

**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES METHOD  
IN TEACHING SPEAKING TOWARD THE ELEVENTH GRADE  
STUDENTS OF SMKN 3 LANGSA**

**SKRIPSI**

**By:**

**Nabilla Aulia Swastica  
1042013093**

**Degree (S1)  
Study Program : English Department  
Tarbiyah And Teacher  
Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIR  
STATE INSTITUTE FOR ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA**

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**STATEMENT OF APPROVAL**  
**THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES METHOD**  
**IN TEACHING SPEAKING TOWARD THE ELEVENTH GRADE**  
**STUDENTS OF SMKN 3 LANGSA**

Submitted to the Tarbiyah and Teachers Training  
State Institute for Islamic Studies Langsa as Fulfillment of the Requirements  
For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

**By**

**Nabilla Aulia Swastica**  
**1042013093**  
**English Education Department**

**Approved by :**

Supervisor I

Muhaini, M.A.  
NIP. 19680616 199905 1 002

Supervisor II

Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

**SUPERVISOR CORRECTIAN NOTE**

Student Name : ..... Supervisor I : .....  
Student Number : ..... Supervisor II : .....

No	Date	Comment	Suggestion	Remarks

Langsa, .....2017

Head/Secretary of Study Program

Supervisor

.....

.....

## **PERNYATAAN KEASLIAN TULISAN**

Saya yang bertandatangan di bawah ini:

**Nama : Nabilla Aulia Swastica**

**NIM : 1042013093**

**Fakultas / Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“The Implementation of Multiple Intelligences Method in Teaching Speaking Toward The Eleventh Grade Students of SMKN 3 Langsa”* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 10 Februari 2018

Yang membuat pernyataan

**Nabilla Aulia Swastica**

**NIM. 1042013093**

## **STATEMENT OF CERTIFICATION**

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By:

Nabilla Aulia Swastica  
1042013093

Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:

Monday, April 09<sup>th</sup> 2018 M  
22 Rajab 1439 H

#### **Board of Examiners**

**Main Supervisor,**

**Co Supervisor,**

Muhaini, M.A.  
NIP. 19680616 199905 1 002

Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

**Examiner I,**

**Examiner II,**

Shafrida Wati, M.A.  
NIP : -

Mauloeddin Afna, M.Pd.  
NIP : -

**Certified by :**

The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa

Dr. Ahmad Fauzi, M.Ag  
NIP. 19570501 198512 1 001

## ABSTRACT

**Nabilla Aulia Swastica.** 2018. *The Implementation of Multiple Intelligences Method in Teaching Speaking toward The Eleventh Grade Students of SMKN 3 Langsa.* Skripsi English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

**Advisor (1).** Muhaini, M.A. **(2).** Muslem, S.Pd., M.Pd., M.TESOL.

The study entitled “*The Implementation of Multiple Intelligences Method in Teaching Speaking toward The Eleventh Grade Students of SMKN 3 Langsa*” focus on investigating the influence of implementation of Multiple Intelligences Method for influence students’ speaking ability. The objective of this study is to find out whether the multiple intelligences method can influence the students’ speaking ability. The scope of this study is the implementation of the dominant multiple intelligences in teaching speaking. The population in this study is all of students of eleventh grade in SMKN 3 Langsa. The amount of the population is 630 students of eleventh grade. The technique sampling of this study used random sampling where the taking of the sample from the population was random without considering the strata in the population. The step in the implementation was choose a class as an experimental group and a class as a control group. Thus, two classes of Busana at the eleventh grade were taken as the sample of this study. They were XI B<sup>1</sup> as the experimental group and XI B<sup>3</sup> as the control group. Total amount of the sample was 60 students, 30 students were in control group and 30 students were in experimental group. The researcher used experimental method with quasi-experimental as the design. This study employed two groups, there were experimental group and control group. The experimental group was given some treatments while the control group was not given some treatments. These two groups were given the same materials and the same test to measure the difference of mean score of two groups in speaking class. The experimental group is taught by implementing multiple intelligence method and the control group is taught by using traditional technique as usual technique of the teacher. To collect the data, the researcher used observation, questionnaires and test with the type of test was oral test which includes pre-test and post-test. Before the researcher gave the test, the researcher was done observation and used multiple intelligence test like questionnaires to find out the dominant of students’ intelligences. Pre-test and post-test were given on the control and the experimental group. The data is gained through pre-test and post-test. The obtained data is analyzed by T-test computation. There are two hypothesis in this research, (1) The null hypothesis ( $H_0$ ) is there are not any influence in the students’ speaking ability who are not taught through Multiple Intelligences Method and (2) The alternative hypothesis ( $H_a$ ) is there are any influence in the students’ speaking ability who are taught through Multiple Intelligences Method. The research reveals that the implementation of Multiple Intelligences Method is more effective in influence

students' speaking ability. It is evidenced by the result of statistical computation which revealed that t-value (18.54) is higher than t-table,  $t\text{-value} > t\text{-table}$ , (2.000,  $\alpha = 0.05$  and  $dk = 58$ ). In conclusion, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Key Words: *Multiple Intelligences Method, Implementation, Teaching Speaking.*

Monday, April 09<sup>th</sup> 2018 M  
22 Rajab 1439 H

**Council of Thesis Examiners**

**Main Supervisor,**

**Co Supervisor,**

Muhaini, M.A.  
NIP. 19680616 199905 1 002

Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

**Chairman,**

**Secretary,**

Muhaini M.A.  
NIP. 19680616 199905 1 002

Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

**Examiner I,**

**Examiner II,**

Shafrida Wati, M.A.  
NIP : -

Mauloeddin Afna, M.Pd.  
NIP : -

**Certified by :**

The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa

Dr. Ahmad Fauzi, M.Ag  
NIP. 19570501 198512 1 001

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

Nama : Nabilla Aulia Swastica

NIM : 1042013093

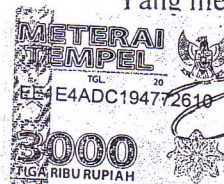
Fakultas / Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)

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Yang membuat pernyataan



Nabilla Aulia Swastica

NIM. 1042013093



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1042013093  
English Education Department**

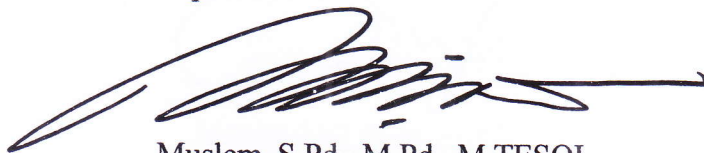
**Approved by :**

Supervisor I



Muhaini, M.A.  
NIP. 19680616 199905 1 002

Supervisor II



Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

## STATEMENT OF CERTIFICATION

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Monday, April 09<sup>th</sup> 2018 M  
22 Rajab 1439 H

#### Board of Examiners

Main Supervisor,



Muhaini, M.A.  
NIP. 19680616 199905 1 002

Co Supervisor,



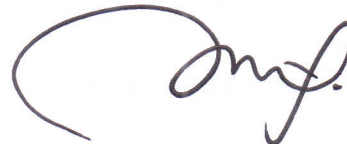
Muslem, S.Pd., M.Pd., M.TESOL.  
NIP. 19760527 200904 1 002

Examiner I,



Shafrida Wati, M.A.

Examiner II,



Mauloeddin Afna, M.Pd.

Certified by :

The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa



Dr. Ahmad Fauzi, M.Ag  
NIP. 19570501 198512 1 001

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*In the name of Allah. The Most Beneficent and The Most Merciful.*

All praises be to Allah swt. who always blesses the writer in writing this thesis. Peace and blessing be upon our prophet Muhammad SAW. His families, his companions, and his followers.

As an ordinary human who has the weakness and limitedness, the writer realize that the thesis by the title “*The Implementation of Multiple Intelligences Method in Teaching Speaking toward The Eleventh Grade Students of SMKN 3 Langsa*”. It cannot be finished without any support, guidance, and help from the other people and another side.

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Finally, the writer expects the readers to give critic, respond, and correction for the mistakes. The researcher absolutely realizes that this thesis is still far from being perfectness. May this thesis be useful and may it be one of the references for the next research and enhance our knowledge. May Allah swt bless us ever after. Amin ya Rabbal 'alamin.

Langsa, February 15<sup>th</sup> 2018

Nabilla Aulia Swastica

## ABSTRACT

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Suervisor (1). Muhaini, M.A. (2). Muslem, S.Pd., M.Pd., M.TESOL.

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In conducting this study, the researcher used experimental method with quasi-experimental as the design toward the eleventh grade students of SMKN 3 Langsa. It involves two groups consisted of experimental and control group. The experimental group is taught by implementing multiple intelligence method and the control group is taught by using traditional technique as usual technique of the teacher. The data is gained through pre-test and post-test. The obtained data is analyzed by T-test computation. The research reveals that the implementation of Multiple Intelligences Method is more effective in influence students’ speaking ability. It is evidenced by the result of statistical computation which revealed that t-value (18.54) is higher than t-table,  $t\text{-value} > t\text{-table}$ , (2.000,  $\alpha = 0.05$  and  $dk = 58$ ). In conclusion, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Every human was created with a variety of characteristics, one of which is intelligence. Intelligence is the ability to understand and argue about something. Someone who has a high intelligence will be quickly to understand and solve a problem.<sup>1</sup> The meaning of intelligence is the intellectual ability that put more emphasis on logical mathematic to solve a problem. It means that intelligence is often measured by the ability to answer the questions of standardized tests in the classroom that most only measure verbal-linguistic intelligence and logical mathematic (cognitive).

Based on the conditions of educational world, National Examination still being one of the standards for students. The cognitive aspect will be examined to evaluate teaching materials which have been taught during one semester. Teacher can assess the ability of students in a lesson. Then the teacher can determine a champion in a lesson. In the cognitive aspect, the assessment is determined based on the KKM. Meanwhile, in the National Examination, the student must pass by the specified value. The assessment becomes a major problem because not all students can achieve it. The smart student is the student who is able to achieve the standards set.

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<sup>1</sup> Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: Rineka Cipta, 2004), 6.

The statement does not relate with the Howard Gardner's opinion. In his book "Frames of Mind", he said that a person's intelligence cannot be measured by the results of standardized psychological test or academic test or only seen from the results of an Intelligences Quotient (IQ) test, but can be seen from one's habits also. According to Gardner, "Intelligence is not only defined as Intelligences Quotient (IQ), but it also means that person's ability to solve problems and create something new as a result or consequence of a particular culture or society". Even though Intelligences Quotient (IQ) tests reliable and provide a score of the same or almost the same throughout the year. But in fact, it only measures intelligence narrowly, because it only emphasizes the linguistic and logical mathematic intelligence (academic intelligence).<sup>2</sup> In fact, everyone has different kinds of intelligence, not just two intelligences. The variety of intelligence called multiple intelligences.

Gardner as cited in Jack and Theodore, there are eight types of intelligence. The intelligences are linguistic intelligence, logical mathematic intelligence, visual-spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.<sup>3</sup> Based on Gardner's theory, Multiple intelligences consist of three domains, such as the analytical domains (logical mathematic, musical, naturalist), the introspective domains (visual-spatial, intrapersonal), and the interactive domains (kinesthetic, interpersonal, linguistic). The three domains

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<sup>2</sup> Thomas Armstrong, *Pengantar Howard Gardner: Menerapkan Multiple Intelligences di Sekolah* (Bandung: PT. Mizan Pustaka, 2002), 1.

<sup>3</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Second Edition* (New York: Cambridge University Press, 2001), 116.

serve as an organizer for understanding the relationship of the intelligences and how the intelligences work with one another.<sup>4</sup>

In teaching by using multiple intelligences, teachers must pay attention to the eight types of intelligence. It is concluded that students' potential intelligence can be developed to the maximum because basically, humans have all the intelligence but only some intelligence that stands out from themselves. This is caused by the inherent potential of a person that ordinary developed from the surrounding environment.

Based on Gardner's perspective as cited in Fred and Melody, in implementing multiple intelligences method, teacher should be able to appreciate the uniqueness of each student. When the learning process, students are given the opportunity to speak in using linguistic intelligence, provides an opportunity for students to think logically and use numbers to develop logical-mathematical intelligence, giving students the opportunity to get information from the image in developing a visual intelligence, giving students the opportunity to develop and use music in receiving information to develop musical intelligence, giving students the opportunity to act and other physical experiences in developing their body-kinesthetic intelligence, self-reflection and social experiences in order to develop intrapersonal and interpersonal intelligences of students. And perform other activities that can develop multiple

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<sup>4</sup> Ali Derakhshan and Maryam Faribi, "Multiple Intelligences: Language Learning and Teaching," *International Journal of English Linguistics* Vol. 5, No. 4 (July 30, 2015), 63-64.

intelligences of students in the learning process.<sup>5</sup> Thus, it is important for teachers to understand and apply multiple intelligences in their classes. Therefore, teaching methodology will change and students' performance will improve a greater extent.

On the other hand, applying multiple intelligences method in learning process does not need to involve the eight components of intelligence. Moreover, in applying this method, teachers must know and observe the progress and the uniqueness of each student. It means that the learning activities will be appropriate with the needs and specificities of each student. The learning process based on Multiple Intelligences in practice is develop a dominant intelligence on students as optimal as possible and to maintain intelligence more than the minimum standards set by the school or institution.

Thomas states that the different kinds of intelligence will affect the teaching and learning activities. Each intelligences has different learning styles. Therefore, the classical system is not appropriate for a different concept of intelligence, because it considers that all students have the same intelligence.<sup>6</sup>

However the concept of multiple intelligence methods does not know the title of stupid students and difficult subject. Students have an equal opportunity to a quality education. In the process of learning in this method, students are not given homework. Every lesson ends with a test exercise. This method also does

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<sup>5</sup> Fred C. Lunenburg and Melody R. Lunenburg, "Applying Multiple Intelligences in The Classroom: A Fresh Look at Teaching Writing," *International Journal of Scholarly Academic Intellectual Diversity* Vol. 16, No.1 (2014), 2-6.

<sup>6</sup> Thomas R.Hoer, *Buku Kerja Multiple Intelligences* (Bandung: Mizan Pustaka, 2007), 21.

not recognize the existence of a ranking system, because every student has an opportunity to become a champion in every lesson.

In fact, in the education world now, there are many schools are paying less attention to the characteristics or abilities in students. There are many teachers who still consider that the success of the students looked when they were able to complete the test questions. It shows that the cognitive test results are still the main reference for determining the success of students in participating school learning.

Nowadays, in learning foreign language, there are four basic skills that need to be mastered: listening, speaking, reading, and writing. Students should be able to uses the skills weather in oral or written ones. To achieve the goals, teachers have to teach the language skill to their students and improve their English students' abilities. It is expected that finally they are able to communicate with native speaker orally as well in written form. In other word, mastering speaking skill is very important in learning a language.

Speaking is the hardest skill among the others (reading, writing, and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convoy the meaning.<sup>7</sup> In simple words, speaking means talks to someone or gives information about something and understands its meaning which is understood by the listener.

Theodore said that language is essentially speech, and speech is basically communication by sounds. Speaking is a skill used by someone in daily life

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<sup>7</sup> David Nunan, *Practical English Language Teaching* (New York: MC Graw-Hill, 2000), 48.

communication whether at school or outside and speaking is mastering of the single most important aspect of learning a second or foreign language.<sup>8</sup> It means that speaking is the most important aspect in daily live because through speaking the people can communicate and interact with others, express emotion, and share their idea in many situations.

Big number of students in a class can make some students afraid of having mistakes when they speak in class. Therefore, they become passive students in the class and only some students want to speak or more active in the class. Another problem that facing students is the lack of ability in understanding grammar and the lack of students' motivation also affects their ability to speak English.

English teachers should be able to encourage and facilitate the students to speak English as frequent as possible. Teachers need to create an attractive learning atmosphere for the students to participate more. In the process of language learning, students should be encouraged to express their feelings, thoughts, and opinion. This way is very important in order to avoid the feeling of boredom and the loss of motivation.

Based on the statement above, the researcher is interested in trying to apply multiple intelligences method in teaching speaking toward the eleventh grade students of SMKN 3 Langsa. This research will be conducted at SMK 3 Langsa because there is no research that carry out the implementation of multiple intelligences method in SMKN 3 Langsa. Then, students of eleventh

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<sup>8</sup> Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language* (New York: Cambridge University Press, 1960), 58.

grade are possible to be research sample because they are not in preparing National Examination.

Therefore, the researcher decided to conduct a research entitled “*The Implementation of Multiple Intelligences Method in Teaching Speaking toward The Eleventh Grade Students of SMKN 3 Langsa.*”

### **B. Problem of Study**

Based on the background, the researcher tries to answer following question “How the implementation of multiple intelligences method influence the students’ speaking ability?”

### **C. Objective of Study**

Based on the problem of study, the objective of this study is to find out whether the multiple intelligences method can influence the students’ speaking ability for the eleventh grade students of SMKN 3 Langsa.

### **D. Significances of Study**

Theoretically, this study is expected to increase knowledge in the field of education, especially related to the implementation of multiple intelligences method in schools.

Practically, this study is aimed to increase the motivation for the school to be able to apply learning based on multiple intelligences method for the learners. Then, it is aimed to increase teachers' motivation to better prepare in



learning process appropriately to develop the intelligence of their students by using multiple intelligences. Beside that, it is aimed to increase students' motivation in the learning process in the classroom and developing potential and intelligence of students. And the last, for the other researchers, it is aimed to increase researcher's ability in implementation of multiple intelligences method, so that the researcher can implement it in the next learning process.

### **E. Scope of Study**

This study focuses on the implementation of multiple intelligences in teaching speaking based on students' dominant intelligences toward the eleventh grade students of SMKN 3 Langsa.

### **F. Definition of Key Terms**

#### 1. Implementation

Implementation is the realization of an application or execution of a plan, idea, design, specification, standard, algorithm or policy. Implementation can also refer to a process of perform idea, policy or innovation in some practical performance to give affect, in capability reform, or value, or attitude.<sup>9</sup>

#### 2. Multiple Intelligences

Multiple intelligences is the intelligence of a person is not only a linguistic and logical-mathematical, but more than it. It is mean that the

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<sup>9</sup> Mulyasa, E, *KBK: Konsep, Karakteristik dan Implementasi* (Bandung: Remaja Rosda Karya, 2002), 93.

theory was invented by a psychologist named Howard Gardner that there are seven types of intelligence, but now there are eight types of intelligence. Intelligences include: 1) Linguistic-verbal, which is associated with the words. 2) Logical- mathematical, which is associated with logic and numbers. 3) Visual-spatial, related to drawing and painting. 4) Kinesthetic, relating to gestures. 5) Musical, related with music or rhythm. 6) Interpersonal, which deals with the interaction with other people. 7) Intrapersonal, associated with self-acceptance. 8) Naturalist, which deals with nature.<sup>10</sup>

### 3. Speaking

Speaking is one of the basic ability which should importantly be mastered by English learner. Speaking is the ability to express opinion, ideas, or thought orally; it consists of producing systematic verbal, utterances to convey meaning in order to be understood by the people we are speaking with.<sup>11</sup>

## G. Hypothesis

The null hypothesis ( $H_0$ ) is there are not any influence in the students' speaking ability who are not taught through Multiple Intelligences Method. The alternative hypothesis ( $H_a$ ) is there are any influence in the students' speaking ability who are taught through Multiple Intelligences Method.<sup>12</sup>

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<sup>10</sup> Fred C. Lunenburg and Melody R. Lunenburg, "Applying Multiple Intelligences in The Classroom: A Fresh Look at Teaching Writing," ..., 2-6.

<sup>11</sup> David Nunan, *Practical English Language Teaching* ..., 40.

<sup>12</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), 102-103.

The researcher needs to check and compare the result of t-test to the t-table.

1. If the t-test more than the value in the t-table ( $t_{\text{test}} > t_{\text{table}}$ ), it means that  $H_a$  is accepted and  $H_0$  is rejected. So, students who are taught through Multiple Intelligences have better speaking skill than students who are not taught through Multiple Intelligences.
2. On the other hand, if the t-test is less than the value in the t-table ( $t_{\text{test}} < t_{\text{table}}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected. Thus, students who are not taught through Multiple Intelligences have better speaking skill than students who are taught through Multiple Intelligences.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Meaning of Intelligence

Most of people define that intelligence is the ability or capability of people in doing certain aspect. We can call “smart” if people have good score, the best performance or good achievement in any aspects. But the definition above is a traditional definition that might be true or false. The earlier century showed that the theory of intelligence has become a controversial issue, according to Charles Spearman introduced two categories of intelligence: “g” as general intelligence which underlies all intellectual tasks and mental abilities and “s” as specific factor of human intelligence.<sup>13</sup> This general and specific intelligence are positively correlated in mental ability of each person.

According to Gardner, intelligence is much more than IQ because a high IQ in the absence of productivity does not equate to intelligence. In his definition, "Intelligence is a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are value in a culture". Detterman defines as a general mental capability to give a reason, solve problems, think abstractly, learn and understand new material and profit from past experience.<sup>14</sup>

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<sup>13</sup> Charles Spearman, “General Intelligence”, *Objectively Determined And Measured American Journal of Psychology* 15, 201-293 (2000), 3.

<sup>14</sup> Howard Gardner–J Kane(Eds.). *Are there additional intelligences? The case of naturalist, spiritual and existential intelligences, in Education, information and transformation* (Prentice Hall: Englewood Cliffs, NJ, 1999), 111-131.

From several definitions above, the most popular is stated by Howard Gardner. He states that there are seven kinds of human's intelligences: linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, and intrapersonal. Then he had added two other kind of intelligences in the 1999 naturalistic and existential intelligence, but the researcher will focus on the eight original types of intelligences proposed by Howard Gardner.

## **B. Multiple Intelligences Theory**

Multiple Intelligences is the variety of someone's ability or potential to find and solve the problem. Many people has already known about how their ability or potential their selves in finding and solving the problem. But they do not know specifically about it. It means that, every people have different strengths and weakness in their intelligences. Each individual person possibly has a combination of two or more intelligences. Where individuals differ is in the strength of these intelligences, so called profile of intelligences in which intelligences are involved and combined to carry out different tasks, solve diverse problems, and progress in various sectors.

Nowadays, people are familiar with IQ (Intelligence Quotient) test. They assume that intelligence only can be measured by Intelligence Quotient test which two types (logical-mathematical and linguistic intelligence) that would be tested. But, the other kinds of intelligences are also important information and knowledge for people who join the intelligence test. By giving various

intelligences would be measured in the test, hopefully the human beings behave in various way of learning would be known.

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It was first published in the book *Frames of mind: The Theory of Multiple Intelligences*. In the book he looks at intelligence from a wider perspective than had ever been done before. He points out that human talents and intelligences are so much more than Intelligence Quotient tests had shown. It is no longer a question of how intelligent people are, it is how their intelligence works. He presented a new vision on intelligence and the theory is a pluralistic view of mind which recognizes many different sides of cognition and cognitive styles. Therefore, it is important to acknowledge that people have different cognitive strengths.<sup>15</sup>

The eight types of intelligence are:<sup>16</sup>

#### 1. Linguistic Intelligence

People with high Linguistic Intelligence show abilities with words and languages. They like reading, writing, telling stories and playing word games. They are sensitive to sound structure and how language and words function. The capacity of using a word effectively whether orally or in writing. This intelligence includes the ability to manipulate manipulating words and using language to express and understand complex meaning. The people who are strong in linguistic intelligence usually have a good vocabulary potential

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<sup>15</sup> Thomas Armstrong, *Pengantar Howard Gardner...*, 3.

<sup>16</sup> Thomas Armstrong, *Multiple Intelligences in The Classroom Third Edition* (ASCD Virginia, USA, 2008), 6-7.

which allows them to read books and to be absorbed in the books and perform well.

## 2. Logical-Mathematical Intelligence

People with high Logical-Mathematical Intelligence have the ability to use numbers effectively and are sensitive to logical patterns and relationships. They like experimenting, questioning and figuring out logical puzzles. They have a unique way of searching for relationships and connections, categorizing, sequencing and outlining. The Logical-Mathematical learner typically solves problems with logic, calculates math problems quickly, and prefers to see things categorized in a logical sense of order.

## 3. Visual-Spatial Intelligence

People who have visual spatial intelligence are able to learn visually and spatially. It encompasses the potential recognize and use the patterns of wide space and more confined areas as well. It means that people who have this intelligence at most, usually easier to understand by watching, seeing, looking and observing than hearing or practicing. Therefore, those with a high level of this intelligence have the ability to use shapes, colors, graphics, space and their mental imagery in order to discern the space orientation.

## 4. Kinesthetic Intelligence

This intelligence is the ability to use mental abilities to coordinate bodily movements. This intelligence allows us to learn through interaction with one's environment and it is not a behavior that we called "overly active" learners since people who have this intelligence are usually do body

movement more often than others. But this intelligence can be increased through concrete experience. They may enjoy acting, dancing, touching, gesturing and in general they are good at building and making things. They like hands-on learning and tangible experiences.

#### 5. Musical Intelligence

Musical intelligence is the capability of people who are able to recognize and compose musical pitches, tones, and rhythms. Therefore, the mode or tools to utilize this intelligence are through instruments, environmental sounds, tonal association and the rhythmic possibilities of life.

#### 6. Interpersonal Intelligence

People who have interpersonal intelligence are able to understand the intentions, motivations and desires of other people. This type is easier to interact with other people. This intelligence is the ability to tolerance and make distinctions between other individuals with respect to moods, temperaments, motivations, intentions and to use this information in pragmatic ways, such as to persuade, influence, mediate, or counsel individuals or groups of individuals toward some purpose.

#### 7. Intrapersonal Intelligence

The ability of people to appreciate and construct a perception of one self, this type is opposite to interpersonal intelligence. Intrapersonal intelligence is more spending their time to be alone and a little have interaction with other people or social. Weber says that this intelligence includes accurate self-knowledge.



## 8. Naturalist Intelligence

The ability to recognize and classify the numerous species, the flora and fauna of an environment. This also includes sensitivity to other natural phenomena (example: cloud formations, mountains, et cetera) and in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers.

From the explanation above, eight intelligences have different way to maximize each of their intelligences, which is from eight intelligences can be applied for the basic curriculum in education. Armstrong states that, the theory of multiple intelligences can provide as a pattern in developing strategies for student success. Thus, He also suggests for the educator is necessary to make lesson plan by preparing the right question first. Since, from the right question (comes from multiple intelligence theory), the effectiveness of learning process can be obtained through multiple intelligence theory. Although the educator do not use all of the questions in developing the lesson plan, but they can use one or two intelligences that they need in order to achieve their purpose well.<sup>17</sup>

### C. Multiple Intelligence Test

Before becoming Multiple Intelligence Test, in the 1900, a talented psychologist, his named Alfred Binet discovers successfully his discover, namely “intelligence test” and it’s called the Intelligence Quotient for “intelligence quotient” test. This test is attempted to over million American

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<sup>17</sup> Thomas Armstrong, “Multiple Intelligences: Seven Ways to Approach Curriculum”. *Strategies for Success* Vol. 52, No. 3 (1994), 27.

military recruits. Since using of the Intelligence Quotient Test by the United State army in the conflict, Binet's invention has truly arrived. Ever since, the Intelligence Quotient test seems like psychology's biggest success and becomes a genuinely useful scientific tool.<sup>18</sup>

After discovering the Intelligence Quotient Test, people are not only able to measure someone's actual or potential height, but also they are able measure someone's actual or potential intelligence. Moreover, in the 1980s, Gardner also introduces the theory about intelligence. But Gardner's discovery is more complex than Binet's discovery. Gardner proposes a pluralistic of mind, recognizes many different and discrete aspect of cognition, acknowledges that every single have different cognitive strengths and contrasts cognitive styles which is called Multiple Intelligence Test. From this test, individuals posses each of skill, those are not only verbal and math scores tested, but also eight kinds intelligences (verbal-linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial-visual, interpersonal, intrapersonal and naturalist).<sup>19</sup>

#### **D. The Nature of Speaking**

Speaking is important in language learning because we can communicate through our oral expression to gain much more information. Keith and marrow said "Speaking is an activity to produce utterance to oral communication".<sup>20</sup> It means that this activity is involving two or more people in which the participants

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<sup>18</sup> Thomas Armstrong, *Multiple Intelligences in The Classroom Third Edition*..., 5.

<sup>19</sup> Thomas Armstrong, *Multiple Intelligences in The Classroom Third Edition* ..., 5-6.

<sup>20</sup> Keith Johnson and Morrow, *Communicative in Classroom Application and Method for Communicative Approach* (Hongkong: Longman Group Ltd, 1981), 70.

are both hearers and speakers having to react to whatever they hear and make their contribution a high speed or not, so each participants has intention or a set of intention that he wants. In addition Glenn defined that “speaking is the use of language to communicate with other”.<sup>21</sup>

Brooks quoted by Jack also stated that speech is language. Since many languages do not have written form and we learn to speak before we learn to read or write, it is argued that language is “primarily what is spoken and only secondarily what is written”.<sup>22</sup> Therefore, it is assumed that speech had priority in language teaching. According to Lindsay said that “There are many reason for speaking, they are: to be sociable, we want something, we want other people to do something, to do something for someone else, to respond for someone else, to express our feeling or opinion about something, to exchange information, to refer to an action or event in the past, present or future, the possibility of something happening and so on.”<sup>23</sup>

Speaking is the ability to produce word in language practicing. Speaking is the important skill that students have to master. It is because in speaking we can know the students’ ability to produce the target language or English. In speaking we also need listening skill and understanding. Large vocabulary is also needed by students to master all of the language skills.

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<sup>21</sup> Glenn Fulcher, *Testing Second Language Speaking* (London: Pearson Education Limited, 2003), 23.

<sup>22</sup> Jack C. Richard and Theodore s Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis* (United Kingdom: Cambridge University Perss, 2000), 49.

<sup>23</sup> Cora Lindsay and Paul knight, *Learning and Teaching English* (New York: Oxford University Press, 2006), 57.

Sari Luoma in her book “Assessing Speaking” said that:

“When people hear someone speak, they pay attention to what the speaker sound like on almost automatically. On the basic of what they hear, they make some tentative and possibly sub conscious judgment about the speaker’s personality, attitudes, home region and native or non-native speaker status on the basic of the pronunciation.”<sup>24</sup>

According to the opinion, English teacher should not only give opportunities to the students to use the language, but they also have to appreciate the nature of the rights of others to speak. River stated “students of new language will not learn to speak fluently by hearing speech in class. Since speaking skill involve active participant on the part of the students”.<sup>25</sup> So the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

### **E. The Importance of Speaking**

As a part of language skills, speaking become the important one in language position. As we probably know that speaking is one of productive skill. It means that in speaking people can show and express their ideas.

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule as cited in Jack states about the speaking

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<sup>24</sup> Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge university press, 2005), 9-10.

<sup>25</sup> River M Wilga, *Teaching Foreign Language Skill* (Chicago: University of Chicago Press, 1970), 35.

functions are the interactional functions and transactional functions.<sup>26</sup> In interactional function, people need to interact with other people in order to socialize each other, which serve to establish and maintain social relations. For transactional function, it focuses on the exchange of information in a conversation in order to take and give information between the speakers.

#### **F. The Concept of Teaching Speaking**

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others. According to Jeremy Harmer said that there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment.

- Rehearsal: getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom.
- Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having, students can also see how easy they find particular kinds of speaking and what they need to do to improve. Speaking activities can give them

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<sup>26</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (America: Cambridge University Press, 2008), 21.

enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

- Engagement: good speaking activities can be highly motivating. If all the students are Participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving) are intrinsically enjoyable in themselves.<sup>27</sup>

Good speaking activities can and should be extremely engaging the students. If they all participate, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Scott Thornbury as cited in Jeremy Harmer, the teaching of speaking depend on their being a classroom culture of speaking and that classroom need to become talking in classroom. In other word, student will be much more confident speaker if this kind of speaking activation is a regular feature of lesson.<sup>28</sup>

Based on Bailey statement, there are five principles for teaching speaking:<sup>29</sup>

1. The teacher should be aware of the language learning contest.
2. The teacher should give students' practice with both fluency and accuracy.
3. The teacher should provide opportunities for students to talk by using group work or pair work.

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<sup>27</sup> Jeremy Harmer, *How to Teach English* (England: Longman person, 1998), 88.

<sup>28</sup> Jeremy Harmer, *How to Teach English ...*, 123.

<sup>29</sup> M. Kathleen Bailey. *Practical English Language: Speaking* (Singapore: McGraw-Hill Companies Inc, 2005), 53.

4. The teacher should plan speaking tasks that involve negotiation for meaning.
5. The teacher should design classroom activities.

Based on the explanation above, to help students for developing communicative efficiency in speaking, a teacher can use a balance activities approach that combine communicative language input (material to the students includes teacher's talk, listening activities, reading passage and so forth), structure output (using textbook as the practice exercise), and communicative output (the students' performance/ production using the language that they have learned).

There are many activities to promote speaking. According to Hayriye Kayi there are thirteen activities to promote speaking, such as:<sup>30</sup>

#### 1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not talk with each other about irrelevant things.

#### 2. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. For example: the

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<sup>30</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal* Vol. XII, No. 11 (2006), 8-10.

teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night".

### 3. Simulations

Simulations are very similar to role plays, but what makes simulations different than role play is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

### 4. Information Gap

In this activity, students are supposed to be working in pairs. One of student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner play an important role because the task cannot be completed if the partners do not provide the information the others need.

### 5. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.



## 6. Storytelling

Students can briefly summarize a tale or story they heard from somebody or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

## 7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

## 8. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

## 9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and they report to their friends what they find as the most interesting news in the class. Students can also talk about whether they have

experienced anything worth telling their friends in their daily lives before class.

#### 10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? Or what is the easiest way of earning money? Or what do you think about lottery? Etcetera. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

#### 11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

## 12. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokes person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

All of them can help the teachers to motivate and increase the students speaking ability.

### **G. Speaking Assessment**

To know the students' achievement after they are treated by the Multiple Intelligences, their speaking skill is measured by using five point scale or known as FSI (Foreign Service Instate) proficiency collaborated with speaking measurement based on David P. Harris. There are five components have rating range from 1-5 with different weighting point (form the lowest to the highest). The speaking measurement contains of some components elaborated form students proficiency including their pronunciation, grammar, vocabulary, fluency and comprehension.<sup>31</sup>

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<sup>31</sup> David P. Harris, *Testing English as A Second Language* (New York: McGraw-Hill Book Company, 1969), 81-82.

**Table 2.1**  
**Speaking Measurement**

Components	Score	Criteria
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	4	Always intelligible, though one is conscious of a definite accent.
Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word order errors that do not. However, obscure meaning.
Vocabulary	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
Fluency	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by

		language problems.
Comprehension	1	Cannot be said to understand even simple conversational English.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
	3	Understand most of what is said at slower than normal speed with repetitions.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.

The scoring of the test will be evaluated as below:

Total Score = 25

The students score =  $\frac{\text{Score is found}}{\text{Total score}} \times 100$

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, the researcher used experimental method. David Nunan said that there were pre-experimental design, quasi-experimental design, and true-experiment design.<sup>32</sup> Based on the title, this study used quasi-experimental design, because this study has control group but it cannot be fully controlled the other aspects. This study employed two groups, there were experimental group and control group. The experimental group was given some treatments while the control group was not given some treatments. These two groups were given the same materials and the same test to measure the difference of mean score of two groups in speaking class. The experimental group is taught by implementing multiple intelligence method and the control group is taught by using traditional technique as usual technique of the teacher.<sup>33</sup>

#### B. Research Variable

A variable is any entity which is determined by the researcher to be studied in order the gain the information. Then, it was concluded. Kerlinger as cited in Sugiyono, variable is a construct or characteristic which the researcher will learn.<sup>34</sup> There were two variables in this study:

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<sup>32</sup> David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992), 41.

<sup>33</sup> Moh. Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 1988), 86.

<sup>34</sup> Sugiyono, *Statistika untuk Penelitian Bandung* (Jakarta: Alfabeta, 2000), 3.

### 1. Independent Variable

Independent variable is the single variable that is not influence by other variables. In this study, the independent variable is the implementation of multiple intelligences.

### 2. Dependent Variable

Dependent variable is a kind of variable that is affected by other variables. In this study, dependent variable is students' speaking ability at the eleventh grade students of SMKN 3 Langsa.

## C. Research Subject

### 1. Location and Research Time

The study was conducted in SMKN 3 Langsa on RA.Kartini, Number 9B, Paya Bujuk Seulemak, Kecamatan Langsa Baro, Langsa. There are several majors in this school, such as: Kuliner Patiseri, Busana, Kecantikan, and Perhotelan. This research was conducted on November 2017.

### 2. Population and Samples

Population simply means the group that you are interested in investigation.<sup>35</sup> The population in this study is all of students of eleventh grade in SMKN 3 Langsa. The amount of the population is 630 students of eleventh grade. Sample is a part of population that can represent all the population observed.<sup>36</sup> The technique sampling of this study used random sampling where the taking of the sample from the population was random

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<sup>35</sup> Michael J Wallace, *Action Research for the Language Teacher* (USA: Cambridge University Pers, 1998), 26.

<sup>36</sup> Michael J Wallace, *Action Research for the Language Teacher ...*, 109.

without considering the strata in the population.<sup>37</sup> This way was done because this study is pedagogical study and this sampling technique made it easier to apply. The step in the implementation was choose a class as an experimental group and a class as a control group. Thus, two classes of Busana at the eleventh grade were taken as the sample of this study. They were XI B<sup>1</sup> as the experimental group and XI B<sup>3</sup> as the control group. Total amount of the sample was 60 students, 30 students were in control group and 30 students were in experimental group.

#### **D. Technique of Data Collection**

To collect the data, the researcher used observation, questionnaires and test with the type of test was oral test which includes pre-test and post-test. Before the researcher gave the test, the researcher was used multiple intelligence test like questionnaires to find out the dominant of students' intelligences. Pre-test and post-test were given on the control and the experimental group. Pre-test is taken before multiple intelligences method is implemented and post-test is taken after multiple intelligences method is implemented.<sup>38</sup>

#### **E. Research Instruments**

To get empirical data and draw the conclusion or the result of study, the researcher used some instruments. The instrument is the measurement tool in the

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<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 120.

<sup>38</sup> Moh. Nazir, *Metode Penelitian ...*, 212-258.



test, which potentially makes the researcher easier in collecting data and analysis.<sup>39</sup> The instruments were:

#### 1. Observation

Sutrisno Hadi as cited in Sugiyono, observation is a complex process or a process that composed of biological and psychological processes with the most important part is observation and memories.<sup>40</sup> The researcher used observation to observe students' ability and to find out students' intelligences through the learning process.

#### 2. Test

Test is a set of stimulus which is given by someone to get an answer for collecting data in score or numeric.<sup>41</sup>

In this study, researcher used oral test as the instrument. In oral test, the researcher gave some question orally about the speech that the researcher to find out. Because it was an oral test, it required oral answer. The researcher was chooses this type because the researcher want to find out whether the multiple intelligences method can influence the students' speaking ability. This test was identified the quality of students' speaking ability before and after treatment. It was intended to administer in order to gain the needed data. It was addressed to both experimental group and control group. There were some steps to conduct the test.

##### a. Pre-test

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<sup>39</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* ..., 148.

<sup>40</sup> Sugiyono, *Metode Penelitian Pendidikan:...*, 203.

<sup>41</sup> Amirul Hadi, *Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 2005), 13-14.

Pre-test is to measure on some attribute or characteristic that you assess from participants in an experiment before they receive a treatment. The researcher administered pretest to find out the baseline of students' ability before they got different treatment.

b. Post-test

Post-test is to measure on some attribute or characteristic that you assess from participants in experiment after they receive treatment. The post-test was conducted after the implementation of Multiple Intelligences in teaching speaking. It is aimed to quantify the efficiency of Multiple Intelligences applies in experimental group and conventional teaching to the control group.

3. Questionnaires

Questionnaires is aimed to gather accurate information about what the types of intelligence that students have.

**F. Technique of Data Analysis**

In this study, the researcher collected the data from questionnaires and test. The questionnaires were used to find out the dominant of students' intelligences. The researcher was used questionnaires rating scale. The questionnaires were conducted in experimental and control group. The answers were got by giving checklist in the column of the rating. It showed whether the dominant student's intelligences. (See appendix)

Meanwhile, the test used to find out how Multiple Intelligences Method influence students' speaking ability and whether students who are taught through Multiple Intelligences Method have better speaking ability than those are not taught through Multiple Intelligences Method. The researcher used rubric speaking ability adapted from David P. Haris (see appendix) to count the score of students' speaking ability. The test consists of pre-test and post-test. The students' post-test score from both experimental and control group was analyzed through t-test. T-test used to test the comparative hypothesis of two samples if the data is in interval or ratio. Afterward, the result of the t-test or t-value was compared with t-table to find out which hypothesis is accepted or rejected.

The analysis procedures as follows:

1. Questionnaires

The data of the questionnaires collected from the questionnaires rating scale. The questionnaires were done before teaching and learning process (treatments) at the experimental group. It is aimed to find out the dominant of students' intelligences. Thus, the researcher can design a lesson plan based on students' intelligences in the class.

2. T-test

T-test used for comparative hypothesis of two samples if the data is in interval or ratio. It is aimed to compare if the students' score of the test from both experimental and control group are significantly different. By using t-test formula, the researcher calculates the students' post-test score from experimental and control group as follows:

- a. The first step was the researcher put the scores of the pre-test and post-test of experimental and control group.
- b. Second, the researcher would analyze the data through t-test to find out whether the difference of the scores between them are significant or not.

Through the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right\} \frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$X_1$  = mean score sample 1

$X_2$  = mean score sample 2

$n_1$  = many of sample data 1

$n_2$  = many of sample data 2

$S_1^2$  = sample variants 1

$S_2^2$  = sample variants 2

- c. After calculating all of the scores, the researcher calculated the number of degree of freedom by adding the individual of each group, then subtract of two.

The formula is:

$$dk = (n_1 + n_2) - 2$$

Where:

$dk$  = degree of freedom

$n_1$  = number of subject in experimental group

$n_2$  = number of subject in control group

Standard of significance<sup>42</sup> = 0.05

- d. After doing those steps, the researcher concluded the result of this study by test the hypothesis.

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<sup>42</sup> Sugiyono, *Statistika untuk Penelitian ...*, 138.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

Multiple Intelligences Method is used to influence the students' speaking ability. This study is conducted to find out whether there is difference between the students who are taught using Multiple Intelligences Method and this is taught without Multiple Intelligences Method. The researcher used quasi-experimental which two groups as the subject of the study. The groups were the experimental and the control group. The classes which were the subject of the experimental group were XI B<sup>1</sup> and the subject of the control groups were XI B<sup>3</sup>. Each of group consists of 30 students as the sample of this study. The researcher given pre-test and post-test for both experimental and control group. The topic of the pre-test and the post-test was about narrative text. The task was they were told the story of narrative text using role play.

In this study, the researcher analyzed the data collects from the questionnaires and the result of the students' score of pre-test and post-test from both experimental and control group. The scoring process was conducted by the researcher and accompanied by the teacher as the observer during teaching and learning process.

This study conducted by the researcher to find out how the teacher used the Multiple Intelligences Method in teaching and learning English, how this method can influence students' speaking skill and whether students who are

taught through Multiple Intelligences Method have better speaking skill than those who are not taught through Multiple Intelligences Method. The data was collected from the result of questionnaires and the students' pre-test and post-test score. The questionnaires were conducted first to the experimental and control group. The result of questionnaires was provide information about the dominant intelligence that appears in the experimental and control group. The pre-test was conducted to the experimental and control group. The result of pre-test was provide information about both of groups' ability in speaking. The post-test was administered then to both of groups after the experimental group got the treatments and the control group taught conventional teaching. The analytical scoring was adapted from David P. Haris used to score the students' speaking skill. The components on the scoring which were used in this test are pronunciation, grammar, vocabulary, fluency, and comprehension.

#### 1. Data Presentation

The researcher has done the research and collects the data to answer the statement of the problem. The data are presented as follows:

##### a. Using Multiple Intelligences Method in Teaching Speaking

The data for the first statement of the problem is gained through the questionnaires rating scale. The schedule distributed a questionnaires to the experimental group can be seen on the table of schedule. The aim is to find out the dominant intelligence in the experimental class. After the dominant intelligence was discovered, the researcher designed the lesson

plan based on the students' dominant intelligence. There were some stages in teaching speaking using Multiple Intelligences Method in the classroom. The stages were introduction, warming up, core activity, and closing. The steps of the stages are presented as follow:

### ***The First Meeting***

#### 1) Alpha Zone

The researcher as the teacher greets the students. Afterward, the researcher asked the students about their condition. Before beginning the lesson, the students usually pray together. After that, the researcher checked the students' attendance list. The students were not called one by one in order to check their attendance list, but the researcher only asked who is absent on that meeting. So, the time allocation can be used efficiently. Then, the researcher explained about the multiple intelligences theory, so the students understand what is being done by the researcher.

#### 2) Warming Up

In this stage, the researcher elaborates about story like legend, fairy tale, fable. The researcher explains briefly in the previous meeting. The students are elicited to memorize the previous explanation about story like legend, fairy tale, fable. Then, the researcher explained and given example related to the topic of the lesson.



### 3) Scane Setting

- a) The teacher gives instructions to students so that they will later respond to the lesson by giving a response in the form of body movements when they have understood the material, such as: response using the five fingers (one finger to show that they only understand a small part and five fingers to show that they have understood the material fully).
- b) Giving explanation about narrative text, the function, structure text, and language features of it.
- c) Giving an example about story of narrative text (using pictures as the characters in the story).
- d) Asking to the students to provide opinion about example that has given.
- e) Asking to the students any unusual vocabulary and grammatical point of the context.

### 4) Strategy: Classification

- a) Students learn the pronunciation of new vocabulary correctly repeatedly and find the meaning of the vocabulary.
- b) The students practicing pronounce word to develop their natural perception of the words and the students do something based on the words that they are spell.

## 5) Activity Procedure

- a) Students learn the pronunciation of new vocabulary that is in the story and students make movements according to the meaning of the spoken vocabulary.
- b) The teacher gives questions related to narrative texts.
- c) Students answer teacher's questions.
- d) The teacher asks students to respond to the lesson using the body's response.
- e) The teacher gives a colored envelope to each student.
- f) Students form groups based on the color of the envelope they get. Inside the envelope is a card with the name of the character and the title of the narrative story.
- g) The teacher gives instructions to each group to find narrative texts related to the title they get around the classroom.
- h) Students are asked to make dialogues based on stories they have by using their own language.
- i) The teacher helps students to explore each character of the character to be played.
- j) Students discuss with the group about the text structure and linguistic elements in the story.

## 6) Project

Deepen the character played in the story that is obtained.

## 7) Closing

Before closing the lesson, the researcher summarized what they have learned in the class. The researcher was given comments to the activity that they had learned. The researcher also asked whether the students have question related to the lesson on that day. To make sure that the students understand about what they had learned on that day, the researcher asked some students to give conclusion. And the lesson has ended.

### *The Second Meeting*

#### 1) Alpha Zone

#### 2) Warmer

- a) Recall about the past lesson by asking questions.
- b) Remind about the project provided.

#### 3) Strategy

Role play and mind map (Students play roles according to the stories and characters obtained and provide explanations related to the structure of the text and linguistic elements using mind maps).

#### 4) Activity Procedure

- a) Students are asked to make conclusions by making a mind map for 15 minutes with the creativity of each group. The teacher guides students in making mind maps.

- b) Students are asked to play role in accordance with the story that has been obtained.
  - c) After that students present mind maps related to narrative text stories using mind maps that have been made.
- 5) Closing
- a) Students and teachers reflect on learning activities.
  - b) Students and teachers provide feedback on learning processes and outcomes.
  - c) Students and teachers say goodbye.

b. Students' Score

The next data for the second and the third statement of the problem is collected by giving tests to the experimental and control group. The data from both of groups are presented below:

1) Experimental Group

In this study, the experimental group was the students of XI B<sup>1</sup>. The researcher was taken 30 students as the sample of the experimental group. In the experimental group, the students have given treatments by teaching them using Multiple Intelligence Method. The main data of the experimental group's score are collected from pre-test and post-test.

The purpose of this analyzing is to find out whether there is an increase in the whole scores of pre-test and post-test. The pre-test of the experimental group has done on Saturday, November 18<sup>th</sup> 2017. To

measure the students' speaking skill, analytic scoring is adapted by David P. Haris is employed. There were five categories with five levels to score the students' speaking skill. The result of score and the calculation is presented in the following:

**Table 4.1**  
**The Pre-Test Score of Experimental Group**

Students	Pre-Test Experimental Group					Score
	P	G	V	F	C	
1	2	3	2	3	3	52
2	3	3	3	2	3	56
3	3	4	4	4	4	76
4	2	2	2	2	2	40
5	2	2	2	2	2	40
6	4	3	4	4	4	76
7	2	3	3	3	3	56
8	2	2	2	2	2	40
9	2	2	3	3	3	52
10	2	3	3	2	3	52
11	4	3	3	4	4	72
12	3	3	4	4	4	72
13	4	4	4	4	4	80
14	3	2	3	3	3	56
15	4	4	4	4	4	80
16	2	2	2	2	2	40
17	3	3	3	3	3	60
18	2	3	3	2	3	52
19	4	4	4	3	4	76
20	3	3	2	3	3	56
21	2	2	2	3	2	44
22	3	3	2	2	3	52
23	2	2	2	3	3	52
24	3	4	4	4	4	76
25	3	4	4	4	4	76
26	2	2	2	2	3	40
27	2	2	3	3	2	48
28	2	2	2	2	2	40
29	2	2	2	2	2	40
30	3	4	4	4	4	76

$\Sigma$	80	85	87	88	92	1728
$\bar{X}$	2.67	2.83	2.9	2.93	3.07	57.6

Meanwhile, after the researcher given treatment by Multiple Intelligences Method, the researcher conducted post-test to find out whether there is influence of the students' speaking ability or not. The post-test is administered on Saturday, February 3<sup>rd</sup> 2018. The result of the students' post-test score is presented below:

**Table 4.2**  
**The Post-Test Score of Experimental Group**

Students	Post-Test Experimental Group					Score
	P	G	V	F	C	
1	3	4	4	4	4	76
2	4	4	4	3	4	76
3	4	4	5	5	4	88
4	3	4	4	3	3	68
5	3	3	3	3	3	60
6	4	4	4	5	4	84
7	3	4	4	4	4	76
8	4	4	3	4	4	76
9	3	3	3	4	4	68
10	3	4	3	3	4	68
11	4	4	4	4	4	80
12	4	4	4	4	4	80
13	4	4	5	5	5	92
14	4	4	3	4	4	76
15	4	4	4	5	4	84
16	3	3	4	4	3	68
17	4	4	4	4	4	80
18	4	4	3	4	4	76
19	4	4	3	4	4	76
20	4	4	3	4	4	76
21	4	4	3	4	4	76
22	3	4	4	4	4	76
23	3	4	4	4	4	76
24	4	4	4	4	4	80

25	3	4	3	4	4	72
26	3	3	3	3	4	64
27	3	4	4	4	4	76
28	3	3	3	3	4	64
29	3	4	4	4	4	76
30	4	4	4	4	4	80
<b><math>\Sigma</math></b>	<b>106</b>	<b>115</b>	<b>110</b>	<b>118</b>	<b>118</b>	<b>2268</b>
<b><math>\bar{X}</math></b>	<b>3.53</b>	<b>3.83</b>	<b>3.67</b>	<b>3.93</b>	<b>3.93</b>	<b>75.6</b>

## 2) Control Group

The members of control group were the students of XI B<sup>3</sup>. The students consist of 30 students as the sample. In the control group, the students are taught through conventional teaching method which is usually done by the teacher. The main data of control group's scores were collected from pre-test and post-test.

The purpose of this analyzing is to find out whether there was an increase in the whole scores of pre-test and post-test. The pre-test of the control group has done on Monday, January 9<sup>th</sup> 2018. To measure the students' speaking skill, analytic scoring is adapted by David P. Haris is employed. There were five categories with five levels to score the students' speaking skill. The result of score and the calculation is presented in the following:

**Table 4.3**  
**The Pre-Test Score of Control Group**

Students	Pre-Test of Control Group					Score
	P	G	V	F	C	
1	2	2	3	3	3	52
2	3	3	2	3	3	56
3	3	4	4	3	4	72
4	3	3	2	3	3	56

5	2	3	2	3	3	52
6	3	3	4	3	3	64
7	4	3	4	4	2	68
8	3	3	3	3	2	56
9	3	2	3	3	4	60
10	3	3	4	3	3	64
11	3	3	3	4	2	60
12	3	4	3	2	4	64
13	2	2	3	2	2	44
14	2	3	3	3	3	56
15	3	3	3	3	3	60
16	3	3	3	3	3	60
17	2	2	3	2	2	44
18	3	3	3	4	3	64
19	3	3	3	3	4	64
20	3	3	3	3	3	60
21	2	3	3	3	3	56
22	3	3	3	3	3	60
23	2	2	2	2	3	44
24	2	3	2	3	3	52
25	2	2	2	2	2	40
26	3	3	3	3	4	64
27	3	3	3	3	3	60
28	2	3	2	3	3	52
29	2	2	2	3	2	44
30	2	2	2	2	2	40
$\Sigma$	<b>79</b>	<b>84</b>	<b>85</b>	<b>87</b>	<b>87</b>	<b>1688</b>
$\bar{X}$	<b>2.63</b>	<b>2.8</b>	<b>2.83</b>	<b>2.9</b>	<b>2.9</b>	<b>56.27</b>

After the researcher given treatment by conventional teaching method, the researcher conducted post-test to find out whether there is influence of the students' speaking ability or not. The post-test is administered on Monday, January 30<sup>rd</sup> 2018. The result of the students' post-test score is presented below:



**Table 4.4**  
**The Post-Test Score of Control Group**

Students	Post-Test of Control Group					Score
	P	G	V	F	C	
1	2	2	3	3	3	52
2	2	3	3	3	4	60
3	2	3	4	3	4	64
4	3	3	2	3	3	56
5	3	3	3	3	3	60
6	3	4	4	3	4	72
7	3	4	4	4	3	72
8	3	3	4	3	3	64
9	3	2	3	3	4	60
10	3	3	4	3	3	64
11	4	3	4	4	2	68
12	3	3	4	4	3	68
13	4	3	3	4	4	72
14	3	4	3	4	3	68
15	3	3	3	3	3	60
16	3	3	3	3	3	60
17	3	3	3	3	4	64
18	3	3	4	4	4	72
19	3	3	3	4	4	68
20	3	3	3	3	3	60
21	4	3	3	4	3	68
22	3	3	3	3	3	60
23	3	3	3	4	4	68
24	3	4	3	3	3	64
25	3	3	3	3	3	60
26	3	3	3	4	4	68
27	3	3	4	3	3	64
28	3	3	3	3	3	60
29	3	3	3	3	3	60
30	2	3	3	3	3	56
<b><math>\Sigma</math></b>	<b>89</b>	<b>92</b>	<b>98</b>	<b>100</b>	<b>99</b>	<b>1912</b>
<b><math>\bar{X}</math></b>	<b>2.97</b>	<b>3.07</b>	<b>3.27</b>	<b>3.33</b>	<b>3.3</b>	<b>63.73</b>

## 2. Data Analysis of The Students' Score

### a. The Analysis Of The Experimental Group's Score

After giving the pre-test, treatment, and post-test to the experimental group, the researcher got the result from pre-test and post-test score are presented as follow:

**Table 4.5**  
**Total and Mean of Pre-test and Post-test Score of Experimental Group**

Test		P	G	V	F	C	Score
Pre	$\Sigma$	80	85	87	88	92	1728
	$\bar{X}$	<b>2.67</b>	<b>2.83</b>	<b>2.9</b>	<b>2.93</b>	<b>3.07</b>	<b>57.6</b>
Post	$\Sigma$	106	115	110	118	118	2268
	$\bar{X}$	<b>3.53</b>	<b>3.83</b>	<b>3.67</b>	<b>3.93</b>	<b>3.93</b>	<b>75.6</b>
	<b>Progress</b>	0.86%	1%	0.77%	1%	0.86%	18%

From the table 4.5 above, it can be seen that there's progress of the students' speaking skill. In pre-test, the means of the students' score 2.67 for pronunciation, 2.83 for grammar, 2.9 for vocabulary, 2.93 for fluency, 3.07 for comprehension. So, the mean of the students' total score was 57.6. It showed that the students' speaking ability is still low. Therefore, the researcher taught the students by using Multiple Intelligences Method as the treatment for the experimental group to influence the students' speaking ability. Meanwhile in post-test, the means of the students score were 3.53 for pronunciation, 3.83 for grammar, 3.67 for vocabulary, 3.93 for fluency, 3.93 for comprehension. So, the mean of the students' total score was 75.6.

The score of the post-test is compared with the pre-test shows that the students' scores increase significantly after they got the treatments. The significant increase of the students' score also shows that Multiple

Intelligences Method can influence the students' speaking ability. The influences were 0.86 % in pronunciation, 1% in grammar, 0.77% in vocabulary, 1% in fluency, 0.86% in comprehension. The influence of the students' total score was 18%. The significant influence of the students' speaking skill can be seen in the charts below:

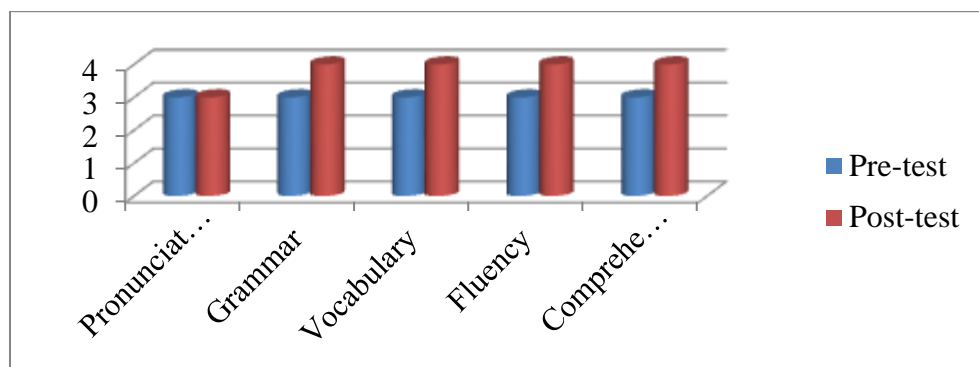


Chart 4.1

Chart of The Experimental Group's Pre-test and Post-test Score

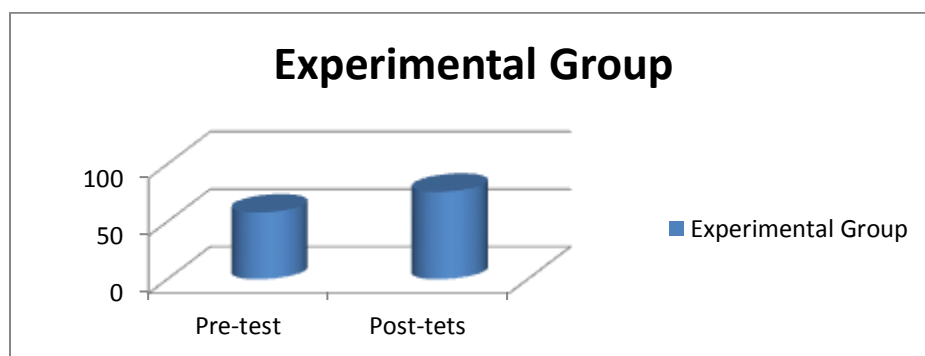


Chart 4.2

Chart of The Experimental Group's Score

b. Analysis of The Control Group's Score

After conducting pre-test, treatment, and post-test to the control group, the researcher got the result of pre-test and post-test scores are presented as follow:

**Table 4.6**  
**Total and Mean of Pre-test and Post-test Score of Control Group**

Test		P	G	V	F	C	Score
Pre	$\Sigma$	79	84	85	87	87	1688
	$\bar{X}$	<b>2.63</b>	<b>2.8</b>	<b>2.83</b>	<b>2.9</b>	<b>2.9</b>	<b>56.27</b>
Post	$\Sigma$	89	92	98	100	99	1912
	$\bar{X}$	<b>2.97</b>	<b>3.07</b>	<b>3.27</b>	<b>3.33</b>	<b>3.3</b>	<b>63.73</b>
	<b>Progress</b>	0.34%	0.27%	0.44%	0.43%	0.4%	7.46%

From the table 4.6 above, it can be seen that there is progress of the students' speaking ability. In pre-test, the means of the students' score were 2.63 for pronunciation, 2.8 for grammar, 2.83 for vocabulary, 2.9 for fluency, and 2.9 for comprehension. So, the mean of the students' total score was 56.27. The students of control group have the same level of speaking ability as the students of experimental group. But, the researcher was not taught control group through Multiple Intelligences Method. They are taught using conventional teaching which usually used by the teacher. Meanwhile, the means of the students' post-test score were 2.97 for pronunciation, 3.07 for grammar, 3.27 for vocabulary, 3.33 for fluency, and 3.3 for comprehension. So, the mean of the students' total score was 63.73.

The post-test score is compared with the pre-test shows that the students' scores increase. The increase of the students' score means that there was also influence of students' speaking skill at control group. The influences were 0.34% in pronunciation, 0.27% in grammar, 0.44% in vocabulary, 0.43% in fluency, 0.4% in comprehension. The influence of the students' total score was 7.46%. The influence of the students' speaking ability at control group can be seen in the charts below:

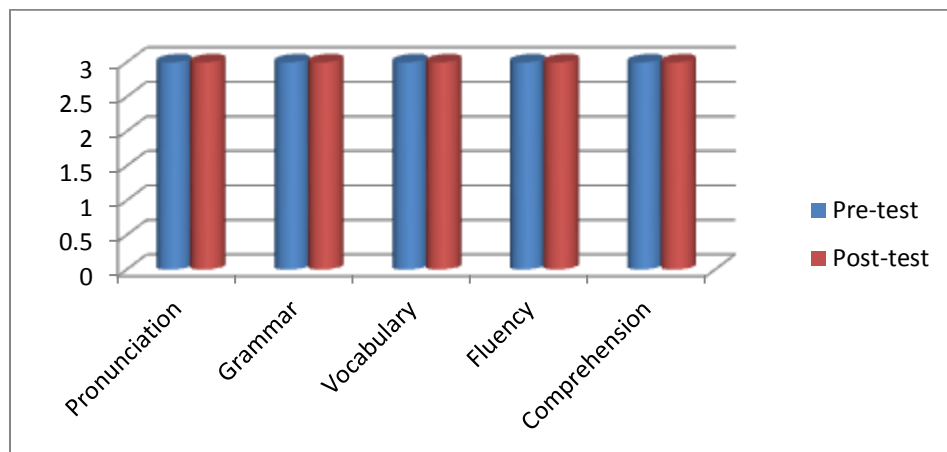


Chart 4.3  
Chart of The Control Group's Pre-test and Post-test

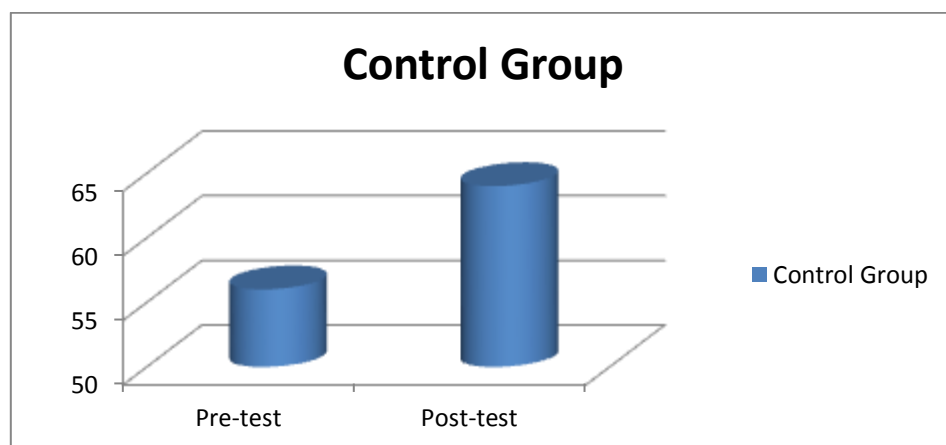


Chart 4.4  
Chart of The Control Group's Score

**Table 4.7**  
**The Differences of Pre-test and Post-test**

<b>Group</b>	<b>Pre-test Mean</b>	<b>Post-test Mean</b>	<b>Difference Mean</b>
<b>Experimental</b>	57.6	75.6	<b>18</b>
<b>Control</b>	56.27	63.73	<b>7.46</b>

c. Data Analysis Using T-test

After all the data of the students' score has collected, the researcher analyzes the data through t-test. T-test is a tool which is used for comparative hypothesis of two samples if the data is in interval or ratio.<sup>43</sup> It is aimed to find out whether the students who are taught through Multiple Intelligences Method have better speaking ability or not.

The data which is taken from the post-test score of both experimental and control group are needed to analyze using t-test. The researcher should do normality and homogeneity test before calculating the students' post-test scores using t-test. The normality test was used to check whether the characteristic of the population are normally distributed or not. Meanwhile, homogeneity test is used to check the homogeneity of variance of both experimental and control group's test score.

Afterward, the researcher used t-test to calculate the data from the experimental and control groups' post-test score. But, before using t-test, the researcher would find standard deviation and variance of the data both experimental and control group. Standard deviation and variance of each group are presented as follow:

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<sup>43</sup> Sugiono, Statistika Untuk Penelitian, Hal. 121.

**Table 4.8**  
**Standard Deviation (Sd) and Variance (V) of Experimental and Control Group**

Group	Total Score	Mean	Std. Deviation	Variance
Experimental	2268	75.6	7.00	48.93
Control	1912	63.73	5.24	27.51

Afterward, the researcher calculated t-test from post-test scores of experimental and control group. The steps are presented below:

$$t = \frac{x_1 - x_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right\} \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{75.6 - 63.73}{\sqrt{\left\{ \frac{(30 - 1)7.00 + (30 - 1)5.24}{30 + 30 - 2} \right\} \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{11.87}{\sqrt{\left\{ \frac{203 + 151.96}{58} \right\} \frac{2}{30}}}$$

$$t = \frac{11.87}{\sqrt{0.41}}$$

$$t = 18.54$$

1. Determine alpha ( $\alpha$ ) = 0.05
2. Find the number of degree of freedom using the following formula:

$$dk = (n_1 + n_2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

After the data had been calculated above, it was found that the standard deviation of the experimental group was 7.00 and the control group was 5.24. Then, the researcher is compared the result to t-table distribution which significant and degree of freedom (dk) are 0.05 and 58. It was found that t-table 2.000 while the result of t-value is 18.54.

d. Testing The Hypothesis

This study used standard significance ( $\alpha$ ) 0.05 to test the hypothesis. The researcher used test two side to take the conclusion. The foundation of decision rule is

- 1) If  $t_{\text{value}} > t_{\text{table}}$ , it means that Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted. So, there are any influence in the students' speaking ability who are taught through Multiple Intelligences Method.
- 2) If  $t_{\text{value}} < t_{\text{table}}$ , it means that Null Hypothesis ( $H_0$ ) is accepted and Alternative Hypothesis ( $H_a$ ) is rejected. So, there are not any influence in the students' speaking ability who are not taught through Multiple Intelligences Method.

Based on the calculation of the data, the result of the t-value was 18.54. Meanwhile, the t-table with 5% significance and the degree of freedom (dk) 58 was 2.000. It means that the t-value is higher than the t-table (the t-value which is required to reject null hypothesis at the level of 0.05) and the difference is significant. Thus the alternative hypothesis ( $H_a$ ) is accepted. The alternative hypothesis is there are influence in the



students' speaking ability who are taught through Multiple Intelligences Method. On the other hand, the null hypothesis is rejected. The null hypothesis ( $H_0$ ) is there are not any influence in the students' speaking ability who are not taught through Multiple Intelligences Method. It is presented on the table below:

**Table 4.9**  
**Summary of Data Analysis of T-Test**

<b>Method</b>	<b>t-value</b>	<b>t-table</b>	<b>Result</b>
Multiple Intelligences Method	18.54	2.000	Significant

## **B. Discussion**

This study is about the implementation of Multiple Intelligences Method in teaching speaking toward the eleventh grade students. This study used quasi-experimental research as the research design. This section was intended to analyze the result or research finding based on the related theory. All the data are collected from the research instrument provides information of the research findings. The result of questionnaires is presented in the descriptive form. The result of the students' score is calculated using t-test.

### **1. Using Multiple Intelligences Method in The Classroom**

This section was to answer the first statement of the problem, the researcher analyze from the questionnaires rating scale. It aimed to find out the dominant of students' intelligences. Thus, the researcher can design a lesson plan based on the students' intelligence in the class. The researcher taught the students using Multiple Intelligences Method as the treatment at

the experimental group. The role of Multiple Intelligences Method is relatively appreciate the students' intelligences, so that students are encouraged to be more active in producing language as much as possible. It means that students will have a great chance to practice their English language orally as much as possible in order to influence their speaking ability. Then, a language teacher should encourage students to take a role in learning activities. The time of learning teaching interaction should be given to students.

## 2. Students' Score

The researcher conducted this study in four meeting for each group. In the first Meeting, questionnaires and pre-test have administered in both of experimental and control group. The aimed of conducting questionnaires were to find out the dominant of students' intelligences. The aimed of conducting pre-test was to know the students' speaking ability before getting treatments. Besides, pre-test is conducted to ensure that both of experimental and control group have similarity of speaking ability. The second and the third meeting, the researcher was given treatment by using Multiple Intelligences Method in experimental group. In the contrary, the control group taught using the conventional teaching method. The treatments are given in two meeting for each groups. In the last meeting, the students are given post-test after they get the treatments. It is conducted to measure the influence of students' speaking ability after they get the treatments.

The researcher used t-test to test the hypothesis and find out the significant difference of the experimental and control group. It is used to check whether  $H_0$  is accepted or not. The criteria was if  $t\text{-value} < t\text{-table}$ , it means that  $H_0$  is accepted. While if  $t\text{-value} > t\text{-table}$ , it means that  $H_0$  is rejected. In the previous subheading, it is seen that  $t\text{-value}$  was 18.54. Whereas,  $t\text{-table}$  with the level of significance 0.05 and degree of freedom (dk) 58 was 2.000, to test hypothesis is still related to take the conclusion to answer the problem of this study. After the result of  $t\text{-value}$  is found, it means that the hypothesis is conducted. If the null hypothesis ( $H_0$ ) is untruthful, the alternative hypothesis ( $H_a$ ) is accepted. In this experimental study, the alternative hypothesis ( $H_a$ ) is stated that there are any influence in the students' speaking ability who are taught through Multiple Intelligences Method. In the contrary, the null hypothesis ( $H_0$ ) is stated that there are not any influence in the students' speaking ability who are not taught through Multiple Intelligences Method.

The result of this study showed that there are any influence in the students' speaking ability who are taught through Multiple Intelligences Method. It was simply concludes that null hypothesis ( $H_0$ ) "There are not any influence in the students' speaking ability who are not taught through Multiple Intelligences Method" is rejected. Meanwhile, the alternative hypothesis ( $H_a$ ) "There are any influence in the students' speaking ability who are taught through Multiple Intelligences Method" is accepted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of the research finding and discussion in chapter IV, it can be concluded that Multiple Intelligences Method was more effective to influence the students' speaking ability compared to the conventional teaching. The data showed that there is significant different in the mean score between the students who are taught speaking English by using Multiple Intelligences Method and those who are not taught by using Multiple Intelligences Method. Multiple Intelligences Method is a good strategy to make the learning attractive and enjoyable in teaching learning process especially in teaching speaking. Meanwhile, from the difference of the score from the experimental group showed that the students' score increase significantly after they are teach using Multiple Intelligences Method. The progress was 0.86% in pronunciation, 1% in grammar, 0.77% in vocabulary, 1% in fluency, 0.86% in comprehension. The influence of the students' total score was 18%. The significant influence of the students' speaking ability show how Multiple Intelligence Method influenced students' speaking ability.

From the table of the scores from both experimental and control group have been calculated and the result shows that the post-test total score of the experimental group was 2268 whereas the post-test total score of the control group was 1912. The mean of the experimental group's score was 75.6, while

the mean of the control group's score is 63.73. The calculation of t-test showed that t-value is higher than t-table. It is found that t-value is 18.54, while based on the 58 degree of freedom and 0.05 significance, shows that t-table was 2.000. It means that  $t\text{-value} > t\text{-table}$ . Thus, the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. The result was there are any influence in the students' speaking ability who are taught through Multiple Intelligences Method.

## **B. SUGGESTION**

After analyzing the data, the researcher would like to give the suggestion for teachers and further researchers. It is expected that it gives benefits for the teaching learning method in the future especially in teaching speaking:

### **1. For Teachers**

Teacher can use Multiple Intelligences Method as the alternative variation in teaching speaking. Multiple Intelligences Method is recommended to students should not be afraid in making mistakes when they are learning English and making students more active in the class and the students can improve their dominant intelligences. Beside the result of the students' score is good, it also can be used as rehearsal to influence students' speaking ability.

### **2. For Further Researchers**

The writer gives some suggestion for other researcher to conduct a replication study to different subject and location. They can change the topic

in Multiple Intelligences Method on English learning process, so that they can influence the students' speaking ability. It might be good as the teaching variation to engage students into English learning process.

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