

CHAPTER I

INTRODUCTION

The aim of this research is to know whether or not multiple intelligences scores significantly correlates with English national examination score. This chapter presents the background of the study, the problem, the objective, the hypothesis, and the significance of the study. The scope and limitation of the research and the definition of key terms used in this study are also presented. Each section is presented as follows.

A. Background of the study.

Education in Indonesia needs more attention to check its quality in order to be better. And the first important role to make it well is the school roles. It involves the students' learning style, the qualities of effective teachers, and the teaching-learning material. As Joseph Renzulli points out that the most important element in the succession programs for gifted students is the teacher.¹ James states that "The quality of effective teachers should be had by every educator. It includes characteristic of the teacher as individual, teacher preparation, classroom management, and the way a teacher plans".²

Students learning style plays important part in affecting quality of effective teacher. It means students' ability to learn and to do some behaviors

¹James H. Stronge, *Qualities of Effective Teachers*, (USA: ASCD Publications, 2007), p.xiv.

²James H. Stronge, *Qualities of Effective Teachers...* xi

based on students' talent. As in the introduction of 'Qualities of Effective Teachers' book, we can use term 'high-ability' to connote both identified talented students and those high-achieving students who have not been formally identified as gifted.³

Intelligence takes very important part in process of many sides for all individual, particularly in education aspect. The meaning of intelligence has invited many debates and arguments. Many theories are developed to bring an understanding about what intelligence is. Among those who developed intelligence theories are Plato, Aristotle, Darwin, Benet, Stenberg, Piaget, and Gardner. However, all theories developed by these people seem to be centralized to the same model. Quoted from Stenberg, intelligence is the ability to solve problems well and to understand and learn complex material. Many researchers also typically stress that a key aspect of intelligence is the ability to adapt to the environment.⁴

The development theories about intelligence such as theories of Alfred Benet who found (IQ) Intelligence Quotient who believed that IQ could predict success in formal school eventually arouse new theory about multiple intelligences. Multiple intelligences are a theory developed by a psychologist, Howard Gardner, who divided intelligences into eight. Those are spatial, logic/mathematic, interpersonal, music, kinesthetic, intrapersonal, and linguistic

³James H. Stronge, *Qualities of Effective Teachers...* viii

intelligences. He believes that each person has all eight but there is a supreme intelligence in every individual.

Thomas R. Hoerr in his book 'Becoming Multiple Intelligences School' stressed that many educators should support multiple intelligences of every student because it respects the role of the teacher. It allows educators to know their students, to identify the ways they learn, and to be creative in making curriculum assessments roots. Multiple intelligences can be a powerful tool in helping students learn skills and acquire understandings.⁵ Also, multiple intelligences theory is used as a development tool in teaching for common educators.⁶

By implementing multiple intelligences strategy, school will create its quality and bring the excellent process up. Every student has different way to make favorable outcome with their intelligence. In addition, Gardner suggests that intelligence has more to do with the capacity for solving problems and fashioning products in a context rich and naturalistic setting.⁷

The teacher should be creative in conducting the most suitable technique, which is able to motivate and encourage the students to participate in classroom activities. The teacher also should create a good atmosphere in class by applying

⁴Stephen M. Kosslyn., and Robin S. Rosenberg., *Fundamentals of Psychology-The Brain, the Person, the World*, (USA: Pearson Education, 2005), p.223.

⁵Thomas R. Hoerr, *Becoming a Multiple Intelligences School*, (USA: ASCD Publications, 2000), p.33.

⁶Julie Viens, *What makes a school a multiple intelligences school?*, (Multiple Intelligences Institute, version 17 April,2009),p.1.

⁷Thomas Armstrong, *Multiple Intelligences in the Classroom. Third Edition*, (United States of America: ASDC, 2009), p.6.

other technique to teach English. According to Lightbown, some characteristics are often believed to predict successes in language learning are intelligences, aptitude, motivation, and the age at which learning begins.⁸

Also, learning with Multiple Intelligences approach is very joyful and more productive by showing variety of tasks. It is experienced by the researcher herself when she studied at the first grade at SMAN 3 Sidoarjo in 2005. In an opportunity, the English teacher there applied multiple intelligences strategy in the learning-teaching process. Students are grouped based on their intelligences and share with their friends to find the way to solve problem from the different tasks by given by the teacher. The accommodation of our multiple intelligences in the teaching and learning process proved to help students to acquire English easier.

As in Richlin's book, Bain reports that "the best teachers try to find out as much as possible about their students' [...] ambitions, their approaches to and conceptions of learning, the way they reasoned, the mental models they brought with them, their temperaments, their habits of heart and mind, and the daily matters that occupied their attention."⁹ Teacher's roles bring big effects to students' competence in understanding the lesson. Also, teacher's competences influence to students' achievements.

⁸Patsy M. Lightbown and Nina Spada, *How Language are Learned*, (New York: Oxford University Press, 2006) p.53.

⁹Laurie Richlin, *Blueprint for Learning*, (USA: Stylus Publishing, LLC, 2006), p.12.

In Indonesian context, the success of our education is often measured from the student high score in national exam. National examination is national standardized test that is addressed in to all high school students all over the country who sit in the third year ('grade twelve' for senior high school or 'grade nine' for junior high school) of their schooling period. According to clause 2 of the Decree No. 34/2007 from the Ministry of National Education or Permendiknas, the main goal of the national examination is to measure and assess the students' knowledge and competence in particular subjects they have learned.¹⁰ National examination in our country has an important function as benchmark in education.

English is one of the subjects which are tested in national examination. It is because although English is a foreign language, it is a compulsory subject for high school students in Indonesia. Based on students' competence, the high schools students are differentiated as senior high school and junior high school. Both of them get same chance to be taught English subject three hour per week in the class.

Accordingly, achieving well in English national examination is very satisfying for students because they could get good quality school for further education. Also, English is the most substantial skill to face globalization era because in this time they have to be more skillful so they would not be left by others. Therefore, many ways are done in order to gain that target effectively.

¹⁰<http://www.adsindonesia.or.id/alumni/ASAC2008Papers/Afrianto-paper.pdf>

Teaching-learning activity in school should be students' centered in conducting class on the move.

For being successful in national examination, students should get target score in (SKL) average of graduate standard. Regardless, multiple intelligences are as the strategy which used in the teaching-learning process. It becomes a means in managing classrooms. So, it seems to accommodate the students' success whether it has relationship with the students English national examination score or not.

Hence, SMP Muhammadiyah 9 Surabaya was chosen as the field of the study for some reasons. First, the classroom management in this school has been conducted with multiple intelligences strategy and it has been organizing such strategy since 2009, as one of the school's visions is implementing multiple intelligences strategy. And the second, the school has used multiple intelligences research to know students' intelligence tendencies since 2010. Also, there is a high passing average of English in the students' national examination.

Therefore, this is suitable for my research. So, from those explanations above this research aims to find the correlation between multiple intelligences and English national examination of the ninth graders at SMP Muhammadiyah 9 Surabaya. It means this research is studying whether or not multiple intelligences score could be used to predict students' achievement in English national examination. Hopefully, this research will be useful in improving our education strategy.

B. Statement of The Research Problem

Based on the reasons above, the research question in this study is:

What is the correlation between multiple intelligences score and English national examination score of the ninth graders of SMP Muhammadiyah 9 Surabaya?

C. Objective of The Study

The research is conducted to find out whether each of multiple intelligences scores significant correlates with English national examination.

D. Significance of The Study

It is expected that the findings from this research would be useful for the following groups.

1. For the readers, the findings from this research could be a source of information about finding classroom management strategy with multiple intelligences strategy in order to lead the students for achieving well in the National Examination.
2. For the teachers, it will make them more understand about the strategy they do and the correlation with the last achievement test. So, they have to make the appropriate lesson plan better.

E. Research Hypothesis

The statement of the hypothesis of this study is as follow.

The hypothesis of this research is ‘there is positive and significant correlation between multiple intelligences and English national examination of the ninth graders at SMP Muhammadiyah 9 Surabaya’.

F. Scope and Limitation

The scope and limitation of this study are students' multiple intelligences score in July 2010 which the MIR (multiple intelligences research) is analyzed by discovering human's multiple intelligences, and the result of their English National Examination in academic year 2010/2011 for ninth graders of junior high school test of which is made by our government.

This study does not discuss the influence of each variable. It is focused to find if there is any correlation between each of multiple intelligences score and English national examination score of the ninth graders at SMP Muhammadiyah 9 Surabaya or not.

G. Definition of Key Term

1. Correlation : a shared relationship. It can also be defined as close relationship between two things or two variables.¹¹ In this study, the correlation is about the multiple intelligences score (X variable) and national examination score (Y variable). Correlation aims to find out is there any connection or not, if there is relation how tight it is.
2. Multiple Intelligences (MI) : Howard Gardner's theory consists of eight intelligences; spatial, logic/mathematic, interpersonal, music, kinesthetic, intrapersonal, and linguistic.¹² Also, it is used for the teacher to know their

¹¹Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), p.239.

¹²Thomas Armstrong, *Multiple Intelligences in the Classroom...*6-7

students' learning styles.¹³ In the research of multiple intelligences means the score of students' intelligences of the third year students of SMP Muhammadiyah 9 Surabaya in 2010 based on MI research (MIR).

3. English national examination: The last score of English National standardized test that is made by our government. In this case means the score of the third year students of SMP Muhammadiyah 9 Surabaya in the academic year 2010/2011.

¹³<http://www.nextworldview.com/media.php?module=detailposting&id=143>. (accessed on August 10, 2011)