

**The Linguistics Intelligence Application Tutorials for Speaking Skill at Zawiyah
English Club (ZEC) of IAIN Langsa**

THESIS

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**THE MINISTRY OF RELIGIOUS AFFAIR
STATE INSTITUTE OF ISLAMIC STUDIES LANGSA
TARBIYAH AND TEACHER TRAINING FACULTY**

2017 M / 1438 H

STATEMENT OF APPROVAL

**The Linguistics Intelligence Application Tutorials for Speaking Skill at
Zawiyah English Club (ZEC) of IAIN Langsa**

Submitted to the Tarbiyah and Teachers Training Faculty IAIN Langsa

As a partial Fulfillment of Requirement for the degree of

Sarjana Pendidikan (S. Pd) in English Education

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STATEMENT OF CERTIFICATION

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It has been defended in Sidang Munaqasyah in Board of Working up Paper and has been accepted as a Partial Fulfillment of Requirements for Sarjana S1 on Teacher Education of Tarbiyah and Teachers Training Faculty, on:

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ACKNOWLEDGMENT

In the name of Allah, the Lord of the world, the most Gracious and Merciful. All praises be to Allah who always blesses the writer in writing this thesis. Sholawat and salam be upon to our big prophet Muhammad (peace be upon him), his families, his companions, and his followers.

In this opportunity, I would like to express my greatest thanks to my beloved parents, Heriansyah Gea and Suhelli for their everlasting love, motivation, spirit, and support to finish this paper. Then, my greatest thanks and gratitude to my main advisor, Muhaini, MA and my co Advisor, Zakia Izzati, M. Pd, for their valuable help, guidance, correction, motivation, and suggestion to assist me, so that I could finish this thesis .

Moreover, my thesis may not be separated from the contributions of others. So that, I would like to say my deepest thanks to Syahrial, S. Pd for the best learning moment in his coffe time. My deepest thanks also goes to my beloved little sisters Dwi Dinda Audia and Heni Marisya for the helping, and thanks to all of my beloved ZEC family who have accompanied me to spent the memorable and precious time together.

And, my special thanks to my everything, M. Rizky Faiturrahman, for the love, sacrifice, time, support, motivation, suggesstion, patient, and helping to complete this paper. Without him, surely I will find the world without the sky.

Finally, the writer realizes that this paper is not perfect yet. Therefore, the writer need the constructive critiques and suggestions to correct this paper and make it better.

The Writer

ABSTRACT

In teaching-learning process, applying an approach is very important. Linguistics Intelligence approach is one of the approaches that can be applied in teaching speaking. Linguistics Intelligence is individuals' ability to use words properly, creative writing skills, and the ability to pick up on other language easily, include the English as the second language. This research is entitled "The Linguistics Intelligence Application Tutorials for Speaking Skill at Zawiyah English Club (ZEC) of IAIN Zawiyah Cot Kala Langsa". In this research, the researcher will investigate students' improvement in speaking skill by using Linguistics Intelligence. The objective of this study is to find out how Linguistics Intelligence tutorial helps students improve their speaking skill. The general significant of this study is expected to find out alternative way in increasing students' speaking skill through applying Linguistics Intelligences approach. It also hoped that can be useful for the teacher who teach English as a reference for teaching. The population of this research are the members of Zawiyah English Club (ZEC) consist of 95 members. In this research, the researcher uses Random sampling. The writer took 75 students as the samples of research based on the Nomogram Herry King list. In collecting data, the writer uses Quantitative Descriptive that characterized Ex Post Facto. The technique of this research is documentation and observation. Based on the reseach, the researcher found the significant increasing in speaking skills improvement of members at ZEC. The average score of pre-test is 47,78 while the average score in post-test is 85,37. It can be concluded that Linguistics Intelligence enhanced learners' speaking skill.

Keywords: Speaking skill, Linguistics Intelligence, Quantitative Descriptive, Ex-post Facto

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CHAPTER I

INTRODUCTION

A. Background of Study

People go through every step of whole growth process that starts from they were born until they are able to build an interaction in society. Since they have just been able to use the sight sensory, they listen every sound from around by the hearing sensory, until they can say even a single word. After through all those process, they are capable to convey the thought by oral fluently. In short, human are competent to speak after passing the phases of listening their mother sound. Unconsciously, they are tried to catch all words and remember it.

Nowadays, most of people commonly called these lots of words as vocabulary. According to Hornby, vocabulary is a number of words which contains information about its meaning, form and usage in context of communication that students should master first before mastering English.¹ While, David J Alonso stated that vocabulary is knowledge of words and word meaning.² We can not avoid the fact that the children are always interested in recognizing and enrich new words, they stand to repeat new words repeatedly and memorize them. In the other words, vocabulary can help students to comprehend reading materials, understanding other talking, giving response, speaking fluently and writing. That is why students are suggested to improve their stocks of words.

Improving vocabulary is the way especially for students to increase their language ability that support them to build a well communication in society. It

¹Hornby a.z, *Oxford Advanced Learner's of Current English*, 1974, p.95

²David J Alonso, *English as a Second Language* (New York: Nova Science Publishers, Inc, 2010) p. 105

will make them easier to formulate words into sentences that represent their ideas, thoughts, or feelings through oral. The goal of learning English is helped learners to sharp the comprehen of using language effectively and accurately in communication. Communication is a process of exchanging information, ideas, thoughts, feelings, and emotions through speech, body language or written. In education field, English communication has one of the stakeholders to support the learning process.³ The potential effective communication will be happened if a person encoded the message into a form as oral and using the appropriate word in conversation context to make the process of interlocutors' decoding is accepted successfully. By choosing the appropriate words, it is able to help reducing misunderstanding that possibly ocured. Having great English vocabulary does not just mean that we can understand lots of words and phrases, it also means that we can use these words and phrases and remember them when we need it. In the other word, vocabulary is considered as one of important thing which help learners to master the main skills in English, especially speaking. That is why vocabulary must be a goal for every students.

Mostly, words complicate students that becomes teacher's big problem today. They are very difficult to elaborate or describe something because they do not find the same word to represent their thoughts into the target language. So that, their ideas still stuck on mind without doing any conscious effort. It happens when student does not know or does not use a word regularly, this is called having a limited vocabulary. This case will bring an effect for the fluency of student's speaking. Moreover, the information that will be delivered to the interlocutor by

³ Nuzulul Dwi Utami, Regina, Wardah, "An Analysis On Students' Effort To Improve Speaking Skill", Volume 4, No.3, 2015, p. 2

the first person is not clear and might be misunderstanding. The point is, there is a relation between speaking and having limited vocabulary.

Speaking is the process of constructing meaning that involves producing, receiving and processing information. In the other word, speaking means knowing language in order to communicate or to deliver something such as information, ideas, thoughts and feelings to others in society.⁴ Speaking is the most crucial part as an English Foreign Language course because of the need of international communication in this current century. In this era, language learners take a part in speaking class to enhance their ability in spoken. To make it works well, students are suggested to increase their vocabulary to have a good spoken.

In fact, the materials of English subject have so many varieties. Teachers are in fear about the saturation of learners that face those varieties material. That saturation could be solved by planting the constructive motivation and stimulate their interest. It is because the learners' motivation and interest are very needed to make the process of understanding easier. Learners' motivation and interest are able to build by teachers' creativity in choosing the suitable way of teaching in learning process. So that, the teachers are obligated to choose the appropriate approach in order to achieve the teaching purpose effectively. In language learning, teachers are suggested to apply the Multiple Intelligence approach to enhance learners' speaking skill. One of these intelligence is Linguistics Intelligence.

⁴Emma Rosana Febrianti, *Teaching Speaking Of English As A Foreign Language: Problems And Solutions*, Volume 1, No.2, 2011

Multiple Intelligences refers to a learned-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education⁵. By this one, teacher need trying to improve student's vocabulary to enhance speaking ability from eight aspects of human intelligences such as linguistic, logical or mathematical, spatial, musical, interpersonal, intrapersonal and naturalist. This study is focused on linguistics intelligence aspect.

Linguistics Intelligence deals with individuals' ability to use words properly and the ability to pick up on other language easily, include the English as the second language that students able to defend their arguments while they are in discussion and look more confident.⁶ In short, the people with linguistics intelligence are skilled as writers and speaker. They are able to convey the meaning and emotion in their words clearly and precisely. The common characteristics of people are talented in linguistics intelligence such as: they often speak of what they have seen or read, love to use fancy words, enjoy writing, love foreign language and love having language class.

One of students' organization in Institute of Islamic Studies Zawiyah Cot Kala Langsa as known as Zawiyah English Club (ZEC) is tried to apply this approach in their most popular class program, called as Speaking Class. Zawiyah English Club (ZEC) is an organization that encompassed in linguistics aspect, especially English speaking skill. This students' organization is guided by the excellent English lecturer, Mr. Rasid Ritonga, MA, as the advisor in carrying out

⁵ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 115

⁶Karim Santoso Masri, *Aplikasi Teori Multiple Intelligences pada Sistem Manajemen Pembelajaran*, (Tangerang: Young Progressive Muslim (YPM), 2016), page 29

the learning process at ZEC. ZEC is the only one students' organization which providing place to study about language for all of students from all of departments in IAIN Zawiyah Cot Kala Langsa.

The atmospher in language learning process at ZEC is extremely communicative. The tutor is always tried to encourage learners to be active by brainstorming or warming up at first. The tutor believed this activity is able to stimulate learners to response every engagement. The tutor is always tried to give motivation to enhance learners' interest and braveness also. So that, the learners are stimulated to be more confident and bring up the eagerness to state their opinion. Beside that, the tutor is not rare to speak something up first. So, the learners that listening and watching this activity will be felt excited. It will appear the willingness of learners to do the same. It proves us that learners are imitative.

Also, the communication from one learner to others or usually mentioned as learning with the same age is an effective way of language learning. Whole of activities above are the way of tutors' instruction to make practicing become learners' habitual even by share their own opinion, experience, life story, etc. Empirically, their ability in English language can help them in speaking fluently and writing easily. Language learning at ZEC is impressed interesting as their motto, "Fun Learning English". They tried to prove that learning English is not boring at all.

The effort of ZEC to enhance the learners' intelligence in linguistics aspect is exactly potential to make them to be superior in speaking skill. And, it is completed the characteristics of teaching language strategy as the writer is looking for to fill the research. The writer expects that ZEC is precise to be investigated in

case of incisiving the learners' brightness in linguistics aspect. Based on explanation above, the writer chooses a title for this research as **“The Linguistics Intelligence Application Tutorials for Speaking Skill at Zawiyah English Club (ZEC) of IAIN Zawiyah Cot Kala Langsa”**.

B. Research Question

Based on the problem above, the research question in this research is:

“How does the Linguistics Intelligence tutorial improve the speaking skill of members' Zawiyah English Club (ZEC) in IAIN Zawiyah Cot Kala Langsa?”

C. Objective of Study

The objective of this study is to find out how Linguistics Intelligence tutorial helps students improve their speaking skill.

D. Significance of Study

1. General

The result of this study is expected to find out strategies increasing students' speaking skill through applying Linguistics Intelligences approach.

2. For Teacher

The teacher can apply this approach as the alternative strategy to achieve the target of learning-teaching process in class in order to improve student's speaking skill.

3. For students

The students able to append the reference of study in around learning language, especially to improve speaking skill.

4. For researchers

To find out that Linguistics Intelligence is able to help students to increase their spoken easily and show the significant influence.

E. Research Hypothesis

The writer divided 2 hypothesis:

1. Null Hypothesis (Ho): There is no any effect of applying Linguistics Intelligences in improving students' speaking ability.
2. Alternative Hypothesis (Ha): There is any effect of applying Linguistics Intelligence in improving students' speaking ability.

F. Terminology

1. Speaking Skill

Speaking is a process between the sender and the receiver that implies productive activity of communicating and understanding. Both, the sender and the receiver have a complex function in this process. The sender has to transfers the message that learner wants to convey with an appropriate language, while the receiver has to decode or to interpret this message. In another word, speaking is the activity to express thought and feeling orally.⁷ And skill is an ability or power⁸. Brown and Yule (1983) stated that speaking skill served to establish and maintain social relations, and the transactional functions, which focus on the exchange of information⁹.

⁷Ahmad Munir, *Communication Strategies Toward Students' Speaking Ability: A Classroom Study of Speaking*, (Selong STKIP Hamzan, 2005) Page 12

⁸ Victoria, Bull, *Oxford Learner's Pocket Dictionary*, (Oxford University Press, New York 2009) Page 1

⁹ Jack C Richard, *Teaching Listening And Speaking*, (Cambridge University Press, New York, 2008), Page 21

The main purpose of speaking is to deliver the message, idea, or information from the first person or to communicate about something in language to the interlocutor. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners¹⁰. Therefore the students look for another experience to enhance their speaking ability.

The phrase ‘Communicative English’ refers to that English which helps us to communicate effectively with people using language functions¹¹. By communicative English, it can connect people to share idea and establish a comfortable zone of interaction with another mind.

Speaking skill in this study refers to the effort of tutors to make learners understand about how the way they use language correctly and make them to communicate, change information, maintain social relation, deliver their opinion, and etc, in their daily life. Learners will accustom with asking and giving question in English. So that, speaking English fluently will be their habitual.

2. Linguistics Intelligence

Linguistic Intelligence is a part of Howard Gardner’s multiple intelligence theory that deals with an individual’s ability to understand both spoken and written language, as well as their ability to speak and write themselves. It is the extent to which an individual can use language, both written and verbal and how to use language to accomplish educational goals, as well as the ability to acquire new languages more successfully. Gardner stated that humans have the eight of intelligence according to Multiple Intelligences theory, but people differ in which

¹⁰ Jack C Richard, *Teaching Listening and Speaking*, (Cambridge University Press, New York 2008), Page 19

¹¹ Francis M. Peter SJ, *Communicative English*, (Chennai: Paari’s Printers, 2004), Page 1

one of a part they are in strengthness. He believed that people able to enhance their intelligence through training and practicing.¹²

Linguistics Intelligence deals with individuals' ability to use words properly, creative writing skills, and the ability to pick up on other language easily, include the English as the second language. In short, the people with linguistics intelligence are skilled as writers and speaker. They are able to convey the meaning and emotion in their words clearly and precisely. The common characteristics of people are talented in linguistics intelligence such as: they often speak of what they have seen or read, love to use fancy words, enjoy writing, love foreign language and love having language class.

Linguistics Intelligence in this study refers to the effort of tutors to enhance learners' speaking skill by training and practicing English. The learner will be taught about how to have good speaking skill based on Linguistics Intelligence theory that we can look at the way of teachings' character.

3. Organization of Language Development Zawiyah English Club (ZEC)

Zawiyah English Club (ZEC) is a students' organization that provide a place for all students from all of majors in IAIN Zawiyah Cot Kala Langsa to develop language skill, especially English. This community agreed that speaking skill is the most crucial skill which needs practicing continuously. They believed that practicing is a good habit to affect speaking skill.

¹² Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 115

To achieve the aim, they try to apply an interesting approach to catch student's motivation in speaking skill. That approach is known as Multiple Intelligences which focuses on linguistics.

From the explanation above, the writer can conclude that Multiple Intelligences is an approach that characterizes the way in which learners are unique and to develop instruction to this uniqueness. That unique means that the multiple intelligence of every child are able to be sharpen even though they have their own intelligence from they were born. The teacher able to know the ability of each students by diagnosing it from every each different approach. The point is, someone's intelligence is not always depend on what they bring from birth, but we can sharp their other intelligence.

4. Tutorial

Tutorials have long been used. Perhaps the most famous example of tutorial learning is 2500 years ago, with Socrates.¹³ Tutorial learning with skilled tutors is often effective for learning, especially to improve speaking skill for learners.¹⁴

Tutorial refers to learning with a highly skilled tutor and one student or a small group of students. Learning is fully active for the student. With a skilled tutor, learning is a highly individualized experience, with the tutor paying attention closely and continuously to the learning problems of each individual student. Another important aspect is that the tutor knows something about the

¹³Alfred Bork & Sigrun Gunnarsdattir, *Tutorial Distance Learning Rebuilding Our Educational System*, (Kluwer Academic Plenum Publishers, New York: 2001) page 20

¹⁴ Alfred Bork & Sigrun Gunnarsdattir, *Tutorial Distance Learning Rebuilding Our Educational System*, (Kluwer Academic Plenum Publishers, New York: 2001) page 21

student, learning status, problems, and desires, from previous sessions with the student and uses this knowledge in each session. Also, The tutor and the student talk in the native language.¹⁵

Tutorial in this study refers to the tutors who apply the Linguistics Intelligence approach to increase learners' speaking skill in the outside of formal class as school or the same kind. The tutors try to give learning addition to help learners mastery the language and give the comprehension to the learners completely. Basically, the learners are able to understand more about the lesson or the practice in the non-formal class than the formal class. So, the tutorials become the alternative way of language learning effectively beside formal class.

¹⁵ Alfred Bork & Sigrun Gunnarsdattir, *Tutorial Distance Learning Rebuilding Our Educational System*, (Kluwer Academic Plenum Publishers, New York: 2001) page 72

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

In language teaching and learning, speaking is the most difficult skill for learners. They could be stammer when they are tried to speak into target language.¹⁶ Whereas, speaking is the necessary that is always needed in even every single time in human daily life. Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.¹⁷ Its form and meaning are depended on the context in which it occurs, including experiences, environment, and the purposes of the speaking. It is often spontaneous and evolving. Speaking is the ability to express opinions, ideas, or thoughts orally. It consist of producing systematic verbal, utterances to convey meaning in order to be understood by people we are speaking with.¹⁸ The writer could define that speaking is a process between the sender and the receiver that implies productive activity of communicating and understanding. Both, the sender and the receiver have a complex function in this process. The sender has to transfers the message that she or he wants to convey with an appropriate language, while the receiver has to decode or to interpret this message.

Similarly, speaking is perhaps the most fundamental of human ability as having a simple conversation by using language. Skill is an ability to do

¹⁶K. Shumin, “*Factors to Consider: Developing Adult EFL Students’ Speaking Abilities,*” in *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), Page 97

¹⁷Gulten Kosar & Hasan Bedir, “*Stategies-Based Instruction: A Means of Improving Adult EFL Learners’ Speaking Skill*”, volume 2, no. 3, 2014, page 13

¹⁸David Nunan *Pratical English Language teaching* (New York: McGraw Hill,2003), page 40.

something that comes from experience or practice. The student that mastered the speaking skill will be possessed the precise knowledge of language easily, especially English.¹⁹ Speaking skill is an important thing in the process of language learning. Speakers communicate through oral expression to get more information clearly. Speaking skill is an ability to communicate a speech articulation or to speak something up for express an idea or a message.²⁰ Speaking skill is described as the ability to report acts or situation, in precise words, or the ability to express a sequence of ideas fluently. It can be concluded that speaking skill is an ability, which is communicating the speech sound for expressing and conveying a messages or ideas.

In simply word, the writer could conclude that speaking skill means the ability of someone or speaker to utter what is on his or her mind orally.

2. Purpose of Speaking Skill

Brown & Yule stated that language can be seen as having two functions, such as transferring information (transactional) and establishing social relationship (intersactional). The accuracy and clarity of information is primary importance. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning.²¹ Both meant that the clarity of information in communication context are important to be confirmed that the message has been delivered well or not from one person to

¹⁹ P. Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1998)

²⁰ Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Sastra*, (Bandung:PT Aksara, 1990). P.15. 7

²¹ Brown, G. & G. Yule, *Discourse Analysis*. (Cambridge University Press. 1983)

other. Because, it is possible to occur misunderstanding in interpreting the message.

Speaking is used as a tool to deliver information that mostly practical in daily life. That information is shaped as explaining the process, elaborating, interpreting, and sharing the knowledge.²² Bygate identified two elements, those are production skill and interaction skill. In production skill, speaking ability take place without time limit and environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking skill easier.²³ It is showed that using language do not have limitation of time and able to be used in everywhere which appropriate in context of communication.

3. Factors Influencing Learners' Speaking Skill

Here are some factors that influencing the skill of speaking for learners:

a. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner.²⁴ Affective side is a condition of someones' psychology that related to the moods, feelings, motivations, willingness, anxiety, and attitude.

Krashen stated that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-

²² Drs. H. Nur Mustafa, et/al., *Berbicara*, (Pekan Baru: Cendikia Insani, 2006) page 6

²³ Bygate, M., *Speaking: The Cambridge guide to teaching English to speakers of other Language*, (Cambridge: Cambridge University Press. 1987), page 41

²⁴ Oxford, R. L., *Language Learning Strategies: What Every Teacher Should Know*, (New York: Newbury House Publishers 1990).

confidence and anxiety.²⁵ It is assumed that anxiety and self-restriction have an influence on learner's oral proficiency.

Anxiety is the affective factor that most dominantly blocks the learning process.²⁶ Someone that has a trouble with the anxiety is such as worrying about being “*wrong, stupid, or incomprehensible*”. Those are completely influences learners' speaking performance.²⁷ Most of EFL learners are stressed out in class especially when they are called on to speak in class without any preparation. If learners are too much nervous, they become tongue-tied or lost for words which per se completely affects their achievement in foreign language classroom. Because the ability to take risks is regarded as an essence for “successful learning of a second language”, language learners need to be encouraged to speak bravely so as to promote their speaking competence gradually since motivation is believed to be the most significant factor that educators can target in order to facilitate learning.²⁸

From the explanation above, we can conclude that the condition of psychology is able to influence speaking skill. It will be better to reduce the learners' mental underpressure problem, such as anxiety, self confidence, less motivation, etc.

²⁵ S. D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Pergamon Press, 1982).

²⁶ Arnold J., & H. D. Brown, A map of the terrain. In J. Arnold (Ed.), *Affective method in language learning* (Cambridge: Cambridge University Press, 1999) p.1-24

²⁷ H. D. Brown, *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, (NY: Longman, 2001) page 269

²⁸ H. D. Brown, *Principle of language learning and teaching*. White Plains, (New York: Pearson Longman, 2007) page 160

b. Cognitive Factors

According to Levelt, the speaking processes include conceptualization and formation.²⁹ Conceptualization pertains to what information can be opted to express the meaning. Those are refer to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. And formation concerns to words that is arranged certainly to the right place.

Larsen-Freeman stated that it seems difficult for language learners to transfer the appropriate grammar to their speaking.³⁰ In addition, grammar acts as an essential role in learning the structure of English, but the implementation of correct use of grammar in one's speech is complicated.

Therefore, Hughes argued that their speaking is filled with false-starts, grammatical inaccuracies, and as well as limited vocabulary.³¹ It means that someones' limited vocabulary and grammar comprehend can cause the failure of starting conversation.

Moreover, since human's mind is a "limited capacity processor", it is not easy to concentrate on everything simultaneously.³² It shows that human minds is wonderful memory to remember everything, but it is really hard to focus at all of items. So that, people need to concentrate slowly and gradually.

²⁹ Levelt, W. J. M., *Speaking: Form intention to articulation*, (Cambridge: MIT Press, 1989)

³⁰Larsen-Freeman, D., Grammar. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of otherlanguages*, (Cambridge: Cambridge University Press, 2001) page 34

³¹Hughes, R., *Teaching and researching speaking*, (Edinburgh: Pearson Education, 2002)

³² McLaughlin, B., & Heredia, R., *Information-processing approaches to research on second language acquisition and use*. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (San Diego: Academic Press, 1996) page 214

We can conclude that the ability of using appropriate words, arrangement that words in to sentence grammatically, and enriching vocabulary are strongly needed to make people understand clearly about what we deliver to.

c. Linguistic Factors

Linguistic factors include several features like pronunciation, and articulation. It is believed that pronunciation and articulation play a vital role in intelligibility.³³ The pronunciation and articulation require the speaker to produce the speech with his articulatory organs precisely. In fact, wrong pronunciation and articulation will bring a bad effect while in communicating, seems like misunderstanding and the message possibly failed to delivered.

The point is, the pronunciation and articulation are really crucial parts to make people understand clearly to the message that we deliver to.

4. Speaking Problems Faced by Students

Again, the stammer that occurred in students' speaking are caused of some troubles which obstructed the fluency of speaking. Here some cases that make speaking becomes difficult based on David Nunan:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

³³ Goh, C. C., *M. Teaching speaking in the language classroom*, (Singapore: SEAMEO Regional Language Centre, 2007)

b. Redundancy

The speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all of those forms are problems in spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted-bookish quality of speaking that that in turn stigmatizes them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as they speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent. We are able to insert certain fillers such as *uh, um, well, you know, I mean, like, I guess, as like*, etc. One of the most salient differences between native and non-native speakers of language is in their hesitation phenomena.

e. Colloquial Language

Teachers better make sure that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing the forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of students' task in teaching spoken English is to help learners achieve an acceptable speed along with others attributes of fluency.

g. Stress, Rhythm, and Intonation

Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (stressed words) and weak beats (unstressed words). The way pitch of speakers' voice goes up and down as they speak known as intonation. This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

h. Interaction

Mutual or reciprocal action to others called as interaction. It showed that is any relation between one person to others. Students may be difficult to interact in around them. Not only they are stucked in lack of vocabulary, but also they are really hard to hold on their own opinion. So, students need to learn about negotiation especially in conversation. Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.³⁴

³⁴David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), page.326-327

B. Linguistics Intelligence (Howard Gardner)

1. Multiple Intelligence

Multiple Intelligences, according to Prof. Howard Gardner, an American research, is referred to a learner-based philosophy that characterizes human intelligences as having multiple dimension that must be acknowledged and develop in education.³⁵ In another word, every person has a variety of intelligence, but with the development level of different.

Gardner claimed eight native intelligences which described as follows : linguistics, logical or mathematical, spatial, bodily or kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

a. Logical or Mathematical

Logical or Mathematical is the ability to understand numbers and logical concepts well and the possession of reasoning skills. In the other word, the ability to think rationally.

b. Spatial

The brain's ability to perceive and interpret visual stimulation. In other words, it is how our minds process what we see. Although not very recognized, spatial intelligence is very important in the arts and in everyday life.

c. Bodily or Kinesthetic

It is the ability to use one's hands to produce or transform things. It is expertise in using one's whole body to express ideas and feelings.

³⁵ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 115

d. Musical

An ability that good for hear music.

e. Interpersonal

The ability to be able to work well with people.

f. Intrapersonal

The ability to understand oneself to apply one's talent successfully, by lead to happy and well-adjusted people in all areas of life.

g. Naturalist

The ability to understand and organize the pattern of nature

h. Linguistics

Linguistic intelligences focuses on learning through the use of words. The ability to use language in special and creative ways, as like how the way students through the learning process to act as a lawyers, writers, etc.³⁶

2. Definition of Linguistics Intelligence

Linguistic Intelligence is a part of Howard Gardner's multiple intelligence theory that deals with an individual's ability to understand both spoken and written language, as well as their ability to speak and write themselves.

From a very early age we have been encouraged to develop the skill of communication. Even if we do not consider ourselves to be particularly talented, we have at least learned sufficient so as to interact successfully with others. There are however, individuals who have developed their linguistic skills to the point where it becomes an art. They have the ability to write and/or talk fluently,

³⁶ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 116

utilising a vocabulary to express the precise meaning of what they wish to convey and they can speak almost melodically with changing intonations and rhythms of sound to express feelings and promote memory. Then, Howard Gardner defined the Linguistic Intelligence as a sensitivity to the meaning of words, the order among words, sounds, rhythms, inflections, different functions of language, phonology, syntax and pragmatic.³⁷

Linguistic Intelligence is a part of Howard Gardner's multiple intelligence theory that deals with an individual's ability to understand both spoken and written language, as well as their ability to speak and write themselves. It is the extent to which an individual can use language, both written and verbal and how to use language to accomplish educational goals, as well as the ability to acquire new languages more successfully. Gardner stated that humans have the eight of intelligence according to Multiple Intelligences theory, but people differ in which one of a part they are in strengthness. He believed that people able to enhance their intelligence through training and practicing.³⁸ It means that learners should take part in oral activities to exchange their thought spontaneously in second language speaking.³⁹

Include the linguistics intelligence, all of people able to have this intelligence. Teachers at school also able to stimulate and encourage their students in enhancing linguistics intelligence for better speaking. Everyone has the same chance to have their superiority in speaking. Because, these all of multiple

³⁷ Howard Gardner, *Multiple intelligences: The theory in practice*, (New York: Basic Books, 1993)

³⁸ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 115

³⁹ Derakhshan, A., Tahery, F., & Mirarab, N. *Helping adult and young learner to communicate in speaking classes with confidence*. *Mediterranean Journal of Social Science*, 2015, volume 6, no. 2, page 520

intelligence able to sharpen by doing, such the habitual of practicing. That is why this approach labeled Multiple Intelligence is become a variety of learning style model that have been proposed in general education and have subsequently been applied to language education.

Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. This intelligence allows us to understand the order and meaning of words and to apply linguistic skills to reflect on our use of language.⁴⁰ To get this intelligence, it can be educated and improved through schooling and they also are to be developed by encouragement, reinforcement, and instruction. Another definition of Linguistics Intelligence by Tull Sauren stated that Liingusitics Intelligence is the intelligence of language and communication. It includes the ability to speak, articulate, and express, and convey one's thoughts and feelings to the outside world in one or more languages. This can be at an oral and written level. It also includes the ability to listen and to understand other people.⁴¹ Individuals with Linguistic Intelligence also will have one or more of the following skills: the ability to listen carefully to others language and language patterns and to communicate expressively, the ability to use language as a tool for persuasion and effect through negotiation, the ability to choose words well when writing in order to generate the right emotional tone for example when writing letters, poems, stories or when creating reports, and a good verbal memory for what is read, spoken or written.

⁴⁰ S. Teele, *Redesigning the Educational System to Enable All Students to Succeed*, (NASSP Bulletin, 1996), page 65-75.

⁴¹ Tull Sauren, *Linguistics Intelligence*, (Brussels, Belgium: Montessori, 2002) page 3

3. Principles for Teaching Speaking Skill of Linguistics Intelligence

We can find characteristics of teachers' language that applying linguistics intelligence in order to enhance student's speaking ability by some principles⁴², such as:

a. Focus on Both Fluency and Accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

b. Provide Intrinsically Motivating Techniques

Teacher tried at all times to appeal to students' ultimate goals and interests to their need for knowledge, for achieving competence, and for being all that they can be. Even this technique do not realize student to see if it will bring good benefit for them. Besides motivating technique, there are have others technique that able to help teacher in enhancing students' speaking skill and sharpening their Linguistics Intelligences, such.⁴³

1. Playing the Words Game
2. Debate and discussion
3. Use one new word in each daily conversation

⁴²David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003) page 331-332

⁴³Hamzah B. Uno & Masri Kuadrat, *Mengelola Kecerdasandalam Pembelajaran* (Jakarta: PT Bumi Aksara, 2009), p.129

4. Record students' speaking and listen to playback, so students will get reflection to be better
 5. Story Telling
 6. Giving Opinion
 7. Writing journal
- c. Provide Appropriate Feedback and Correction

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserted that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed.⁴⁴ If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.

d. Capitalize on the Natural Link Between Speaking and Listening

Speaking will also of course include listening. Do not lose out on opportunities to intergrate these two skills. Focusing on speaking goals may coincide to listening goals naturally. And both these two skill can reinforce each other. Skills in producing language are often uninitiated through comprehension.

⁴⁴Harmer, J., *The Practice of English Language Teaching, The 3th Edition.* (Longman: London and New York , 1991)

e. Give Students Opportunities to Initiate Oral Communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher asked questions, gave directions, provided informations, and students have been conditioned to speak only in their turn. Part of the communication competence is the ability to initiate conversations, nominate the topics. To ask questions, to control conversations, and to change the subject.

f. Encourage the Development of Speaking Strategies

The concept of strategic competences the one that few beginning language students are aware of. They simply have thought about developing their own personal strategies for accomplishing the communicative purposes. The classroom can be one which students become aware of, and have a chance to practice. Such strategies as:

1. Asking for clarification (what?)
2. Asking to repeat something (excuse me?)
3. Using fillers (*uh, I mean, well*) in order to gain process
4. Using conversation maintenance cues (*uh-huh, right, yeah, okay, hmm*)
5. Appealing for assistance from the interlocutor (to get a word or phrases example)
6. Using mime expressions to convey meaning

4. The General Procedure of Linguistics Intelligence

The sequences general procedure can be applied by some stages⁴⁵ below, such as:

- a. Stage 1. Awaken the Intelligence. The teacher brings many different object to class. It start from students experiences. Students experience are feeling the the thing that is soft, rough, smooth, cold, and so on. The experience like this will help activate and make learners aware of the sensory bases their own feeling. Also, teacher able to activate them in another experience, as like their memory experience or etc.
- b. Stage 2. Amplify the intelligence. Students are asked to bring objects to class or to use something in their possession. The students may describe each object attending to five physical senses, such sight, sounds, fell, smell,and size, or what it is used for. Then, they able to write those detail in to worksheet including the information they have been already observed.
- c. Stage 3. Teach with/for intelligence. At this stage, the teacher structures larger section of lesson to reenforce and emphasize sensory experiences and the languag that accompanies these experiences. Students may work in group to bring up the situation of negotiating and discussing by using the target language.
- d. Stage 4. Transfer of the intelligence. This stage is concerned with application of the intelligence to daily living. Students are asked to reflect from the process of learning before.

⁴⁵Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching (Second Edition)*, (Cambridge University, 2001), page 122

Here are some characteristics that able to find the linguistics intelligence:⁴⁶

LINGUISTIC INTELLIGENCE			
Learning style and preferences	Description	Careers	Activities
Words and Language	<ul style="list-style-type: none"> a. Written and spoken words b. Interpretation and explanation of ideas and information via language c. Understands relationship between communication and meaning 	<ul style="list-style-type: none"> a. Copywriters b. Editors c. Journalists d. Lawyers e. Linguists f. Poets g. Speakers h. Teachers Professors i. Trainers j. Translators k. TV and radio presenters l. writer 	<ul style="list-style-type: none"> a. Edit a peer's paper b. Give an oral presentation c. List the strengths and weaknesses of a product d. Write directions to accompany a map

⁴⁶Northern Illinois University, *Faculty Development and Instructional Design Center*, *Howard Gardner's Theory of Multiple Intelligences*, Journal International, vol. 2 no. 6, 2004, p.3

5. The Language Aspects in Linguistics Intelligence

There are four basic aspects of language that one needs to review when analysing linguistic intelligence, such phonology, syntax, semantics, and pragmatics.

a. Phonology

Phonology is the branch of linguistics which investigates the ways in which sounds are used systematically in different languages to form words and utterances. In order to understand phonology, one must have a grasp of the basic concepts of phonetics, the study of the inventory of all speech sounds which humans are capable of producing. The term speech sound has been used advisedly since not all noises which we are capable of producing with our vocal apparatus are employed in speech: we can all snore, we can all cough and hiccup, we can all sneeze and we can all gnash our teeth.

The study of speech sounds can be approached from various angles. These are reflected by the three major branches of phonetics:

1. Acoustic Phonetics: the study of the physical properties of speech sounds using laboratory instruments.
2. Auditory Phonetics: the study of speech perception.
3. Articulatory Phonetics: the study of speech production.⁴⁷

⁴⁷Francis Katamba, *An Introduction to Phonology*, (United State of America: Longman, 1989) page 1-2

b. Syntax

Syntax is a central component of human language. Matthews stated that The term 'syntax' is from the Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'.⁴⁸ First and foremost, syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences.

A central part of the description of what speakers do is characterizing the *grammatical* (or *well-formed*) sentences of a language and distinguishing them from *ungrammatical* or (*ill-formed*) sentences. Grammatical sentences are those that are in accord with the rules and principles of the syntax of a particular language, while ungrammatical sentences violate one or more syntactic rules or principles.⁴⁹ For example: *Teacher the book a reading is*. This sentence is ungrammatical because it violates some of the word order rules for English, that is basic word order in English clauses is subject–verb–object.

Apparently, the correct structure in gramatical while in spoken or written is really influence significantly and important. By expalanation above, the writer can conclude that syntax is a central component of human language deals with how sentences are constructed or arranged the whole of elements in order to make a sentence correctly.

⁴⁸ Robert D. Van Valin JR, *An Introduction to Syntax*, (Cambridge: University of Cambridge, 2001) page 1

⁴⁹ Robert D. Van Valin JR, *An Introduction to Syntax*, (Cambridge: University of Cambridge, 2001) page 3

c. Semantics

Semantics is the organisation of meaning. A word can have two sorts of meaning. First, it may refer to: *red* describes the *colour of blood*, *chair* refers to a *piece of furniture* with legs and a back, on which a human being may comfortably sit. Secondly, a word has ‘sense’, which determines its semantic relation to other words. For example, *narrow* is the opposite (more specifically: the antonym) of *wide*, and *crimson* refers to a colour that is a special sort of *red* (we say that crimson is a hyponym of red).⁵⁰ In short, the writer can conclude that semantics is scientific study about meaning.

d. Pragmatics

Pragmatics may be roughly defined as the study of language use in context. As compared with semantics, which is the study of literal meaning independent of context. Pragmatics are describing some of the principles we follow in producing and interpreting language in light of the context, our intentions, and our beliefs about our interlocutors and their intentions. Because speakers within a language community share these pragmatic principles concerning language production and interpretation in context, they constitute part of our linguistic competence, not merely matters of performance. That is to say, pragmatic knowledge is part of our knowledge of how to use language appropriately. And as with other areas of linguistic competence, our pragmatic competence is generally *implicit* known at some level, but not usually available for *explicit* examination.

⁵⁰ R. M. W. Dixon, *A Semantic Approach to English Grammar*, Second Edition, (New York: Oxford University press, 2005) page 6

The study of pragmatics looks at such interpretive regularities and tries to make the explicit and implicit knowledge that guides us in selecting interpretations.⁵¹ As the point, we have known that pragmatics is a scientific study about language used in context.

As the conclusion, the writer can conclude that the intelligences not only as the nature ability of people that they bring from the birth, but also every intelligence is able to develop by deep learning in education stages. One of that intelligences, such as Linguistics Intelligence, may be develop by practicing continuously.

⁵¹Betty J. Birner, *Introduction to Pragmatics*, (United Kingdom: Wiley-Blackwell, 2012) page 2-3

CHAPTER III

RESEARCH OF METHODOLOGY

A. Location and Time of Research

This research was done at Zawiyah English Club of IAIN Zawiyah Cot Kala Langsa that located at Meurandeh street, Langsa Lama in Langsa City. In this study, the writer has two major of reasons for choosing this English Development Organization. First, this club is reasonably for writer to conduct the research. The second, the writer found the characteristic of applying intelligence linguistics approach in teachers' way of teaching. The research conducted for four months from february until june.

B. Setting of The Research

1. Population

Population is all of the research of subject. The population in this research is all members at Zawiyah English Club of IAIN Zawiyah Cot Kala Langsa. The number of the entire learners are 95.

2. Sample

Sample is some of chosen population using certain procedure so that can be expected to represent its population. It is called sample research when we want to generalize the sample research result.⁵² In this research, the researcher uses *Random sampling*. The writer took 75 students as the samples of research based on the Nomogram Herry King list.⁵³

⁵² Suharsimi Arikunto, 2012, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta), p. 129.

⁵³ Sugiyono, *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), page 127-128

C. Research Design

The researcher uses the Ex Post Facto research design as a kind of this research. Ex Post Facto is impossible to manipulate the data or the characteristics of participants. It is appropriate for quantitative design that able to be used to test the hypothesis where it is not practical to apply experiment.⁵⁴ The researcher only need to do observation without need an effort to apply this approach as long as observation period. In this research, the Linguistics Intelligence has been applied in Zawiyah English Club and able to improve the skill of student's speaking.

D. Research Variable

Research Variable is a variation object of the study. There are two types of variables: dependent variable (y) and independent variable (x). The dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The independent variable is selected by researcher to determine the relationship with the dependent variable.⁵⁵ So, the variables in this study are:

1. Independent Variable (x): Implementation of Linguistics Intelligence
2. Dependent Variable (y) : Improvement of Speaking Skill.

E. Data Collection Technique

The researcher must use instrument to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. To get the accurate data, in this study the researcher chosed some instruments for collecting the data, they were:

⁵⁴ Marylin K. Simon & Jim Goes, Ex Post Facto Research. *Dissertation and Scholarly Research*, (Seattle, 2013)

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), page 60

1. Documentation

Documentation is addressed to obtain the data from the place of research directly. It could be included such as activity reports, relevant books, rules, pictures, documenter film, and others important data.⁵⁶ In this study, the score data obtained by test.

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group.⁵⁷ Test is used to obtain the quantitative data. This research is using several types of test which is given by Zawiyah English Club. They are:

a. Pre-Test

A test is used to measure the skill of students' speaking before implemented the Linguistics Intelligence approach. The purpose of giving pre-test was to see some troubles that faced by students in speaking. This test is given when the members register themselves at the first time. The test is given by Zawiyah English Club by some questions to measure their speaking skills before the the tuor from ZEC implement Linguistics Intelligence. ZEC uses the scoring rubrics of speaking assessment to get the result shaped number or score.

b. Post-Test

A test is used to measure the skill of students' speaking after the Linguistics Intelligence approach is implemented. This test is given to see the result of implementing Linguistics Intelligence approach. This test is

⁵⁶Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2011), page. 77

⁵⁷Addision Wesley Longman, 2001, *Teaching by Principle: An Interactive A pproach to Language Pedagogy*, New York : A Person Education Company, 2 nd Ed, p.384.

also given by ZEC and also using the scoring rubrics of speaking assessment to get the result shaped number or score after the members joined Zawiyah English Club for some months.

To get more the data significantly researcher using rubric of speaking assesment and scoring of speaking test. There are some criteria to analyse the student's speaking, they are : pronunciation, grammar, vocabulary, fluency and comprehension. The tables scoring of speaking test are as follows:

Scoring of Speaking Test

No.	The Elements of Speaking	Score
1.	Pronunciation	0-25
2.	Grammar	0-25
3.	Vocabulary	0-20
4.	Fluency	0-20
5.	Comprehension	0-10

2. Observation

In this research also used *observation* to collect the data. The observation is taken in speaking class when the teacher is implemented the Intelligence Linguistics by using another technique and show some cterias in applying the approach. It used to know the condition of class that is appeared during teaching learning process.

The roles of researcher in this research is to crosscheck and to evaluate the teacher in applying Linguistics Intelligence approach and shown the criterias in applying that approach in order to develop the students' speaking skill.

According to Sutrisno Hadi, the observation sheet will be analyzed by calculating the percentage from the checklist as the pattern below:⁵⁸

$$sum = \frac{\text{sum of checklist}}{\text{the highest score}} \times 100\%$$

The observation checklist that is used in this study is as follow:

- a. Poor : The aspect of activity that was observed above reaches out for about 20% from overall percentage 100%.
- b. Fair : The aspect of activity that was observed above reaches out for about 20%- 40% from overall percentage 100%.
- c. c. Average : The aspect of activity that was observed above reaches out for about 40%-60% from overall percentage 100%.
- d. d. Good : The aspect of activity that was observed above reaches out for about 60%-80% from overall percentage 100%.
- e. e. Excellent : The aspect of activity that was observed above reaches out for about 100%.

F. Validity and Reliability

1. Validity

Validity of the test is the accuracy measured that has by the tool measure (it is an inseparable from test as totally) in measuring what is needed to measure. Arikunto stated that the validity is a measurement that become a level of competition a tool measurement.⁵⁹ The formula that use is the analysis corelation product moment technique form Karl Pearson, where the correlation between variable X (test which given) with variable Y (the remedial result) is positive and significant, such as:

⁵⁸Sutrisno Hadi, *Metodologi Penelitian*, (Yogyakarta: Andi Publishing, 2004), p. 151

⁵⁹ Ridwan, *Belajar mudah penelitian untuk guru karyawan dan peneliti pemula* (Bandung: alfa beta, 2007), p97

$$r_{hitung} = \frac{n(XY) - (X)(Y)}{\sqrt{[nX^2 - (X)^2][nY^2 - (Y)^2]}}$$

The Explanation:

- ΣX : The number of score X
- ΣY : The number of score Y
- ΣX^2 : The number of score X which squared
- ΣY^2 : The number of score Y which squared
- ΣXY : The multiplication result number score X and score
- N : The number of student
- r_{xy} : The correlation between score X and Y

2. Reliability

Reliability is meant the stability of test scores. A test can not measure anything well unless it measures consistently. The reliability is analyzed by using following formula:

$$\alpha = \left[\frac{K}{K-1} \right] \left[1 - \frac{\alpha S_i^2}{S^2} \right]$$

Where :

- α : Level of significant
- K : Number of test item
- S^2 : Number of varian total score
- S_i^2 : Varian of tested for item i⁶⁰

⁶⁰ Husaini Usman, and Purnomo Setiady Akbar, *Pengantar Pendidikan*, (Jakarta: Bumi Aksara, 2007), P. 29

G. Technique of Data Analysis

To get the students' achievement, the writer gives test. The test is dividing in two kinds such as pre-test and post-test. The result of the pretest will be emphasized at the student ability in speaking. To process the data, the writer used some statistical formulas to interpret the result statistically, the formulas are as follows:

- a. Range is difference of that highest with the lowest score. To find the result the researcher uses the following formula:

$$R = H_s - L_s$$

Where :

R : The range score

H : The highest score

Ls : The lowest score

- b. Interval is amount of class and to find the score, to researcher uses the following formula :

$$K = 1 + 3,33 \log n$$

Where :

K : Interval

Log : Logarithm

N : Number of respondents

- c. Class Interval is the number of score that has been grouped based on the expected interval and the formula is :⁶¹

$$P = \frac{R}{K}$$

Where :

P : Length of interval class

K : The range Score

R : Interval

1. Mean⁶²

$$\bar{X} = \frac{fx}{f}$$

Where :

X : Mean Score

$\Sigma Fixi$: The total of the student score (the result of f.x)

ΣF : The number of the tested

2. Standard Deviation⁶³

$$SD = \frac{n(F.X^2) - n(F.X)^2}{n(n-1)}$$

Where :

SD : Standard Deviation

⁶¹ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), P. 264

⁶² J.B, Heaton, *Writing English Language Test* (New York: Longman,1990), P. 176

⁶³Husaini Usman, and Purnomo Setiady Akbar, *Pengantar Statistika*, (Jakarta: Bumi Aksara, 2007), P. 96

N : Number of sample

ΣX : Total score of score each deviation

3. Combined Varian⁶⁴

$$S^2 = \frac{(N_y - 1)SD_y^2 + (N_x - 1)SD_x^2}{N_y + N_x - 1}$$

Where :

N_x : Number of student in pre test

N_y : Number of student in post test

SD_x^2 : Standart Derivation in pre test

SD_y^2 : Standart Derivation in post test

4. T- Score⁶⁵

$$t = \frac{M_x - M_y}{S \sqrt{\frac{1}{N_X} + \frac{1}{N_Y}}}$$

Where :

t : The significant different between two mean

$M_x - M_y$: Mean of each group (pre-test and post-test)

S : standart derivation

N_X and N_Y : The subject of sample

⁶⁴ Husaini Usman, and Purnomo Setiady Akbar, *Pengantar Statistika*, (Jakarta: Bumi Aksara, 2007), P. 142

⁶⁵ Husaini Usman, and Purnomo Setiady Akbar, *Pengantar Statistika*, (Jakarta: Bumi Aksara, 2007), P. 143

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research finding

In this chapter, the writer is discussed about the finding and collecting data of Quantitative that is applied the Ex Post Facto research design. All the data about enhancing students' speaking skill through applying Linguistics Intelligence approach is obtained by giving pre-test and post-test. Pre-test is given by ZEC to the new students in the first time when they registered to join this club. And the post-test is also given by ZEC to the students that have been become the members to evaluate the teaching-learning process before as the output in the last meeting. If students were able to make good speaking, the students would be getting 100 scored, because score of each criteria was five points.

To analyzed data, the writer used the statistical formula t-test which is the data was get from post-test research and t-test was used to examine the hypotesis. In step of collecting data in observation, the researcher is observed during learning speaking skill by encompassed the guided the characteristics of teacher that is applied Linguistics Intelligence according to Howard Gardner theory and fill the observation using cheklist whether each point are implemented in the class. To resume the description of observation result, the writer would show the table on next page.

List score of Pre-Test

No	Name	Span of Score					Score
		P	G	V	F	C	
1	AA	13	9	7	7	5	41
2	AM	18	12	11	6	6	53
3	AIM	14	11	10	7	5	47
4	AF	9	6	8	7	5	35
5	AN	16	14	12	10	7	59
6	ASR	13	9	8	7	5	42
7	AC	16	14	12	10	6	58
8	AA	13	11	9	7	5	45
9	BR	8	6	8	7	5	34
10	BD	16	14	12	10	7	59
11	BS	17	11	10	6	6	50
12	CJ	17	14	12	11	5	55
13	CS	10	6	8	7	5	36
14	CSA	8	7	6	5	4	30
15	CR	18	17	13	11	6	65
16	DA	13	9	8	7	6	43
17	DM	16	14	12	10	7	59
18	DL	13	9	7	7	5	41
19	DN	8	7	6	6	5	32
20	DN	18	17	13	11	6	65
21	EDA	14	11	10	7	6	48
22	FZ	13	9	7	7	5	41
23	FD	8	6	8	7	6	35
24	FS	15	14	12	10	6	57
25	FY	13	11	9	7	5	45
26	FZ	16	14	12	10	8	60
27	GR	12	9	7	7	5	40
28	GA	8	4	8	7	6	35
29	HA	16	14	12	11	9	62
30	JL	17	12	11	6	6	52
31	JR	19	17	15	12	7	70
32	JS	14	11	10	7	5	47
33	KH	19	17	15	12	7	70
34	KR	14	11	10	7	5	46
35	KI	19	17	13	11	7	66
36	LFD	14	17	11	6	6	50
37	LAM	9	13	5	7	7	41
38	MAS	8	7	8	6	6	35
39	MFA	8	6	8	7	6	35

40	MZS	12	9	7	7	5	40
41	MD	18	12	11	6	6	53
42	MM	13	11	9	7	5	45
43	MIP	16	14	12	10	7	59
44	ML	8	6	8	7	5	34
45	MF	11	10	7	7	5	40
46	MN	18	17	13	11	6	65
47	MRW	19	15	12	17	7	70
48	MSM	8	8	7	6	5	34
49	MZ	8	7	8	7	6	36
50	MA	16	14	12	10	8	60
51	MK	17	11	10	6	6	50
52	MR	18	12	11	6	7	54
53	NM	13	11	9	7	7	47
54	NU	13	10	10	8	6	47
55	NAS	13	11	9	7	5	45
56	NA	16	14	12	10	8	60
57	NB	13	11	9	8	7	48
58	NF	19	15	12	17	7	70
59	NU	11	10	6	6	5	42
60	NP	19	15	12	18	6	70
61	NV	17	12	11	6	6	52
62	OI	18	12	11	7	7	55
63	FN	10	10	6	6	5	41
64	PJN	8	6	6	7	8	35
65	PIL	8	8	7	6	6	35
66	RHH	10	9	6	6	5	40
67	RS	16	14	12	10	10	62
68	RW	17	11	10	6	6	50
69	RW	18	17	13	11	6	65
70	RD	19	15	12	17	7	70
71	RN	13	10	10	18	6	47
72	RF	15	14	12	11	7	58
73	RS	18	12	11	12	6	53
74	RJP	10	9	7	7	5	40
75	ST	8	8	7	7	6	34
Total							3960

List score of Post-Test

No	Name	Span of Score					Score
		P	G	V	F	C	
1	AA	19	17	15	12	7	70
2	AM	21	20	18	16	8	83
3	AIM	22	20	20	17	8	87
4	AF	22	20	19	16	8	85
5	AN	25	24	19	15	8	91
6	ASR	24	24	19	15	8	90
7	AC	20	18	16	13	8	75
8	AA	24	24	20	15	8	91
9	BR	20	19	17	16	8	80
10	BD	21	20	19	16	8	84
11	BS	24	23	19	15	8	89
12	CJ	24	24	18	16	8	90
13	CS	25	24	19	18	9	95
14	CSA	24	24	19	18	9	94
15	CR	18	16	15	12	7	68
16	DA	25	24	19	15	9	92
17	DM	24	25	19	18	9	95
18	DL	20	20	18	16	8	82
19	DN	21	20	19	16	9	85
20	DN	25	24	18	19	9	95
21	EDA	25	24	18	16	9	92
22	FZ	20	18	17	16	8	79
23	FD	25	24	18	18	10	95
24	FS	24	23	19	18	9	93
25	FY	25	25	18	18	9	95
26	FZ	24	23	18	16	9	90
27	GR	21	20	19	18	9	87
28	GA	19	17	15	12	7	70
29	HA	23	23	19	18	9	92
30	JL	24	22	19	18	9	92
31	JR	21	20	19	18	9	87
32	JS	21	20	18	16	8	83
33	KH	23	24	18	16	8	79
34	KR	21	20	19	18	9	87
35	KI	25	25	18	18	9	95
36	LFD	25	25	19	18	8	95
37	LAM	25	24	19	15	8	91
38	MAS	19	17	16	13	8	73
39	MFA	19	18	17	16	8	78

40	MZS	19	19	17	16	9	80
41	MD	22	20	19	16	8	85
42	MM	22	20	19	16	9	86
43	MIP	24	24	19	15	8	90
44	ML	21	19	18	16	8	83
45	MF	24	24	19	15	9	91
46	MN	22	20	19	17	9	87
47	MRW	19	17	15	12	7	70
48	MSM	25	24	19	18	9	95
49	MZ	24	24	19	15	9	91
50	MA	20	19	18	16	9	82
51	MK	24	24	19	15	9	91
52	MR	25	24	19	18	9	95
53	NM	21	19	18	16	8	83
54	NU	24	24	19	18	9	94
55	NAS	22	20	19	17	9	87
56	NA	18	17	17	16	8	76
57	NB	24	24	19	15	8	90
58	NF	25	23	19	15	8	90
59	NU	21	20	19	17	9	86
60	NP	22	20	19	17	9	87
61	NV	22	20	19	16	8	85
62	OI	19	17	15	12	7	70
63	FN	24	24	20	15	9	92
64	PJN	25	24	19	18	9	95
65	PIL	24	24	20	15	9	92
66	RHH	25	24	19	18	9	95
67	RS	22	20	19	17	9	87
68	RW	21	20	18	16	8	84
69	RW	22	20	18	16	8	85
70	RD	22	20	20	17	9	88
71	RN	25	23	19	15	8	90
72	RF	25	23	19	15	9	91
73	RS	19	19	17	16	9	80
74	RJP	19	19	17	16	8	79
75	ST	17	17	17	16	8	75
Total							6481

1. Students' Pre-Test score

The researcher is tried to arranged the score orderly from the lowest score to the highest score:

30	32	34	34	34	34	35	35	35	35
35	35	35	36	36	40	40	40	40	40
41	41	41	41	41	42	42	43	45	45
45	45	46	47	47	47	47	47	48	48
50	50	50	50	52	52	53	53	53	54
55	55	57	58	58	59	59	59	59	60
60	60	62	62	65	65	65	65	66	70
70	70	70	70	70					

2. Students' Post-Test score

The researcher is tried to arranged the score orderly from the lowest score to the highest score:

68	70	70	70	70	73	75	75	76	78
79	79	79	80	80	80	82	82	83	83
83	83	84	84	85	85	85	85	85	86
86	87	87	87	87	87	87	87	87	88
89	90	90	90	90	90	90	90	91	91
91	91	91	91	91	92	92	92	92	92
92	93	94	94	95	95	95	95	95	95
95	95	95	95	95					

The list from the data above about scores distribution it was arranged from the lowest score to the highest score, were the whole scores for both of tests. For the students' pre-test, the lowest score was 30 and the highest score was 70, while for the students' post-test, the lowest score was 68 and the highest score was 95.

a. Average score and variance of students' pre-test

1. The first step is to find the range score, where the highest score in 70 and the lowest score is 25 the result is:

$$\begin{aligned}
 R_s &= HS - LS \\
 &= 70 - 30 \\
 &= 40
 \end{aligned}$$

2. The second step in to find amount of interval, and the result was:

$$\begin{aligned}
 K &= 1+(3,3) \text{ Log } N \\
 &= 1+ 3,3 \text{ Log } 75 \\
 &= 1+ 3,3 (1,875) \\
 &= 1+ 6,187 \\
 &= 7,187
 \end{aligned}$$

Rounded number is 7

3. The writer has to find out the class interval score, and the result was:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{40}{7} \\
 &= 5,71
 \end{aligned}$$

Rounded number is 6

After getting the score range and interval class, the researcher made distribution frequency table of the pre-test score in order to find out mean. It can be seen in below:

Frequency Distribution of Students' Pre Test

Class Interval	F	X	Fx	x²	F.x²
30-35	13	32	416	1024	13312
36-41	13	38	496	1444	18772
42-47	12	44	528	1936	23232
48-53	11	50	550	2500	27500
54-59	10	56	560	3136	31360
60-65	9	62	558	3844	34596
66-71	7	68	476	3624	25368
Amount	75		∑ fx = 3584		174140

Based on the frequency of the students score, the mean can be calculated by using the following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum fx}{f} \\ &= \frac{3584}{75} \\ &= 47,78\end{aligned}$$

After calculating the mean, the standard deviation could be found. The variance is measure of validity calculated from the mean. The result of variance is obtained by using following formula:

$$\begin{aligned}
S_1^2 &= \frac{n(\sum F.X^2) - n(\sum F.X)^2}{n(n-1)} \\
&= \frac{75.174140 - (358)^2}{75(75-1)} \\
&= \frac{1306050 - 128456}{3584} \\
&= \frac{215444}{5550} \\
&= 38,81
\end{aligned}$$

$$\begin{aligned}
S_1 &= \sqrt{38,81} \\
&= 6,2
\end{aligned}$$

So, the result was 6,2

b. Average score and variance of students' post-test

1. The first step is to find the range score, where the highest score is 90 and the lowest score is 55 the result is:

$$\begin{aligned}
R_s &= HS - LS \\
&= 95 - 68 \\
&= 27
\end{aligned}$$

2. The second step is to find amount of interval, and the result was:

$$\begin{aligned}
K &= 1 + (3,3) \text{ Log } N \\
&= 1 + 3,3 \text{ Log } 75 \\
&= 1 + 3,3 (1,875) \\
&= 1 + 6,1875
\end{aligned}$$

$$= 7,187$$

Rounded number is 7

3. The writer has to find out the class interval score, and the result was:

$$P = \frac{R}{K}$$

$$= \frac{27}{7}$$

$$= 3,85$$

Rounded number is 4

After getting the score range and interval class, the researcher made distribution frequency of the pre-test score in order to find out mean. It can be seen in below:

Frequency Distribution of Students' Post Test

Class Interval	F	X	Fx	x²	F.x²
68-71	5	69	345	4761	23805
72-75	3	73	219	5329	15987
76-79	5	77	462	5929	29645
80-83	9	81	729	6561	59049
84-87	17	85	1360	7225	122825
88-91	16	89	1335	7921	126736
92-95	20	93	1953	8649	172980
Amount	75		∑fx = 6403		551027

Based on the frequency of the students score, the mean can be calculated by using the following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum fx}{f} \\ &= \frac{6403}{75} \\ &= 85,37\end{aligned}$$

After calculating the mean, the standard deviation could be found. The variance is measure of validity calculated from the mean. The result of variance is obtained by using following formula:

$$\begin{aligned}S_1^2 &= \frac{n(\sum F.X^2) - n(\sum F.X)^2}{n(n-1)} \\ &= \frac{75.551027 - (6403)^2}{75(75-1)} \\ &= \frac{41327025 - 40998409}{5550} \\ &= \frac{328616}{5550} \\ &= 59,21\end{aligned}$$

$$\begin{aligned}S_1 &= \sqrt{59,21} \\ &= 7,69\end{aligned}$$

So, the result was 7,7

According to the statistical analisis of the data, the average score and variance from students' post-test were shown below:

Table of Average score, variance score standar derivation from students Post-test

Test	Average Score	Variance	Standard Derivation
Pre-Test	47,78	38,81	6,22
Post-Test	85,37	59,21	7,69

From the table above , it showed that average score from pre-test was 47,78 and for the post-test was 85,37. It proved that the post-test has a better result than pre-test. While, variance for pre-test was 38,81 and for the post-test was 59,21. In addition, the standar derivation that was obtained for pre-test was 6,22 and 7,69 for post-test.

Before the calculating t-score , it's necessary to calculate the combined *SD1* and *SD2* by using the following formula:

$$\begin{aligned}
 S2 &= \frac{(Ny - 1)SDy^2 + (Nx - 1)SDx^2}{Ny + Nx - 1} \\
 &= \frac{(75 - 1)(6,2)^2 + (75 - 1)(7,8)^2}{75 + 75 - 1} \\
 &= \frac{(74.38,44) + (74.60,84)}{149} \\
 &= \frac{1657,6}{149} \\
 &= \sqrt{11,124} \\
 &= 3,33
 \end{aligned}$$

The t-test could be calculated by using the following formula:

$$t = \frac{Mx - My}{S \sqrt{\frac{1}{NX} + \frac{1}{NY}}}$$

$$\begin{aligned}
&= \frac{85,37 - 47,78}{3,33 \sqrt{\frac{1}{75} + \frac{1}{75}}} \\
&= \frac{37,59}{\sqrt[3,33]{0,026}} \\
&= \frac{37,59}{0,53} \\
&= 70,94
\end{aligned}$$

B. Discussion

In this step, the researcher would like to explain the research result after calculating data and analyzing it by using statistical formulation.

Before that, it was important to look at the research question, the research question of this study was about: How does the Linguistics Intelligence tutorial improve the speaking skill of members' Zawiyah English Club (ZEC) in IAIN Zawiyah Cot Kala Langsa? There were two hypothesis which had been formulated in this research: those were research hypothesis (Ha), and null hypothesis (Ho). Research hypothesis: There is any effect of applying Linguistics Intelligence in improving students' speaking ability, and Null hypothesis: There is no any effect of applying Linguistics Intelligences in improving students' speaking ability. There is no any effect of applying Linguistics Intelligences in improving students' speaking ability.

To establish a hypothesis was accepted or rejected, the researcher needed to find out the score of t-test. Then, it was compared with the critical value which was used at level of significant 5% ($\alpha = 0,05$) for educational level. If obtained t-test score was higher than critical value of table, it means that the (Ho) was rejected, while research (Ha) was accepted.

Based on the quantification results, the mean of both score include pre-test and post-test was different. The mean score of pre-test was 47,78 and the mean score from post-test was 85,37. It means that the differences between two were significant. It proved that (Ha) was accepted, while (Ho) was rejected.

The researcher also found the result of the study as the additional evidence to proved the research finding. By applying the Linguistics Intelligence approach, the tutor tried to awake the learners' intelligence by stimulating, using media, and activating the awareness and memory of their experiences. The list of observation showed that it worked excellently about 92%. Making the learners to be the centered in the class, giving directions and instructions, and diciplining are the way teaching by the tutor and reached the success percentage about 84%. Moreover, the efforts of the tutor is not stopped here. The tutor created the varieties learning activities to avoid the boredom such as learners are able to learn with the fellows, discuss about certain topic, and even speak English in everytime without translating into mother language. The result indicated about 88% succeeded to make the class more effective. While, in tutors' instruction side is about 92%. So that, the applying of Linguistics Intelligence is carried out well.

Beside that, the feedback and response from the learners also indicated the satisfied result in speaking skill improvement. Learners are able to remember more vocabulary, it helped them easier to speak in English more fluent gramatically. The habit of practicing succeeded to make them more confident to speak up. So that, the list of observation showed the number of percentage about 88%. About 90% learners understood in tutors' instruction and give the response as the feedback. As the last observation, the researcher can conclude that

improvement of learners' speaking skill is about 92% increased significantly. The detail explanation of the list observation is on the table in appendix.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

After conduct the research at Organization of Student, Zawiyah English Club (ZEC) at IAIN Zawiyah Cot Kala Langsa, the writer get the result and answering of research question of this thesis: “How does the Linguistics Intelligence approach improve the speaking skill of members’ Zawiyah English Club (ZEC) in IAIN Zawiyah Cot Kala Langsa?”

Based on the test and observation as a collecting data of this research, students cannot speak English well because they never try to speak English and this technique force them to speak in front of the class well as the learning process by motivation, interesting and fun as one of the factors that can improve their speaking skill. Also, this Linguistics Intelligence approach has made the speaking in English constantly to be as the habitual of ZECs’ member successfully. It proved that the effort in practicing and make it as the habitual would make speaking skill better. That is why someones’ intelligence in linguistics is able to be developed.

B. Suggestion

1. For teacher :
 - a. Teachers should use Linguistics Intelligence approach as the alternative variation in teaching speaking. By this approach, the teacher is not only able to make students understand how the way they

use language precisely, but also teacher is able to enhance students' skill in speaking.

- b. Teachers should give the alternative way to develop students' speaking skill as recommend them to join Zawiyah English Club that is already proved the increasing of learners' skill in speaking gradually and significantly.

2. For students :

- c. The students should improve their ability in speaking as often as possible, although they did not learn in the formal education as like tutorials at ZEC.
- d. The students should encourage themselves to learn English especially in speaking.

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APPENDIXES

Observation

The researcher observed the learning process in class during the lesson by using observation check list to get the data. Observation checklist is used to make the observation process easier, the aspects that observed were concern to teacher explanation strategies, being enthusiastic, interactive, and stimulating students' responses to give their opinion or to argue something confidently. The checklis is refered to the theory of experts such as Jack C. Ricahrd that is explained in chapter 2 before. Look at the data observation sheet as following the table below:

1.1 Observation Checklist for the Tutor

No.	Tutors' Activities	Alternative Answer				
		Excellent	Good	Average	Fair	Poor
1.	Tutor Awakes the Intelligence					
	a. Stimulating students by giving motivation or others warming up	✓				
	b. Using media or some different objects (such as: picture, tape recorder, short movie, etc)		✓			
	c. Digging learners' knowledge based on their own experiences (such as: Do you know...?, do you think...?, did you ever heard...?, etc)		✓			
	d. Activating the awareness of learners' sensory aspects (such as: listen to..., look at..., etc)	✓				

	e. Activating learners' memory experiences (such as: do you remember about...?, can you tell me what happened yesterday?, etc)	✓				
Total		23				
Percentage		92%				
2.	Tutor Amplifies the Intelligences	Excellent	Good	Average	Fair	Poor
	a. Giving learners the opportunities to take the roles in classroom		✓			
	b. Tutor asks questions, gives directions, and provides information	✓				
	c. Asking learners to write			✓		
	d. Tutor asks learner about their good or bad experiences related to the material		✓			
	e. Conditioning learners to speak only in their turn	✓				
Total		21				
Percentage		84%				
3.	Tutor Teaches with/for Intelligence	Excellent	Good	Average	Fair	Poor
	a. Letting learners to learn with their friend (learning with the same age)			✓		
	b. Making discussion to build negotiating and debating about something related to the material		✓			
	c. Tutor always speaks everything in English	✓				
	d. Tutor commands the learners to use English as long as in learning process occurring	✓				
	e. Explaining the	✓				

	material and something that learners do not understand in English without do translating into mother tongue					
Total		22				
Percentage		88%				
4.	Tutor Transfer the Intelligence	Excellent	Good	Average	Fair	Poor
	a. Taking a note for learners' mistake	✓				
	b. Giving feedback for learners' question or their statement	✓				
	c. Giving learners the correction for their mistake without judging individually in the end of the class		✓			
	d. Making learners are able to reflect themselves about their mistake		✓			
	e. Giving solutions for the learners' problem	✓				
Total		23				
Percentage		92%				

1.2 Observation Checklist for Learners

No.	Learners' Activities	Alternative Answer				
		Excellent	Good	Average	Fair	Poor
1.	Focus on Both Fluency and Accuracy					
	a. Learners are able to find out the word that represent their thought		✓			
	b. Learners speak in English fluently		✓			
	c. Learners speak in English with the appropriate grammar correctly		✓			

	d. Learners speak bravely and confidently	✓				
	e. Learners are motivated to practice more in speaking	✓				
Total		22				
Percentage		88%				

No.	Learners' Activities	Alternative Answer				
		Excellent	Good	Average	Fair	Poor
2.	Capitalize on the Natural Link between Speaking and Listening					
	a. Learners are understand about tutors' instruction	✓				
	b. Learners answer or response the tutors' instruction correctly in to oral based on what they have listened before		✓			
Total		9				
Percentage		90%				

No.	Learners' Activities	Alternative Answer				
		Excellent	Good	Average	Fair	Poor
3.	Encourage the Development of Speaking Strategies					
	a. Learners answer the tutors' question		✓			
	b. Learners are using fillers in speaking while they are thinking about what they want to speak	✓				
	c. Learners are using mime while they speak	✓				
	d. Learners are brave and confident to ask for repetition from what they listened before	✓				

	e. Learners are focus and pay attention while in learning process		✓			
Total		23				
Percentage		92%				