

**IMPLEMENTING MULTIPLE INTELLEGENCE APPROACH TO
IMPROVE THE SPEAKING ABILITY OF THE EIGHT GRADE
STUDENTS OF SMP NEGERI 3 DUAMPANUA**

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ABSTRACT

The major problems of this research were how to enhance the students' speaking ability. Then how to motivate the students to speak in English so this research conducted to find out whether implementing Multiple Intelligence effective to improve the students' speaking of SMP Negeri 3 Duampanua. A quasi-experimental method was carried out by researcher in this research. The population was the eight grade students of SMP Negeri 3 Duampanua. VIII.1 and VIII.2 were taken as sample which consists of 25 students for each class VIII.1 was chosen as the experimntal class, while VIII.2 was chosen as the control class. The instruments that used in collecting the data were interview test and questionnaire. The procedure in collecting data were divided into 3 stages namely pre-test, treatment, and post-test. The data obtained through the test were analyzed quantitatively and qualitatively. The result of the research shows the students' speaking ability of the experimental was better than the control group. It was proved by the data of the students' mean score on experimental class was higher tha the control group ($69.16 > 60.52$). Futhermore, implementing multiple intelligence improve the student speaking ability. Besides, the research finding also shows the students interest toward the implementing of this simulation. It was proved by the data from questionnaire that the students' interest was which categorized as strongly agree.

Keywords: Multiple Intelligence, students' interest, speaking ability

Introduction

Globalization as a system for distributing new elements either in the form of information, ideas, commerce, lifestyle and technology, it means that the boundaries of a country becomes narrow due to the ease of relationships and access to other countries.

Moreover, in 2015 some countries have formed the AEC (Asean Economic Community) to which Indonesia is a member of the AEC it self and with the AEC

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it will encourage increased competition among ASEAN countries because of its presence allows a country to sell goods and services easily to other countries. In addition to opening the flow of goods and services, the AEC will also open wide professional the labor market. Based on this fact, the most significant issue that the professional work force will easily go to Indonesia to work, it means that job seekers are not only competing with workers in the country but also of job seekers from other countries. So, they are in demand for professionals in order to win the rivalry. Therefore school must be able to easily prepare the next generation as the generation who will be doing professional quality seeds and could win the competition for that, especially in the future because it will be even tough, and one of the key is language.

According to Azeen (2011) Language is an interaction or communication between one person and another. Where in communicating we must study the changing vocal system and cultural system that is owned by everyone. In speaking, it is not only through the mouth that you say a word but also message through the words of mouth.

Therefore, according to Leni Nurlina (2009), When we learn and teach English there are four skills we should know. Talking is very important for us to know among these four skills. Then in English when someone is proficient in speaking in English it is called a speaker.

Manurung (2014) states that a person's success in speaking when someone is able to issue, state and express opinions or ideas, ideas, feelings and thoughts in the form of dialogue or monologue in language learning. Where in language learning, we can also see success when someone is able to have a conversation with other people and is able to express their reviews and goals when they speak in language learning. So when we have difficulties in communicating as not to convey an idea or thought, did not have enough skill both in communicating will cause difficulties in communicating, so it can not create a good relationship for others especially the loss of the opportunity to compete internationally in this matter working field.

Many things that hinder the students to learn English, because most students thought that the English language is very difficult, so they are burdened because of different in writing as well as readings and meaning that make students will feel embarrassed. So as not achieving the learning objectives of speech indeed. The problem is students do not understand very well that speaking English is a habituation, so as to bury the back of vocabulary memorized, it is in accordance with the terms practice makes perfect.

Based on researcher's observation at SMP 3 Duampanua by giving interview test, especially at the eight grade students, the researcher found that the students' speaking ability still low, the mean score of speaking skill of students is 38.2. This score is categorized as low achievement based on Dirjen Pendidikan Dasar Menengah 2014. The researcher has given a questionnaire to students there were 83.33% students stated that the ability of speaking English is low because the method that teacher use is not appropriate enough. For this reason the resercher interest to improve the scores of students with try to apply methods that enable multiple intelligences of students that are expected to increase the value of English language learners, especially speaking skill.

Multiple Intelligences teach us that all students are intelligences, but they are intelligences in different way. So, if students cannot learn the way of teacher teach, then teacher must teach the way of students learn.

Gardner(1999) found that there are eight types of intelligence mentioned in his book. The theory of Multiple Intelligences that each child has his own unique intelligence with varying degrees. If this is ignored it will kill the student's learning potential, so learning will be a difficult and tedious process. Due to several factors causing low students' speaking ability, the researchers focused on using three of Gardner's eight intelligences, namely Visual Intelligence, Linguistic Intelligences, and audio-visual intelligence which are more suitable for improving the ability to speak on English language learning of the eight grade of SMP Negeri 3 Duampanua with enable Multiple Intelligences.

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Based on the background explanation, the researcher interests to conduct a research entitles: “Implementing Multiple Intelligence Approach to improve the speaking ability of the eight grade students of SMP Negeri 3 Duampanua”

According to Derahshan & Faribi (2015) states that Multiple Intelligences is a mental process that results from various kinds of human activities in a set. Besides, Lunenburg & Lunenburg (2014) state that the Multiple Intelligences (MI) theory is a theory that addresses the problem of intelligence. The intelligence in question is intelligence that is able to distinguish between certain modalities and can see a general ability which is usually referred to as the "g" factor.

Hilgard concluded that interest is a concern or pleasure that a person has in any activity. Where in this case a teacher must pay attention to the interest of a student so that with this interest students will find it easier to understand what is conveyed in the learning process and be serious about following the learning process. With this interest, students will also get complete attention in the learning process.

Method

In this study, the design used by the researcher is a quasi-experimental design which applies different treatments to two classes, namely the experimental class and the control class. In this case the researcher gives treatment to the experimental class using multiple intelligences while for the control class the researcher gives treatment by using mono intelligence. The purpose of the researchers in this study is to find out and compare whether the treatment is more active than other treatments

Finding

This part explains the result findings description of the research through the scoring classification of pre-test and post-test components of speaking ability. The findings of the research deal with the students' improvement in speaking ability and students' interest through Multiple Intelligence in experimental class and Mono Intelligence in control class. It also shows the mean score, standard deviation, t-test result of pre-test and post-test of students, and the students' interest.

Table IV.1

Pre-Test	Experimental Class	Control Class
Mean Score	51.88	49.52
Standard Deviation	12.29	9.866

Table IV.1 shows the students' mean score and standard deviation of the students in pre-test. In experimental class, the students' mean score was 51.88 and standard deviation was 12.29, while the mean score of control class was 49.52 and standard deviation was 9.866. Both classes were categorized in very poor classification.

Table IV.3

Pre-Test	Experimental Class	Control Class
Mean Score	69.16	60.52
Standard Deviation	11.23	12.44

Table IV.3 shows that in experimental class, the students' mean score was 69.16 and standard deviation was 11.23, while the mean score of control class was 60.52 and standard deviation was 12.44. The students' mean score of post-test was greater than pre-test. While the standard deviation indicated that the treatment can reduce gaps among the students' speaking ability.

Table IV.7

The percentage of the students' interest toward multiple intelligence

No.	Classification	Range of Score	Frequency	Percentage (%)
1	Very High	86– 100	8	40
2	High	70– 85	12	60
3	Moderate	51– 69	0	0.00
4	Low	36 – 50	0	0.00
5	Very Low	20 – 35	0	0.00
TOTAL			20	

Mean Score	83.40 (Very High)
Standar Deviasi	8.4

Based on the table IV.7, In fact, 8 of 20 students (40%) are categorized as very highly interested (strongly positive), 12 of 20 students (60%) are indicated to be in high interest. Further analysis showed that the mean score of the students' interest in multiple intelligence in learning speaking was 83.40 which is categorized as Very high interest then standard deviation.

Conclusion

Based on the findings and discussion in the previous chapter, the conclusion of the findings in teaching speaking was improved the students' speaking ability and interest are as follow:

1. Teaching speaking through Multiple Intelligence can improve the speaking ability of the Eight Grade Student of SMP Negeri 3 Duampanua. It can be proved that the mean score of students' post-test in experimental class (69.16) was higher than the control class (60.52). Moreover, the probability value (0.013) was lower than the significance value (α)=(0.05). The analysis showed that the alternative hypothesis (H_1) was accepted. It means that the eight Grade students' speaking ability at SMP Negeri 3 Duampanua for experimental class and control class was significantly different.
2. The data of questionnaire which explained the interest of students related to Multiple Intelligence showed that the students were strongly interested in learning speaking through the implementation of this simulation.

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