



**MULTIPLE INTELLIGENCES (MI) ON DEVELOPING
SPEAKING SKILL OF THE 9TH GRADE STUDENTS OF
MTS AL-IHSAN JAKARTA BARAT**

THESIS

Submitted as Partial Fulfillment to the Requirement for the Attainment of
the Degree of *Sarjana Pendidikan* in English Education

By

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**MULTIPLE INTELLIGENCES (MI) ON DEVELOPING SPEAKING
SKILL OF THE 9TH GRADE STUDENTS OF MTS AL-IHSAN JAKARTA
BARAT**

xvii + 66 pages, 10 tables, 2 diagrams, 11 appendices

ABSTRACT

The current study investigates the impact of multiple intelligences-based Instructions on developing speaking skills of the students of English. Therefore, the problem of the current study can be stated in the lack of speaking skills of the students of English school in Junior High School, MTs Al-Ihsan Jakarta Barat. To confront this problem, the researcher developed a multiple intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students. The sample of the study consisted of sixty fourth-year perspective students of English. The Quasi-experimental research design was used in the study as the researcher used the one group post-test to assess the usefulness of using this approach. Results of the study proved the effectiveness of Multiple Intelligences-(MI) On Developing Speaking Skill of the 9th Grade Students of English.

Keywords: multiple intelligences, speaking skills, 9th Grade students
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**KECERDASAN MAJEMUK DALAM MENGEMBANGKAN
KETERAMPILAN BERBICARA KELAS IX MTS AL-IHSAN JAKARTA
BARAT**

xvii + 66 halaman, 10 tabel, 2 diagram, 11 lampiran

ABSTRAK

Studi ini menyelidiki dampak dari beberapa Instruksi berbasis kecerdasan majemuk untuk mengembangkan kemampuan berbicara siswa bahasa Inggris. masalah penelitian ini kurangnya kemampuan berbicara siswa di sekolah dalam berbahasa Inggris di MTs Al-Ihsan Jakarta Barat. Untuk menghadapi masalah ini, peneliti mengembangkan program berbasis kecerdasan majemuk untuk meningkatkan kemampuan berbicara dengan memperhatikan perbedaan individu siswa. Sampel penelitian terdiri dari enam puluh siswa bahasa Inggris. Desain penelitian Quasi-experimental digunakan dalam penelitian ini karena peneliti menggunakan satu kelompok post-test untuk menilai kegunaan menggunakan pendekatan ini. Hasil penelitian membuktikan *Efektivitas Multiple Intelligences (MI) mengembangkan keterampilan berbicara untuk siswa kelas 9 bahasa Inggris.*

Kata kunci: kecerdasan majemuk, kemampuan berbicara, siswa kelas 9

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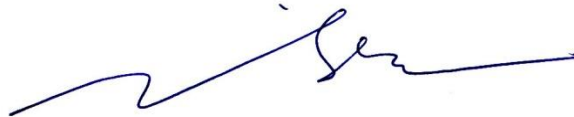


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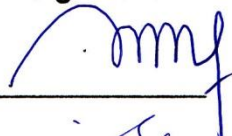

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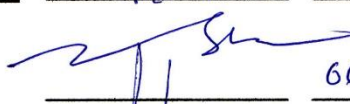
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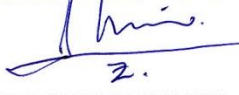
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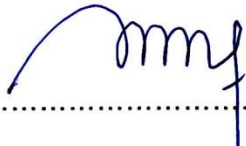
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DEDICATION

*This thesis, I dedicated to
My beloved father and mother
My beloved families
My beloved friends*

MOTTO

**“THE PROBLEM IN LIFE IS THE PROCESS
OF SUCCESS AND HAPPINESS”**

Always do the best in your life for beloved parents.

Happy, peaceful and joyful

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Jakarta, 9 Februari 2018.

The Writer,

SHELAWATI RIZQININGSIH
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CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers, in teaching English, mostly use traditional method (Kramsch, 2010:8), like explaining the material. It makes students bored. On the other hand, the teachers do not use media and they never change the method. Teachers just give the studentstest. Besides that, the teachers just ask to students to memorize the conversation and then ask them to practice it.

Allah SWT also said **QS. Az-Zumar: 18**

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمْ
اللَّهُ وَأُولَئِكَ هُمُ الْأَوْلَاءُ ۗ

The meaning of QS Az-Zumar (18) “*who listened and followed what the best of them. They are the ones who have been given God's instructions and they are the people who have sense*”.

This verse explains about people who are wise in the God's speaking and saying then implementing what people hear and say. They will get two predicates. The first one is people who received instructions from Allah, which is of course very expensive and valuable. In addition, the

second is UulilAlbaab or intelligent people, someone who wants to follow kind words.

From here, we know that English skills, including Listening comprehension, are the receptive skill in the oral mode. When we are listening, what we really mean is listening and understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not even aware of how complex a process it is.

The researchers will briefly describe some of what is involved in learning to understand what we hear in a second language. Listening, one of the means of language communication is used most widely in people's daily lives. In addition, teaching the learners many listening activities is a good way of enlarging their vocabulary. On the other hand, it also helps the learners improving their listening comprehension.

For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice, the learners can improve their listening comprehension. Four integrated skills are usually identified as most important show that not all the time the integration of all these skills is equally applied as of supreme importance. Some curricula and textbooks around the world tend to focus on English as Second Language quite often on just one of the four skills, sometimes to the exclusion of the

others. While most of the books, articles, research surveys, and conferences typically organize their contents according to each of the four skills.

From here, we know that Speaking is the skill to produce words in language practice. Speaking is an 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. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with others by using a language as a mean, certainly, they want to convey something important.

For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling. Speaking is the productive skill. It cannot be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sounds.

Actually the researcher cannot really compare the curriculum first with many things because the researcher plunged into the world of new education about 3 years ago, and even then the curriculum has just been

changed from KTSP (Curriculum Level of Education Unit) immediately change again KURTILAS (Curriculum Level 13), so that many teachers (whatever researcher own) are somewhat confused with the mutually changing curriculum.

Mutually assessment, report and all the trivial teaching and learning process. The researcher will try to explain what she knows about learning English in her school, especially junior high, for high school, as a glimpse of information. Currently, based on the KTSP Curriculum, learning English on four language skills namely Productive Skills: Speaking and writing; Receptive skills: Reading and Listening.

There is a huge difference with the previous curriculum. Helena Agustina (UNNES lecturer, Semarang), the figure behind the preparation of Competency Based Curriculum which eventually became KTSP, has her own reasons for formulating this curriculum. When she took a Doctorate Program in Australia, she confirmed many Indonesian citizens who have provisions in the clarity of lecture duties in English and all of us from English in the past.

Therefore, Helena prepared English learning for school by focusing on text lessons, so that Indonesian children are expected to be able to express their ideas and thoughts both verbally and in writing.

For English in Junior High School, the learning taught is Descriptive Text, Recount Text, Report Text, Procedure Text, Narrative Text; while for the functional text there is personal letter, advertisement, announcement, notice, invitation, greeting, and short message; and there are many

expressions learned such as express agreement, disagreement, certainty, refusing and accepting invitation, and others.

As for Senior High School, the texts that are taught are almost the same as Junior High School but evolve into such as Exposition Text, Hortatory Exposition, Anecdote, Spoof, discussion and of course short functional text and phrases used more complex than those taught in junior high. Currently English learning has been introduced since elementary school began grade 3 or 4 elementary school, so that learners when studying in junior high school is are not the first child to get English.

Probably for private schools that have good financial and facilities, English has even been introduced since class 1. Of course, the English introduced should be the simple words and in the form of games or songs according to the child's age level. Language teaching may be somewhat different from other teaching subjects because in language learning, learners are asked to express their ideas and thoughts both orally and in writing, to respond and answer written and oral texts, so that in language learning, learners must be active in the language use.

In the English language syllabus for junior high school, 12 standard competencies must be taught and controlled by students for a year at each grade level, so for junior high school level, students should master 36 competency standards for 3 years. It is really a hard work from all parties to make it happen. Language learning that includes four language skills is reading, listening, writing and speaking, with of course requires learning media and learning methods that vary in its implementation.

The existence of package books, supporting books such as dictionaries, be it English or Indonesian dictionary otherwise, dictionary of idioms, English media magazines, audio visual media that must also exist to support the creation of effective learning available if the desire for successful language learning. Please note, the number of hours of English listed in the syllabus for one week is only 4 hours of lesson with one hour lesson for 40 minutes, so that teachers meet with students about 4 x 40 minutes = 160 minutes = 2 hours 40 minutes each week, for the effective weeks of study . There should be news that there are some ineffective weeks like mid-semester, big day holidays, election, Lebaran, and so on which of course will decrease the quantity of teacher and student meetings.

Lack of supporting facilities in schools as well as English is less effective. For SSN, the government does provide more funds and facilities to support the learning process in the school, especially for SBI (International Elementary School).The less fortunate are the schools that have not been SSN or SBI, which have minimal facilities and the quality of the student input is also less.

It is known by many parties that, to enter SSN, especially SBI, the students with average or below average may not be accepted. It can be ascertained that students studying in SSN or SBI have good inputs; their teachers are chosen, they have complete facilities, the learning media are available, so the result can be more satisfactory than the students who do not study there.

There are schools that have their own policies to improve the speaking ability of their learners beyond school hours by providing additional lessons outside of the school hours. The roads work in collaboration with private educational institutions because schoolteachers manage the training may not be possible due to the limited time and energy of English teachers in the school.

Language learning becomes effective in a small-scale class, so that the number of students in each class should be about 20 each. Then, English teachers can be more focused in teaching and guiding students. Schools that did additional English lessons in the afternoon proved useful. Of course, the students were asked to pay for the lessons, because they were related to other parties besides school. It was already told to parents, and there is a significant increase, that they did not for students.

Insufficient time is another matter in teaching English. Time in Class is often very short; it is once or twice a week, an hour or two every day for lots of teaching materials. Therefore, lesson plans are not developed as programmed are the next class and often review of the last unfinished teaching-learning process. If this situation persists, the teacher will fail to achieve the predetermined goal. To make it worse, they will also fail to recognize the problems that exist in the student learning process. They consequently cannot solve it because it is difficult to distinguish certain learners with specific learning problems in a very limited time.

There the writer found the percentage in the learning process of students, especially in speaking skill: 10% students' lack of reading, 20%

students' lack of writing, 25% students' lack of listening and 45% students' lack of reading. In this percentage, the writers know that 45% students are lack of speaking. From the writer's experience in the 1nd grade of senior high school, the writer found some problems that occur in students improving their speaking skills. It was found that most of them are the difficulties to speak up in the class because of the classroom atmosphere. As the result, the students become quiet and shy when speaking, so when teacher asked who wants to go forward to tell about narrative text, no one is willing to.

They are afraid to make oral mistakes because they are scare that they forget. It causes teacher just ordered students to memorize and explain in front of the class but do not give the opportunity for students to discuss about the material of narrative text itself. So that when they missed one sentence, they will afraid and confuse with the next sentence. Students are lack of self-confidence until they are not forced to express themselves in front other people. Last, teacher does not use media in learning speaking, so that in the learning activity, students quickly feel bored and not enthusiastic. So many students do not pay attention. That makes students difficult to improve their speaking skills. In addition, the lack of resources and materials also brings complexity in the teaching of English. Resources and materials refer to various objects that can be used for teaching, such as models, cards, computers, language and laboratories.

They play an important role during the teaching-learning process, as they represent elements in the real world, intended to help students understand and explain reality. In other words, they help to transform something complex into simple. For example, when teachers want to teach about animals, it will be rather difficult to have students understand only with words, so it needs sources and materials. Therefore, if the teachers give a little resources and materials, it will make English much more complicated to learners.

The last problem encountered in teaching English is the overcrowding of students in English class. The number of learners in a typical classroom can range from 1 to 15 or twenty students. In Indonesia, however, teachers can find over thirty students in the small classes without tape recorders, televisions, posters, DVDs, or sometimes without markers and whiteboards. It is certainly difficult for teachers to carry out activities where students can improve their communication skills because it is impossible to personalize teaching. As the result, not good results are shown every day. In short, lack of motivation, poor scheduled time, insufficient resources and materials, and the advantages of students in each class is undoubtedly some of the problems that teachers have to face in teaching English as a foreign language. To overcome the problem is actually the responsibility of the education system. However, teachers must also use their creativity to recognize limitations and constraints, and collectively make efforts to overcome and find ways to overcome the frustrating problems that exist.

Learning methods, thus, the method of learning here can be interpreted as the means used to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies, including: (1) lecture; (2) demonstrations; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debates, and (9) symposium.

Learning Techniques, furthermore, learning methods are translated into learning techniques and tactics. Thus, learning techniques can be defined as the way in which a person implements a specific method. For example, the use of lecture methods in the classroom with a relatively large number of students requires a separate technique, which technically will be different from the use of lecture methods in the classroom whose number of students is limited.

Similarly, with the use of discussion methods, it is necessary to use different techniques in a class whose students are classified as active with a class whose students are classified as passive. In this case, the teacher can change techniques even in the corridor of the same method. Meanwhile, learning tactic is a person's style in implementing certain learning methods or techniques that are individual. For example, there are two people using the lecture method, but may be very different in the tactics used.

In the presentation, one tends to be interspersed with humor because he has a high sense of humor, while the other lacks a sense of

humor but uses more electronic aids because he is master of that field. In the style of learning, the uniqueness of each teacher will appear in accordance with the ability, experience and personality type of the teacher concerned. In this tactic, learning will become a science as well as art (tips).

Thus, the learning model is the teacher typically presents a form of learning that is illustrated from the beginning to end that. In other words, the learning model is a wrapper or frame of application of an approach, method, and instructional technique.

Overcoming slothful student to be passionate is something that must be done by parents at home and teachers at school. Sometimes students are slothful to learn because of less interest and motivation than parents and teachers. Parents and teachers should support and motivate students to be passionate. There are several solutions that can be done by parents and teachers to increase students' learning interest: Inculcating the correct understanding of student learning early on, fostering self-learning initiatives in students, instilling awareness and responsibility as a student to students is another long-term benefit.

As a teacher of English subjects, the researcher found the problem of students' difficulties in communicating with good English, especially outside the classroom environment. Each stimulus provided by the teacher, a question or assignment to conduct a dialogue, does not get the response as expected.

From the observations of the researcher, students seemed to lack the courage to express his thoughts in English. Meanwhile, if anyone tries to speak in English, they have difficulty in expressing their true expression. Therefore, they are always free to speak in English. For the researcher, this problem is very important. Based on the above explanation; the researcher is interested to develop a thesis entitled: "Multiple Intelligences (MI) on Developing Speaking Skill of The 9th Grade Students of MTs Al-Ihsan Jakarta Barat"

B. Identification of the Problem

Based on the background above, the writer identifies some problem as follows:

1. Most students are slothful to speak English.
2. A bit interest media to speaking practice.
3. Low habit to speaking English.

C. Limitation of the problem

Based on the background of study above, this study limited to find out: The Impact of Multiple Intelligences-(MI) on Developing Speaking Skills of Students' Ninth Grades MTs AL-IHSAN Jakarta Barat.

D. Problem of the Study

The formulation of the problem in this study is as follows:

1. Can the use of Multiple Intelligences improve speaking skills of class XIC at MTs AL-IHSAN West Jakarta?
2. Can the use of Multiple Intelligences increase the activity of students in learning speaking in class XIC at MTs AL- IHSAN West Jakarta?

E. Objective of the study

The study is aimed to prove the impact of Multiple Intelligences-(MI) based instruction on developing speaking skills.

F. Significance of the study

There are some significance of the study as described as follows:

1. Theoretically

The results of this study are expected to be the contribution for teachers in schools.

2. Practically

For researchers, they can apply the knowledge that has been obtained while analyzing efficient learning techniques to determine the quality of learners, and that can be a preparation for the future.

For school, the teacher or standardized test can use this research to know the quality learning techniques that have been made. For the teachers, to know the content of the material received by students and to know the ability of multiple intelligences well earlier.

CHAPTER II

LITERATURE REVIEW

A. The Description of the Theories

1. Speaking Skill

a. Definition of Speaking Skill

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking, we can know students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with others by using a language, they certainly want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with others without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

According to Ushay (2016:74), communication means sharing meaning from one people to other until they understand each other's information. As stated by Channeyin Jondeya (2011:14), in speaking, people will share meaning

by producing and receiving information through verbal and non-verbal symbols in a variety of context. In speaking, people express their thoughts through words and talk about perception, feeling and intentions they want other people to grasp and understand.

There are some definitions of speaking. To start with ,Nunan in Zaqqi (2014:10) speaking is the productive oral skill and it consists of producing systematic verbal utterance to convey meaning. Meanwhile Aljadily (2014:10) said that Speaking is the process of sharing knowledge, emotions, needs, opinion or ideas that take place between the speaker and the listener. So, English teachers should activate students' speaking ability by providing communicative language activities in classroom and then give them opportunities to practice their speaking skill as much as possible.

According to Bailey Kathleen (2010: 7), (Practical English Language Teaching Speaking), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, the researcher concludes that speaking is important in communicating with other people and it is used as V media to show ideas, opinions, thoughts and feeling to other.

b. The Component of Speaking

Students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Brown in Leeya(2015:12):grammar, vocabulary, pronunciation, fluency, and comprehension.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (2012: 6) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited

vocabulary is also a barrier that precludes learners from learning a language.

Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand Gerard (2010:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ears". These signs indicate that the speaker does

not have to spend a lot of time searching for the language items needed to express the message Brown (2013:25).

5) Comprehension

Comprehension is ability to understand. When we want to talk about a topic (any topic), we should to know and understand all of thing about the topic. It is a requirement.

From the explanation above, the writer infers that that speaking has five components is different difficulties. That component is grammar, vocabulary, pronunciation, fluency and comprehension has the difficult for the student to learn, so the teachers must be creative in the learning process. The students must practice in daily activities to improve five component of speaking.

b. Types of Speaking

There are 6 type of classroom speaking performance according to Brown (2016:178):

1) Imitative

Imitative is an effort to imitate what they hear. For example, students repeat the recorder; learners practice an intonation contour or try to pinpoint a certain vowel sound. They are learning to imitate what the speakers speak. This makes them more aware of the use of language. This activity can also be listening monologue and they practice the monologue. This is for focusing on

some element of language form. The activity is usually performed in form of drilling.

2) Intensive

The intensive speaking is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

Responsive is like students give speech in the classroom and give reaction, comment when teacher or their friends ask.

Example:

Teacher : How are you today?

Students : Pretty good, thanks, and you?

Teacher : What is the main idea in this text?

Students : The United Nations should have more authority.

In this case, students will be trained to have an authentic speaking to interaction with each other. Here the students need to respond when someone ask so their speaking skill more improve.

4) Transaction (dialogue)

Transaction is carried out for conveying or exchanging specific information. Here the students make dialog to communication use their idea and opinion. For example,

Teacher: What is the main idea in this text?

Students: The United Nations should have more authority.

Teacher: More authority than what?

Students: Than it does right now.

Teacher: What do you mean?

Students: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

Teacher: you don't think the United Nation has that power now?

Students: Obviously not. Iraq is still manufacturing nuclear bombs.

5) Interpersonal (dialogue)

Interpersonal is more for maintaining social relationships than for transmission of fact and information. For example,

Amy : Hi, Bob, how's it going?

Boby : Oh, so-so

Amy : Not a great weekend, huh?

Boby : Well, far be it from me to criticize, but I'm pretty miffed about last week

Amy : What are you talking about?

Boby : I think you know perfectly what I'm talking about.

6) Extensive

Extensive is more use for intermediate or advanced levels. Example for this activity is oral report, summaries or perhaps oral speeches. In extensive monologue, when performance students can be prepared what they want to speak or improve their performance.

c. The Objectives of Speaking

If people want to speak their have own gold, there have meaning from there speaks to the others people. Sometime, there speak just want to communicate is not important or entertain but sometime there speak is seriously. It proves that speaking have several objectives which the objective has the different result(Brown and Yule in Jondeva, 2013: 26-27)

1) Conceptualization

Concerned with planning the message content. It draws on background knowledge, knowledge about the topic, about the speech situation and on knowledge of patterns of discourse.

2) Formulator

The words and phrases to express the meanings, sequencing them and putting in appropriate grammatical markers (such as inflections, auxiliaries, articles).

3) Articulator

The motor control of the articulator organs; in English: the lips, tongue, teeth, alveolar palate; velum glottis, mouth cavity and breath.

4) Self-monitoring

Languages users being able to identify and self-correct mistakes. It can be concluded that when we try to speak about anything, we have to match the information with the words, intonation, situation and ourselves. In the simple one, speaking objective is deliver the information based on own knowledge by attention all aspect.

2. Method of Teaching

One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning.

According Gardner Campbell (2015:2-3), theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply.

Whatever researchers are teaching or learning, see how you might connect it with: words (linguistic intelligence), numbers or logic (logical-mathematical intelligence), pictures (spatial intelligence), music (musical intelligence), self-reflection

(intrapersonal intelligence), a physical experience (bodily-kinesthetic intelligence), a social experience (interpersonal intelligence).

An experience in the natural world. Jasmine (2015: 11-12) (Naturalist intelligence) For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist).

In the human world of commerce (interpersonal).examine the law in terms of your own body. Example when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

Researcher don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools. Richards and Rodgers (2011: 118).

Example. Lecture, textbooks, writing assignments, formulas, etc. To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence Hoerr (2016: 14-16)

This is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc. The current study is of special significance for the prospective students, the study adopts a new theory (MI Theory) in the field of English Language Teaching, which may result in many useful implications for students, teachers and researchers.

MI Theory calls for multi-modal teaching strategies in which students are given more chances or options while they are learning and speaking. Multiple intelligences theory based instruction helps in involving and reaching more and more students in the learning process because it addresses various types of intelligences whether these intelligences are scholastic (verbal/linguistic intelligences and the logical/mathematical intelligences) or non-scholastic intelligences (interpersonal, intrapersonal, and bodily-kinesthetic intelligences, etc.). Lester D.Crow (2011.228).

It also calls for giving a due care for the speaking skills because of the ultimate importance of these skills in the School or as a necessity for applying for certain jobs. Furthermore, Prospective students should develop their speaking skills to be able to develop these skills once they become students of English at schools. Mastering speaking skills is very important for those prospective students because they will be involved in situations that require them to be well-trained in such important skills.

In addition, according Penrose and Lave (2012:27) the study is also hoped that this study will help them develop teaching method knowledge to meet the needs of the school future based on the learner-centered approach. The ultimate goal of language use is to achieve communicative purposes. Language learners use language functionally in their daily life to different extents.

They usually use language to read newspapers, short stories or even books. Also, they frequently use language to write shopping lists, diaries or even reports. On the other hand, language learners rarely listen to news broadcast in target language or speak with native speakers in English language.

Oral communication skills (listening and speaking skills) are viewed as the most difficult to be developed. Researchers explain why language learners are reluctant to develop their speaking skills because they lack native speaking environment as well as the learners' apprehension. Using alternative teaching strategies

depending on brain-based instruction as well as addressing various abilities, aptitudes and intelligences may help develop speaking skills.

El-Basyel (2012:4) argues that speaking skills have been found a fundamental skill necessary for a person's success in life. Speaking skills cover a wide range, from engaging in simple conversation to formal public speaking. Speaking is the target skill in both first and foreign languages.

Developing the ability to speak orally to another person is a source of motivation for most learners of foreign languages. Of all the four skills, speaking seems to be the most important, since people who know a language for a long time are said to be "speakers" of that language El-Basyel (2010:7). Speaking skills play a vital role in communication process.

It is the most important type from the types of linguistic activities. Developing speaking skill helps in creating an effective connection among the individuals' society. It is an active part in their daily life and a tool of learning Dorgham, (2011:1). Similar to the listening skill, speaking skill, according to Sayed (2015:47) is a complicated skill as it involves many processes or operations working together.

Speaking involve the linguistic, social, psychological, cultural components. The social aspect of speaking is apparent when we deal with another one who may have a different social or cultural

background. According to Al-Khuli (2016:4), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why, and in what ways to produce language (Sociolinguistic competence).

Abraham (2016:1) views that “speaking is a complicated mental process and a productive skill.” Also, Brown (2011:9) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Harmer (2011:15) points out that speaking include two categories; accuracy and fluency.

This means that developing speaking skill involves the correct use of vocabulary, grammar, pronunciation and having the ability to speak spontaneously. To be proficient speakers, learners need to acquire the way native speakers use the language in the context of structured interpersonal exchange, and to use the language appropriately in social interactions. This is an ability that should be mastered to achieve effective oral communication.

Social interactions include verbal communication, paralinguistic elements of speech such as pitch, stress, and intonation, and nonlinguistic elements of speech such as gesture, body language posture and facial expression that may accompany speech or convey messages. Therefore, being a fluent speaker entails intensive exposure to the target language. Minimal exposure

to the target language and contact with native speakers results in poor speaker of English especially regarding fluency, and control of idiomatic expressions.

Abdullah (2012:46-47) views that there are various difficulties that face teachers as well as students found in teaching as well as learning speaking in the English language classroom in Egypt. First of all; it is naturally difficult for students to speak in the foreign language they are learning. Second, the teaching conditions that students are involved in can impede the development of their speaking skills.

Third, the teachers' methods of teaching can hinder the oral ability of their students. Fourth, students have passive attitudes towards English, particularly in Egypt. They are reluctant to participate in the speaking activities inside the classroom. Fifth, there are psychological factors that may passively influence the students' performances in speaking.

Speaking is often viewed as an 'anxiety-provoking' activity. Consequently, developing the speaking skill entails getting rid of the anxiety provoking atmosphere relating to the speaking experiences. Also, due care should be paid to training learners to speak intensively inside and outside the classroom. In addition, more focus to the enrichment of students' vocabulary could help developing speaking ability.

We live in an Arabic speaking language environment where English is a foreign language. Meanwhile, we focus on the importance of plunging students in an English speaking environment; students have only minimal exposure to English language. English is practiced only inside the classroom. Therefore, intensive practice of speaking skills is a must.

3. Multiple intelligence

Based on the flow of Gardner's thoughts above, it can be illustrated that a teacher in implementing learning with multiple intelligences model should be able to appreciate the variety of uniqueness that each student has. When the learning process takes place, students are given the opportunity to speak in using linguistic intelligence, giving students the opportunity to think logically and using numbers in order to develop logical-mathematical intelligence, giving students the opportunity to get information from images in developing visual intelligence. Mekarshah et al. (2013: 7.29 - 7.30)

Giving students the opportunity to compose songs and use music in receiving information to develop musical intelligence, giving students acting opportunities and other physical experiences in developing their bodily kinesthetic intelligence, engaging in self-reflection and social experience in order to develop students' intrapersonal and interpersonal intelligence. As well as by holding

other activities that can develop a variety of intelligence possessed students, at the time of learning took place.

Applying multiple intelligences models in learning a material need not involve the seven components of intelligence simultaneously. However, there needs to be an intelligence selection appropriate to the context of the learning itself. In addition, in applying these multiple intelligences models, teachers must know the progress of the students and observe the uniqueness of each student, so that learning can be in accordance with the needs and specificity of each individual student.

This multiple intelligences model, able to bridge the boring learning process into a fun learning experience and students not only crammed with materials and theories alone. However, with multiple intelligences models students are faced with the fact that the material and theories they receive are indeed able to meet in their daily lives, thus giving a deep impression in their lives.

4. Assessing Speaking

a. Introduce Speaking

From a pragmatic view of language performance, listening and speaking are usually closely interrelated. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy of effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. According to Bayor

(2010:27)The interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factor accounted aural intake.

Another challenge is the design of elicitation techniques. Because speaking is product of creative construction of linguistic strings, the speaker make choices of lexicon, structure, and discourses. If your goal is to have test-takers demonstrate certain spoken grammatical categories. *In receptive performance*, the elicitation stimulus can be structured to anticipate predetermined responses and only those responses. Goleman, (2011:11-12)

In productive performance, the oral or written stimulus must be specific enough to elicit output within an excepted range performance such that scoring or rating procedures apply appropriately. For example, in a pictures-series task, the objective of which is to elicit output within a story in a sequence of events, test-takers could opt for a variety of plausible ways to tell the story, all of which might be equally accurate. Stein and Book, (2011:34).

b. Imitative speaking

At one end of a continuum of types of speaking performance is the ability to simple parrot back imitates a word or phrase or possibly a sentence. According to Donna Herweiks (2017: 27) This is a purely phonetic of level of oral production, a number of prosodic, lexical, and grammatically properties of language may be

included in the criterion performance. Test takers are assessed if they have the ability to imitate a word while pronouncing.

However conveying the meaning is not the purpose. The role of listening here is the short term storage. Phones pass Test A popular test that use imitative production task is phone pass, a widely used, commercially available speaking test in many countries. Among a number speaking task on the test, repetition of sentences occupies a prominent role. It is remarkable that research.

On the phone pass test has supported the construct validity of its repetition tasks not just for test-takers phonological ability but also for discourse and overall oral production ability according Townshend et al (2017:37); Bernstein (2010:8-7) Cascallar and Bernstein, (2011:9). The phone pass findings could signal an increase in the future use of repetition and read aloud procedures for the assessment of oral production.

Because a test-takers output is completely controlled, scoring using speech recognition technology become achievable and practical.

c. Extensive Speaking

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Extensive speaking is extreme important; students are left by themselves to produce clear and intelligible speech. There usually is some type of

audience present; there is no dialogue between presenter and audience members. Only the person presenting speaks during this time.

According to Walton Burns (2011:19), oral presentations would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of new product, or method in academic or professional arenas. Oral presentations give students a chance to use what they have learned in English class by culminating everything into one strong and concise presentation.

Picture-cued story telling is one of the most techniques for eliciting oral production. It is through visual pictures, photographs, diagrams, and charts. The purpose of picture-cued story telling is to provide students with examples of how chronology is used in discussions. Also, it is used to illustrate situations.

Retelling Story is this type of task in which test-takers hear or read a story or news event that they are asked to retell. In this form of extensive speaking assessment, students re-tell a story they heard. The story can be modified from its original form. We have already looked at this elicitation device for intensive tasks, but at this level we consider a picture or a series of pictures as a stimulus for a longer story or description. August Stanton (2013:27)

If we are eliciting specific grammatical or discourse features, you might add to the directions like “tell the picture that these pictures describe. Using the past tense of verb”. Translation of

words, phrases, or short sentences was mentioned under the category of intensive speaking. The longer texts are presented for the test-takers to read in native language and translate into English.

d. Intensive Speaking

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

According to Harmer (2011:27) the intensive level, test-takers are prompted to produce short stretches of discourse (no more than one sentence) through which they demonstrate linguistic ability at a specified level of language. Direct response Tasks the test administrator elicits a particular grammatical form or a transformation of sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

Read-Aloud Tasks Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting passage that incorporate test specs and by recording test-takers output; the scoring relatively easy because all of test-takers oral production is controlled.

Sentence or Dialogue Completion Tasks and Oral Questionnaires Test-takers are first given time to read through the

dialogue to get its gist and to think about appropriate lines to fill in.

Picture-Cued Tasks One of the more popular ways to elicit oral language performance at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test-takers.

Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborated and “busy”; or composed of a series that tells story or incident. Translation is a part of our tradition in language teaching that we tend to discount or disdain, if only because of our current pedagogical stance plays down its importance. Translation methods of teaching are certainly passé in an era of direct approaches to creating communicative classrooms.

Researcher should remember that in where English is not the native or prevailing language, Translation is a meaningful communicative device in context where the English user is called on to be an interpreter. Winch (2014:27)

e. Responsive Speaking

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and the like. It helps English language instructors assess students' ability to engage in discussion with one or more interlocutors. More creativity on the students' part is required.

Question and answer task can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. This form of assessment requires one person, an interlocutor, to ask the student questions. Students' answers can be 1 sentence responses, or, can entail a more detailed answer depending upon the question asked. Giving Instructions and Directions this type of assessment entails a student asking the teacher questions. Essentially, the student assumes control over the conversation.

According Zaro and Sabeery in Anik (2013:20) this type of assessment requires students to be able to give directions given a particular situation. Topics should be relevant and of immediate interest to students. Paraphrasing this type of assessment requires students to listen to a 4 to 6 sentence paragraph. Upon finishing the paragraph, instructors prompt students to give a 1 to 2 sentence summary of what they just heard.

f. Interactive Speaking

Extremely similar to responsive speaking, however varying in that an interactive speaking session is much more involved, may include multiple interlocutors, and is commonly found in the English speaking world. Interactive speaking assessments are important because they allow instructors to evaluate students' ability in

producing fluid, detailed, and in-depth discussions with one or more interlocutors.

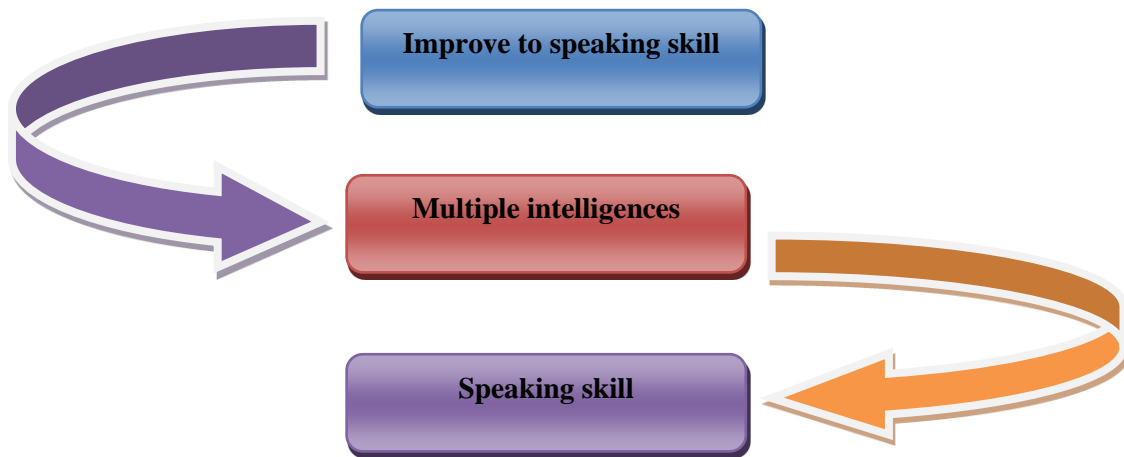
Interview 'oral production assessment' is mentioned the first things that comes to mind is oral interview : a test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol of questions and directives. Interviews provide students with chances to use what they have learned in referring Khusnierrek (2015:81) an authentic situation; they give students the chance to engage in meaningful dialogue.

Function Play Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constrains sets forth by guidelines, it frees students to be somewhat creative in their linguistic output. Role play opens some windows of opportunity for test-takers to use discourse that might otherwise be difficult to elicit. Role playing provides students with a chance to have fun with the English language.

Moreover, it provides students with mock situations that mimic real-world situations. Discussion and Conversation, Discussion and conversation with and among are difficult to specify and even more difficult to score. Assessing the performance of participants through scores or checklist course, discussion is an integrative task, and so it is also advisable to give some cognizance to comprehension performance in evaluating learners.

According to Witherspoon, Gary and Courtney (2016:15) Games are usually the easiest way to get students engaged in learning English. One type of interactive game assessment is information gap grids. Information Gap Grids In this game, students interview each other, in English, to determine the answers to various questions.

B. Theoretical Framework



Junior high school students need a special treatment. As a medium for beginning practice, to grow courage, there can be a variety of speech activities. For example, unofficial talk between two or three people, and the problem solved lightly. Another way of starting practice is to argue. In arguing in question actually has an argument about a problem, of course there are two parties who disagree with each other.

The function of debate here can help the decision-making process by presenting a convincing argument. In English learning method can be

selected option, especially for vocational learning. In learning English with the method of discussion of class VIII students can be started by choosing a topic that prepares the theme of discussion being discussed by students. Then the students are divided into groups, then prepared for discussion by using good English and correct.

This method is resistant so that students can add knowledge of vocabulary (new words) English language has, so it will improve the ability to speak English in everyday both in the school environment and at home. Learn to speak English to appreciate and develop our international language.

A good teacher should have good strategies and methods to teach talk so as not to make his students bored in the speaking class. Among the ways to improve students' speaking ability, the author tries to use a more interesting with multiple intelligences in teaching.

C. Hypothesis of the study

Based on the literature review above, hypothesis can be formulated as follows: "Multiple Intelligences improve the students' speaking skill".

CHAPTER III

METHODS AND PROCEDURES

A. Time and Place of the Study

A. Place

This research conducted on 9th grade students of YPI MTs Al-Ihsan (Yayasan Pendidikan Islam). The school is located in Kota Bambu Selatan, Jakarta Barat.

B. Time

This research conducted in the second semester of 2017/2018 on November-January.

B. Method of the Study

The following procedures were followed in developing tools, teaching materials in administering the tools to the subjects of the study as well as an overall description of how the experiment was conducted. In this way, the experimental aspects of the study were sufficiently covered, and the details of the experiment were clarified.

C. Operational Definitions of the Variables

1. The Independent variable was the use of the multiple intelligences program
2. The dependent variable was the students' speaking skills
3. The control variables were.
 - a. Age level.
 - b. Language proficiency level in speaking.
 - c. Years of studying

D. Population and Sample

1. Population

According to Yount (2016:12), a population consists of all the subjects you want to study. The populations in this study were two classes of 9th grade students of YPI MTs Al-Ihsan (Yayasan Pendidikan Islam), Kota Bambu Selatan, Jakarta Barat consisting of 72 students.

2. Sample

A quasi-experiment is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment, Dynardo J. (2010: 856). Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment.

According to Ary et al. (2010:26) an experimental is a scientific investigation in which the researcher manipulates one or more independent variable, controls any other relevant variable, and observes the effect of the manipulation on the dependent variable.

This study used two groups, namely experimental and control groups. The experimental group was the group which was treated by using multiple intelligences approach on developing speaking skill while the control group was not. The design was as follows:

Table 3.1 Research Design

Sample	Treatment	Post Test
Experimental Group	Using approach multiple intelligences on developing speaking skills	√
Control Group	Without using approach multiple intelligences on developing speaking skills	√

In this research, the students in the experimental class were taught by using Multiple Intelligences approach, while in control classes were not taught by using this strategy. The study was done in seven meetings; six meetings for treatment and one meeting for post-test. The post-test was given to students both in the experimental and control classes. It was given after the treatment in order to measure students' speaking result in both experimental and control classes.

E. Technique for Collecting the Data

The data collecting that used in this research. States that “test is a method of measuring a person’s ability or knowledge in a given domain”. The material of the test was taken from English book based on the junior high school curriculum with the subject was narrative text Brown (2011:384)

In collecting the data, the researcher used test. The post-test were given to both experimental and control groups. The test contents were similar. If the students’ post-test scores in experimental group were higher than those in the control group, it can be concluded that using multiple intelligences approach is effective to teaching speaking.

In this research the researcher used proficiency tests. The test was designed to measure people’s ability in language regardless of any training they may have had in that language. The tests were used to measure on the students’ speaking skill after they were by using multiple intelligences approach in MTs Al-Ihsan West Jakarta. The activity of the test was conversation.

The assessment for students’ performance in speaking was based on the analytic scale purposed by Omaggio (2016: 266), as follows:

Table 3.2 the Rubric Score of Spoken Language

The shape of instrument	Perfect	Mostly true	Some really	Mostly wrong
Fluency	25	15	10	5
Error in pronunciation	25	15	10	5
Intonation	25	15	10	5
Accuracy in grammar and vocabulary	25	15	10	5

F. Technique of Analyzing the Data

In this study, the data were taken from the experimental and control groups. T-test was applied to analyze the data statistically.

Ravid (2011:148) claimed that the t-test formula as follows:

$$s_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$t_{table}(df = [n_1 + n_2] - 2, a = 5\%)$$

Note:

t_{cal} = Score of t calculation

\bar{x}_1 = Mean of variable X

\bar{x}_2 = Mean of variable Y

s_1^2 = Variance of variable X

s_2^2 = Variance of variable Y

n_1 = Number of students of experiment group

n_2 = Number of students of control group

Criteria of t-test:

$t_{cal} > t_{table}$: There are significant differences between students' speaking skill in control (Y) and experimental group (X)

$t_{cal} \leq t_{table}$: There is no significant difference between students' speaking skill in control (Y) and experimental group (X)

Table 3.3 Speaking Component Assessment

No	ASPECT	SCORE	INDICATORS
1.	Pronunciation	5	Easy to understand and has native speaker's accent.
		4	Easy to understand with certain accent.
		3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding.
		2	Difficult to understand because there is problem in pronunciation, asked to repeat.
		1	The serious pronunciation so it can not be understood.
2.	Grammar	5	There is no or little mistake in grammar.
		4	Sometimes makes mistake in grammar, but it does not influence the meaning.
		3	Often makes mistake in grammar and it influences the meaning.
		2	There are many mistakes in

			grammar which made hinder in meaning and should re-arrange sentence.
		1	The grammar mistake is so bad so it is difficult to understand.
3.	Vocabulary	5	Using vocabulary and expression like native speaker.
		4	Sometimes using vocabulary which is not appropriate.
		3	Sometimes using vocabulary which is not appropriate.
		2	Using wrong vocabulary and it is limited so it is difficult to understand.
		1	vocabulary is so limited so conversation impossible to occur.
4.	Fluency	5	Speech is smooth as a native speaker's.
		4	The fluency is disturbed by language problem.
		3	The fluency is disturbed more by language problem.
		2	Speech is frequently hesitant and jerky; sentences may be left

			uncompleted.
		1	Speech is so halting and fragmentary that conversation is virtually impossible.
5.	Comprehension	5	Understand all without any difficulties
		4	Understand almost all, although there is repetition in certain part.
		3	Understand most of what she/he talks in slow speaking.
		2	Difficult to understand what she/he talks.
		1	Cannot understand although in simple conversation.

CHAPTER IV

FINDINGS AND INTERPRETATION

A. Findings

1. Data Description

The data of this study refers to post test of speaking scores obtained from two groups, the experimental and control groups of the ninth grade students of MTs Al-Ihsan West Jakarta. The total number of 72 students participated in this test, 36 students in experimental group and the other 36 in control group.

The data of each variable explained by using descriptive statistical analysis which consists of minimum score, maximum score, range, mean, median, mode, standard deviation, variance, and frequency distribution tables and histograms related to the distribution of data in graphical form.

a. Speaking Expression Text's Score in Experimental Group

Score of students' speaking expression in experimental group were based on their post-test score after being treated by using Multiple Intelligences approach. It can be seen below:

Table 4.1

Post Test Scores Speaking Expression in Experimental Group

Students	PostTest
Adela Sahputri	75
Adinda Via Cahyani	78
Astrid Fazria	75
Aulia Nur Fajria Az Zahra	80
Bintang Prasetyo	75
Dibah Rosiana	75
Dinda Apriani	78
Dwi Adela Putri	80
Erzy Saputra	85
Firhan Arisandi	80
Habibah	60
Imam Firdaus	75
Indah NurSasi	78
Kris Handoko	60
Marhadi Ramadhan	60
Marsekal Vero Herivo	60
Muhammad Dandy	60
Muhammad Fadillah Ramadhan	65

Muhammad Rendi	70
Muhammad Sandy	78
Nurbaiti	75
PutriValentinaFebrianti	85
RakaFadilah	89
Revitaliza	75
Rika Nurkholizah	62
RizkyNofbrian Akbar	70
ShandikaYandraGunawan	89
SitiNurhayati	70
Sri Rahayu	72
SihabulFahmi	75
Stefani	78
Sunengsih	85
SyahrulRamadhan	75
YuniAlinda	70
WahyuFadilah	95
VashaRaqhi J	87
Sum	2699
Mean	74.97
Median	75

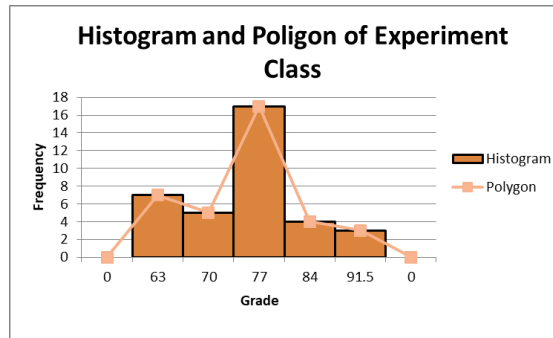
The results of data analysis and statistical calculations showed that empiric scores of students in experimental group

have variation between 60 to 100 with a range 35, mean 74.97, median 75, mode 75, standard deviation 9.04, and variance 81.68. The spread of scores is shown in the frequency distribution table as follows:

Table 4.2
The Distribution of Scores Speaking Expression in
Experimental Group

No	Interval Class	F	Mean (X)	X ²	f.X	f.X ²
1	60 – 66	7	67.5	4556.25	472.5	31893.75
2	67 – 73	5	73.5	5402.25	367.5	27011.25
3	74 – 80	17	79.5	6320.25	1351.5	107444.3
4	81 – 87	4	85.5	7310.25	342	29241
5	88 – 95	3	91.5	8372.25	274.5	25116.75
Score		36		31961.25	2808	220707

For more details, the development of students' speaking skills scores taught by using Multiple Intelligences approach based on frequency distribution table above can be seen in the histogram:



Graph 4.1
The Graph of Histogram and Polygon of Experimental Class

b. Speaking Expression Text Score in Control Group

Scores of students' speaking expression in control group were based on their post-test score after being treated without using Multiple Intelligences approach. It can be seen below:

Table 4.3 Post Test Scores Speaking Expression in Control Group

Students	Post Test
Alif Al Rasyid	60
AltiaGusmita	80
Andri Erdiansa	55
AnissaNurfaddillah	72
Anita AgustiaPratiwi	70
Chaerunnisa	85
DeaMalika	70
Dimas Aditia	78
Evrilia Azhar	75
Fajar Bayu Pamungkas	65
Firdha Apriliani	65

Haryanto	55
Irham Fanani	65
Jessica Nanda Putri	72
LaelatulFitria	72
Mardella	73
MaulanaAjiPangestu	75
Mochammad Vito	70
MuchamadIqbal	60
Mardianti	60
Muhammad IchsanNurjihad	80
Muhammad Idris	75
Muhammad Miqdad Al Farisi	60
Muhammad Sandy	72
MulyadiHidayat	74
NimasAnggraeni	75
PutriAnastasyaFitriani	90
RahmadFauji	70
RidwanRifail	74
Rizka Julia Putri	75
RizkyFabili	72
Safira Nadia Rahmawati	74
Sellin Ericson	85
Septian Budiansyah	60

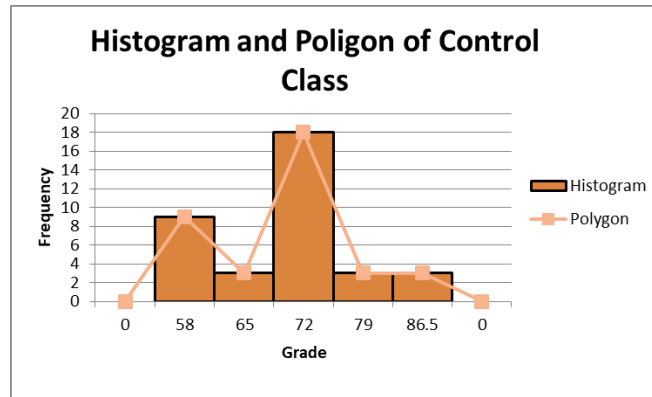
Wahyudi Saputra	60
Yolanda Fatria Putri	60
Sum	2533
Mean	70.3611111
Median	72
Mode	60

The results of data analysis and statistical calculations showed that empiric scores of students' speaking expressions in control group have variation between 55 to 90 with range 35, mean 70.36, median 72, mode 60, standard deviation 8.51, and variance 72.47. The spread of scores is shown in the frequency distribution Table 4.4 below:

Table 4.4 Distribution of Scores Speaking Expression in Control Group

No.	Interval Class	F	Mean (X)	X ²	f.X	f.X ²
1	55 – 61	9	57.5	3306.25	517.5	29756.25
2	62 – 68	3	63.5	4032.25	190.5	12096.75
3	69 – 75	18	69.5	4830.25	1251	86944.5
4	76 – 82	3	75.5	5700.25	226.5	17100.75
5	83 – 90	3	82	6724	246	20172
Score		36		24593	2431.5	166070.3

For more details, the deployment of students' speaking skills scores taught by using Multiple Intelligences approach based on frequency distribution table above can be seen in the histogram Graph 4.2 below:



Graph 4.2 the Graph of Histogram and Polygon of Control Class

2. Data Analysis

The scores were analyzed by using t-test to prove whether there were differences between students' speaking expression in the experiment group and control group. T-test analysis technique is a parametric statistical analysis that requires the use of data derived from normal population and homogeneity test of variance required. The results of both tests can be explained as follows:

a. Normality Test

1) Liliefors Normality Test in the Experimental Group (X)

Liliefors normality test in the Experimental Group (L_{count}) = 0.14 is smaller than (L_{table}) = 0.15. It indicates that the scores data of experiment group are normally distributed. It means that the requirements for the analysis of these variables are fulfilled.

2) Liliefors Normality Test in the Control Group (Y)

Liliefors normality test in the Control Group (L_{count}) = 0.12 is smaller than (L_{table}) = 0.15. It indicates that the scores data of

control group are normally distributed. it means that the requirements for the analysis of these variables are fulfilled.

Table 4.5 Liliefors Normality Test Result

No	Group	A	N	L _o count	L _o table	Criteria	Conclusion
1	Experimental Class	0.05	36	0.14	0.15	L _{count} <L _{table}	Distribution Normal
2	Control Class	0.05	34	0.12	0.15	L _{count} <L _{table}	Distribution Normal

b. Variance Homogeneity Test

Correlation analysis requires the assumption variance homogeneity test sample fulfillment. Homogeneity of the sample variance is a collection of scores both Experiment Group and Control Group. The homogeneity assumption is met if the variation score for each score, such as in Experiment Group and in Control group are same or homogenous. Variance homogeneity test done by *Fisher Test* (Test-F). The criteria of the test are set based on the statistical calculation values F_{count} as follows:

If $F_{count} < F_{table}$, means homogeneity requirements are met

If $F_{count} > F_{table}$, means homogeneity requirements are not met

Table 4.6 Variance Homogeneity Test Results

Group	Variances	F_{Count}	F_{Table}	Conclusion
Experimental Group	81.68	0.89	4.07	Homogeneous
Control Group	72.47			

Based on the results above, it can be concluded that statistical calculation of variance homogeneity test of Speaking expression using Multiple Intelligences approach over Speaking expression without using Multiple Intelligences approach obtained $F_{count} = 0.89 < F_{table} = 4.07$, which showed that the variance of experiment group over control group are homogeneous.

c. T-test Analysis Result

The next step to test the hypothesis of the study. speaking skills score were analyzed using t-test to compare the differences between teaching speaking skills using theory in the experimental group (X) and teaching speaking skills without using theory in control group (Y). Statistically the hypothesis can be explained as follows:

$$H_0 : \rho = 0$$

There is no difference between teaching speaking skills using Multiple Intelligences approach on developing speaking skills and teaching speaking without using the approach.

$$H_1 : \rho \neq 0$$

There is a difference between teaching speaking skills using Multiple Intelligences approach on developing speaking skills and teaching speaking without using the approach.

Significant differences between teaching speaking expressions in experiment and control group are explained by t_{count} in t-test. The score of students' post test in each group was counted by t-test in some steps as follows: Ravid (2011:234)

Determining mean of X variable, the formula as follows:

$$\bar{X}_1 = \frac{\sum x_1}{n_1}$$

$$\bar{X}_1 = \frac{2699}{36}$$

$$\bar{X}_1 = 74.97$$

Determining mean of Y variable, the formula as follows:

$$\bar{X}_2 = \frac{\sum x_2}{n_2}$$

$$\bar{X}_2 = \frac{2533}{36}$$

$$\bar{X}_2 = 70.36$$

Determining variance of X variable, the formula as follows:

$$S_1^2 = (S_1)^2$$

$$S_1^2 = (9.04)^2$$

$$S_1^2 = 81.72$$

Determining variance of Y variable, the formula as follows:

$$S_2^2 = (S_2)^2$$

$$S_2^2 = (8.51)^2$$

$$S_2^2 = 72.42$$

Determining $t_{\text{calculation}}$, the formula as follows:

$$S_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S_p^2 = \frac{(36 - 1) * 81.72 + (36 - 1) * 72.47}{36 + 36 - 2}$$

$$S_p^2 = 77.075$$

$$t_{\text{call}} = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{S_p^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t_{\text{call}} = \frac{74.97 - 70.36}{\sqrt{77.075 \left(\frac{1}{36} + \frac{1}{36} \right)}}$$

$$t_{\text{call}} = 2.228$$

Determining t_{table} , the formula as follows:

$$(df = [n_1 + n_2] - 2)$$

$$(df = [36 + 36] - 2)$$

$$(df = 72 - 2)$$

$$df = 70$$

The value of df (degree of freedom) is 70. The value of 70 in the table 't' score at significance level of 5% = 1.98. The result of t-test calculation can be seen below:

Table 4.7 The Result of T-test

Group	N	t_{call}	t_{table}	Conclusion
X	36	2.228	1.98	H_0 rejected

Y	36			H_1 accepted
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Note: significant differences, $t_{\text{call}} (2.228) > t_{\text{table}} (1.98)$ with $\alpha = 0.05$

B. Interpretation

Based on the findings above, it was gained that mean score of the class using Multiple Intelligences approach in teaching speaking expressions (experimental group) was 74.97, and mean score of the class without using the approach (control group) was 70.36. Therefore, the results of calculation in table 4.7 above showed that $t_{\text{call}}(2.23) > t_{\text{table}}(1.98)$ with $\alpha = 0.05$.

Thus, null hypothesis(H_0) was rejected and the alternative hypothesis(H_1) was accepted. There is a significant difference between using Multiple Intelligences approach on developing speaking skills in teaching speaking expressions and without using the approach. It can be concluded that using Multiple Intelligences approach on developing speaking skills gives significant effect on students' speaking skill in ninth grade students of MTs Al-Ihsan West Jakarta.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the research shows that the students' speaking achievement improves. There is significant difference between the students' speaking scores before and after being taught by using approach Multiple Intelligences. The average of the students' speaking score using Multiple Intelligences was 74.97 and without using Multiple Intelligences showed 70.36. It means that the score of the students after they are taught by using approach Multiple Intelligences is higher than the score before they are taught.

Then, from the findings of the study and interpretation of the data, the value of $t_{count}(2.23)$ was higher than the value of $t_{table}(1.98)$ at the significance level 5%. It can be concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Thus, this study concludes that using approach Multiple Intelligences gives significant effect on students' speaking skills in the ninth grade students of MTs Al-Ihsan West Jakarta.

B. Suggestion

After conducting this research, the writer offers several suggestions for English teachers, students and other researchers as presented below:

1. For English Teachers

Using approach Multiple Intelligences on developing speaking skills strategy is recommended to be used by English teachers, especially to teach speaking at Junior High School. By using this strategy, students are motivated, and they have high confident to speak up. Consequently, the learning becomes fun and enjoyable. The English teacher should select the strategies that are not only interesting but also appropriate to the subject and students' needs.

It is essential for the teacher, especially English teachers in MTs Al-Ihsan West Jakarta to improve the students' speaking skills. The teachers need an alternative strategy in teaching speaking, so that the students became motivated in speaking. It is better for them to get new experience.

2. For Students

The students should improve their English achievement, especially in mastering speaking skill using approach Multiple Intelligences. This theory is useful to stimulate them to practice to speak English both individually and in group. It could help the students to generate their ideas and explore their knowledge.

3. For Other Researchers

Further researchers are expected to conduct research related to using approach Multiple Intelligences in teaching speaking more detail. Based on the result of the research, using the approach is effective in teaching speaking, so further researcher can conduct a research in different fields.

This study is intended to describe that speaking using Multiple Intelligences strategy can be applied to develop students' speaking skill. This study may be used as one of the sources before the researchers do action research related to the developing of the students' speaking skill or another skill.

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sy Widyawati, the writer is a student of STKIP PGRI *Pacitan English Language Education Study Program B*. The paper is prepared to fulfill some individual tasks in the subject of Learning and Learning of academic year 2013/2014 with lecturer Pengid Afid Burhanudin, M. Pd.`

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTS AL-IHSAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX / II
Alokasi Waktu : 2 x Pertemuan (6 JP x 45 menit)

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti

1. **Menghayati dan mengamalkan** ajaran agama yang dianutnya
Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli santu, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan
2. **Mengembangkan** perilaku (jujur, disiplin, tanggung jawab, peduli santu, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam bertinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. **Memahami, menerapkan, menganalisis, dan mengevaluasi** tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja **Bahasa Inggris** pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja **Bahasa Inggris** Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan

standar kompetensi kerja. Menunjukkan keterampilan **menalar, mengolah, dan menyaji** secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar

- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*)

- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

- 3.1.1 Membedakan (C2) struktur teks, unsur kebahasaan tentang ungkapan jati diri
- 3.1.2 Menentukan (C3) struktur teks, unsur kebahasaan tentang ungkapan jati diri dalam kehidupan sehari
- 3.1.3 Menemukan (C4) struktur teks, unsur kebahasaan tentang ungkapan jati diri
- 4.1.1 Melengkapi (P3) teks rumpang jati diri
- 4.1.2 Menyusun(P4) teks tentang jati diri secara mandiri

D. Tujuan Pembelajaran

1. Melalui diskusi dan menggali informasi siswa mampu membedakan struktur teks, unsur kebahasaan tentang jati diri dengan benar
2. Melalui diskusi dan menggali informasi siswa mampu menentukan struktur teks, unsur kebahasaan tentang ungkapan jati diri dalam kehidupan sehari-hari dengan benar
3. Melalui diskusi dan menggali informasi siswa mampu menemukan struktur teks, unsur kebahasaan tentang ungkapan jati diri dengan benar
4. Disediakan teks jati diri rumpang, siswa mampu melengkapi teks tersebut dengan benar
5. Disediakan sebuah situasi untuk memperkenalkan diri agar siswa mampu menyusun teks jati diri dengan benar

E. Materi Pembelajaran

- **Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri**
- *Ungkapan*
My name is... I'm ...
I live in ...
I have ...
I like
dan semacamnya
- *Unsur kebahasaan:*
 - (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.
 - (2) Kata kerja dalam simple present tense: *be, have* dalam simple present tense
 - (3) *pronoun: subjective, objective, possessive*
- Teks jati diri tulis rumpang
- Teks jati diri tulis

F. Pendekatan, Strategi dan Metode

Pendekatan : Saintifik

Metode/Strategi : Diskusi, Tanya jawab, dan Penugasan.
Model : Discovery Learning

G. Kegiatan Pembelajaran

1. Pertemuan Kesatu:

a. Pendahuluan/Kegiatan Awal (15 menit)

Pembrian stimulus terhadap siswa

- Siswa melihat berbagai contoh teks pemaparan jati diri
- Siswa membaca buku untuk mengidentifikasi struktur teks, dan unsure kebahasaan dalam teks pengenalan jati diri
- Siswa menuliskan struktur teks dan unsur kebahasaan yang telah mereka identifikasi yang sesuai dengan teks pemaparan jati diri

b. Kegiatan Inti (110 menit)

Identifikasi masalah :

- Siswa mengidentifikasi masalah-masalah melalui contoh yang di demonstrasikan oleh guru
- Siswa merumuskan hal-hal apa saja yang harus diperhatikan dalam pemaparan jati diri
- Siswa berdiskusi untuk menentukan struktur teks, dan unsur kebahasaan dalam pemaparan jati diri yang ditugaskan oleh guru

Pengumpulan data :

- Siswa mencoba untuk menemukan informasi tentang struktur teks dan unsur kebahasaan pemaparan jati diri video yang diberikan oleh guru
- Siswa menuliskan struktur teks dan unsur kebahasaan yang ada dalam pemaparan jati diri

c. Penutup (10 menit)

Menarik simpulan/generalisasi :

- Siswa menyampaikan kesimpulan didepan kelas

2. Pertemuan Kedua:

a. Pendahuluan/Kegiatan Awal (15 menit)

Pembrian stimulus terhadap siswa

- Siswa mendengarkan contoh dialog perkenalan diri dan atau orang lain

b. Kegiatan Inti (110 menit)

Identifikasi masalah :

- Siswa mengidentifikasi masalah-masalah melalui contoh audio yang di berikan oleh guru
- Siswa merumuskan hal-hal apa saja yang harus diperhatikan dalam pemaparan jati diri

Pengumpulan data :

- Siswa mencoba untuk menemukan informasi tentang struktur teks dan unsur kebahasaan pemaparan jati diri video yang diberikan oleh guru
- Siswa menuliskan struktur teks dan unsur kebahasaan terkait pemaparan jati diri

Pembuktian (Verification), dan

Kompetensi Dasar	Indikator (IPK)	Materi	Indikator Soal	No Soal	Bentuk Tes
------------------	-----------------	--------	----------------	---------	------------

3.1	Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)	3.1.1 Membedakan (C2) struktur teks, unsur kebahasaan tentang ungkapan jati diri	-Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri - <i>Ungkapan</i> <i>My name is...</i> <i>I'm ...</i> <i>I live in ...</i> <i>I have ...</i> <i>I like</i> dan semacamnya	1. Siswa mampu membedakan struktur teks dan unsur kebahasaan pada teks pemaparan jati diri tulis	1	Test tulis
		3.1.2 Menentukan (C3) struktur teks, unsur kebahasaan tentang ungkapan jati diri dalam kehidupan sehari		1. Siswa mampu merespon pengenalan menggunakan struktur dan unsur kebahasaan ya dengan benar	2	Test tulis
		3.1.3 Menemukan (C4) informasi terkait struktur teks, unsur kebahasaan tentang ungkapan jati diri		2. Siswa mampu menemukan informasi terkait struktur teks, unsur kebahasaan tentang ungkapan jati diri pemaparan jati diri	4	Test tulis

- Siswa mengisi teks rumpang tentang pemaparan jati diri yang diberikan oleh guru
- Siswa membuat teks tentang pemaparan jati diri (untuk pengenalan)
- Siswa mendemonstrasikan teks pemaparan jati diri yang mereka buat dengan lisan

c. Penutup (10 menit)

Menarik simpulan/generalisasi :

- Siswa menyampaikan kesimpulan didepan kelas

H. Alat/Bahan dan Media Pembelajaran

- Alat / bahan : Speaker, Laptop
- Media : -Teks tentang pemaparan jati diri
-Audio percakapan tentang introduction

I. Sumber Belajar

- Buku siswa K13, Buku guru K13,

J. Penilaian Pembelajaran

1. Teknik Penilaian:

- Lisan dan tulisan

2. Instrumen Penilaian

Pengetahuan

Butir Soal

1. Read this passage carefully!

Good afternoon, fellows. May I introduce myself? My name is Rafael Romero. Just call me Raffa. I was born in Mexico, but parent moved to the USA when I was young, so I'm an American. I speak both English and Spanish. I come to Indonesia to learn about the culture because I like dancing traditional dances. I dream to be a professional dancer one day. I live in Bantul, a small town southward Yogyakarta. I'm glad to know you all and hope that I can get help from you especially in speaking Indonesia. Thank you.

Answer the questions based on the passage above.

a. What does the different structure of the text above with the other text?

b. What does the content of the text ?

2. Please answer with the suitable expression!

A. Raihan : Good morning, I would like to introduce myself, my name is Raihan.

Jono :

B. Raya : Femmy, let me introduce you to Mr. Archuleta, he is Raka's brother.

Femmy :

3. **Read carefully!**

Aldena and Saepul go to the crowd and they meet a girl.

Kikit : Hi, Aldena. How are you?

Aldena : I'm fine. How about you?

Kikit : I'm fine too, thank you.

Aldena : Kikit, this is Saepul, my new friend.

Saepul : Hi. How do you do? Pleased to meet you.

Kikit : How do you do? Pleased to meet you too.

Saepul : By the way, what is your hobby?

Kikit : I like cooking very much. I can spend my whole day for cooking.

Saepul : Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them.

Aldena : Alright my friends, let's talk about cooking later. We should go to the place to meet the President of Thailand.

Saepul and Kikit: Let's go. We can talk about cooking later.

Answer question below!

a. Who is Saepul?

b. Why did Aldena introduce Saepul to Kikit?

Kunci Jawaban :

1. A. Structure text in the text of introduction
 - a. Greeting-Introduction-leave tanking/closing
 - b. Simple present tenseA. About introduction him self
2. A. Hello. I'm pleased to meet you. I'm Tsara
B. I'm delighted to meet you. I'm Dika Archuleta
3. A. He's Aldena friend
B. Because they go to the crow and meet a girl. So their introduction

Penilaian pengetahuan

No Soal	Pedoman penskoran	Skor maksimal
1	Setiap jawaban benar berskor maksimal 20 dengan rincian : <ul style="list-style-type: none">- Menjawab dengan tata bahasa yang benar = 20- Menjawab tata bahasa yang kurang tepat = 10- Hanya di tulis ulang dan tidak disusun =5- Tidak menjawab = 0	40
2	Skor maksimal 20 dengan rincian: <ul style="list-style-type: none">- Menjawab dengan tata bahasa yang benar = 20- Menjawab tata bahasa yang kurang tepat = 10- Hanya di tulis ulang dan tidak disusun = 5- Tidak menjawab = 0	40
3	Skor maksimal 20 dengan rincian: <ul style="list-style-type: none">- Menjawab dengan tata bahasa yang benar = 20	40

	<ul style="list-style-type: none"> - Menjawab tata bahasa yang kurang tepat = 10 - Hanya di tulis ulang dan tidak disusun = 5 - Tidak menjawab = 0 	
	Total Score	120

Pedoman Penilaian : Jumlah score perolehan x 100 =

Total score

Keterampilan

Kompetensi Dasar	Indikator (IPK)	Materi	Indikator Soal	Bentuk Tes
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<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.</p>	<p>4.1.3 Melengkapi (P3) teks rumpang jati diri</p> <p>4.1.4 Menyusun (P4) teks tentang jati diri secara mandiri</p>	<p>- Teks jati diri tulis rumpang</p> <p>-Teks jati diri tulis</p>	<p>3. Siswa mampu melengkapi kalimat rumpang terkait pemaparan jati diri</p> <p>4. Siswa mampu menyusun teks pemaparan jati diri menggunakan struktur teks dan unsur kebahasaan dengan benar</p>	<p>Test tulis</p>
--	--	--	--	-------------------

Butir Soal

4. Complete those sentences or conversation with suitable words of Simple Present!

a. A :Hi,myself.

my name Nadia.

B : Hi,how do you?.....

A :?nice to meet you. too.

b. A : Mr. Bloom is a Dutchman.

He in Amsterdam.

B : Where he from?

A : He comes from Holland.

5. Make just one paragraph about introducing oneself and other!

Kunci Jawaban :

4. A. Let me introduce

Is

Nice to meet you

B. How do you do

Lives

Does –come

5. Defend of answer

Penilaian keterampilan

No Soal	Pedoman penskoran	Skor maksimal
1.	Setiap jawaban benar berskor maksimal 20 dengan rincian : <ul style="list-style-type: none">- Menjawab dengan tata bahasa yang benar : 20- Menjawab tata bahasa yang benar tapi tidak sesuai : 10- Hanya menjawab tanpa tata bahasa benar dan tidak sesuai : 5- Tidak menjawab : 0	120
	Total Score	120

**Penilaian dari aspek keterampilan
Kemampuan Berbicara (Speaking Skills)**

No	Aspek yang dinilai	Kriteria	Score Maksimal
1	Pengucapan (Pronunciation)	<ul style="list-style-type: none"> - Hampir Sempurna = 50 - Ada beberapa kesalahan namun tidak mengganggu makna = 40 - Ada beberapa kesalahan dan mengganggu makna = 30 - Banyak kesalahan dan mengganggu makna = 20 - Terlalu banyak kesalahan dan mangganggu makna = 10 	50
2	Intonasi (Intonation)	<ul style="list-style-type: none"> - Hampir Sempurna = 50 - Ada beberapa kesalahan namun tidak mengganggu makna = 40 - Ada beberapa kesalahan dan mengganggu makna = 30 - Banyak kesalahan dan mengganggu makna = 20 - Terlalu banyak kesalahan dan mangganggu makna = 10 	50
3	Kelancaran (Fluency)	<ul style="list-style-type: none"> - Sangat lancer = 50 - Lancer = 40 - Cukup lancer = 30 - Kurang lancer = 20 	50

		- Tidak lancar = 10	
4	Ketelitian (Accuracy)	- Sangat teliti =50 - Teliti = 40 - Cukup teliti = 30 - Kurang teliti = 20 - Tidak teliti = 10	50
Jumlah Skor			200

Pedoman Penilaian : $\frac{(\text{Jumlah score perolehan tulis + lisan})}{2} \times 100 =$

.....

Total score

Mengetahui,
Kepala Madrasah
MTS AL-IHSAN,

Jakarta, Juni 2017
Guru Mata Pelajaran

Zainal Falah, S.Pd

Shelawati Rizqiningsih

Let me introduce myself

Hi, my name's .

I'm from (country)

I live in . .. (city)

I'm ... years old.

My birthday is on

I'm a student at .

My favourite subj. is .

My favourite sport is .

There are ... people in my family.

They are .

My father is a . . and my mother a

I would like to be a . because

My hobby is .

In my free time, I a. like .

I don't like

My favourite food is .

My favourite drink is

My favourite day of the week is . because .

My favourite month is . because .

My favourite singer (or band) is .

I like . . (movies).

My favourite place is .. . Hike it because .

I (don't) like travelling. I have been to The most beautiful place in my country is I study English because .



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipumj.ac.id, Email:fip_umj@yahoo.co.id

Nomor : 12/F.8-UMJ/I/2018
Lamp : -
Perihal : Permohonan Penelitian

9 Januari 2018

Kepada Yth.,
Bapak/Ibu Kepala
MTS Al- Ihsan
di
Jakarta Barat

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Shelawati Rizqiningsih
Nomor Pokok : 2014850022
Program Studi : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul "*Multiple Intelligences-(MI) on Developing Speaking Skills of Students' 9th Grades MTS Al-hsan*".

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

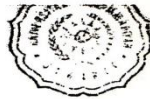
Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.



Dr. Iswan, M.Si

Keterangan:

1. Untuk Sekolah ybs
2. Copy untuk Arsip pribadi sebagai lampiran di Skripsi



UNIVERSITAS MUHAMMADIYAH JAKARTA
 FAKULTAS ILMU PENDIDIKAN
 KARTU KONSULTASI BIMBINGAN SKRIPSI

No.Pokok : Shelawati Rizqiningsih / 2014850022
 mbingan : 20 OKTOBER 2017 – 20 APRIL 2018
 n Studi : PBI
 kripsi : ~~The Impact of~~ Multiple Intelligences-(MI) on Developing Speaking Skills of Students' 9th Grades MTS Al- IHSAN.
 mbing : Dr. Setian Hadi, M.Pd. *Mulawati*

TANGGAL	URAIAN	PARAF PEMBIMBING
5/10/17	First chapter / 10 Pm	<i>[Signature]</i>
11/11/17	First chapter revision	<i>[Signature]</i>
5/11/17	Second Revision of chapter one	<i>[Signature]</i>
2/11/17	Acc first chapter	<i>[Signature]</i>
29/11/17	Second chapter revision	<i>[Signature]</i>
06/12/17	Second Revision	<i>[Signature]</i>
27/12/17	Acc second chapter	<i>[Signature]</i>
06/01/18	Acc Third chapter - Research Practice Acc	<i>[Signature]</i>
	" Multiple Intelligences-(MI) on Developing Speaking Skills of Students 9 th Grades MTS Al- IHSAN ke sekolah.	<i>[Signature]</i> 8/1/18.



UNIVERSITAS MULTIMEDIA NUSANTARA
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KARTU MENYAKSIKAN UJIAN SKRIPSI

a : Shelawati Rizqiningsih
: 2014850022
i : Pendidikan Bahasa Inggris

Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
Selasa, 15/17/8	Retno Wardani	Students Team Achievement Division (STAD) In Teaching Speaking	H
Selasa, 15/17/8	Riry Huriyah	The effectiveness of Digloglass method to. and Students' Listening Skill	H
Selasa, 15/17/8	Rifki Mardis Samdra	Using Graphic Organizer to Improve Student's Speaking Skill	H
Selasa, 15/17/8	Prapti Anggun Widawati	The effect of News Article to Improve Students' Vocabulary Mastery	H
Selasa, 15/17/8	Alchmad Taufik Musahid	Using structural approach : Numbered Head Together (NHT) to develop students speaking skill	H
Rabu, 16/17/8	Etriadi Nugroho	The use of screencast O'matic to improve Students' Speaking Skills	H
Rabu, 16/17/8	Desu Kusumawardani	An analysis of item in English Summative Test.	H
Rabu, 16/17/8	Zaefatun Mahmudah	The use of Snakes and ladders Game in teaching Vocabulary	H
Rabu, 16/17/8	Nurul Astiyati	Podcast in teaching Listening Comprehension	H
Rabu, 16/17/8	Vivid Surya Atmaja	Developing Students Speaking Skills Through talking stick model.	H

Mengetahui, Aug 18, 2017
Ka. Prodi.

(Zaikun, M.Pd.)

Daftar Riwayat Hidup

Data Pribadi

Nama : Shelawati Rizqiningsih
Tempat, Tanggal lahir : Jakarta, 27 Januari 1997
Jenis Kelamin : Perempuan
Agama : Islam
Alamat : Jl. Jatibunder VI rt.015/09 No.18 Kel.Kebon
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Pusat DKI Jakarta
Telp/Hp : 082213986047

Latar belakang Pendidikan

A. Pendidikan formal

2002-2008 SDN Kebon Melati 02 PG
2008- 2011 Mts Al-Ihsan Jakarta Barat
2011-2014 Man 1 Jakarta

B. Pendidikan non formal

2014 Pra Pendidikan Dasar MENWA UMJ
2015 Pendidikan Dasar dan Pelatihan Pendidikan Provost MENWA
JAYAKARTA

Skill dan Keterampilan

1. Menguasai Komputer Ms. word, excel, dan desain grafis, web desain
2. Kemampuan Berbahasa Inggris (Tahap Pembelajaran)

Demikian daftar riwayat hidup ini kami buat dengan yang sebenarnya,
Atas perhatiannya kami ucapkan Terimakasih.

Jakarta, 17 November 2017

Shelawati Rizqiningsih

DOKUMENTATION



