CHAPTER I

INTRODUCTION

A. The Background of The Research

Nowadays English has become an international language. The main function of language use is to achieve communicative purposes. Language learners use language functionally in their daily life to different extents. However, oral communication skills (listening and speaking skills) are viewed as the most difficult to be developed.

It is not beyond expectation that English has the lion share in this regard as it has been invading all fields of modern life such as education, industry, commerce, tourism, journalism, international employment, and even the manuals of electric machines people buy. Therefore, English is recognized worldwide as the major international language. As a result, it is being taught all over the world.

The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. Based on the four language skill above, the speaking skill is as crucial as any other language skill.

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Speaking is fundamental to human communication. Conversations normally surpass written communication. However, many English teachers still spend too much of class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of the language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced more and more in language classroom.

To make the students understand and have good competence in English, it is needed a good theory and effective teaching of how language should be thought and learnt. Therefore new method were developed to study

English by referring to general principles and theories concerning how languages are learnt, how knowledge of language is represented and organized in memory, or how language itself is structured.

From the observation that the researcher did in MTsN 5 Serang, the researcher found the problems in students' English skill, especially in speaking. Many students don't feel confident when they have to speak English and they feel shy and also afraid to speak English. Feeling afraid that they will do mistakes such as the problem often faced by students in speaking English is a very slow conversation, it takes a long time to string words, in speech unnatural and also less in grammar, vocabulary and pronunciation .One of the factor of this problem is the teacher always use the traditional method.

For many years, educators have implemented traditional teaching methods in the classroom that have tended to classify learners as a homogeneous group where

teachers use the executive approach to transmit knowledge to all the students with a similar set of teaching method.

In traditional classroom, teaching speaking often taking the form drills in which one person asks a question and another gives the answer. This fact shows that student's answer seeing to be under the teacher's control. It can lead the students can't develop their ability to speak English because the teacher don't aware with the students types of intelligences. Thus, this study aimed at examining the effect of using a programmed based on Gardner's Multiple Intelligences (MI) theory on students' performance in English speaking skill.

Basically, every human being is born with their own potential intelligence as a gift of Allah SWT. The problem is in how to develop the potentials of those diverse intelligences, because the intelligence existed and rooted in the human nerves, especially in the brain that s the center of whole

human activity. The Islamic concept of intelligence has been clearly mentioned in Sura Al-Isra : 70

﴿ وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَىٰ كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا

"We have honored the sons of Adam; provided them with transport on land and sea; given them for sustenance things good and pure; and conferred on them special favors, above a great part of our creation". (**Al-Israa' 17:70**)

Gardner believes that intelligence can't be measure by traditional test such as IQ test and the intelligence is not only one but it's multi. He proposed eight different types of intelligences, and asserted that one's being relatively undeveloped in one intelligence does not necessarily mean that he is undeveloped in the rest; he may be highly developed. The seven intelligences that proposed by Gardner in his book Frames of Mind (1983) were linguistic intelligence, logical-mathematical intelligence,

musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence; and later he added the eighth, naturalist intelligence[1].

To sum up, teaching English in MTSN 5 SERANG , especially in teaching speaking, many teachers don't aware with the students' uniqueness, strengthens, and the weakness. So, there are many students think that English is not interesting lesson because the teacher doesn't pack the ways and the strategy of students based on their types of intelligences.

As a result, it is significant to activate as many of Gardner's intelligences as possible, according to the nature of the speaking skill, in order to achieve effective and skillful learning. This can be achieved, of course, when students feel confident and motivated as they will be taught according to their strengths.

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[1] Haboush Yousif, Ziyad, Thesis :*"The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills"* (*Gaza:* The Islamic University of Gaza Deanery of Graduate studies Faculty of Education Curriculum & English Teaching Methods Department, 2010), 4.

B. **The limitation of the problem**

Based on the problem above, the writer limits the problem from this research that concern about the students' ability in developing their speaking ability in transactional text by using multiple intelligences activities proposed by Gardner (1983) to group students into their MI category.

C. **The Focus of The Research**

This research focuses on whether the implementation of multiple intelligences aspect in the speaking process contributes to student's learning ability in terms of effective EFL Learning.

D. **The Statement of Problem**

The research is about the effectiveness of using multiple intelligence activities to improve students speaking skill at the second grade in one of the school in Serang.

The study, then, addresses the following questions:

1. How is the students' speaking ability before implementation of multiple intelligences activities at the second grade of MTsN 5 Serang?

2. How is students' speaking ability after implementation of multiple intelligences activities at the second grade of MTsN 5 Serang?

3. How does multiple intelligences activities influence in speaking skill for students' speaking skill?

E. **The Objectives of The Research**

According to the statement of the problems above, the writer formulate the objectives of the research as follow**:**

1. To know the students' speaking ability before implementation of multiple intelligences activities at the second grade of MTsN 5 Serang.

2. To know the students' speaking ability after implementation of multiple intelligences activities at the second grade of MTsN 5 Serang

3. To know multiple intelligences activities influence in speaking skill for students' speaking skill.

F. **The Important of The Research**

This research is significance for the following reasons:

1. For the researcher, the result of the research will answer the question which is the basic of conducting this research and it is expected that it will be useful knowledge for the researcher when she starts her profession as a teacher in the future time.

2. For the teachers, especially those who teach at MTS N 5 SERANG, they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.

3. For the students, the research is hoped can improve students' speaking skill and increase their confidence to speak English.

G. **Hypothesis**

1. (The null hypothesis Ho)/Ho = to < tt

There is no significant effect of multiple intelligences activities for improving students' speaking skill.

2. The alternative hypothesis to > tt

There is significant effect of multiple intelligences activities for improving students' speaking skill.

H. **Previous study**

In conducting this research, the researcher has read these following previous researches that are done by using multiple intelligences model as follow:

1. M. Tolkhah Adityas , Ahmad Dahlan Journal of English Studies, vol. 3, issue 1,March 2016 with the title " *Activating Students' Multiple Intelligences In Speaking Activities*". This research aimed at discussing how language teacher contribute to the enhancement of Multiple Intelligences in foreign language teaching, particularly in speaking classes. The researcher use creative and innovative learning activities that can use to help the students to explore their intelligences and talents. The teaching method that used by the researcher is Role Play. The first role play is about the phoning job interview (interpersonal, bodily kinesthetic, logical mathematical, musical) and the second role play use the interpersonal, intrapersonal, bodily kinesthetic, logical mathematical, musical and verbal. The researcher combined the types of intelligences to make interesting activities.

   The result of the research basically, students have their own characteristics of potentials. Students' potential will not be useful if they are not well developed. In

language learning, the provision of proper activities can be done to optimize it. Competence will be achieved by developing students' intelligences, and empowering their potentials to grow by facilitating them with Multiple Intelligences-based activities.[2]

2. Siti Zazak Soraya (073411070), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2012. Her thesis entitled ***"The Implementation of Multiple Intelligence Strategy to Improve Student"*** Understanding on Asking and Giving Information in speaking skill" (A Classroom Action Research with the VIIth Grade Students of SMP Muhammadiyah 9 Semarang in The Academic Year of 2011/2012). The thesis discussed the implementation of multiple intelligence strategy to improve students'" understanding on transactional material in one of four English skills (i.e:

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[2]M. Tolkhah Adityas , Ahmad Dahlan Journal of English Studies "*Activating Students' Multiple Intelligences In Speaking Activities"*, vol. 3, issue(1,March 2016), http://download.portalgaruda.org/article.php?article=429755&val=7240&title=ACTIVATING%20STUDENTS%C3%A2%E2%82%AC%E2%84%A2%20MULTIPLE%20INTELLIGENCES%20IN%20SPEAKING%20ACTIVITIES

speaking). The topic is discussed through the classroom action research in SMP Muhammadiyah Semarang.

The data were gathered through observation, documentation interview, and test. All data then were analyzed using descriptive quantitative. The results of this research showed that the students" understanding on asking and giving information in speaking skill were very good. The objectives of her study were to know the implementation of multiple intelligence strategy to improve students' speaking Understanding on asking and giving information in speaking skill and the influence of using multiple intelligence strategy to improve students' understanding on asking and giving information in speaking skill. The similarities between her research and this researcher were on the research approach and the method of data collection. The difference is the data participant, the previous researcher observed eighth grade

of junior high school students and this researcher observes twelfth grade of senior high school students[3].

3. Chau Van Don, Vice Head Of Scientific Management and International Cooperation Office, Phu Yen University, Vietnam. The title of his research is " *Integrating Multiple Intelligences Activities In Developing English Speaking Skills For English Major Students Of Phu Yen University, Vietnam*". The aimed of this research was to investigate the effect of using multiple intelligences classroom activities in developing fist year major students' English speaking skill. The sample of this research consisted of 34 first year English major students. The data were gathered trough questionnaire, MI Checklist of classroom activities and pre-post test.

    This research use the MI theory that proposed by Howard Gardner and the content of English speaking training programmed that deals with a combination of at

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[3] Siti Zazak Soraya, *"The Implementation of Multiple Intelligence Strategy to Improve Student Speaking, Semarang, 2012".* http://eprints.walisongo.ac.id/4568/1/103411038.pdfhttp

least five types of intelligences : verbal/linguistic, logical/ mathematical, bodily/kinesthetic, interpersonal and intrapersonal. The result of the research can conclude that integrating multiple intelligences activities is an effective way to develop the English speaking skill trough focusing on students' differences. The EFL teacher can help their students solve many problems in learning activities and also can create the creative teaching method[4].

I. Organization of Paper

Chapter I is introduction, consisting of the background of the research, identification of the problem, the limitation of the problem, statement of the problem, the focus of the research, the objectives of the research, the important of the research, and Organization of writing.

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[4]Chau Van Don *"*Integrating Multiple Intelligences Activities In Developing English Speaking Skills For English Major Students Of Phu Yen University,://www.vnseameo.org/TESOLConference2015/Materi als/Fullpaper/Mr.%20Chau%20Van%20Don.pdf

Chapter **II** is theoretical framework and it contains of the definition of speaking, the aim of speaking, and types of speaking, teaching speaking, the assessment of speaking, multiple intelligence model, language teaching and MI theory and the assessment of speaking.

Chapter **III** is consist of the method of the research, place and time, the population, sample, the research instrument, the technique of data collecting, the technique of data analyzing.

Chapter **IV** contains of data description, the data analysis, the interpretation data.

Chapter **V** is conclusion and suggestion.