

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Language is the most important thing for everyone to communicate with the others. It means that without comprehending the language, someone will get many difficulties in her/his life. For instance, one cannot understand what he hears or reads if he does not have any idea about the language which he hears or reads. Than, he cannot express what he wants to say or write as well he has no idea about what correct or proper words to express. Whereas, BSNP (Badan Standar Nasional Pendidikan, 2006: 123) explain, that English is a tool to communicate oral and writing. Communicating is understanding and expressing information, thinking, feeling and growing knowledge, technology, and culture.

There are four language skills in English. They are listening, reading, writing, and speaking. There are also grammar and vocabulary. Speaking is one of the four language skills that communication ideas in real situations where the other person is listening to words and can be in front of the speaker and looking or giving opinion from what he/she is talking about. We must know the language rules to speak correctly. In order to avoid miscommunication between speakers and listeners, we have to learn grammar, vocabulary, and pronunciation.

In fact, learning english especially in speaking there are many challenge in classroom. While students' beliefs about language learning tend to be stable, their affective states are quite the opposite. Learners, especially students in a

classroom situation, react in different ways to the same situations. Apparently, they need to feel secure and free of stress in order to take a learning task properly. Though learners' affective states are so individualistic and changeable in nature, that's impact of the intelligence in individual are difference.

Christenson in Djamila (2016:2) pointed out that understanding the MI theory broaden teachers' awareness of their students' knowledge and skills and allows them to look at each learner from the perspective of strengths and potential. Based on language learning style theory stated by Abarca et al (2005:28) "language learning styles are usually associated with personality traits. Personality traits are the individual characteristics of a person, and the willingness to think or act in a similar way in response to different stimuli and situations". On this basis, the theory of Multiple Intelligences presents itself as a useful source from which people, working on the educational area, can take advantage of. Approaching students as capable of showing their intelligences in a wider range of ways, is one of the possibilities that enable teachers to put in practice a more learner-centred type of education.

The theory of Multiple Intelligences made two strong claims. The first one is that all humans possess all these intelligences, and the second one is that just as we all look different and have unique personalities and temperaments -a term used by early psychologists - we also have diverse profiles of intelligences. Indeed, no two individuals, not even identical twins or clones, have exactly the same combination of profiles, with the same strengths and weaknesses. Even in

the case of identical genetic heritage, individuals undergo different experiences and seek to distinguish from one another (Gardner in Abarca et al, 2005: 69).

The importance to know multiple intelligence student are to identify then select the best strategies to improve speaking skill based on students' reality. On account of this, M. Christison in Abarca et al (2005:72) calls for the benefits of using Multiple Intelligence theory in the english classroom. Teachers will be able to examine their best teaching techniques and strategies in light of human differences. First of all, as the types of learning activities teachers select are often directly related to their experiences in the real world, teachers need to learn more about their students Multiple Intelligence profiles and become aware of the factors that affect their teaching. It is important, then, to know how Multiple Intelligence theory influences their own teaching as once they understand this concept, then they will be able to consciously apply the theory to their lesson planning and curriculum development. Therefore, the purpose is to connect one's life experiences to the ideas presented in Multiple Intelligence theory so that, language teachers and students, gain profit from these approaches.

According to the information from the lecturer of first semester of English Language Education Students in Islamic University of Riau, speaking class is still something worrying in students perspective, and students' are has various style in learning, there are student has strong willing to communicate in group or dominate the classroom, and while some other prefer to listen. Furthermore, there are students who have learning styles listening to music to master english so that they can communicate more smoothly, and besides that

there are students who have good language analysis skills but are shy enough to talk. These problem related to the multiple intelligence theory. In addition, lecturers will experience challenges in finding suitable learning methods in handling different intelligence. If the chosen learning method is not suitable, the speaking class will tend to be ineffective. There are students who seem less motivated and cannot even catch learning well, so learning does not go according to plan. Another problem is to recognize students need a long time to adapt, in order to recognize the personality and intelligence of students. Long time certainly makes learning less efficient to achieve learning goals.

Garner in Abarca et al (2005:74) stated Multiple Intelligence concern for individual differences will imply the fact that teachers must create as many learning options for students as possible. And these learning options, in turn, should incorporate various intelligences proposed in Multiple Intelligence theory in order to provide students with guidance and with an opportunity to learn in a different way; one which will enable them achieve the learning objectives and goals through the different intelligences. Through multiple intelligence analysis there is a test instrument that has been developed by Armstrong (2000) to find out the multiple intelligence profiles of students.

Based on the explanation above, the researcher is interested in carrying out the research entitled “An Analysis of Multiple Intelligence in Speaking Skill at the First Semester of English Language Education Students in Islamic University of Riau”

1.2 Identification of the Problem

The first, English speaking class still becomes something which worries students. Some students are not interest to speak English. There are student actually has a good english but still feel shy to speak English. Besides, there are student has a good willing to speaking and dominate in classroom.

The second, lecturers had experienced challenges in finding suitable learning methods in handling different intelligence. If the chosen learning method is not suitable, the speaking class will tend to be ineffective. There are students who seem less motivated and cannot even catch learning well, so learning does not go according to plan.

And the last, to recognize students' characteristics need a long time to adapt, in order to recognize the personality and intelligence of students. This long time certainly makes learning less efficient to achieve learning goals.

1.3 Focus of the Problem

From the background stated, the researcher found the problem. To limit the problem in this research, the researcher focuses the research only focused on students' multiple intelligence in speaking skill. The limit of the problem to be addressed in this research on issues related to some indicators in Multiple Intelligence theory, there are Linguistic, Logical-Mathematical, Musical, Visual/Spatial, Kinesthetic, Interpersonal, Intrapersonal and Naturalist Intelligence. The Multiple Intelligence activities measured in eight indicators. But researcher choose four indicator to make this research focus. Each indicator

consists of 10 items. So, there are 40 items for all indicators. The indicators in this research is Linguistic, Visual, Interpersonal and Intrapersonal.

1.4 Research Question

Based on the limitation of the problem explained above, the researcher formulates the problem of the research as follow: “What are Features Multiple Intelligence in Speaking Skill of the First Semester Students at English Department in UIR Pekanbaru?”

1.5 Objective of the Research

The general objective of the research is to find out the features of Multiple Intelligence in Speaking Skill at the First Semester of English Language Education Students in Islamic University of Riau.

1.6 Significance of the Research

This research will be hopefully useful for the teacher, students, other researcher and readers. Some of those areas as following:

1. This research is expected to help the process of teaching learning English, especially in speaking skill.
2. This research is expected to provide the readers and teachers information about Multiple Intelligence Activities and Speaking Skill.
3. This research is expected to motivate the students to improve their speaking skill.

1.7 Definition of Key Term

In order to avoid misunderstand and misinterpretation about the title of this research, would be better for the writer to define a number of terms used in the research.

1. An Analysis

Analysis is study of something by examining its part (Oxford Dictionary, 2008). In this research means a research is carried to find out multiple intelligence in speaking skill of first year students.

2. Speaking

Speaking is a process of making and sharing meaning by using verbal and non verbal symbols in different context (Chaney, 1998).

3. Multiple Intelligence Activities

According to Gardner (1983) there are at least seven distinct forms of human intelligence, each with its own developmental history in the child, its own way of getting information, and its own way of expressing itself and creating products. The seven intelligences are Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal. Then he added Naturalist Intelligence.