavior and analysis of multiple intelligences involved in the learning activity, the next research is expected to do comprehensive analysis of every student's learning behavior, include their misbehave during the session, and coding the MI aspect more thoroughly to give holistic description of each individual in the classroom.
3. Related to the teacher, teacher who wants to be considered as an effective teacher that bring effective learning (Medley, 1979, Brophy& Good, 1986, cited in Dean, 2000, p. 52), have to possess desirable personal traits for the students. Teacher should use effective methods to make students with distinct intelligence engage with the learning activity so it will create a good classroom atmosphere. Teacher can take the advantages from applying MI in teaching activity overcome problems and learned when to apply them and how to orchestrate them.
4. The future research is suggested to observe and analyze teacher and students in several intervals and to use appropriate statistical calculation or measurements to enhance validity.
5. Finally, the future researchers are expected to use the approach to teaching English language skills to see what aspects can be improved from students and teacher as well as the different basic principles of the other skills.