

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers the conclusions and suggestions based on the analysis from previous chapter.

5.1. Conclusion

Teachers should prepare everything before teaching. It takes account of preparing the lesson plan, the activities, the strategy and so forth. In implementing multiple intelligences, the teacher should have a great knowledge about it. After analyzing the questionnaire, it can be seen that the teacher may have a good knowledge about multiple intelligences. Specifically, she knew the main characteristic of multiple intelligences, theories of multiple intelligences and the activities that could be implemented in multiple intelligences.

By knowing the information of multiple intelligences, teacher knew what should be done and be provided in the classroom for the students. As a consequence, teacher facilitates students' intelligences. Suparno (2004: 45) contends that by doing so, education has a function to help intelligences in every students developed optimally.

Since there are eight intelligences, it means that there are more ways of teaching or there are more ways to help students develop their intelligences. There were some activities that teacher implemented for each intelligence. For linguistic intelligence, teacher implemented letter games, discussion and publishing. While for logical-mathematical intelligence, teacher applied calculation and

quantifications, classifications and categorizations, socratic questioning, and logical thinking. Then, the teacher had visualization for spatial intelligence.

Afterward, teacher applied hands-on thinking and body-response for bodily-kinesthetic intelligence. The teacher chose rhythms, songs and raps, super memory music, and musical concept for musical intelligence. While for interpersonal intelligence, the activity implemented was only cooperative groups. The teacher also implemented intrapersonal intelligence. The activities were one minute reflection periods, personal connection and choice time activities. The last intelligence was natural intelligence. The activity implemented was natural study activity. The teacher asked the students to identify sounds coming from their surrounding.

However, there were some steps taken before and after implementing multiple intelligences in the classroom. Firstly, the teacher decided some aims to be achieved based on weekly theme and eight intelligences. Then, the teacher planned the learning and teaching process, the work sheet and the activities. After the learning and teaching process, the teacher had to make some notes so called daily record to watch the development of students' intelligences. Besides, it was useful at parent conference. The last step in implementing it was assessment. Teacher conducted assessment by asking the students directly and by giving worksheet.

The teacher also created four centers in the classroom where the students could play whatever they wanted to be. Through playing, students were expected

to learn something. For example, if students played word puzzle, there were two things learned namely solving problem and learning English words.

The last conclusion is about difficulties in implementing multiple intelligences. The first problem was in saving image and finding suitable activities with the intelligences. The problem in saving image emerged when the parents could not see that their teacher was learning by playing. Other difficulty was faced in finding suitable activities that could support the development of students' intelligences.

5. 2. Suggestions

After conducting the study, there were several suggestions that hopefully give contribution for the teachers who want to apply multiple intelligences in teaching English. Based on the observation and other research, it is important for the teacher to have as much information as they can get. The teacher also needs to update her knowledge often. By doing so, it will be easier for the teacher to implement it.

In implementing multiple intelligences, teachers also need to be creative. By creating the creative activity or strategy, the students will enjoy the learning and teaching activity. The researcher hopes that the activities are creative enough and could be used as the examples in implementing multiple intelligences.

However, creative is not enough as students are different from one another. So, teachers also need to think of students' dominant intelligences. This is inline with Gardner (Suparno, 2004: 49) explanation that students will understand the material if it is explained using their dominant intelligence.

The teacher could know students' dominant intelligences by doing assessment. This assessment could be done outside and in the learning and teaching process by observation, school record, talking with parents, and so forth. Based on the observation, there is also another way to assess students' intelligences, namely making daily record. The teacher wrote necessary note related to the eight intelligences. This daily record too could help teachers to identify students' development. Moreover, teacher could use this daily record as a guideline what steps need to be taken further to support the improvement of students' intelligences.

However, there is little information acquired about students' evaluation during the observation. Therefore, further research needs to be conducted in order to find the suitable evaluation for the implementation of multiple intelligences. As the activities are various, so is the evaluation. It also needs to cover the eight intelligences.

Another further research needs to be taken in identifying the use of activity centers in the classroom. This needs to be conducted in order to find its effectiveness – whether there is any positive effect after the students explore in these centers.