

Teaching Speaking with Multiple Intelligences Method for Eleventh Grade Students of SMKN 3 Langsa

Cut Intan Kausar^{1✉}, Nabilla Aulia Swastica², Anggun Santoso³, Haura Tahani⁴, Indah Nur Rizky⁵

^{1,2,3,4,5} English Education Department, State Institute of Islamic Langsa, Aceh, Indonesia

✉ email: intanc280@gmail.com

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ABSTRACT

The research authorized “*Teaching Speaking with Multiple Intelligences Method*” focus on observing the influence of application of Multiple Intelligences Method for affecting students’ speaking skill. The purpose of this study was the application of Multiple Intelligences which was dominant in teaching speaking. This study used experimental method with quasi- experimental as the design toward the students. There were two groups consisted of experimental and control group. The experimental group was taught by implementing Multiple Intelligence method and the control group was taught by using usual technique of the teacher. The data were obtained through pre-test and post-test with T-test computation to analyze it. The research states that the implementation of Multiple Intelligences method was more effective in affect students’ speaking skill. It was proven by the result of statistical computation which uttered that t-value (18.54) was higher than t-table, t-value > t-table, (2.000, $\alpha = 0.05$ and dk = 58). In conclusion, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Keywords: *intelligence; multiple intelligences method; teaching speaking*

INTRODUCTION

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 (Munandar, 2004). 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).

Nunan (2000) stated that 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. In simple words, speaking means talks to someone or gives information about something and understands its meaning which is understood by the listener.

Every human being is created with various characteristics, one of which is intelligence. Intelligence is the ability to understand and debate something. Someone

who has high intelligence will quickly understand and solve problems. What is meant by intelligence is that intellectual ability places more emphasis on logical mathematics to solve problems. That means intelligence is often measured by the ability to answer questions. And a student's standard test when in the classroom only measures verbal-linguistic intelligence and mathematical logic (cognitive).

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) (Richards & Rodgers, 2001). In fact, everyone has different kinds of intelligence, not just two intelligences. The variety of intelligence called multiple intelligences. The three domains serve as an organizer for understanding the relationship of the intelligences and how the intelligences work with one another (Derakhshan & Faribi, 2015).

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 (2007) 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.

The Meaning of Intelligence

According to Gardner and Kane (1999), 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.

From several definitions above, the most popular is stated by Howard Gardner (1999). 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.

Multiple Intelligences Theory

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 look sat 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 (Armstrong, 2008).

The eight types of intelligence are: Linguistic Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalist Intelligence.

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 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 (Armstrong, 2008). 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.

The Nature of Speaking

Speaking is important in language learning because we can communicate through our oral expression to gain much more information. Johnson and marrow (1981) said “Speaking is an activity to produce utterance to oral communication” (p.70). It means that this activity is involving two or more people in which the participants 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 Fulcher (2003) defined that “speaking is the use of language to communicate with other” (p. 23).

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.

METHOD

Setting

The study was conducted in SMKN 3 Langsa on RA. Kartini, Number 9 B, Paya Bujuk Seulemak, Kecamatan Langsa Baro, Langsa. This research was conducted on November 2017. Conducted in the eleventh grade with a total 30 students. Researcher chose class and place at SMKN 3 Langsa because the place was strategic and also the students more or less understood about Multiple Intelligence.

Kind of Research

This kind of research investigated by the researcher is quantitative research.

Technique of Collecting Data

Observation

Observation technique is a data collection technique by researchers doing direct observations in the field. Observation method is a method of collecting data which is done by observing and recording systematically the symptoms being investigated. The observation made was non-participant observation.

Testing (Questioner)

Questioner or self administrated questioner is a data collection technique by sending a list of questions to respondents to fill out. Based on how to arrange questions in the questioner technique, the researcher conducts closed and item questionnaires in which the questions written have provided a choice of answers, so the respondent only has to choose one of the answers provided.

Documentation

The document is used in research as a secondary data source when the document has value. So the results of research from observation and testing, will be trusted if supported by documentation conducted by researcher. The results of the study will also be more credible if supported by photographs or academic papers that already exist.

Data Analysis

In this research, the data will be analysed by using content analysis. In analysing the data, the researcher use matrix analysis from Miles and Huberman that explain the analysis as consisting of three parallel flows of activity: Data Reduction, Data Display, and Conclusion Drawing and Verifying.

FINDING AND DISCUSSION

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 B¹ and the subject of the control groups were XI B³. 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.

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:

Using Multiple Intelligences Method in Teaching Speaking

The First Meeting

Scene Setting

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). Then giving explanation and example about narrative text, the function, structure text, and language features of it. After that, asking to the students to provide opinion about example that has given and any unusual vocabulary and grammatical point of the context.

Strategy: Classification

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

Activity Procedure

Students learn the pronunciation of new vocabulary that is in the story and students make movements according to the meaning of the spoken vocabulary. Then the teacher and students do the question and answer related to narrative text. After that, the teacher asks students to respond to the lesson using the body's response and gives a colored envelope to each student. 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. The teacher gives instructions to each group to find narrative texts related to the title they get around the classroom. They are asked to make dialogues based on stories they have by using their own language. Lastly, the teacher helps students to explore each character of the character to be played and students discuss with the group about the text structure and linguistic elements in the story.

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

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).

Activity Procedure

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 mindmaps. They are asked to play role in accordance with the story that has been obtained. After that students present mind maps related to narrative text stories using mind maps that have been made.

Students' Score

Experimental Group

In this study, the experimental group was the students of XI B¹. 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 18th 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.

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 3rd 2018.

Control Group

The members of control group were the students of XI B³. 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.

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 30rd 2018.

Data Analysis of The Students' Score

The Analysis of The Experimental Group's Score

Table 1. Total and mean of pre-test and post-test score of experimental group

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

From the table 1. 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. 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%.

Analysis of The Control Group's Score

Table 2. Total and mean of pre-test and post-test score of control group

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

From the table 2 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%.

Data Analysis Using T-test

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.

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. Using Multiple Intelligences Method in The Classroom and Students' Score

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-value < t-table, it means that H_0 is accepted. While if t-value > t-table, it means that H_0 is rejected. In the previous subheading, it is seen that t-value was 18.54. Whereas, t-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-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.

CONCLUSION

Based on the result of the research finding and discussion, 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-value > t-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.

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