



ผลของวิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญาที่มีต่อความสามารถในการ
เขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนปลาย

EFFECTS OF ENGLISH CREATIVE WRITING INSTRUCTION USING MULTIPLE INTELLIGENCES THEORY
ON ENGLISH WRITING ABILITY OF HIGHER SECONDARY STUDENTS

นางสาวชนิกานต์ อินทร์พรหม *

Chanikan Inprom

อาจารย์พันธ์ ดร.ราชน พีรี **

Major Ra-shane Meesri, Ph.D.

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของวิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญาที่มีต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนปลาย และ 2) ประเมินความคิดเห็นของผู้เรียนที่มีต่อวิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญา การวิจัยนี้เป็นการวิจัยแบบศึกษาคุณitative วัดก่อนและหลังการทดลอง กลุ่มตัวอย่างประกอบไปด้วยนักเรียนชั้นมัธยมศึกษาตอนปลายจำนวน 39 คน ที่ลงทะเบียนเรียนวิชาการอ่านการเขียนภาษาอังกฤษเชิงสร้างสรรค์ ปีการศึกษา 2560 โรงเรียนปิยะมหาราชลัย เครื่องมือที่ใช้ในการวิจัยจำแนกเป็น 2 ประเภท ได้แก่ เครื่องมือที่ใช้ในการสอนและเครื่องมือที่ใช้ในการเก็บข้อมูลวิจัย เครื่องมือที่ใช้ในการสอนได้แก่ แบบแผนการจัดการเรียนรู้และสื่อการเรียนรู้ แบบประเมินการเขียนภาษาอังกฤษ และบันทึกของนักเรียน ส่วนเครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยได้แก่ แบบประเมินความต้องการของผู้เรียน แบบทดสอบพหุปัญญา แบบทดสอบการเขียนก่อนและหลังเรียน และแบบสอบถาม สถิติที่ใช้ในการวิจัยคือ paired-samples t-test, mean score และ standard deviation ผลการวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยของการทดสอบหลังการใช้วิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญาของกลุ่มตัวอย่าง สูงกว่าค่าคะแนนเฉลี่ยของการทดสอบก่อนการใช้วิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญาอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 2) ระดับความคิดเห็นต่อการใช้วิธีการสอนการเขียนภาษาอังกฤษเชิงสร้างสรรค์โดยใช้ทฤษฎีพหุปัญญาของกลุ่มตัวอย่างมีความคิดเห็นในระดับเห็นด้วยเชิงบวกกับการเรียนการสอน

* Master's Degree Student, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: chanikaninprom@gmail.com

** Advisor and Assistant Professor, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: rashanemeesri@gmail.com

ISSN 1905-4491

Abstract

The purposes of this study were to: 1) explore how English creative writing instruction using multiple intelligence theory improves students' English creative writing ability, 2) examine students' opinions toward English creative writing instructions using multiple intelligences theory. This research was of a one group pretest-posttest design. The participants were 39 secondary students who studied the English creative reading and writing subject in the academic year 2017 at Piyamaharachalai school. The research instruments were classified into the instructional tools and data collection tools. The instructional tools comprised lesson plans, scoring rubrics, and student logs. The data collection tools were needs analysis questionnaire, multiple intelligence (MI) inventory test, writing ability tests, and questionnaire. The data were analyzed using pair-samples t-test, mean score and standard deviation. The results revealed that: 1) the students' English writing post-test was significantly higher than that of the pretest at the significant level of 0.05, and 2) the questionnaire results indicated positive opinions among the students toward the instruction.

คำสำคัญ: พหุปัญญา / ความสามารถในการเขียนภาษาอังกฤษเชิงสร้างสรรค์

KEYWORDS: MULTIPLE INTELLIGENCE / ENGLISH CREATIVE WRITING ABILITY

Introduction

Among the four skills of English, writing seems to be the most essential and difficult skills due to its complexity of the process and characteristics as it requires high levels of vocabulary, grammatical structure, and incoherent texts (Nunan, 1991). Nevertheless, in Thailand, writing is not included in the Ordinary National Education Test (ONET). Thus, its small focus in the testing system and its complexity in teaching and learning make students demotivated and tend to have low English writing ability (Joshua, 2007). In addition, the study of Prapphal (2003) revealed that English proficiency of Thai students, especially writing skills, need to be urgently enhanced. Also, Seren (2011) examined the problems of writing ability of Thai students and the finding revealed that the majority of students have problems in writing in terms of vocabulary, grammar, content, mechanics, and organization of ideas. Even though, many teachers try to solve this problem by focusing more on writing skills, most writing tasks that were assigned seem to be flat, controlled and predictable, which do not motivate students or allow them to utilize their ideas and, consequently, make them demotivated in writing (Pochanapan, 2007). Moreover, the study of Thammanit (2011) revealed that the majority of Thai students cannot interpret information, generate new ideas and develop their writing ability in an effective way. Thus, it is vital to enhance students to write more effectively in terms of ideas and structures.

According to the above information, providing lessons that encourage students to generate new, original, or creative ideas and appropriately integrate it into their writing should be focused in the writing class. As a matter of fact, promoting creativity among students is an important aspect that need to be concerned as stated in Partnership of 21st Century Skills (P21) (National Education Association, n.d.). Furthermore, it is stated also in learning area of

foreign languages in Thai basic core curriculum that grade twelve students should be able to explain and write sentences and texts related to various forms of non-text information (Ministry of Education, 2008). This indicates that it is significant to allow students to expose to and write many forms of writing, especially the writing that they can truly use in daily life. It is related to Hyland (2002) who states that creative writing can be seen in many writing, fiction or non-fiction, which shows that it covers wide areas of texts and serves many different purposes in the real world. For this reason, bringing creative writing to English writing lesson can be one effective way to enhance students' writing ability as it includes many different forms of writings, and also helps them generate ideas and encourage them to write more productively. It is supported also by Cheewapan (2004) that students who have more opportunities to experience creative writing are more skillful in writing than those who practice only specific formats of writing. Thus, bringing creative writing into writing lessons can be a great factor in improving students' writing ability and increasing their exposure in various types of writing, which they can use it in the real world.

Nevertheless, creative writing lessons require some significant factors. Tompkins (2004) states that in order to make students think creatively and generate more ideas in writing, they should be given opportunity to see world and observe it in order to write creatively without any fear. Although previous research tried to implement different methods in creative writing lessons, the variety of activities in each lesson is still limited and may not cover individual differences and interests of all students. As Cheewapan (2004) states that teachers should create a relaxed classroom atmosphere to better encourage creative writing activities so that the students can enjoy writing and are free to write depending on their individual differences and writing skills. Therefore, enhancing personal along with linguistic growth will lead to positive motivation. For these reasons, implementing multiple intelligences (MI) theory proposed by Gardner (1993) into creative writing class could be a way of motivating students to think and write more creatively and effectively in a personalized manner, and make the writing lessons more successful. Regarding MI theory, Gardner (1993) states that every students has their own strengths, weaknesses, and preferences. He then proposed eight MI including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist, intelligence. Additionally, Lazear (1999) suggests that MI can be used as a means to acquire knowledge in many areas, including language learning.

Therefore, this study intended to investigate how creative writing instruction using MI theory improve students' writing ability. The research implemented the steps of creative writing instruction of Carters (2010) including opening, free writing, discussing, teacher modeling, class writing, sharing writing, and concluding together with the developmental sequences of MI of Lazear (1999) including awaken, amplify, teach with, and transfer

intelligences to increase students' writing ability. Figure 1 illustrates the framework of creative writing instruction using MI theory.

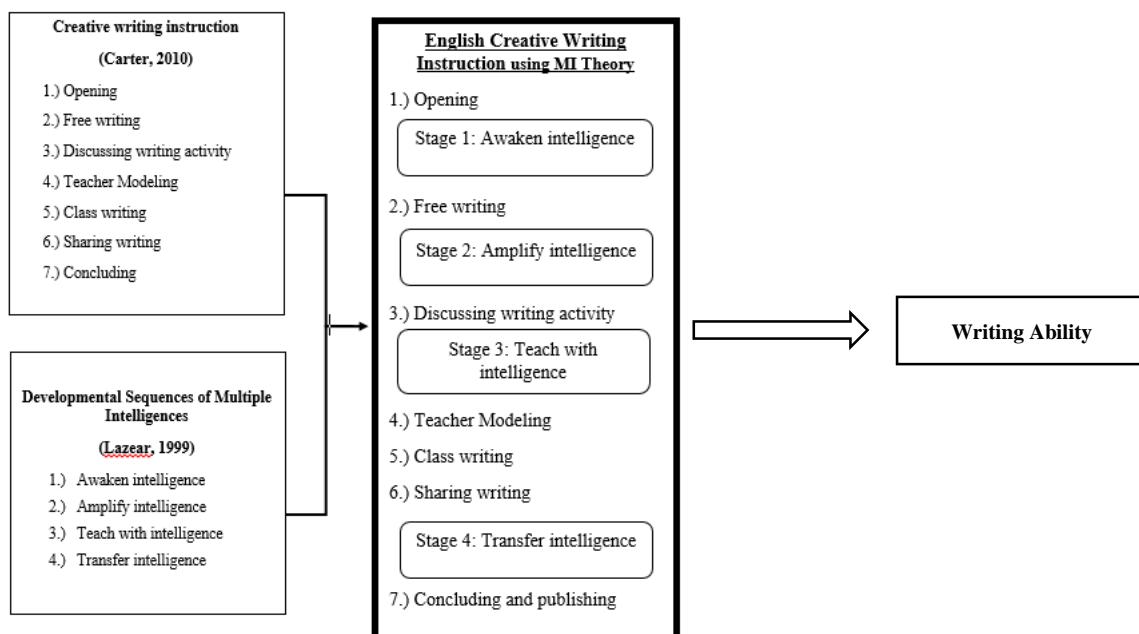


Figure 1: The framework of Creative Writing Instruction using MI Theory

Research Objectives

The objectives of this study were 1) to explore how English creative writing instruction using MI theory improve students' English writing ability, and 2) to examine students' opinions toward English creative writing instruction using MI theory.

Research Questions

The research questions were 1) to what extent does English creative writing instruction using MI theory improve students' English writing ability? and 2) what are students' opinions toward English creative writing instruction using MI theory?

Methodology

Research Design

The research design of this study is one group pretest-posttest design. The independent variable was English creative writing instruction using MI theory. The dependent variables were students' writing ability. This study aimed at collecting both quantitative and qualitative data. The quantitative data was collected through the comparison of students' pretest and posttest score before and after the treatment, and through questionnaire which was given at the end of the course in order to examine students' opinions toward the instruction. The qualitative data was collected through the focus group semi-structured interview and the reflection in student' logs in order to further examine students' opinions toward the instruction.

Research Participants

The population of this study were upper secondary school students (grade 12) who studied in a creative reading and writing class in the 2nd semester of the academic year 2017 at Piyamaharachalai school. This school was conveniently selected. The class was randomly selected from 5 classes. 39 students were used to examine during the treatment and were asked to complete the questionnaire and student' logs. In addition, 6 students were chosen to be the representative of high, moderate, and low proficiency level in the semi-structured interviews.

Research Instruments

The Instructional Tools

The instructional tools included lesson plans based on English creative writing using MI theory, writing scoring rubrics, and student' logs. Firstly, the lesson plans integrated 2 types of creative writing including fiction and non-fiction into the lesson to ensure the balance and variety of writing pieces. The topics and contents were created by using the results from needs analysis which gathered student' interests together with students' MI strengths and weaknesses. Each lesson had one MI focused in order to make sure that all MIs had been enhanced. However, every lesson had linguistics intelligence and interpersonal intelligence underlined as a foundation. Secondly, the writing scoring rubrics used to assess students' writing in each lesson was adapted from English Language Subject of General Certificate of Secondary Education (GCSE) (Assessment and Qualifications Alliance, 2012), which was mainly focused on the dimensions of appropriateness and creativity, organization of information and ideas, and accuracy of sentence structure. Lastly, the students' logs were also used during the implementation as a portfolio for students to collect their writing pieces they had written in each week and to write down some reflections and opinions towards the activities in order to examine their opinions towards each lesson.

Data Collection Tools

The data collection tools included needs analysis questionnaire, MI test, writing ability tests (pretest and posttest), and questionnaires. Regarding needs analysis, it was delivered in a form of questionnaire to gather more information about students' interests in each English creative writing piece. The result of students' interests was used to help selecting the contents and to create the lessons and activities. The MI inventory test is adopted from Lazear (1999) which was given to the students before the lesson in order to explore individual strengths and weaknesses among the nine intelligences.

In addition, the writing ability tests were given before and after the treatment in order to compare whether the writing ability after the treatment was improved accordingly. By this, the test included 2 sections: fiction and non-fiction in order to see students' writing ability in different types of writing. Regarding the fiction part, students were required to select only one out of four writing tasks to complete. In fact, the four tasks have the same style of writing,

which is short story writing, but each task has different writing prompts. Similarly, the post-test of this section also required students to select only one out of four task to complete. The non-fiction was also included in both pretest and post-test. For the pretest, students were asked to choose only one writing task out of four given tasks to complete. Each given non-fiction task has its own style of writing such as autobiography, letter writing, recipe writing, and music review. Additionally, each task has at least one hidden MI focused. Likewise, the posttest of this part also has four given tasks. The only difference is that students could not select their own task at this time. They had to complete the same style of task as they have completed in the pretest in order to clearly see the comparison. For example, if they select autobiography task in the pretest, they have to do the autobiography in the post-test as well. The scores were evaluated by two raters using the rubrics score of General Certificate of Secondary Education (GCSE) (Assessment and Qualifications Alliance, 2012).

Next, the questionnaires was delivered in dual language (Thai-English version) after the treatment in order to explore students' opinions toward the instruction. Lastly, the semi-structure interview questions were used with the focused group (6 students) after the treatment in order to further examine students' opinions toward the instruction.

All of the above instruments were validated using the index of item objective congruence (IOC) by the experts whether they correlate with the stated objectives or not. The pilot results indicate that all research instruments were acceptable and reliable to use for collecting the data. The comments and suggestions from the experts were taken into consideration and revision.

Research Procedures

There were 2 phases of research procedures.

Phase 1: Constructing lesson plans

1. Planed and found target population
2. Reviewed literature including the theories, related documents, school policy and curriculum
3. Conducted needs analysis with the students and reviewing the English textbook they currently use and the students' level of English as well as conducting the interview with teachers
4. Developed and constructed the lesson plans and the instruments
5. Validated the lesson plans and research instruments by the 3 experts
6. Piloted the lesson plans

Phase 2 : Implementation

1. Had students complete the MI inventory test to see their MI strengths and weaknesses
2. Delivered pretest to assess students' writing ability

3. During the experiment

- Implemented the instructional treatment
- Let students reflect their knowledge and opinions in student' logs

4. Delivered post-test to assess students' writing ability after the implementation

5. Gave all students the questionnaire to examine their opinions toward the treatment.

6. Conducted the one-to-one semi-structure interview (6 students) to examine their opinions toward the treatment

7. Analyzed the data

By this, there were 10 weeks of implementation including 8 weeks for instruction and 2 weeks for MI test, pretest, posttest, questionnaire and semi-structured interview. Each lesson took 2 periods. Each period took 55 minutes.

Data Analysis

The paired-sample t-test was used to calculate whether the English writing pretest and posttest scores were significant or not. In addition, the descriptive statistics including mean score (\bar{X}), and standard deviations (S.D.) were used to calculated students' degree of opinions.

Results

Research question 1: To what extent does English creative writing instruction using MI theory improve students' English writing ability?

Findings from English writing ability test

To answer this research question, the students' English writing test scores before and after the treatment were brought into consideration. The test scores were marked by 2 raters including the researcher and an English teacher at the school in order to ensure the reliability. By this, the Paired-Sample T-Test was used to calculate the difference between pretest and posttest scores as shown in table 1 below.

Table 1: Descriptive statistics of writing pretest and post-test scores (The total score was 30 each)

	n	Min	Max	Mean(X)	S.D.	Mean	t	Sig. (2 tailed)
								.00*
Pretest	39	16	24.75	20.31	1.92		-6.63	-22.30
Post-test	39	24.75	30	26.93	1.12			0.00

* p < .05

Table 1 reveals the descriptive statistics of writing pretest and post-test scores in total using paired-sample t-test. The pretest mean score was 20.31 (SD = 1.92), with the minimum score of 16 and the maximum score of 24.75. Apparently, the post-test mean score of 39 students was 26.93 (SD=1.12) with the lowest score of 24.75, the highest score of 30. It can be seen that the lowest score of posttest was equaled to the highest score of pretest. Therefore,

it can be inferred that students' writing post-test mean score was significantly higher than their pretest mean score at the significant level of .05 ($p < 0.05$). The mean different was -6.63 and the t value was -22.30. Hence, students' writing ability was improved in all aspects due to the experiment.

As stated earlier, the writing tests were divided into two sections, fiction and non-fiction. To explore in more details, the pretest and post-test scores of each part were taken into consideration.

Table 2: Descriptive statistics showing the comparison of students' pre and post-test scores of writing in both sections (The total score for each section in each test was 15).

		n	Min	Max	Mean(X)	S.D.	Mean Difference	t	Sig. (2 tailed) .00*
Fiction	Pretest	39	7.25	12.50	9.91	1.28	-3.44	-19.32	0.00
	Post-test	39	12.25	15.00	13.35	0.68			
Non-Fiction	Pretest	39	8.50	12.50	10.39	0.97	-3.18	-19.43	0.00
	Post-test	39	12.25	15.00	13.58	0.59			

* $p < .05$

Table 2 illustrates Descriptive statistics showing the comparison of students' pre and post-test scores of writing in both fiction and non-fiction.

Regarding the fiction part, it is shown in the table that the mean score (\bar{x}) of the pretest was 9.91 with the minimum score of 7.25, the maximum score of 12.50, and the standard deviation was 1.28. Apparently, the students' scores were improved gradually with the post-test mean score (\bar{x}) of 13.35, the minimum score of 12.25, the maximum score of 15, and the standard deviation of 0.68. For the non-fiction part, it can be seen that the pretest's mean score (\bar{x}) was 10.39, its minimum score was 8.50, its maximum score was 12.50, and its standard deviation is 0.97. Eventually, the score of the posttest was satisfying with the mean score of 13.58, the minimum score of 12.25, the maximum score of 15, and the standard deviation was 0.59.

Overall, the significant increase in mean score (\bar{x}), minimum score, and maximum score can obviously answer the research question that English creative writing instruction using MI theory improved students' English writing ability. Additionally, it can be seen clearly that students' writing post-test mean score in both fiction and non-fiction section were significantly higher than their pretest mean score at the significant level of .05. The mean different of pre and post-test scores of fiction and non-fiction were -3.44 and -3.18 accordingly and the t-value were -19.32 and -19.43 respectively. In conclusion, students' creative writing ability in both fiction and non-fiction were improved significantly due to the experiment.

To explore deeper in more details, the researcher had analyzed each traits of writing ability. The descriptive statistics of 3 traits were listed in the table below.

Table 3: Descriptive statistics showing the comparison of each trait of writing ability (score of 30, divided according to writing criteria)

Creative writing criteria	Section	Test	n	Mean(X)	S.D.	Mean Difference	t	Sig. (2 tailed)
Appropriateness and creativity	Fiction	Pretest	39	3.10	0.55	-1.86	-20.26	0.00
		Post-test	39	3.96	0.13			
	Non-fiction	Pretest	39	3.45	0.36	-1.50	-24.08	0.00
		Post-test	39	4.95	0.15			
Organization	Fiction	Pretest	39	3.39	0.47	-1.10	-13.79	0.00
		Post-test	39	4.49	0.41			
	Non-fiction	Pretest	39	3.59	0.39	-0.90	-10.76	0.00
		Post-test	39	4.50	0.44			
Accuracy	Fiction	Pretest	39	3.43	0.53	-0.46	-6.70	0.00
		Post-test	39	3.89	0.38			
	Non-fiction	Pretest	39	3.33	0.49	-0.79	-7.51	0.00
		Post-test	39	4.13	0.36			

Table 3 illustrated that the difference between pretest and post-test mean scores can be ranked from appropriateness and creativity (fiction = 1.86, non-fiction = 1.50), organization of information and ideas (fiction = 1.10, non-fiction = 0.90), and accuracy and sentence structure (fiction = 0.46, non-fiction = 0.79).

Regarding appropriateness and creativity criteria in both pretest and posttest, the post-test mean score ($X_{\text{fiction}} = 3.96$, $X_{\text{non-fiction}} = 4.95$) was slightly higher than that of the pretest ($X_{\text{fiction}} = 3.10$, $X_{\text{non-fiction}} = 3.45$). The standard deviation of the fiction pretest, non-fiction pretest, fiction posttest and non-fiction posttest focusing on communicating with imagination criteria were 0.55, 0.13, 0.36 and 0.15 respectively.

Focusing on organization of information and idea in both pretest and post-test, the mean score of the post-test ($X_{\text{fiction}} = 4.49$, $X_{\text{non-fiction}} = 4.50$) was higher than that of the pretest ($X_{\text{fiction}} = 3.39$, $X_{\text{non-fiction}} = 3.59$). The standard deviation of the pretest and posttest focusing on organization of information and idea criteria were 0.47, 0.41, 0.39 and 0.44 accordingly.

Focusing on accuracy of sentence structure in both pretest and post-test, the mean score of the post-test ($X_{\text{fiction}} = 3.89$, $X_{\text{non-fiction}} = 4.13$) was higher than that of the pretest ($X_{\text{fiction}} = 3.43$, $X_{\text{non-fiction}} = 3.33$). The standard deviation of the pretest and posttest focusing on organization of information and idea criteria were 0.53, 0.38, 0.49 and 0.36 accordingly.

With regard to the three aspects of writing criteria, the significant difference between pretest and posttest scores was shown at a significant level ($P < .05$). For this reason, it can be summarized that students' creative writing ability was improved in all aspects of the criteria ranked from communication with imagination, organization of information and idea, and accuracy of sentence structure, accordingly.

Furthermore, According to the MI inventory test result, there are 9 students (23%) with strong linguistics/verbal intelligence, 8 students (20%) with strong interpersonal intelligence, 5 students (13%) with strong intrapersonal intelligence, 4 students (10%) with strong logical/mathematical intelligence, 4 students (10%) with strong musical intelligence, 3 students (8%) with strong visual/spatial intelligence, 3 students (8%) with strong naturalist intelligence, and 3 students (8%) with strong bodily/kinesthetic intelligence. After exploring individual pretest and posttest scores, the researcher found that students with strong linguistic/verbal intelligence tend to have high English creative writing post-test score in both fiction and non-fiction. Aside from that, it can be seen that students with strong interpersonal intelligence also have high post-test scores.

Research question 2: What are students' opinions toward English creative writing instruction using MI theory?

Findings from the questionnaire

Table 5: Mean scores, standard deviations, and meaning of questionnaire for students' opinions toward English creative writing instruction using MI theory.

Statement	Mean	S.D.	Meaning
In my opinion, English creative writing instruction using MI theory lessons...			
<u>Motivation:</u>			
1) make creative writing lessons more interesting.	4.38	0.49	Agree
2) make me feel relax when writing in English.	4.03	1.09	Agree
3) make me enjoy writing in English.	4.10	0.68	Agree
4) make me want to write more in English in the future.	4.13	0.66	Agree
5) make me love English writing.	4.03	0.74	Agree
6) make me want to suggest my friends to use this technique in learning.	4.10	0.79	Agree
<u>Awareness of oneself and others:</u>			
7) make me aware of my multiple intelligences.	4.03	0.74	Agree
8) help me make use of my strength.	3.92	0.81	Neutral
9) help me develop/ overcome my weakness.	4.18	0.72	Agree
10) help me understand myself more.	4.18	0.72	Agree
11) help me understand others.	3.59	0.75	Neutral
12) allow me to give help and receive help from others.	4.05	0.69	Agree
<u>The development of writing ability:</u>			
13) help me develop my writing ability.	4.44	0.55	Agree
14) help me understand the lesson better than normal teaching.	4.44	0.64	Agree
15) help increase my ideas and creativity.	4.33	0.66	Agree
Total	4.13	0.21	Agree

Notes: 1) Agreement was categorized using Likert 5-point scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree 2) Means of opinion scale > 4.0 refers to “positive opinion”.

Table 5 reveals that the overall mean scores of students’ opinions toward English creative writing instruction using MI theory is 4.13, which indicates positive opinion toward the lessons. Students agree that English creative writing instruction using MI theory increased their level of motivation in writing, awareness of oneself and others, and writing ability. According to the questionnaire result, students shown positive opinion in most statements except statement number 8 (help me make use of my strength) and 11 (help me understand others), which they revealed only strongly agreed level.

Findings from the semi-structured interview

Moreover, the semi-structure interview questions were employed with the focused group after the implementation in order to further examine students’ opinions toward the instruction. Six students were chosen to be the representative. The questions aimed at gathering the information about students’ opinions toward creative writing instruction combined with MI theory, and the level of improvement of their writing ability. The results of the interview indicated that all of them expressed positive opinions towards the instructions. They revealed that the creative writing lessons were very useful for them since they do not have many chances to write at the school. Most of them stated that they feel more confident to write according to their own thoughts and ideas.

Findings from the student’ logs

The findings disclosed that 11 students (28.20%) agreed that their most favorite lesson was letter writing lesson, which focused on interpersonal intelligence. The main reason they gave was because this lesson allowed them to research more information about the place they have to recommend their friends in the letter, and they found this very challenging and interesting. The second most favorite lesson was autobiography writing (7 students, 17.95%) which focused on interpersonal intelligence. The third most favorite lesson was recipe writing (6 students, 15.38%), which focused on logical intelligence. The other lessons they rated were music review writing (musical intelligence), short story writing about nature (naturalist intelligence), short story with role-play (bodily intelligence), picture short story (visual intelligence), and short story with prompts (linguistic intelligence), with the number of 5 students (12.82%), 3 students (7.69%), 3 students (7.69%), 2 students (5.13%), and 2 students (5.13%) respectively. Furthermore, the researcher investigated further to see whether students’ MI strengths corresponded to their favorite lessons or not. The results confirmed that 30 students (80%) selected the lessons that focused on their own MI strengths as their favorite lessons. Apparently, after cross-checking with each student’s MI strength and weakness, most of their least favorite activity matched with their MI weaknesses. To be more precise, students could not go along well or did not enjoy the lessons that did not match

with their MI strengths. Therefore, it can be inferred that students' MI strengths and weakness affect students' opinions toward the lessons.

Discussion and Recommendation for Future Research

Discussion

The improvement of English writing ability

Since the students have very limited opportunity to write at the school, their writing ability at the beginning was not very satisfied as they put the main emphasis on the grammatical accuracy which, consequently, made their writing flat and not interesting. Besides, they seemed to have limited information about each type of writing. They did not know the organization of each writing type and how to put ideas together into writing, which was a significant problem. Furthermore, they did not know how to generate their own ideas and how to think creatively, which made their writing short and flat.

After implementing the treatment, students' writing ability seems to be improved accordingly. Their writing was better and much more interesting and most importantly, they could brainstorm with their peers and came up with their outstanding thoughts, which provide significant improvement in their writing. Students considered themselves as writers, and knew how to write each type of writing and its purposes. This is confirmed by Meier, Perini, and Purcell (2000), writing was viewed as an act of thinking and a piece of writing is a record of thinking achievements that have been created by the students. The increasing of students' writing score could be explained by the usage of creative writing instruction by Carters (2010) with the developmental sequences of MI by Lazear (1999). According to the instruction, students learn through the processes of creative writing together with each stage of implementing MI, which was a great combination in developing writing ability and generating new ideas. As Maley (2012) mentioned that in order to motivate students to engage in creative writing lesson, teachers should involve variety of music, colour, fun, humor, movement, personal meaning, and unpredictability. The effectiveness of writing and MI was somewhat corresponded to the study of Gunduz and Unal (2016) on the effects of MI activities on writing skill development in an EFL context. They found that MI-based activities were more effective than the traditional way of instruction in enabling the students to write in a more effective way. In addition, the study of Pawliczak (2015) indicated that creative writing activities are the great way to improve writing skills of the students.

One significant point that need to be discussed is the three aspects which were enhanced in the criteria. While students improved a lot in terms of appropriateness and creativity, accuracy of sentence structure was improved the least. This result was consistent with the results from semi-structured interview in which students stated that their major problems in writing were grammar and vocabulary. This could somewhat affect the quality of their writing. In reality, it is very challenging for teacher to promote both creativity and accuracy

at the same time. According to the study of Amkham (2010), it is necessary for a language writing classroom to enhance the understanding of both language and content. Regarding the process of instruction, grammar was not explicitly included into the lessons. However, students could learn it from teacher modelling process and from peers and teacher feedback of their writing.

Interestingly, according to students' pretest and post-test scores, students with strong linguistic/verbal intelligence are likely to have higher English writing post-test scores in both fiction and non-fiction than those with other MI strengths. The finding confirmed the theory of Gardner (1993) who stated that people with linguistic/verbal intelligence tend to have sensitivity to spoken and written language, the ability to use language to reach the goals, and the ability to learn new language. Therefore, the students with this kind of intelligence strength had higher score in English writing than others. Nevertheless, students with strong interpersonal intelligence also show high post-test scores. The reason to this could be because of an ability to communicate, which they are good at, and that is a significant trait in learning languages. This is also related to Gardner (1993) who stated that those who have interpersonal intelligence tend to have high ability to cooperate with and understand others. Because the English writing activities require a lot of communication between students, students with interpersonal intelligence strength tend to have more variety in terms of contents and ideas and therefore they can use these ideas in their writing. However, not only the two MI strength groups were improved, but other groups were also improved their English writing ability in a satisfied level.

Students' opinions toward English creative writing instruction using MI theory

From the beginning of the treatment, students seemed to have very low confidence in terms of writing as they did not have many chances to write in English. However, when receiving the treatment, students were provided many chances to expose to and to write many kinds of writing including both fiction and non-fiction. Because most of the lessons were consisted of enjoyable activities, especially during the opening stage, most of students were enjoyed and felt relax while learning, which helped decrease their level of anxiety in writing. On the other hand, it helped increased their motivation and confidence level in a greater or lesser extent that they can perform it freely without fear.

As the results of the interview revealed that all six students expressed positive opinions towards the instructions and their motivation level seemed to be increased, this has been supported by some researches. Gunduz and Unal (2016) found that MI-based activities were more effective than the traditional way of instruction in enabling the students to write in a more effective way. In addition, the students found that MI-based activities are more motivating, more enjoyable, and more interesting than the traditional way of instruction. In addition, Songchat (2017) conducted a research on the effect of English speaking instruction

based on MI theory on English speaking ability, and he found that MI helped increased students' positive opinions toward English speaking.

Pedagogical Implications

First, it is important for teachers to know their students' MI strengths and weaknesses and integrate as many intelligences in the lesson as possible in order to aid all students' learning and increase all of their eight intelligences. Second, the activities used in the lessons should be vary and interesting in order to encourage students with different MI learn through enjoyable activities that suits them. Third, it is important to select appropriate writing pieces that match with students' level and interests and to use various kinds of materials according to the contents and activities. Lastly, teacher should be able to inspire and support students during the process of instruction. Therefore, teacher should be active and enthusiastic during the lessons.

Limitation

Time constraint is one of the limitations as 10 weeks seems not enough to fully implement all intelligences into the lessons and see the progress of it. Thus, it would be more effective to implement this in a longer period of time. Another limitation could be the small amount of time per each stage as some students stated that they prefer more time to think and write.

Recommendation for Future Research

First, the MI theory could be applied to other aspects of English language learning. The future research can be focused on integrated skills. The finding would help students improve their English skills in more areas. Second, the researcher should focus more on accuracy as it might be one of the main concerned among upper secondary students. Lastly, it is recommended to have a control group to compare the results of the treatment because it will be more reliable for the research.

References

Amkham, C. (2010). *Effects of differentiated writing instruction by tiered assignments on writing ability of ninth grade students* (Unpublished Master's Thesis). Chulalongkorn University, Bangkok.

Assessment and Qualifications Alliance. (2012). *General Certificate of Secondary Education (GCSE) - Unit 3 - Part B – Producing Creative Texts (creative writing)*. Retrieved from <http://www.aqa.org.uk/subjects/english/gcse/english-language-4705/subject-content/unit-3-part-b>

Carter, J. (2010). *Creating writers: a creative writing manual for key stage 2 and key stage 3* (Rev. and updated ed.). New York: Routledge.

Cheewapan, A. (2004). *Creative Writing Activities for Elementary*. Bangkok: Thai Wattana Phanich

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic books.

Gunduz, Z.E. & Unal, I.D. (2016). *Effects of multiple intelligence activities on writing skill development in an EFL context*. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1106266.pdf>

Hyland, K. (2003). *Second language writing*. United Kingdom: Cambridge University Press.

Joshua, M. (2007). The effects of pictures and prompts on writing of students in Primary Grades: Action research by graduate student at California State University, Northridge. *Action in Teacher Education*, 29(2), 80-93. doi:10.1080/01626620.2007.10463451

Lazear, D. (1999). *Eight ways of teaching: The artistry of teaching with multiple intelligences theory*. The United States: Skylight.

Maley, A. (2012). *Creative writing for students and teachers*. Retrieved from <http://www.hltmag.co.uk/jun12/mart01.htm>

Meier, J.D., Perini, R., & Purcell, T. (2000). EDIS 530B Language Block. Retrieved from <http://people.virginia.edu/lbs5z/530Bsyllabus.pdf>

Ministry of Education. (2008). *Basic education core curriculum*. Bangkok: Kurusapa Ladprao Publishing.

National Education Association. (n.d.). *Preparing the 21st century students for a global society*. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Nunan, D. (1991). *Language teaching methodology series: Teacher education*. New York.

Pawliczak, J. (2015). Creative writing as a best way to improve writing skills of students. *Sino-US English Teaching*, 12(5).

Phochanapan, D. (2007). *Effects of self-monitoring writing strategies instruction on English writing ability of precadets*. (Unpublished Master's thesis). Chulalongkorn University, Bangkok.

Prapphal, K. (2003). English proficiency of Thai learners and directions of English teaching and learning in Thailand. *The English Teacher*, 6(2), 144-153.

Seren, W. J. (2011). Improving writing skills of Thai EFL students by recognition of and compensation for factors of L1 to L2 Negative Transfer. *US-China Education Review A* 3, (1548-6613), 339-345. Retrieved from <http://files.eric.ed.gov/fulltext/ED524827.pdf>

Songchat, P. (2017). *Effects of English speaking instruction based on multiple intelligences theory on English speaking ability of seventh grade students*. (Unpublished Master's Thesis), Chulalongkorn University, Bangkok.

Thammanit, V. (2011). *Creativity Problems of the Thai adolescents: Body-Brain-Mind Approach*. Retrieved from
http://www.arch.kmutt.ac.th/files/research/inter_Conference/2011/12.Creativity_Problems_of_the_Thai_adolescents.pdf

Tompkins, G. E. (2004). *Teaching writing: balancing product and process*. New Jersey: Merrill/Prentice Hall.