

**APPLYING METHOD-BASED MULTIPLE INTELLIGENCE TO
IMPROVE STUDENTS' ENGLISH ACHIEVEMENT AT
ELEVENTH GRADE SMA N 2 LANGSA**

THESIS

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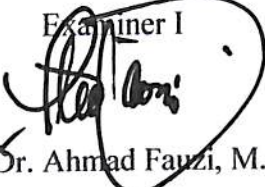
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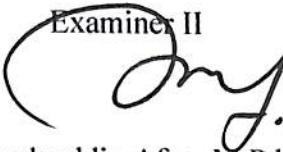
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Meanwhile, the writer knows that this thesis has much weakness, because the writer's skill is still limited. Therefore, the writer hopes critic and suggestion correcting for better in the next time. The writer also expects this skripsi has useful for writer and reader to add some knowledge.

Langsa, August 9th 2015

Writer

ABSTRACT

MAULIDA FARADILLA. Applying Method- based Multiple Intelligences to Improve Students' English Achievement at Eleventh Grade SMA N 2 Langsa. Thesis. Tarbiyah Faculty. Institute Agama Islam Negeri (IAIN) Zawiyah Cot Kala Langsa, 2015. The objectives of this study were (1) To know the learning process by applying method- based Multiple Intelligences (2) To know the improvement of Students' English achievement after applying method- based Multiple Intelligences. To attain the objectives of the study, the researcher conducted an action research. This classroom action research was conducted at XI IPA 1 of eleventh grade in SMA N 2 Langsa. There were consisted of 23 students in the class. In conducting this Classroom Action Research, researcher conducted two cycles, each cycle consisted of four phase, they were planning, acting, observing and reflecting. Each cycle was conducted in two meetings; it was consisted of eaching learning process and test, so the researcher conducted this research in four meetings for three weeks. To analyze and collect the data, the researcher gained the observation and the test of cycle 1 and 2. The result of this study showed that method- based Multiple Intelligences could improve students' English achievement. The students responses showed that they were interested in learning English because they looked fun and had a big motivation in teaching learning process. Moreover, the analysis of the data showed that there was a significant difference of the students' average in the test of cycle 1 and cycle 2. The students' average in cycle 1 was 70.43 and the students' average in cycle 2 was 86.09. Whereas, the students' percentage who passed the *Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM)* in test of cycle 1 was 47.9% and in test of cycle 2 was 82.6%. Based on this data, the researcher concluded that English Achievement at eleventh grade students' of SMA N 2 Langsa could improve by applying method- based Multiple Intelligences.

Keywords: English Achievement and Multiple Intelligences

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CHAPTER I

INTRODUCTION

A. Background of The Study

Education achievement may not be taken off from the learning process which envelops several related components, such as teacher, students, material, media, and method. Abdul Rahmat explains that education is the process to develop skill, attitude and characteristic in learning in their life.¹ It means that education is designed to develop the students' skill in order to meet great achievements.

In attaining the achievement of an education, learning process which is used in classroom has to make students able to develop their proficiency. Therefore as a teacher has to lead learning process which creates kinds of methods, in order to students will not be bored. But today learning process still focus on teacher (*teacher centered*), not for students (*student centered*). Students just focus on teacher explanation, listen, notice, note and acknowledge it. Thus, students can not actualize themselves. So that learning will not be active and make students uncomfortable.

There is regard that learning process today deviates from education essence with logic mixing. This is exemplified by Hermansyah in an education journal that many ways in learning which can create the best result or adding materials will grow students' achievement. This erroneous learning practice is

¹ Abdul Rahmat, *Think Teacher Think Profesional*. Editor, Nurhachanah (Bandung: Co-publishing MQS, 2010), 6

the influence of learning which is called as classical learning.² It means that teacher can use many methods in teaching-learning process in order to students create the active learning and avoid to classical situation in classroom.

Thomas Armstrong describes that classical learning model will provide some assumptions: Firstly, teacher usually often separate or give identification to students as intelligence students based on one term, and unintelligence students with another term. Secondly, class situation is bored to be following in learning. This is because teacher just looking for one or two kinds of students' intelligences, they are linguistic and logical mathematical intelligences. Thirdly, may be a teacher is difficult to grow students interest and spirit up because of uncreative leaning process.³ It can be defined that classical learning model will make students unsatisfied receiving the learning result; they will be difficult to grasp overall teacher's explanations.

Abdul Rahmat also states that teacher is not only able to make students clever, but also able to develop students' personality, attitude and character. Therefore teacher can influence, encourage, across and motivate students in learning process.⁴ It means that teacher must be able to grow students' proficiency after learning done. If students can revamp their attitude, characteristic and personality after learning, so teacher is success in educating them.

² Hermansyah, "Pendidikan yang Humanis", *Jurnal Kependidikan Islam Fakultas Tarbiyah IAIN Sultan Syarif Qasim Pekanbaru Riau*, Vol.2, Numb. 1, (Juni 2003), 18. (Accessed December 15, 2014).

³ Thomas Armstrong, *Sekolah Para Juara; Menerapkan Multiple Intellegences (Kecerdasan Majemuk) di Dunia Pendidikan* (Bandung: Kaifa, 2004), Bookfi.org.

⁴ Abdul Rahmat, *Think Teacher...* 174.

Today, Learning English which is created in many schools make students felt bored because they just focus on teacher's explanation. It makes students difficult to understand about a material. Therefore students' achievement in English subject just gets the average and students' response to English subject is still low. This is known by researcher when teaching practice in school area, especially SMA N 2 Langsa. She found the gaffes when asking the students about English material. Students was hard to answer teacher's question. Meanwhile, the mostly second grade students were passive and not interested in English learning. They also said the English subject is difficult to be mastered.

Therefore researcher tries to give a solution to apply one of teaching methods which is various and based on students' intelligence in understanding a material. It is called as *Method-based Multiple Intelligences*. The method is regarded as method which can used to solve the problem; it depends on the result of interview to students toward learning English that they have prominent intelligence. In teaching students by using method-based Multiple Intelligences, students can understand the meterial based on their intelligence. Multiple intelligence is to encourage students more *active, creative* and *innovative* in learning because teacher has to find good strategy to optimalize each students' intelligences.

Howard Gardner explains that intelligence is the ability to solve the problem and conduct the result by using a various setting in a real situation. Intelligence has the ability to solve problems, to find the answers to specific

questions, and to learn new material quickly and efficiently.⁵ It means that intelligence is human's proficiency to choose a solution when the problem seem. Immediately they think and decide it whatever occurred.

Thomas Armstrong said that intelligence is being as psychology potential to do a process to information forms with certain ways.⁶ Howard Gardner in his book *Frames of Minds* said that intelligence should have an identifiable developmental history, through which normal as well as gifted individuals pass in the course of ontogeny.⁷ It can be explained that intelligence is the proficiency of students in looking for the solution of a problem self. They can learn the way to pass it by taking course about the problem.

According to explanation above, as a teacher, we can apply *method-based multiple intelligence* as the way in learning to quarry students' achievement. It is because the students in classrooms are multifaceted and have many abilities. Multiple Intelligences are the kinds of proficiencies which can be enriched and extended by people in understanding a topic based on their model.⁸ It means that the Multiple Intelligences are the various skills or intelligences of students which make them can understand something by its model.

There are eight kinds of Multiple Intelligences which are described in students' intelligences. They are verbal or linguistic intelligence (*poet*,

⁵ Thomas Armstrong, *Multiple Intelligences In the Classroom 3rd Edition* (Virginia USA: Alexandria, 2009), 6

⁶ Thomas Armstrong, *Multiple Intelligences...* 7

⁷ Howard Gardner, *Frames of Minds the Theory of Multiple Intelligence* (United States Of America: Basic Books, 1993), 69

⁸ Thomas Armstrong, *Multiple Intelligences...* 2

journalist), logical- mathematical intelligence (*operator of numeric*), visual intelligence (*scout, hunter*), bodily kinesthetic (*athlete, dancer*), musical intelligence (*composer, performer*), interpersonal intelligence (*learning of motivation*), intrapersonal intelligence (*adapt quickly*), and naturalist intelligence (*sensitive to nature*).⁹

The explanation above can be concluded that some of students can understand to material if read the book and listen to teacher's explanation. It means that they have *Verbal Intelligence*. There is proficiency of students that cause of counting mathematical complexly; it calls as *Logical Mathematical Intelligence*. Students who can understand material based on the picture, video and color, they have *Visual Intelligence*. Because of their movement of body they can understand topic, so it calls as students who have *Bodily- Kinesthetic Intelligence*. If music is their way to make them understand, so it calls as students who have *Musical Intelligence*. The students can understand it if they use their intention, motivation, and feeling to others it means that they have *Interpersonal Intelligence*. Meanwhile students who can understand it by using focus and concentration, they have *Intrapersonal Intelligence*. The last is *Naturalist Intelligence*. Students who have this intelligence will love to study the natural setting in their learning. Such as animals, plants, etc.

The using of Multiple Intelligences in methods of teaching English toward students' learning process in SMA N 2 Langsa especially Evelenth grade is expected by researcher making students understand the material that

⁹ Thomas Amstrong, *Multiple Intelligences...7*

explained. It also proposes teacher to have any plans to make students interest in learning so that they can improve students' achievement and it will make teacher knowing students' proficiency in responding materials of their learning.

Based on the explanation above, the researcher is interested to conduct a research about **“Applying Method - Based Multiple Intelligences To Improve Students' English Achievement At Eleventh Grade SMA N 2 Langsa”**.

B. Research Questions

The problem of this study can be formulated as the following:

1. Does Method- Based Multiple Intelligences improve students' English achievement at eleventh grade SMA N 2 Langsa?
2. How is students' learning process by applying Method- based Multiple Intelligences at eleventh grade SMA N 2 Langsa?

C. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher's study.¹⁰ It means that hypothesis is the impression of relationship between two variables which have in a research. It is regarded by researcher about the tentative answer.

¹⁰ Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), 90.

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¹⁰ Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), 90.

Sugiyono states: "Hypothesis is a guiding idea, tentative explanation or statement of probability, serving to initiate and guide observation and search for relevant data and other consideration and to predict certain result of consequences".¹¹ It can be defined that hypothesis is tentative statement about one explanation of a research. The hypothesis is prepared as a tentative answer for the research problem stated previously. Therefore, the hypothesis of this study is "Method- based Multiple Intelligences can improve Students' English Achievement at eleventh grade SMA N 2 Langsa".

D. Purposes of The Study

The main purposes of this study are:

1. To identify the improvement of students' achievement after applying Method-based Multiple Intelligences as their method in learning process at eleventh grade SMA N 2 Langsa
2. To describe how learning process by applying Method-based Multiple Intelligences in the learning process at eleventh grade SMA N 2 Langsa is.

E. Scope of The Study

In this research, researcher will use four kinds of Multiple Intelligences which will be applied with some methods in learning process. They are chosen because of researcher's consideration. For instance; it look at the equipment and tool which has in school area, especially SMA N 2 Langsa, the dominant

¹¹ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), 96

of teacher's practice in classroom, and unoccupied time. The fourth intelligences are linguistic, logical- mathematical, visual and kinesthetic intelligence.

The first is *linguistic or verbal intelligence*; researcher will apply Grammar Translation Method as the method which related with this intelligence. The second is *logical- mathematical intelligence*; researcher can use Audio Lingual Method in learning process to implement this intelligence. The third is *visual intelligence*; Role Playing, Problem Based Learning method can be used here to implement this intelligence. The fourth is *kinesthetic intelligence*; in implementing this intelligence, teacher can use role playing method in learning process.

D. Significances of The Study

The results of this study can provide useful information for three important groups of people, namely; the *students*, the *English teachers* and *researcher*.

1. For the Students

The results of this study are expected to improve students achievement in English lesson by providing their own intelligence in learning process. From this study, their achievement will be higher than before. Then, students will more active, creative and innovative to learn English subject.

2. For the English Teachers

The results of this study are useful for the English teachers, especially English teacher at SMA N 2 Langsa. They can get clearly information about learning process which can improve students' achievement, it is Multiple Intelligences. Besides, they can know what students' proficiency in understanding English subject.

3. For the researcher

Finally, for researcher, the results of this study will prove that multiple intelligences can be used in some methods of teaching English to make students' achievement improve and they will enjoy in learning some materials at school.