

**THE USE OF MULTIPLE INTELLIGENCES MODEL TO
IMPROVE STUDENTS' SPEAKING SKILLS
IN DISCUSSION TEXTS**

**(A Classroom Action Research at the XIth Grade Students of
MAN 1 Semarang in the Academic Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



By
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**(A Classroom Action Research at the XIth Grade Students of
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It is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ABSTRACT

Nila Fauziah (Student Number: 103411038). THE USE OF MULTIPLE INTELLIGENCES MODEL TO IMPROVE STUDENTS' SPEAKING SKILLS IN DISCUSSION TEXTS (A Classroom Action Research at the XIth Grade Students of MAN 1 Semarang in the Academic Year of 2014/2015). Thesis, Semarang: Bachelor Program of Islamic Education and Teachers' Training Faculty of Walisongo State Islamic University Semarang (UIN Walisongo), 2014.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught for senior high school students, however, there are some difficulties faced by senior high school students to communicate in English. One of the improvements of the speaking ability deals with the method which is reflected in the material and the way of teaching given to the students. Discussion texts as material here usually involve carefully and strategically selecting and organizing information - often as a two or more different 'views' or 'arguments' on an issue. Since each student has different problems in understanding the material being taught, the use of multiple intelligences model is expected to solve their problems.

Research Questions in This study is intended to answer the following questions (1) How is the implementation of multiple intelligences model to improve students' speaking skills in discussion texts, (2) How is the improvement of students' speaking skills in discussion texts by using multiple intelligences model and (3) How is the students' activeness in discussion texts by using multiple intelligences model. The objective of this study are (1) to describe the implementation of multiple intelligences model to improve students' speaking skills in discussion texts, (2) to find out the improvement of students' speaking skills in discussion texts by using multiple intelligences model and (3) To find out the students' activeness in discussion texts by using multiple intelligences model .

This research was conducted at the XIth grade students of MAN 1 Semarang in the academic year of 2014/2015. The research design used was action research which consists of three cycles. Test, questionnaire, documentation and observation were used to collect the

data. Result of the study showed that there was good implementation of multiple intelligences model, it could be seen from the result of questionnaire from the first cycle (69,06%), second cycle (70,59%) and third cycle (73,66%). There was significant improvement of students' speaking skills in discussion texts, it could be seen from the result of test from the Pre cycle (62,14), first cycle (63,65), second cycle (65,65) and third cycle (76,89). And also there was students' activeness by using multiple intelligences model in discussion text. it could be seen from teacher's observation in the pre cycle (56,92%), first cycle (61,54%), second cycle (64,42%) and third cycle (76, 92%) and students' observation in the pre cycle (48,57%), first cycle (54,29%), second cycle (65,71%) and third cycle (77,14%). Finally the result of this study showed that the implementation of multiple was good and it could improve students' speaking skills in discussion text. It was signed by their improvements of each test result and their activeness in teaching learning activities..

Based on the conclusion above, the writer would like to give some suggestions to be considered by English teachers as follows : Multiple Intelligences model as an alternative method of the teaching process is a good way to be applied in the second year students of senior high school to improve their ability in speaking, conducts a study using the multiple intelligences model for their speaking class with a larger number of subjects, The teacher should give more chances to the students to be more active and then let the students to do several practice and the teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before.

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Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

Semarang, December 4th 2014

The writer



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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught for senior high school students, however, there are some difficulties faced by senior high school students to communicate in English. They have to think more often when speaking English so that students need interaction with others to communicate. Some teachers say that they still have difficulties to teach speaking to senior high school students since they are not able to express what is on their minds because their lack of actual language.¹ Typical learner problems those are speaks slowly and takes too long to compose utterances, cannot participate actively in conversation, spoken English doesn't sound natural, poor grammar and pronunciation.² As the result of teaching English in some of the junior and senior high schools at South-East Asia, especially speaking is still considered unsatisfactory. The students still have very poor ability to use English for oral communication. Due to the fact, it needs some efforts to improve the students' ability in speaking. One of the improvements of the speaking

¹Horn D. Thomas, *The New Book of Knowledge*, (London: Longman, 1997), p.376

²Jack C. Richards, *Teaching Speaking Theories And Methodologies*, (USA: Cambridge University Press, 2005), p.4

ability deals with the method which is reflected in the material and the way of teaching given to the students.³

Discussion texts as material here usually involve carefully and strategically selecting and organizing information - often as a two or more different 'views' or 'arguments' on an issue, each of which may require elaboration with the specific intention of providing the reader with a reasoned overview. The speaker may conclude by presenting his/her own view, or a more objective conclusion, but this will be reasoned on the basis of the balance of available evidence. We must realize that objectives conclusion should be chosen which are related to the aspect on which the whole class is working. If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, teachers may want to track back to an earlier objective again and their students cannot involve this material better.⁴

Teachers must know about their students whom different strengths. In the language teaching field, some of the differences among students have been attributed to students' having different learning. Related work by psychologist Howard Gardner on multiple intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their

³Noporat, Teaching Methodology, www.philseflsupport.com/teachingmethodology.htm, Accessed on March 28th 2014

⁴Crown, *Progression in Discussion Text*, (London: Primary Framework for literacy and mathematics,2006), p.7

students' acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations. The way to teach from multiple intelligences is to deliberately plan lessons so that the different intelligences are represented.⁵ That is explained by Allah SWT in Surah Az-Zumar: 9⁶

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ۗ

“Say: "Is there any similarity between people who have knowledge between people who haven't knowledge?" Actually people who have intelligences can get learning.”

Most people can develop each of intelligence to an adequate level of competency. Although individuals may bewail their deficiencies in a given area and consider their innate and intractable problems, Gardner suggests that virtually everyone has the capacity to develop all intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.⁷ As a constant interaction among biological and environmental factors, intelligences are educable; they change and grow.⁸

⁵ Diane Larsen and Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.169-170

⁶ Muhammad Zafrulla Kan, *The Qur'an*, (London: Curzon Press, 1981) p.9.

⁷ Thomas Armstrong, *Multiple Intelligences In The Classroom*, (USA: ASCD Publication, 2009), p.15

⁸ Susan Baum et al, *Multiple Intelligences In The Elementary Classroom*, (New York: Teachers College Press, 1999), p.33

So, multiple intelligences will be the influence to improve the students' understanding, especially in speaking skill. They will better to understand their own intelligences and develop it in the classroom. Discussion text is one of texts that support the improvement of students' ability to speak English. Since each student has different problems in understanding the material being taught, the use of multiple intelligences model is expected to solve their problems.

B. Reasons for Choosing The Topic

There are two reasons for choosing the topic

1. The writer wants to know about the use of multiple intelligences model to improve students' speaking skills in discussion texts.
2. The writer wants to know about the improvement of using multiple intelligences model to improve students' speaking skill in discussion texts.

C. Research Questions

This study is intended to answer the following questions:

1. How is the implementation of multiple intelligences model to improve students' speaking skills in discussion texts at the XIth grade students of MAN 1 Semarang in the Academic Year of 2014/2015?
2. How is the improvement of students' speaking skills in discussion texts by using multiple intelligences model at the

XIth grade students of MAN 1 Semarang in the Academic Year of 2014/2015?

3. How is the student's activeness in discussion texts by using multiple intelligences model in discussion texts at the XIth grade students of MAN 1 Semarang in the Academic Year of 2014/2015?

D. Objective of The Study

The objectives of the study are:

1. To describe the implementation of multiple intelligences model to improve students' speaking skills in discussion texts.
2. To find out the improvement of students' speaking skills in discussion text by using multiple intelligences model.
3. To find out the students' activeness in discussion texts by using multiple intelligences model.

E. Limitation of The Study

The limitation of the study in this final project is students' speaking skill in discussion text. In this research, the writer uses multiple intelligence models to improve students' speaking skills in discussion texts. Here, multiple intelligence models is used in learning process is the intelligences of students after doing pre-research.

F. Pedagogical Significance

Based on the objectives of the study, the significance of the study can be started as follows:

1. For Teachers

By doing this research, the teachers are expected to develop their knowledge on how to motivate students to be interested in English learning and to increase students' intelligence with their ability appropriately. The researcher hopes that English teachers more creative in teaching, so the students will get achievement better in teaching learning process.

2. For Students

By using multiple intelligences model, the students are expected to improve their speaking skill in discussion text.

CHAPTER II
THE USE OF MULTIPLE INTELLIGENCES MODEL TO
IMPROVE STUDENTS' SPEAKING SKILLS IN DISCUSSION
TEXTS

A. Theoretical Review

1. Multiple Intelligences Model

Intelligence is the capacity to acquire and apply knowledge, the faculty of thought and reason.¹² MI theory's definition of intelligence sets it apart from the conventional understanding of intelligence: "Intelligence is a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". MI theory's definition of intelligence locates intelligence in real-world problem solving and product making and accounts for the cultural dimension of what counts as intelligence. In contrast to the "implied" view of intelligence of IQ tests, MI theory is based on an understanding of how people's intelligences really operate.¹³

Multiple Intelligence is a combination of intelligences that are somewhat influenced by the cultures in which person

¹²Jack C. Richards and Theodore S., *Approaches And Methods In Language Teaching*, (USA: Cambridge University Press, 2001), p.116

¹³Baum et al, *Multiple Intelligences*.....p.22

are raised. Intelligences serve as tools for learning, problem-solving, and creating. The eight intelligences are: linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Multiple Intelligence theory is originally proposed by Howard Gardner as a contribution to cognitive science. Fairly early on, it was interpreted by some general educators, such as Thomas Armstrong, as a framework for rethinking school education.¹⁴ Multiple intelligence models can be a powerful tool for reaching students, but using it effectively requires teachers to devote the time and energy to understand MI theory and then decide how it can be used in curriculum development, instruction, and assessment.¹⁵

There are many kinds of intelligences here. Gardner defines seven temporary collective intelligences. In the development of further research, then he adds intelligence again so that there are eight types of intelligences. Firstly that is Linguistic Intelligence as the capacity to use language is to convey thoughts and understand the words of others, either orally or writing. Secondly that is Logical-Mathematical Intelligence as the capacity to use numbers, logical thinking to analyze problems, and perform mathematical calculations.

¹⁴Theodore S., *Approaches And methods.....*, p.116

¹⁵Thomas R. Hoerr, *Becoming A Multiple Intelligences School*, (USA: Association for Supervision and Curriculum Development, 2000), P.5

Thirdly that is Visual-spatial Intelligence as the capacity to recognize and perform the depiction of objects or patterns received by the brain. Fourthly that is Bodily-kinesthetic Intelligence as the capacity to coordinate the movement of the whole body. Fifthly that is Musical Intelligence as the capacity to recognize the sound and composition of rhythm and tone. Sixthly that is Interpersonal Intelligence as the capacity to understand the intentions, motivations, and desires of others. Seventhly that is Intrapersonal Intelligence as the capacity to understand and assess the motivation and sense of self. And eighthly that is Naturalistic Intelligence as the capacity to understand and assess the motivation and sense of self.¹⁶

Multiple Intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations.¹⁷ It has meant that multiple Intelligences help us tap into a range of student potentials and diversities in learning teaching process easily.¹⁸

¹⁶ J.J. Reza Prasetyo and Yeni Andriani, *Multiply Your Multiple Intelligences*, (Yogyakarta: C.V. Andi Offset, 2009), p.2-3

¹⁷Freeman, *Techniques And principles*....., p.169

¹⁸Thomas R. Hoerr et al, *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom*, (USA: Jossey Bass, 2010), p.260

Gardner's theory proved flexible enough to respond different intentions because multiple intelligences is a construct about human intelligence, it does not mandate any prescriptive educational approach.¹⁹

Based on some definitions and explanations above, we can conclude that intelligence is the ability to know, learn, analyze a situation and using reason to take a road to the state that it faces. Teacher must realize about students' intelligence for making teaching learning process better so that many problems of education can be solved. From the explanations above there are several things that need to be attention and we must know that every person has all the intelligence, many people can develop each of intelligences to an optimal level, intelligences usually work together in a unique way, and there are many ways to be smart.

2. Speaking Skills

Speaking is an important productive skill because students need to acquire information. In speaking, students learn to use the right pronunciation, stress, and intonation patterns in order to communicate successfully. Absolutely they must possess basic types of speaking in the first time because it can help teachers to provide their students with

¹⁹Linda Campbell and Bruce Campbell, *Multiple Intelligences And Student Achievement: Success Stories From Six Schools*, (USA: Association for Supervision and Curriculum Development, 1999), p.91

practice in using English, to inform students' progress and also to get information about students' speaking problems.²⁰

Basic types of speaking are imitative, intensive, responsive, interactive, and extensive. First type is Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Second type is Intensive. 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 relationships. Third type is Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. Fourth type is Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships. Fifth type is Extensive (monologue). Extensive oral production tasks include

²⁰Pappas et al, *Becoming A Creative Teacher: A Manual for Teaching English*, (New York: Routledge, 2011), p.26

speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.²¹

If the students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English especially where it is a second language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchange, too.²²

Bailey states that the three main reasons for getting students to speak in the classroom those are: to provide students with practice in using English in real life situations, to inform the teacher and the students about the students' progress and to get information about the students' speaking problems.²³

There are two skills of speaking; those are micro skills and macro skills. Micro skills refer to producing the

²¹Brown H. Douglas, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education Inc, 2004), P. 142

²²Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson longman, fourth edition), P.343

²³Pappas et al, *Becoming A Creative Teacher*.....,p.26

smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.²⁴

The micro and macro skills total roughly 16 different objectives to assess in speaking. Micro skills have 11 objectives; first part is produce differences among English phonemes and allophonic variants. Second part is produce chunks of language of different lengths. Third part is produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. Fourth part is produce reduced forms of words and phrases. Fifth part is use an adequate number of lexical units (words) to accomplish pragmatic purposes. Sixth part is produce fluent speech at different rates of delivery. Seventh part is monitor one's own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity o the message. Eighth part is use grammatical word classes (nouns, verbs, etc), systems (tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms. Ninth part is produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents. Tenth part is express a particular

²⁴Brown, *Language Assessment*....., p.141

meaning in different grammatical forms and eleventh part is use cohesive devices in spoken discourse.²⁵ Language, be it spoken or written, is complex, reflecting an interaction and manifestation of linguistic features conveying a message. Tarone demonstrating that when learning speaking skills, learners must simultaneously attend to content, morphosyntax and lexis, discourse and information structuring, and the sound system and prosody, as well as appropriate register and pragmalinguistic features.²⁶

Macro skills have 5 objectives; first part is appropriately accomplish communicative functions according to situations, participants, and goals. Second part is use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, and –yielding, interrupting and other sociolinguistic features in face to face conversations. Third part is convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. Fourth part is convey facial features, kinesics, body language, and other nonverbal cues along with verbal language and fifth part is develop and use a battery of

²⁵Brown, *Language Assessment*....., p.142

²⁶Attapol Khamkhien, *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective*, (vol.3, No.1, March/ 2010), p.189

speaking strategies, such as emphasizing key words, rephrasing, providing a content for interpreting the meaning of words, appealing for helps, and accurately assessing how well your interlocutor is understanding you.²⁷

Spoken language which by its nature is flexible and dynamic, lends itself to discussion, hypothesizing, negotiating, questioning and clarifying. That is, the role of spoken language in the educational context is to enable students to interact with the teacher and other students to clarify ideas, thoughts and arguments.²⁸

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production divided into language features and mental/ social processing. Language features as the elements necessary for spoken production, are the following: Connected speech, Expressive devices, Lexis and grammar and Negotiation language. Whereas Mental / social processing as success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates, those are Language processing, Interacting with others and information processing.²⁹

²⁷Brown, *Language Assessment*....., p. 143

²⁸Jenny Hamond et al, *English For Social Purposes*, (Sydney: National Centre For English Language Teaching And Research Macquarie University, 1992), p.13

²⁹Harmer, *The Practice of English*....., p.269

Based the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

3. Discussion Text

In this part, the writer gives sample of texts that may be useful to teachers working with students in improving students' speaking skills. There are many of text genres and these genres are by no means exhaustive but simply provide some assistance for teachers who may want to incorporate such genres in their own teaching programs. They are anecdote, description, exposition, news item, procedure, recount, report, review and discussion.³⁰ But from all of the text, discussion text difference from others because it use

³⁰Hamond, *English For Social.....*, p.75

comparison, contrast and verbs of expressing evidence, opinions and arguments.³¹

Discussion texts (both oral and written) usually involve carefully and strategically selecting and organizing information - often as a two or more different 'views' or 'arguments' on an issue, each of which may require elaboration with the specific intention of providing the reader with a reasoned overview. The writer may conclude by presenting his/her own view, or a more objective conclusion, but this will be reasoned on the basis of the balance of available evidence. In this, discussion contrasts with persuasion, which develops only one viewpoint (usually the writer's own) and may or may not be based on genuinely reasoned judgments. Discussion texts generally make use of formal and impersonal language to demonstrate objectivity. They can sometimes combine other modes of communication (e.g. visual images, diagrams) with written text in order to present the range of view points and the evidence for them.³² Some characteristics can be either positive or negative depending on the view points.³³

³¹Kistono et al, *The Bridge English Competence 3*, (Jakarta: Yudhistira, 2007), p.69

³²Crown, *Progression In Discussion Text*, (New York: Primary National Strategy 2006), p.1

³³Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper Intermediate & Advanced*, (New York: Cambridge University Press, 2004)

The social function of discussion text is to present a reasoned and balanced over-view of an issue or controversy. The structures of a discussion text are statement of the issues plus a preview of the main arguments, arguments for as plus supporting evidence, arguments against [or alternative view(s)] as plus supporting evidence [a variant would be arguments and counter-arguments presented alternatively, one point at a time], and recommendation – summary or conclusion. The language features of a discussion text are written in simple present tense, focused mainly on generic human (or non-human) participants using uncountable nouns for example, *some*, *most*, category nouns, e.g. *vehicles*, *pollution* (nominalization), *power* (abstract). Next based on constructed using: logical, connectives, for example, *therefore*, *however*. And also a movement usually from the generic to the specific: *hunters' agree..... Mr. Smith, who has hunted for many years.....*³⁴

This is an example of discussion text; it will discuss two points of view about The Controversy of Harnessing Solar Energy: We often hear about solar cars, solar heating, and solar batteries. But will solar energy ever be a major source of energy for society? Solar energy is cheaper than other fossil fuels because we can get an abundant source from the sun. In sunny desert areas, 50% of the sun's radiation that

³⁴Crown, *Progression In*, p. 3-4

reaches the ground could be used to produce electricity for businesses and industry, to provide heat, light, and hot water for homes. Experimental solar ponds can also produce hot water to drive generators. Unfortunately, we can't yet power our homes entirely on sunlight. Solar energy can only be used effectively in bright light. Its greatest potential therefore is in hot countries that have clear skies for most of the year. But, unfortunately most houses are not always in the sunniest part of the world. Moreover, in order to harness solar power solar cells are needed to convert sunlight directly into electricity. Solar cells are very cheap to run, but relatively expensive to buy and many people can't afford them. Needless to say, solar energy is a useful and non-pollution source of energy. Unfortunately, solar cells, the main device to harness the sun's energy are still very expensive.³⁵

Based on some explanations above, the writer concludes that discussion texts as supporting texts to improve students' speaking skills by using multiple intelligence models can make the students easier to learn English and help the teachers to explore their classes.

³⁵M. Sudarwati and Eudia Grace, *Look Ahead: An English Course 3*, (Jakarta: Erlangga, 2006), p. 116

B. Previous Research

There are some researches that are done by using multiple intelligence models.

1. Dian Citraningtyas (320040111), Faculty of Education, Surakarta Muhammadiyah University, 2008. Her thesis entitled “Designing a Set of English Instructional Materials Based on the Multiple Intelligence of Children in Taman Andini Playgroup”. The thesis discussed about design of the set of English instructional materials based on multiple intelligences of children in Taman Andini Playgroup. The data were gathered through questionnaire and observation. All data then were analyzed using development research. The result of this research showed that the children relaxed and enjoyed in English learning when the material is delivered based on their multiple intelligences, they were very enthusiastic to follow the teacher’s instruction in teaching learning process. Based on the research above, there are some similarities and differences between previous and this research. The similarity is using multiple intelligence models in these researches. However, there are also some differences. The first is the research approach. The previous researcher used development research and this research uses classroom action research. The second difference, it is on the objective of study. The previous research told about design of the set of English instructional materials based on multiple intelligences of children in Taman

Andini Playgroup. This research tells about the implementation of multiple intelligence models to improve students' speaking skills in discussion texts. Moreover, it also tells the improvement of using multiple intelligences model to improve students' speaking skill in discussion text. Afterwards, the difference is data participant. The previous research observed playgroup students and this research observes twelfth grade of Senior high school students. The last difference is the method of collecting data where the previous researcher used questionnaire and observation whereas this researcher uses test, documentation, questionnaire, and observation.

2. Siti Zazak Soraya (073411070), Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2012. Her thesis entitled "The Implementation of Multiple Intelligence Strategy to Improve Students' Understanding on Asking and Giving Information in speaking skill" (A Classroom Action Research with the VIIth Grade Students of SMP Muhammadiyah 9 Semarang in The Academic Year of 2011/2012). The thesis discussed the implementation of multiple intelligence strategy to improve students' understanding on transactional material in one of four English skills (i.e: speaking). The topic is discussed through the classroom action research in SMP Muhammadiyah Semarang. The data were gathered through observation, documentation,

interview, and test. All data then were analyzed using descriptive quantitative. The results of this research showed that the students' understanding on asking and giving information in speaking skill were very good. The objectives of her study were to know the implementation of multiple intelligence strategy to improve students' speaking understanding on asking and giving information in speaking skill and the influence of using multiple intelligence strategy to improve students' understanding on asking and giving information in speaking skill. The similarities between her research and this researcher were on the research approach and the method of data collection. The difference is the data participant, the previous researcher observed eighth grade of junior high school students and this researcher observes twelfth grade of senior high school students.

3. Stefanie Denise Wilson, University of Phoenix, United States, 2004. Her thesis entitled "the relationship between leadership and domains of multiple intelligences". The thesis based upon extensive research by Howard Gardner on human intelligences known as multiple intelligences, this study involves the quest to further Gardner's research as it applies to XYZ faculty. This quantitative, non-experimental, descriptive, co relational, research study discovered and identified the degree of relationships between the domains of multiple intelligences: (a) interpersonal, (b) intrapersonal, and (c)

linguistic intelligences, and (d) leadership and demographic characteristics such as, (a) age, (b) gender and (c) ethnicity among XYZ faculty. Using a survey instrument, primary data was collected from a sample of 205 XYZ faculties within the United States. Furthermore, the researcher examined and analyzed certain aspects of the field of leadership, and the impact Gardner's multiple intelligences may or may not have on leadership selection, training and development based on the results obtained. The similarities between her research and this researcher were on using multiple intelligence models and method of data collection. The difference is the data participant and research approach.

C. Hypothesis of The Research

In this research, the hypothesis is implementing multiple intelligence models has positive influence and good response to improve students' speaking skill in discussion text. It means that multiple intelligence model can improve students' speaking skill in discussion text.

CHAPTER III

RESEARCH METHOD

A. Research Approach

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation.⁴⁸ Whereas research design is to design/develop an intervention (such as programs, teaching-learning strategies and materials, products and systems) with the aim to solve a complex educational problem and to advance our knowledge about the characteristics of these interventions and the processes to design and develop them.⁴⁹

A form of research which is becoming increasingly significant in language education here is action research. Kemmis and McTaggart argue that the three defining characteristics of action research are that it is carried out by practitioners rather than outside researchers, that it is collaborative, and that it is aimed at changing things.⁵⁰

Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining

⁴⁸ Creswell, "Research Design", <http://www.ChapterSampleCreswell/ResearchDesign4e.pdf>, Accessed on June 26th 2014, p.3

⁴⁹ Jan Van Den Akker et al, *An Introduction to Educational Design Research*, (Netherlands: Enschede, 2010, p.12

⁵⁰ David Nunan, *Research Methods In language Learning*, (USA: Cambridge University Press, 1992), p.17

information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the student body, motivate apathetic students, figure out ways to use technology to improve the teaching of mathematics, or increase funding.⁵¹ In order to be clear, the writer would like to present a model of action research stated by Kemmis:⁵²

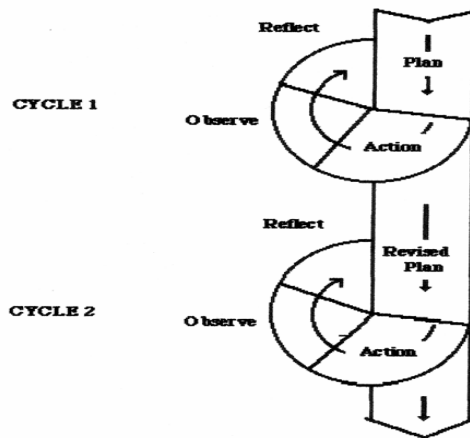


Figure 3.1 Action Research Design Protocol

⁵¹Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate research in education*, (New York: McGraw Hill, 2009), p.589

⁵² Hopkins, Action Research Design Protocol, www.physicsed.buffalostate.edu/danowner/actionrsch.htm, Accessed on November 26th 2014

There are four components in one cycle for doing in classroom action research. They are:⁵³

1. Planning

The planning needs to be done after the researchers know the problem in learning

2. Acting

Planning should give actions of the teacher such as the previous action solutions.

3. Observing

The Careful observation, it will do the implementation process.

4. Reflecting

The researchers can reflect and infer what happened in the classroom.

Because this research used action research as the method so it will be combined both of quality and quantitative approach.

B. Participants And Setting

This research was held at the eleventh grade of MAN 1 Semarang in the academic year 2014/2015. The member of population is 37 students. The research will be conducted on first semester.

⁵³Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2010), p.25

C. Variables and Indicators

A variable is a concept—a noun that stands for variation within a class of objects.⁵⁴ There are three variables in this research those are:⁵⁵

1. Independent variables

Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The indicator is multiple intelligence models

2. Moderator variables

Moderator variable is a special type of independent variable. It is a secondary independent variable that has been selected for study in order to determine if it affects or *modifies* the basic relationship between the primary independent variable and the dependent variable. The indicator is discussion texts.

3. Dependent variables

The variable that the independent variable is presumed to affect is called a dependent Variable. In commonsense terms, the dependent variable “depends on”

⁵⁴Wallen, *How to design*.....,p.39

⁵⁵Wallen, *How to design*.....,p.42-43

what the independent variable does to it, how it affects it. The indicator is students' speaking skills.

D. Collaborator

Collaborator in this classroom action research was person who helped the researcher to collect the data. The collaborator in this research is English language teacher who taught English in MAN 1 Semarang for XIth grade students. She was Mrs. Agustin Sri Hartati.

E. Research Procedure

This research was held at XIth grade of MAN 1 Semarang. In this research, the researcher used three cycles. She did the pre-test to measure the student's understanding in speaking English and also used to decide the first score before she used test. And then she provided a questionnaire to know the students tend of all multiple intelligence in three cycles.

This is procedure of research:

1. Pre cycle of classroom action research

Pre-test was the first activity before the teacher did the teaching-learning activities in the first, second, and third cycle. The students would perform the discussion text. Their voices would be recorded by the teacher. Because it was the first meeting, the writer introduced herself to students.

- a. Planning
 - 1) Making lesson plan based on the teaching-learning activity
 - 2) Preparing the test instrument
 - 3) Preparing teaching facilities (board marker, eraser, and tape recorder)
 - 4) Preparing hand-rolled paper and assessments sheets.
 - 5) Preparing students' attendance list
- b. Acting
 - 1) Teacher introduced herself to students.
 - 2) Teacher called the students' name.
 - 3) Teacher explained her aim in conducting an action research in the classroom.
 - 4) Teacher introduced the discussion text.
 - 5) Students read the discussion text.
 - 6) Teacher asked students to work in individually, read the discussion text and performed the dialogues in orally.
 - 7) Teacher recorded the test, analyzed the result of the test and gave scores to the students.
- c. Observing
 - 1) Observing the students' activities
 - 2) Observing the students' speaking skill

d. Reflecting

In this step, I evaluated the steps in pre-test and discussed the results of the observation for the improvement in post test.

2. Cycles of classroom action research

a. First cycle (First meeting) → (Visual, musical)

In teaching-learning activity I, the writer would present Multiple Intelligences Models as the method in teaching speaking. In order to make the teaching learning process effective, it was necessary for each member of the class to participate. The following procedures were as follows:

1) Planning

- a) Choosing the teaching material of discussion text
- b) Arranging a lesson plan based on the teaching material.
- c) Preparing the test instrument
- d) Hand-out consists of a series of two activities those are listening music and then looking at some pictures related to the material.
- e) Preparing teaching facilities (board marker, eraser and tape recorder)
- f) Preparing observation sheets
- g) Preparing students' attendance list

- 2) Acting
 - a) Teacher distributed the copies of worksheets
 - b) Teacher asked students to listen a song from michael jackson- heal the word in the worksheet
 - c) Teacher showed some pictures related to the material to the students in the worksheets
 - d) Teacher asked students to make discussion text related to the activities in their worksheets
 - e) Students practiced the discussion text orally in front of the class
- 3) Observing
 - a) Observing the students' activities
 - b) Observing the teaching learning process
- 4) Reflecting

In this step, I evaluated the steps in teaching learning activity 1 and discussed the result of the observation for the improvement in the next activities.

- b. Second cycle (Second meeting)→ (Interpersonal, intrapersonal, Naturalistic)

Basically, the teaching learning activity II is just the same as in teaching learning activity I. The writer still used multiple intelligence models as the method with improvements during the teaching learning process. The following procedures were as follows:

- 1) Planning
 - a) Making lesson plan based on the teaching-learning activity
 - b) Choosing the teaching material
 - c) Arranging a lesson plan based on the teaching material
 - d) Preparing the test instrument
 - e) Preparing teaching facilities (board marker, eraser, and tape recorder)
 - f) Preparing observation sheets
 - g) Preparing students' attendance list
- 2) Acting
 - a) Teacher distributed some texts to students
 - b) Teacher divided some students into 6 groups and every group consist of six students
 - c) Students listened to the teacher's instructions
 - d) Students performed the texts in their discussion group
 - e) Students performed the texts in front of the class
- 3) Observing
 - a) Observing the students' activities
 - b) Observing the students' co operation in their groups
 - c) Observing the teaching learning process

4) Reflecting

In this step, I evaluated the steps in teaching learning activity II and discussed the results of the observation for the improvement in the next activities.

c. Third cycle (Third meeting) → (Logical mathematic, linguistic, kinesthetic)

In the last activity, the students did learning activity III. In this test, the students performed the dialogue that given in the three previous meeting and fill up the questionnaire. The teacher recorded the students' voices and distributed the questionnaire. The following procedures were as follows:

1) Planning

- a) Making lesson plan based on the teaching learning activity
- b) Preparing the test instrument
- c) Preparing teaching facilities (board marker, eraser, and tape recorder)
- d) Preparing assessment sheets
- e) Preparing students' attendance list

2) Acting

- a) Teacher distributed the worksheet to students
- b) Teacher introduced the text and gives some instructions related to the worksheet
- c) Students read the text

- d) Teacher called students' name
 - e) Students performed the text
 - f) Teacher recorded the test and noted the score for each category
- 3) Observing
- a) Observing the students' activities
 - b) Observing the students' learning process
- 4) Reflecting

Reflecting was done at the end of teaching learning activity III by observing and analyzing the results of observation in teaching learning activity I, II and III. Reflecting in this step was done to discuss the results of observations to make a conclusion.

F. Technique of Data Collections

To collect the data the researcher was used instruments:

1. Documentation

Documentation is the process of collecting data by finding the amount of data in MAN 1 Semarang documents.

2. Questionnaire

Questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and data themselves are more amenable to quantification than discursive data such as free-form

fieldnotes, participant observers' journals, the transcripts of oral language.⁵⁶

3. Observation

Observation is the process of collecting data in this research, so researchers or observers see the research situation. Observations were conducted to collect the data validly and reliably that can be used as contents in answering research questions about the use of multiple intelligence models to improve students' speaking skill in discussion text at MAN 1 Semarang. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent.⁵⁷

4. Test

Test is a technique of data collection in this research to measure certain aspects of Twelfth grade students in MAN 1 Semarang.

G. Technique of Data Analysis

The analysis of data will be used to support the research at the school for getting the purpose of study which is improving students' speaking skill. There are some data will be analyzed in this research:

⁵⁶Nunan, *Research Methods*.....,P.143,

⁵⁷C. R. Kothari, *Research Methodology: Methods And Techniques*, (New Delhi: New Age International (P) Ltd., Publishers, 2004), p.96

1. Observation checklist

To analysis data observation checklist, the researcher uses the formula to measure the mean of activities in teaching learning process is as follow⁵⁸:

$$\text{Score} = \frac{\sum x}{S \text{ max}} \times 100\%$$

$\sum x$: score got

S max : score maximum

Scoring level⁵⁹:

A : 91 - 100 (Excellent)

B : 76 - 90 (Good)

C : 61 - 75 (Fair)

D : 51 - 60 (Sufficient)

E : < 50 (Less)

2. Test

The researcher gives assessment about the result of test. The formula to measure the mean of test as follow⁶⁰:

$$\text{mean} = \frac{\sum xi}{n}$$

⁵⁸Nurkhayatun, *Using Bits And Pieces Game To Improve Students' Writing Skill On Descriptive Texts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011)*. 'Thesis', (Semarang: IAIN Walisongo Semarang, 2010) P. 35

⁵⁹ Hamzah B Uno and Satria Koni, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2012),p.198

⁶⁰ Sudjana, *Metoda Statistik*, (Bandung: Tarsito, 2005), P. 67

$\sum x_i$: the total of score
n : the number of students

Scoring level in test⁶¹:

A : 84-100(Excellent)

B : 67-83 (Good)

C : 50-66 (Fair)

D : 33-49 (less)

E : 16-32 (Poor)

F : 1-15 (Very poor)

The standard of minimum score if the students' success and failure for doing the activities planned above would be assessed by referring to the criterion of the standard of minimum score. The criterion said that a student could be said to pass the test if their score can reach 75.

3. Questionnaire

The researcher used this method to measure how is the implementation of multiple intelligences model to improve students' speaking skills in discussion texts. This is the formula for knowing the score:

$$score = \frac{\sum x}{Smax} 100\%$$

$\sum x$: score got

S max : score maximum

⁶¹ Daryanto, *Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2010) page 211

The score criteria:

Interval (I) = 100 / The Number of Score (likert Scale)

So, $100 / 5 = 20$

0% – 19,99% = Poor

20% – 39,99% = Less

40% – 59,99% = Fair

60% – 79,99% = Good

80% – 100% = Excellent

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the writer would like to describe and discuss the finding of the research. The writer wants to describe The Use of Multiple Intelligences Model to Improve Students' Speaking Skills in Discussion Texts. In this finding, the writer presents the result of research and the analysis of the data collected which are preliminary research and three cycles.

Table 4.1 Procedure of Research

No	Learning activities	Date of research
1	Preliminary Research	Saturday, 30 August 2014
2	Cycle 1	Friday, 5 September 2014
3	Cycle 2	Friday, 12 September 2014
4	Cycle 3	Friday, 19 September 2014

1. The Implementation of Multiple Intelligences Model.

The Description of questionnaire here used for knowing the implementation of multiple intelligences model to improve students' speaking skills in discussion texts and she used questionnaire method besides testing the students. The writer had reasons for choosing questionnaire as her instrument. The reasons are as follows: it can collect information from a large number of students and on the other side; the students as respondents can complete and return it in

certain period. The writer wanted to underline here that the questionnaire would be used to measure how the implementation of multiple intelligences model to improve students' speaking skills in discussion texts at the XIth grade students of MAN 1 Semarang. There were 3 aspects in the questionnaire and each of aspect divided into ten statements. First aspect is Multiple Intelligence Model, second aspect is Speaking Skills and third aspect is Discussion Texts. The Result of Questionnaire (See appendix II)

- a. The number of sample : 37 of XIth grade students
- b. The number of item : 30 items
- c. The number of choice : 5 choices
- d. The score criteria

$I = 100 / \text{The Number Of Score (Likert Scale)}$

So, $100 / 5 = 20$

Table 4.2 The Score criteria of MI Model

The Score Criteria	
0% – 19,99%	Poor
20% – 39,99%	Less
40% – 59,99%	Fair
60% – 79,99%	Good
80% – 100%	Excellent

THE USE OF MULTIPLE INTELLIGENCES MODEL

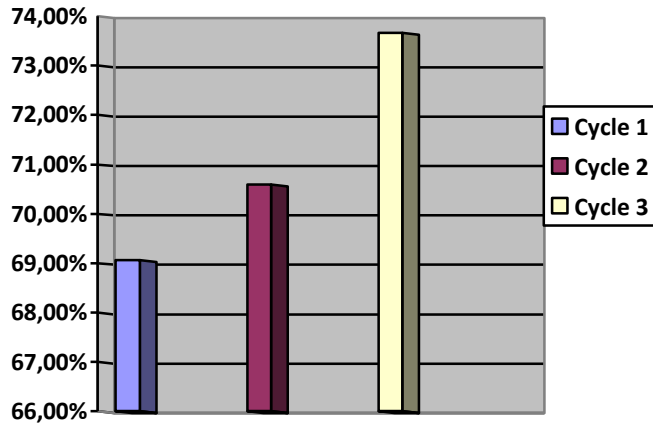


Figure 4.1 Increasing of Implementation MI Model

- a. Cycle 1: 69,06 % students answer that they had accepted that the implementation multiple intelligences model in visual and musical intelligences is good but the improvement of students' speaking skills in discussion texts is less.
- b. Cycle 2: 70,59 % students answer that they had accepted that the implementation multiple intelligences model in interpersonal, intrapersonal and naturalistic intelligences is good but the improvement of students' speaking skills in discussion texts is still less

c. Cycle 3: 73,66 % students answer that they had accepted that the implementation multiple intelligences model in logical mathematic, linguistic and kinesthetic intelligences and the improvement of students' speaking skills in discussion texts is good

2. The Improvement of Students' Speaking Skills

The Description of test here used for: knowing the improvement of students' speaking skills in discussion texts by using multiple intelligences model. The writer had reasons for choosing test as her instrument. The reasons are as follows: it can collect information from a large number of students' in improvement of speaking skills and the writer wanted to underline here that the test would be used to measure how the improvement of students' speaking skills in discussion texts by using multiple intelligence models at the XIth grade students of MAN 1 Semarang.

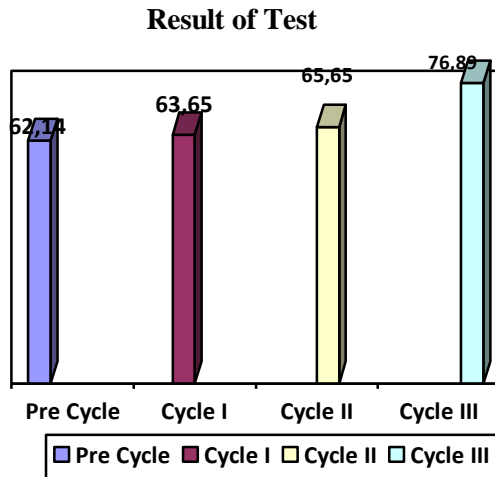


Figure 4.4 Increasing Students' test

a. Preliminary Research

According to the result of score test, it is known that the most of students get low score. There are few students that got good score and there are no students that have reached the standard of minimum score. The average of the score is 62,14. Because of this situation, the researcher intended to improve students' speaking skills by suggesting the teacher to apply a technique in teaching learning process. The technique that used to teach speaking skills in discussion text is multiple intelligence models.

b. Cycle I

According to the result of test, it is known that many students got problem in speaking skills. Students felt difficult to develop the material. It made the content of their speaking was less the support sentences and confused. Almost all of students understood the sentences pattern and grammar, but few students still felt difficult about the grammar. Their sentences pattern is correct but the grammar is wrong. Most of students made some mistakes in speaking of discussion text because they didn't know how to speak fluently and limited to the vocabularies. Because of those problems, the students score was less and it has not reached the standard of minimum score. Almost all of students got score 60. Although there was no students' score that got the standard minimum score. The average score was 63,65. That score was higher than in preliminary.

c. Cycle II

According to the result of test, it was known that few students still felt problem in Students' speaking skills got more. The content has told about the topic. Almost all of students understood the sentences pattern and grammar and few students still had mistake in the grammar. Because of those problems, the students score is still far from the standard of minimum score, but some

students' score have reached the standard of minimum score. Almost all of students got score more than 60. The average score was 65,65. That score was higher than in cycle one.

d. Cycle III

According to the result of test, it was known that students speaking skills had been good. Students improve their speaking based on the material. The content has told about the topic. Almost all of students understand the sentences pattern and grammar. The students' score was more than 75. All of the students' score was good and has reached the standard of minimum score. The average score was 76,89. That score was higher than in cycle two. It showed that students' score in speaking of discussion text is increasing.

3. The Students' Activeness.

The Description of teacher's and students' observation here used for: knowing the students' activeness by using multiple intelligences model in discussion texts. The writer had reasons for choosing observation as her instrument. The reasons are as follows: it can collect information from a large number of students' and teacher's activities and on the other side and the writer wanted to underline here that the observation would be used to measure how the improvement of students' speaking skills in discussion texts by using

multiple intelligence models at the XIth grade students of MAN 1 Semarang.

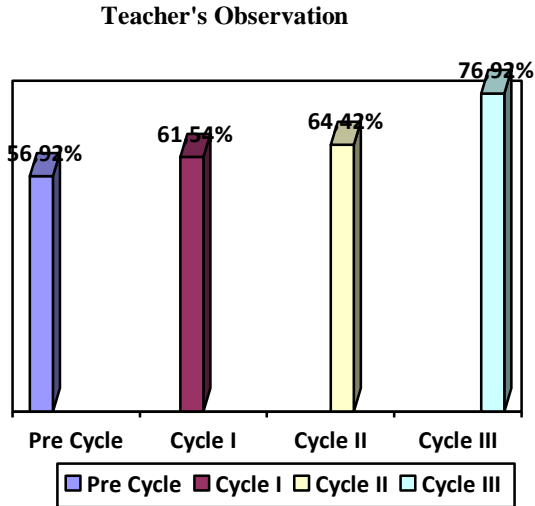


Figure 4.2 Increasing of Teacher's Activities

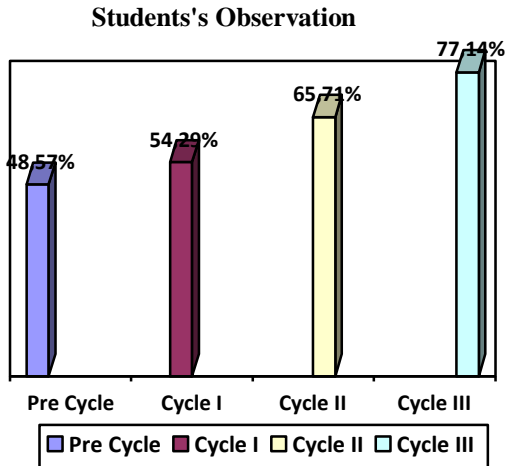


Figure 4.3 Increasing Students' Activities

a. Preliminary Research

The preliminary research was done on Saturday, 30 August 2014. English lesson in class at 07.00 - 08.35 am. There was a student's absent, so the number of students was 36. According to the result of observation (See appendix 3) it showed that the teacher's observation in teaching learning process was less with 56,92% and the students' observation was less with 48,57%. Teacher explained the material and gave instruction clearly, but the media that used is whiteboard and textbook. Teacher seldom responded students' question, because few students asked questions and some of them didn't pay attention to the teacher. Teacher always asked to know the students' understanding about the material. In this preliminary research, the teacher gave test about discussion text. Students must retell the discussion text about the controversy of television in front of the class but they couldn't finish the test well because the comprehension of material was bad.

b. Cycle I

The first cycle was done on Friday, 5 September 2014 at 10.30 - 11.35. That was the first meeting to apply the multiple intelligence models to improve students' speaking skills in discussion text. The number of students was 37 and there was no students' absent.

In the class, teacher was greeting the students and checked students' attendance. Teacher asked students to open the textbook that used. The teacher explained and wrote the material about discussion text in whiteboard. They were social function and generic structure in Discussion text. Students translated the material by guiding the teacher.

According to the result of the observation, it showed the teacher's observation in teaching learning process using multiple intelligence models was fair with 61,54% and the students' observation was less with 54,29%. Teacher explained the material clearly. Although teacher seldom respond students' question, teacher always asked some questions to know the students' understanding about the material and gave students' opportunity to express their opinion about the discussion text. There was progress between teacher and students' interaction, although some students answer the questions and pay attention the teacher explaining. Teacher also warned some students that did not pay attention when the teacher explains the material. The teacher gave test to the students using multiple intelligences model, Students must make discussion texts based on pictures and musical intelligences model.

c. Cycle II

The second cycle was done on Friday, 12 September 2014 at 10.30 - 11.35. The number of students was 37. This cycle was done, because there was problem in students' speaking skills in cycle I. Some of students felt difficult to speak discussion text. Some of them were still less understanding about discussion text. It made students' speaking was less in support sentence and the content was far from the topic. Because of those, their score test in cycle one had not reached the standard of minimum score. In the second cycle, the teaching learning processed in Discussion text.

The teaching learning process was begun by greeting to the students and checking students' attendance from the teacher. Teacher reviewed the material about discussion text and asked some questions to know the students' understanding and memorizing about the material. There was progress in students' comprehend the material, because almost all of students could answer the teacher's questions. To know the students' understanding in discussion text, teacher asked the students about that. After teacher knew the students understanding in discussion text, teacher gave test by using intrapersonal, interpersonal and naturalistic intelligence model and divided the students into 6 groups, they must discuss

some texts appropriate in each group. According to the result of the observation, it showed the teacher's observation was fair with 64,42% and also students' observation was fair with 65,71% in teaching learning activities.

d. Cycle III

The third cycle was done on Friday, 19 September 2014 at 10.30 – 11.35. This cycle was done, because there was problem in students' speaking skills and their score has not reached the standard of minimum score. Their score test in cycle two was good although it had not reached the standard of minimum score, but few students had reached the standard of minimum score. In the third cycle, the teaching learning process focused in discussion text.

Teacher opened the lesson by greeting to the students and checking students' attendance. Teacher reviewed the material about discussion text and asked some questions to know the students' understanding and memorizing about the material. There was progress in students' comprehend the material, because almost all of students could answer the teacher's questions. Teacher asked students to know students' understanding. Some students could answer correctly. Teacher gave test to the

students using logical mathematic, kinesthetic and linguistic intelligences model.

According to the result of the observation, it showed the teacher's observation in teaching learning process was good with 76,92% and also students' observation was good with 77,14%.

B. Discussion

After the writer described the use of multiple intelligence models in discussion text and then got the data from each cycle. It was analyzed in each cycles, the writer got the result of the classroom action research. The result of research showed that there was good implementation of multiple intelligences model, it could be seen from the result of questionnaire from the first cycle (69,06%), second cycle (70,59%) and third cycle (73,66%).

The writer also got the data from the improvement of students' speaking skills in discussion text by using multiple intelligences model. The result of research showed that there was significance improvement of students' speaking skills, it could be seen from the result of test from the Pre cycle (62,14), first cycle (63,65), second cycle (65,65) and third cycle (76,89). Of course the observation supported the student's activeness, it could be seen from teacher' observation in the pre cycle (56,92%), first cycle (61,54%), second cycle (64,42%) and third cycle (76, 92%) and students' observation in the pre cycle (48,57%), first cycle (54,29%), second cycle (65,71%) and third cycle (77,14%). It was

analyzed in each cycle, the writer got the result of the classroom action research

Based on the explanations above, it can be concluded that the use of multiple intelligence models to teach discussion text could improve students' speaking skill. For that reason, the writer stopped the research, because the students' score has reached the standard of minimum score and the implementation of multiple intelligence models can improve students' speaking skills and their activeness in discussion text.

CHAPTER V

CONCLUSION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about the use of multiple intelligence models to improve students' speaking skills in discussion texts (an action research at the XIth grade of MAN 1 Semarang in the academic year of 2014/2015), it can be concluded that:

1. The implementation of multiple intelligences model to improve students' speaking skills in discussion text for this research used eight intelligences model those are musical, visual, interpersonal, intrapersonal, naturalistic, logical mathematic, kinesthetic and linguistic. According to the data from result of questionnaire which have been done and analyzed in the previous chapter, it showed that there was good implementation of multiple intelligences model from the first cycle (69,06%), second cycle (70,59%) and third cycle (73,66%).
2. According to the data from result of tests and observation which have been done and analyzed in the previous chapter, it showed that the implementation of multiple intelligences model could improve students' speaking skills in discussion texts. It can be seen that implementation of multiple

intelligences model to improve students' speaking skills in discussion texts is more interesting to the students. Using multiple intelligences model to improve students' speaking skills in discussion texts can make student to express their ideas and opinion about the material. It can make passive students to be active students in their speaking skills of discussion texts. Besides students' participant in teaching learning process was increase, multiple intelligences model also improve their speaking skills in discussion texts. it could be seen from the result of test, from the Pre cycle (62,14), first cycle (63,65), second cycle (65,65) and third cycle (76,89).

3. The students' activeness by using multiple intelligences model in discussion text. it could be seen from teacher's observation in the pre cycle (56,92%), first cycle (61,54%), second cycle (64,42%) and third cycle (76, 92%) and students' observation in the pre cycle (48,57%), first cycle (54,29%), second cycle (65,71%) and third cycle (77,14%). It was analyzed in each cycle, the researcher got the result of the classroom action research

B. Suggestion

After implementing multiple intelligences model at the XIth grade students of MAN 1 Semarang, the writer found that it could improve students' speaking skills in discussion texts. From the conclusion above, the writer would like to give some suggestions to be considered by English teachers as follows:

1. Multiple Intelligences model as an alternative method of the teaching process is a good way to be applied in the second year students of senior high school to improve their ability in speaking.
2. The students are more likely to be shy and afraid to take risks in speaking the target foreign language causing them to reach the satisfied levels of English comprehension and production should conduct a study using the multiple intelligences model for their speaking class with a larger number of subjects.
3. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.
4. High appreciation from the students does not make the teachers in a hurry to add more words, sentences, and or dialogues building to learn. The teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before

Finally, the writer realizes that this paper is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amen.

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APPENDICES

APPENDICES I

LESSON PLAN FOR CYCLE 1

School	: MAN 1 Semarang
Subject	: English
Class/Semester	: XI/1
Skill Focus/ Theme	: Speaking / Discussion Text
Time Allotment	: 1 meeting (2x40 minutes)

I. Core Competence

1. Comprehending and practicing the religion teachings
2. Developing honest behavior, discipline, responsibility, caring, polite, friendly, mutual assistance, cooperation, peace-loving, responsive and proactive, and demonstrate an attitude as part of a solution to the various problems of the nation in interacting effectively with the social environment and the nature and positioning ourselves as a reflection of the nation in the world association.
3. Factual, conceptual, procedural, and metacognitive in science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interest to solve the problem.
4. Processing, reasoning, and delivering in the concrete and abstract domains associated with the learning development at

school independently, acting effectively and creatively, and be able to use the method according to the rules of science.

II. Basic Competence

2.1 Demonstrating responsible behavior, caring, responsive, and proactive in proposing solutions to anticipate and resolving problems related to the natural environment in the form of text discussion.

2.2 Demonstrating responsible behavior, caring, responsive and proactive in proposing solutions to anticipate and resolve problems related to the social environment in the form of discussion text.

3.1 Understanding how to present the text discussion for solutions to anticipate and overcoming problems related to the natural environment.

4.2 Producing discussion text coherently in proposing solutions to anticipate and resolve problems related to social environment

III. Indicators

- Responding kinds of discussion text
- Creating a discussion text based on musical and visual intelligence.
- Expressing discussion text in oral form

IV. Learning Aim

By the end of lesson, students will have been able to:

- Respond kinds of discussion text
- Create a discussion text based on musical and visual intelligence.
- Express discussion text in oral form

V. Teaching Material

1. Social Function

To present information and opinion about an issue in for points and against poin.

2. Generic Structures

- a. Opening Statement
- b. Arguments (pros and cons)
- c. Conclusion or recommendation

3. Language Features

- a.General Nouns: alcohol, smoking, cloning
- b.Relating verbs: is, are etc
- c.Thinking verbs: Think, fee, hope etc
- d.Additive connectives: besides, furthermore
- e.Contrastives connectives: although
- f.Causal connectives: because, because of
- g. Modalities: perhaps, must
- h.Adverbs of manner: hopefully

4. Example :

The Advantages and the Disadvantage of Nuclear Energy	
<p>Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risk to the environment.</p>	<p>OPENING STATEMENT</p>
<p>Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In theirN opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainably when produced in a safe way.</p>	<p>ARGUMENT FOR POINT</p>

<p>However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.</p>	<p>ARGUMENT AGAINST POINT</p>
<p>It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Are there any alternative energies to overcome the crisis of energy?</p>	<p>CONCLUSION</p>

VI. Teaching Method

Teaching Method : Multiple Intelligences Model
(Musical and visual)

VII. Teaching Learning Activities

No	Activities	Time
1	<p>Pre Activities</p> <ul style="list-style-type: none">♣ Teacher greets students.♣ Teacher checks students' attendance.♣ The teacher asks the students pre-questions to establish background knowledge of the context.♣ The teacher observes whether there are students not focusing on answering questions.	20 minutes
2	<p>Main Activities</p> <p>Observing</p> <ul style="list-style-type: none">♣ Teacher gives example of discussion text	50 minutes

- ♣ Students observe the example of discussion text

Questioning

- Students ask to the teacher about the social function of discussion text.
- Students ask to the teacher about the generic structures of discussion text.
- Students ask to the teacher about language features of discussion text

Experimenting

- Students do activity 1
- Students do activity 2

Associating

- ♣ Students create a discussion text based on activity 1 and activity 2

Communicating

	<ul style="list-style-type: none"> ♣ After students creating a discussion text based on activity 1 and activity 2, they must express it in oral form individually 	
3	<p>Post Activities</p> <ul style="list-style-type: none"> ♣ Teacher gives homework to the students related to the material. ♣ Teacher gives motivation to the students. ♣ Teacher closes the class. 	10 minutes

VIII. Media and Source of Material

a. Media

Pictures, song, and worksheet.

b. Source of material

Look Ahead: An English Course 3

Internet

IX. Assessment

A. Form : Oral test

B. Technique : The students are assigned to make monologue of discussion text and then practice it in spoken language.

C. Aspect

Oral : Fluency, Quality of communication, pronunciation, and effort to communicate .

D. Instrument of assessment

Please create a discussion text based on activity 1 and 2!

E. Scoring Guidance

- Fluency 25%
- Quality of communication 25%
- Pronunciation 25%
- Effort to communicate 25%

F. Scoring Rubric

Scores	Fluency	QoF	Pronunciation	EtC
1-15	speech is so halting and fragmentary that conversation is virtually impossible	Speech consists mostly of inappropriate isolated words and or incomplete sentences	Speech consists of very poor pronunciation	Students withdraws into long periods of silence, without any apparent effort to

		with just few very short complete sentences		complete the task
16-32	Speech is very slow and uneven except for short or routine sentences	Speech consists of many inappropriate isolated words and or incomplete sentences with some very short complete sentences	Speech consists of mostly inappropriate pronunciation	Students makes little effort to communicate, what he does is “half-hearted” without any enthusiasm
33-49	Speech is frequently hesitant and jerky, sentences	Speech consists of some inappropriate isolated	Speech consists some inappropriate pronunciation	Students makes some effort to communicate, but still shows

	may be left uncompleted	words and or incomplete sentences with many very short complete sentences		a rather “disinterested” Attitude
50-66	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	Speech consists of hardly any isolated words and or incomplete sentences with mostly complete sentences	Speech consists of hardly incorrect pronunciation	Students makes an effort to communicate but does not use any non-verbal resources, such as gestures
67-83	Speech is effortless and smooth, but	Speech consists of isolated words	Speech consists of always appropriate	Students makes a real effort to communicate

	perceptibly non-native in speed and evenness	only if appropriate and almost always completes sentences.	pronunciation	and uses some nonverbal resources, such as gestures
84-100	Speech on all professional and general topics as effortless and smooth as native speaker	Speech consists of isolated words only if appropriate, otherwise always “native-like” appropriate complete sentences	Overall Speech always shows good pronunciation	Students makes a special (usually high) effort to communicate and uses all possible resources, verbal and non-verbal, to express himself or herself

ACTIVITY 1

-Please, listen to the music Heal the world by Michael Jackson!

-Enrich your vocabularies during listen the music!

LYRIC OF THE MUSIC:

HEAL THE WORLD BY MICHAEL JACKSON

There's a place in your heart

Ada sebuah tempat di hatimu

And I know that it is love

Dan aku tahu tempat itu adalah cinta

And this place could be much

Dan tempat ini bisa jadi

Brighter than tomorrow

Jauh lebih terang dari hari esok

And if you really try

Dan jika kau benar-benar berusaha

You'll find there's no need to cry

Kau kan temukan bahwa tak ada perlunya menangis

In this place you'll feel

Di tempat ini kau kan merasa

There's no hurt or sorrow

Tak ada duka atau nestapa

There are ways to get there
Ada banyak cara tuk sampai ke sana
If you care enough for the living
Jika kau peduli pada kehidupan
Make a little space, make a better place
Berilah ruang kecil, jadikanlah tempat yang lebih baik

CHORUS

Heal the world
Sembuhkanlah dunia
Make it a better place
Jadikan dunia ini tempat yang lebih baik
For you and for me and the entire human race
Untukmu dan untukku dan untuk seluruh manusia
There are people dying
Banyak orang sekarat
If you care enough for the living
Jika kau peduli pada kehidupan
Make a better place
Jadikan tempat yang lebih baik
For you and for me
Untukmu dan untukku

If you want to know why
Jika kau ingin tahu kenapa
There's a love that cannot lie
Ada cinta yang tak dapat berdusta
Love is strong
Cinta itu kuat
It only cares for joyful giving
Ia hanya peduli pada pemberian yang ikhlas
If we try we shall see
Jika kita berusaha kita kan melihat
In this bliss we cannot feel
Di dalam kebahagiaan ini kita tak dapat merasakan
Fear or dread
Ketakutan atau kengerian
We stop existing and start living
Kita berhenti ada dan mulai hidup
Then it feels that always
Lalu selalu terasa
Love's enough for us growing
Cinta saja cukup bagi kita untuk tumbuh
Make a better world, make a better world
Jadikan dunia yang lebih baik

CHORUS

And the dream we would conceived in
Dan impian yang kita angan-angankan

Will reveal a joyful face

Kan tunjukkan wajah ceria

And the world we once believed in

Dan dunia yang pernah kita yakini

Will shine again in grace

Kan bersinar lagi dengan eloknya

Then why do we keep strangling life

Lalu kenapa kita terus saja mencekik kehidupan

Wound this earth, crucify it's soul

Melukai dunia ini, menyalib jiwanya

Though it's plain to see, this world is heavenly

Meskipun kelihatan sederhana, dunia ini bagian dari surga

Be God's glow

Jadilah kilau Tuhan

We could fly so high

Kita bisa terbang sangat tinggi

Let our spirits never die

Jangan biarkan jiwa kita mati

In my heart I feel
Di hatiku kurasakan
You are all my brothers
Kalian semua adalah saudaraku
Create a world with no fear
Ciptakan dunia tanpa rasa takut
Together we'll cry happy tears
Bersama-sama kita kan menangis bahagia
See the nations turn their swords into plowshares
Melihat negara-negara mengganti pedang mereka dengan bajak
We could really get there
Kita bisa benar-benar sampai di sana
If you cared enough for the living
Jika kau peduli pada kehidupan
Make a little space to make a better place
Berilah ruang kecil tuk membuat tempat yang lebih baik

CHORUS (3x)

(2x)

There are people dying
Banyak orang sekarat
If you care enough for the living
Jika kau peduli pada kehidupan

Make a better place
Jadikan tempat yang lebih baik
For you and for me
Untukmu dan untukku

(3x)

You and for me / Make a better place
Untukmu dan untukku / jadikan tempat yang lebih baik

(4x)

You and for me / Heal the world we live in
Untukmu dan untukku / sembuhkan dunia tempat tinggal kita
You and for me / Save it for our children
Untukmu dan untukku / selamatkan untuk anak-anak kita

ACTIVITY 2

-Look at the pictures below!

-Make a discussion text : “Love and Violence” based on activity 1 and 2 in oral form!

PICTURES



(1)



(2)



(3)



(4)

Semarang, 5th September 2014

Approved by,

English teacher

A stylized handwritten signature in black ink, consisting of a long horizontal line with a diagonal stroke across it and some loops.

Agustin Sri Hartati

The Researcher

A handwritten signature in black ink, featuring a large initial 'N' and 'F' with a circular flourish.

Nila Fauziah

LESSON PLAN FOR CYCLE 2

School	: MAN 1 Semarang
Subject	: English
Class/Semester	: XI/1
Skill Focus/ Theme	: Speaking / Discussion Text
Time Allotment	: 1 meeting (2x40 minutes)

I. Core Competence

1. Comprehending and practicing the religion teachings
2. Developing honest behavior, discipline, responsibility, caring, polite, friendly, mutual assistance, cooperation, peace-loving, responsive and proactive, and demonstrate an attitude as part of a solution to the various problems of the nation in interacting effectively with the social environment and the nature and positioning ourselves as a reflection of the nation in the world association.
3. Factual, conceptual, procedural, and metacognitive in science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interest to solve the problem.
4. Processing, reasoning, and delivering in the concrete and abstract domains associated with the learning development at

school independently, acting effectively and creatively, and be able to use the method according to the rules of science.

II. Basic Competence

- 2.1 Demonstrating responsible behavior, caring, responsive, and proactive in proposing solutions to anticipate and resolving problems related to the natural environment in the form of text discussion.
- 2.2 Demonstrating responsible behavior, caring, responsive and proactive in proposing solutions to anticipate and resolve problems related to the social environment in the form of discussion text.
- 3.1 Understanding how to present the text discussion for solutions to anticipate and overcoming problems related to the natural environment.
- 3.2 Analyzing the text discussion for solutions to anticipate and overcome problems related to the social environment

III. Indicators

- Comprehending discussion text based on naturalistic intelligence
- Expressing discussion text based on intrapersonal intelligence
- Responding discussion text based on interpersonal intelligence

IV. Learning Aim

By the end of lesson, students will have been able to

- Comprehend discussion text based on naturalistic intelligence
- Express discussion text based on intrapersonal intelligence
- Respond discussion text based on interpersonal intelligence

V. Teaching Material

1. Social Function

To present information and opinion about an issue in for points and against points.

2. Generic Structures

- a. Opening Statement
- b. Arguments (pros and cons)
- c. Conclusion/ recommendation

3. Language Features

- a. General Nouns: alcohol, smoking, cloning
- b. Relating verbs: is, are etc
- c. Thinking verbs: Think, fee, hope etc
- d. Additive connectives: besides,
- e. Contrastive connectives: although, even if
- f. Causal connectives: because, because of
- g. Modalities: perhaps, must, should

4. Example :

The Advantages and the Disadvantage of Nuclear Energy	
<p>Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risk to the environment.</p>	<p>OPENING STATEMENT</p>
<p>Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainably when produced in a safe way.</p>	<p>ARGUMENT FOR POINT</p>

<p>However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.</p>	<p style="text-align: center;">ARGUMENT AGAINST POINT</p>
<p>It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Are there any alternative energies to overcome the crisis of energy?</p>	<p style="text-align: center;">CONCLUSION</p>

VI. Teaching Method

Teaching Method : Multiple Intelligence Models
(Interpersonal, intrapersonal,
Naturalistic)

VII. Teaching Learning Activities

No	Activities	Time
1	<p>Pre Activities</p> <ul style="list-style-type: none">♣ Teacher greets students.♣ Teacher checks students' attendance.♣ The teacher asks the students pre-questions to establish background knowledge of the context.♣ The teacher observes whether there are students not focusing on answering questions.	20 minutes
2	<p>Main Activities</p> <p>Observing</p> <ul style="list-style-type: none">♣ Teacher gives example of discussion text♣ Students observe the example of discussion text	50 minutes

	<p>Questioning</p> <ul style="list-style-type: none"> ▪ Students ask to the teacher about how to analyze main idea of the discussion text example <p>Experimenting</p> <ul style="list-style-type: none"> • Students find the main idea of the discussion text example <p>Associating</p> <ul style="list-style-type: none"> ♣ Students do activity from discussion group <p>Communicating</p> <ul style="list-style-type: none"> ♣ Students must discuss in the activity with their group member after that they must share the discussion to other groups 	
3	<p>Post Activities</p> <ul style="list-style-type: none"> ♣ Teacher gives homework to 	10 minutes

	<p>the students related to the material.</p> <ul style="list-style-type: none"> ♣ Teacher gives motivation to the students. ♣ Teacher closes the class. 	
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VIII. Media and Source of Material

a. Media

Paper and worksheet.

b. Source of material

Look Ahead: An English Course 3

Internet

IX. Assessment

A. Form : Oral test

B. Technique: The students are assigned to comprehend discussion text based on their naturalistic intelligence and then express it based on intrapersonal and interpersonal intelligence in spoken language.

C. Aspect :

Oral : Fluency, Quality of communication, pronunciation, and effort to communicate.

D. Instrument of assessment

Please, Answer some questions based on discussion text in your group and then discuss to other groups!

E. Scoring Guidance

- Fluency 25%
- Quality of communication 25%
- Pronunciation 25%
- Effort to communicate 25%
- Accuracy of grammar 25%

F. Scoring Rubric

Scores	Fluency	QoC	Pronunciation	EtC
1-15	speech is so halting and fragmentary that conversation is virtually impossible	Speech consists mostly of inappropriate isolated words and or incomplete sentences with just few very short complete sentences	Speech consists of very poor pronunciation	Students withdraws into long periods of silence, without any apparent effort to complete the task
16-32	Speech is very slow and	Speech consists of many	Speech consists of mostly	Students makes little effort to

	uneven except for short or routine sentences	inappropriate isolated words and or incomplete sentences with some very short complete sentences	inappropriate pronunciation	communicate, what he does is “half-hearted” without any enthusiasm
33-49	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Speech consists of some inappropriate isolated words and or incomplete sentences with many very short complete sentences	Speech consists some inappropriate pronunciation	Students makes some effort to communicate, but still shows a rather “disinterested” attitude
50-66	Speech is occasionally hesitant, with	Speech consists of hardly any	Speech consists of hardly	Students makes an effort to

	some unevenness caused by rephrasing and grouping for words	isolated words and or incomplete sentences with mostly complete sentences	incorrect pronunciation	communicate but does not use any non-verbal resources, such as gestures
67-83	Speech is effortless and smooth, but perceptibly non-native in speed and evenness	Speech consists of isolated words only if appropriate and almost always completes sentences.	Speech consists of always appropriate pronunciation	Students makes a real effort to communicate and uses some nonverbal resources, such as gestures
84-100	Speech on all professional and general topics as effortless and smooth as	Speech consists of isolated words only if appropriate, otherwise	Overall Speech always shows good pronunciation	Students makes a special (usually high) effort to communicate

	native speaker	always “native-like” appropriate complete sentences		and uses all possible resources, verbal and non-verbal, to express himself or herself
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ACTIVITY

Please, Answer some questions based on discussion text in your group and then discuss to other groups!	
The title of discussion text : Renting a house	GROUP 1
The title of discussion text : An alternative education system	GROUP 2
The title of discussion text : The issue of polygamy	GROUP 3

The title of discussion text : The controversy of genetic research	GROUP 4
The title of discussion text : The controversy of television	GROUP 5
The title of discussion text : Globalization	GROUP 6

Text 1

Many young people have difficulty deciding where they will live when the time comes to leave home and make their own way in the world. Among the more common alternatives are sharing a house or flat with other young people, and finding full board and lodgings in someone else's home.

Renting a house with other young people offers the advantage of a high degree of freedom and independence. On the down side, renting involves a variety of responsibilities that may be more than you wish to take on. This would mean you would be responsible for making large rental payments if one or more of the people you are sharing with should move out of the house or flat. It might also mean that you are held financially responsible if they damage the dwelling.

Finding board and lodgings, on the other hand, has significant advantages. Generally you have no responsibility for the cleaning or maintenance of the dwelling or its gardens, other than to take reasonable care of your room. However, living in board and lodging circumstances has its drawbacks too. You have less freedom and flexibility in your lifestyle.

In the end, the decision each person makes will depend on their own personal valuing of independence and of convenience, as well as their feeling of readiness for taking on the considerable financial and other responsibilities of house or flat rental.

1. The text mainly discusses about ...
2. “Finding board and lodgings, on the other hand, has significant advantages.” The underlined word means ...
3. The writer’s purpose of writing the text is ...
4. The against point of this text is ...
5. The for point of this text is ...

Text 2

What do you think about home schooling? Do you think it's a good idea concerning socialization and all? Believed to be first introduced in the U.S. decades ago, home schooling is now mushrooming in the country. This phenomenon seems to be in response to the fact that children's rights are sidelined in the arena of formal education. As an alternative education system, home schooling could become a popular choice for children of school age

Home schooling provides kids with educational opportunities that traditional public schooling has not provided. It offers a refreshing system by which students are encouraged to be creative and express themselves. Students will discover the thrill and sense of accomplishment that self-initiated learning can bring.

On the other hand, some people believe that home schooling can be inefficient and expensive. Students' social life is, indeed, something to be concerned about in home schooling education. Most school districts make sincere attempts to keep their home schooled students active participants in the social, athletic, and extracurricular life of the school.

It is strongly recommended that parents contact home schooling resource that may be able to put them in touch with kids who have gone through home schooling and those who are currently being home schooled. Talking with them would be a great way for parents to make a more informed decision about their kids' education.

1. The text mainly discusses about ...
2. What does the writer suggest that parents do before making decision to provide home schooling for their kids?
3. "... parents contact home schooling resource that may be able to put them **in touch** with kids who have gone through home schooling"

The underlined phrase means

4. The against point of this text is ...
5. The for point of this text is ...

Text 3

THE ISSUE OF POLYGAMY

Polygamy has still become an actual topic to discuss. People react this issue in different opinions.

Today in the 21st Century polygamy persists and is legally permitted in Muslim majority Indonesia. The 1974 Marriage Act in Article 3 states that a husband may have up to four wives on condition that the wife consents.

Further Article 5 cites three instances where a husband may practise polygamy: the wife is unable to execute the obligation of a wife; the wife has acquired a bodily handicap or incurable disease; the wife is unable to bear children.

Woman's rights advocates reject this provision of the law as it works against women. They perceive the conditions that allow a husband to practise polygamy are from perspective of the husband's interests.

Islam allows a man to have up to four wives in the context of caring for orphans, and it emphasizes that the women must be treated equally. If the man is unable to do this, the man may only have one wife. The Koran does not issue a recommendation or a command to commit polygamy.

Thus the principle marriage in Islam is monogamy, not polygamy. Because of this polygamy should be banned.

1. From the text we infer that ...
2. What makes most women disagree with Polygamy?
3. Husbands are let practise polygamy when ...
4. The against point of this text is ...
5. The for point of this text is ...

Text 4

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory due to the development of gene splicing.

On the other hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.

Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Not everyone is excited about gene splicing, however. Some people feel that it could have terrible consequences. A laboratory

accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity.

As a result of this controversy, the government has made rules to control genetic experiments. While some members of the scientific community feel that these are too strict, many other people feel that are still not strict enough.

1. The text above implies that ...
2. Which of the following is the beneficial use of gene splicing?
3. What can endanger the existence of human life relating to genetic splicing?
4. The against point of this text is ...
5. The for point of this text is ...

Text 5

Television has certainly changed our lives. Today, most people watching TV to going to the cinema. Without it, nobody would have paid much attention to national or international-historical, political, sports, sport, etc.-events. Even, television proved that pictures of suffering can move a nation to pity. Besides, many things can be learnt from TV.

Are there any disadvantages of TV? Many parents admitted that they found difficulties to stop their children's bad habit, for example, they spend their leisure time for watching TV more than reading. Children become very lazy and irresponsible for their main tasks. This is of course denied by TV producers of people whose work is related to TV. They are very sure that there are a lot of benefits of TV for viewers, especially children or students.

On the other hand, they honestly admit that some TV programs can endanger children's mental. They regret because parents sometimes don't have much time to watch TV together with their children. They suggest parents to have more discussion with their children on any programs they have seen.

1. The communicative purpose of this text is
2. The part of the text which contains statement and preview is
3. The main idea of the first paragraph is
4. Who is persuaded to consider the effect of TV?
5. The against point of this text is ...
6. The for point of this text is ...

Text 6

GLOBALIZATION

Globalization is a social change formed by the increase of interrelation among society and its elements and happens because of acculturation and technology development

Globalization gives new nuance and wide impact to the immigrants in different culture. World becomes more various in aspect of ethnics, race and skin colour. Nowadays social growth brings about the cultural changes which have pluralistic and cultural characters.

Globalization has positive effect if we can adapt better, by improving the self quality and selective attitude to the foreign cultural adoption.

The positive of globalization can be seen in the change of the development system. In this case, national development has given wide opportunity for Indonesian society to get proper education.

In the change of life view, globalization expands the concept of the balance between material and immaterial development.

Nevertheless, globalization results in some negative effects as well. The society experiences cultural shock because they are not ready to accept the foreign culture immediately. Globalization makes the value in social life not ready to anticipate the changes happened in the community. It may bring about cultural value destruction having been adopted by the local society.

Good or bad, the changes that caused by the globalization must be faced with selective attitude to receive the new culture and strong self-ability to fight for it.

1. What is the purpose of the text?
2. The organization of the text above is
3. What is the main idea of the text?
4. What does the writer recommend us to face the globalization?
5. What is the against and for point of this text?

Semarang, 12th September 2014

Approved by,

English teacher



Agustin Sri Hartati

The Researcher



Nila Fauziah

LESSON PLAN FOR CYCLE 3

School	: MAN 1 Semarang
Subject	: English
Class/Semester	: XI/1
Skill Focus/ Theme	: Speaking / Discussion Text
Time Allotment	: 1 meeting (2x40 minutes)

I. Core Competence

1. Comprehending and practicing the religion teachings
2. Developing honest behavior, discipline, responsibility, caring, polite, friendly, mutual assistance, cooperation, peace-loving, responsive and proactive, and demonstrate an attitude as part of a solution to the various problems of the nation in interacting effectively with the social environment and the nature and positioning ourselves as a reflection of the nation in the world association.
3. Factual, conceptual, procedural, and metacognitive in science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interest to solve the problem.
4. Processing, reasoning, and delivering in the concrete and abstract domains associated with the learning development at

school independently, acting effectively and creatively, and be able to use the method according to the rules of science.

II. Basic Competence

2.1 Demonstrating responsible behavior, caring, responsive, and proactive in proposing solutions to anticipate and resolving problems related to the natural environment in the form of text discussion.

2.2 Demonstrating responsible behavior, caring, responsive and proactive in proposing solutions to anticipate and resolve problems related to the social environment in the form of discussion text.

3.1 Understanding how to present the text discussion for solutions to anticipate and overcoming problems related to the natural environment.

3.2 Analyzing the text discussion for solutions to anticipate and overcome problems related to the social environment

III. Indicators

- Analyzing discussion text based on logical mathematics intelligence.
- Responding discussion text based on kinesthetic intelligence.
- Expressing discussion text based on linguistic intelligence.

IV. Learning Aim

By the end of lesson, students will have been able to

- Analyze discussion text based on logical mathematics intelligence.
- Respond discussion text based on kinesthetic intelligence.
- Express discussion text based on linguistic intelligence.

V. Teaching Material

DISCUSSION TEXT:

The Advantages and the Disadvantage of Nuclear Energy	
<p>Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate of whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risk to the environment.</p>	<p>OPENING STATEMENT</p>

Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainably when produced in a safe way.

**ARGUMENT
FOR POINT**

However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in a reactor, for example, usually results in the contamination of the surrounding soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.

**ARGUMENT
AGAINST POINT**

<p>It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy? Are there any alternative energies to overcome the crisis of energy?</p>	<p>CONCLUSION</p>
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VI. Teaching Method

Teaching Method : Multiple Intelligence Models
(Logical mathematic, linguistic, bodily- kinesthetic)

VII. Teaching Learning Activities

No	Activities	Time
1	<p>Pre Activities</p> <ul style="list-style-type: none"> ♣ Teacher greets students. ♣ Teacher checks students' attendance. ♣ The teacher asks the students pre-questions to establish background knowledge of the 	20 minutes

	<p>context.</p> <ul style="list-style-type: none"> ♣ The teacher observes whether there are students not focusing on answering questions. 	
2	<p>Main Activities</p> <p>Observing</p> <ul style="list-style-type: none"> ♣ Teacher gives example of discussion text ♣ Students observe the example of discussion text <p>Questioning</p> <ul style="list-style-type: none"> ▪ Students ask to the teacher about how to respond and express main idea of the discussion text example <p>Experimenting</p> <ul style="list-style-type: none"> • Students express the main idea of the discussion text example 	50 minutes

	<p>Associating</p> <ul style="list-style-type: none"> ♣ Students do activity 1 and 2 in individually <p>Communicating</p> <ul style="list-style-type: none"> ♣ Students must make an oral presentation based on Activity 1 and 2 	
3	<p>Post Activities</p> <ul style="list-style-type: none"> ♣ Teacher gives homework to the students related to the material. ♣ Teacher gives motivation to the students. ♣ Teacher closes the class. 	10 minutes

VIII. Media and Source of Material

a. Media

Paper, word cards and worksheet.

b. Source of material

Look Ahead: An English Course 3

Internet

IX. Assessment

A. Form : Oral test

B. Technique: The students are assigned to analyze and respond discussion text based on their logical mathematic and kinesthetic intelligence and then express it based on linguistic intelligence in spoken language.

C. Aspect :

D. Oral : Fluency, Quality of communication, pronunciation, and effort to communicate.

E. Instrument of assessment

Please, make an oral presentation based on the activity!

F. Scoring Guidance

- Fluency 25%
- Quality of communication 25%
- Pronunciation 25%
- Effort to communicate 25%
- Accuracy of grammar 25%

G. Scoring Rubric

Scores	Fluency	QoC	Pronunciation	EtC
1-15	speech is so halting and fragmentary that	Speech consists mostly of inappropriate	Speech consists of very poor pronunciation	Students withdraws into long periods

	<p>conversation is virtually impossible</p>	<p>isolated words and or incomplete sentences with just few very short complete sentences</p>		<p>of silence, without any apparent effort to complete the task</p>
16-32	<p>Speech is very slow and uneven except for short or routine sentences</p>	<p>Speech consists of many inappropriate isolated words and or incomplete sentences with some very short complete sentences</p>	<p>Speech consists of mostly inappropriate pronunciation</p>	<p>Students makes little effort to communicate, what he does is “half-hearted” without any enthusiasm</p>

33-49	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Speech consists of some inappropriate isolated words and or incomplete sentences with many very short complete sentences	Speech consists some inappropriate pronunciation	Students makes some effort to communicate, but still shows a rather “disinterested” Attitude
50-66	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping	Speech consists of hardly any isolated words and or incomplete sentences with mostly complete	Speech consists of hardly incorrect pronunciation	Students makes an effort to communicate but does not use any non-verbal resources, such

	for words	sentences		as gestures
67-83	Speech is effortless and smooth, but perceptibly non-native in speed and evenness	Speech consists of isolated words only if appropriate and almost always completes sentences.	Speech consists of always appropriate pronunciation	Students makes a real effort to communicate and uses some nonverbal resources, such as gestures
84-100	Speech on all professional and general topics as effortless and smooth as native speaker	Speech consists of isolated words only if appropriate, otherwise always “native-like” appropriate complete sentences	Overall Speech always shows good pronunciation	Students makes a special (usually high) effort to communicate and uses all possible resources, verbal and non-verbal,

				to express himself or herself
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ACTIVITY 1

- Please, read this discussion text carefully !
- Analyze the differences between love and violence!

Love and Violence to Children

We often see and hear many examples about love and violence to children. But which one between love and violence can give good influence in children life?.

Love is actions and feelings for dearing and caring children. Children can create their world without fear because love makes a better place for their dreams and hopes. Love is strong, It only cares for joyful giving. Many children in this world are hopeless and hurt, it happened from day by day and along of the year so that we must realize that love becomes healer and spirit for children life. The important factors to support how love works are family, friends, and environment, they can give good and bad influences.

Now we talk about violence, it's the opposite of love. Violence is actions and feelings for hating and hurting

children. Here children get hopeless and fear in their dreams, there is no happiness. Many children become victim of the violence and finally they are dying so that we must know that violence become threat and dangerous for children life. The important factors from violence is same with love, it also give good and bad influence.

Needless to say, Love becomes good influence in children life. Unfortunately, violence is the worst influence in their life.

ACTIVITY 2!

Stick appropriate words after reading the discussion text and then make oral presentation individually!

LOVE	VIOLENCE

Options:

1. Care
2. Hurt
3. Hopes
4. hopeless
5. Spirit
6. Threat

Semarang, 19th September 2014

Approved by,

English teacher



Agustin Sri Hartati

The Researcher



Nila Fauziah

APPENDICES II

THE QUESTIONNAIRE

Name :

Class :

Directions!

1. Please, read these statements below carefully!
2. Please, give answers with cross sign (X) in one of the columns
3. Please, choose appropriate answers below:

A = Always

B = Sometimes

C = Once

D = Never

E = Doubt

<i>MULTIPLE INTELLIGENCE MODELS</i>						
No.	Statements	Answers				
		A	B	C	D	E
1.	I cooperate with others in pair or group					
2.	I work independently					
3.	I speak English with few errors					
4.	I can analyze complex data					
5.	I understand my lesson through music					

6.	I understand my lesson through pictures					
7.	I speak English with my own idea					
8.	I can demonstrate my lesson through body movement					
9.	I use multiple intelligence completely					
10	I use multiple intelligence incompletely					

<i>SPEAKING SKILLS</i>						
No.	Statements	Answers				
		A	B	C	D	E
1.	I can speak english with stress pattern					
2.	I can speak english fluently					
3.	I can speak english with grammatical word					
4.	I can speak english based on certain situations					
5.	I can speak english with others					
6.	I can give new information in english					
7.	I can rephrase other informations					
8.	I can use my body language when speak English					
9.	I can speak english by using appropriate words and phrases					

10	I can translate my english speaking well					
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<i>DISCUSSION TEXTS</i>						
No.	Statements	Answers				
		A	B	C	D	E
1.	I know about kinds of the text					
2.	I know about social function of discussion text					
3.	I know about generic structures of discussion text					
4.	I know about language features of discussion text					
5.	I can identify “argument for point” in discussion text					
6.	I can identify “argument against point” in discussion text					
7.	I can make a discussion text					
8.	I can answer some questions based on discussion text					
9.	I can express discussion text in oral form					
10	I can respond discussion text in oral form					

A. The Result Of Questionnaire In Cycle 1

MULTIPLE INTELLIGENCES MODEL

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	5	4	4	4	5	5	4	1
A2	4	4	4	4	4	4	5	2	4	5
A3	4	4	4	4	4	5	5	3	4	3
A4	4	4	4	4	5	4	1	1	4	1
A5	4	4	4	1	4	4	4	2	4	4
A6	4	4	4	4	4	4	5	3	4	5
A7	5	4	4	4	5	4	4	4	4	4
A8	4	4	4	1	4	4	1	4	4	4
A9	4	4	4	4	5	5	3	4	4	5
A10	4	4	4	1	5	4	4	4	1	1
A11	5	4	4	4	4	3	4	4	4	4
A12	5	4	4	4	4	5	5	4	4	4
A13	4	5	1	5	4	4	5	5	4	4
A14	4	4	4	4	4	3	4	2	4	4
A15	4	4	3	4	3	3	5	3	4	4
A16	4	4	4	4	3	4	4	2	4	4
A17	5	4	4	4	4	4	4	2	4	4
A18	5	4	4	5	4	4	4	4	4	5
A19	5	4	4	5	5	4	5	3	4	4
A20	4	4	4	4	4	3	3	2	4	2
A21	4	4	4	4	1	4	1	4	4	5
A22	5	4	4	4	5	4	4	4	4	4
A23	4	4	3	4	4	4	4	2	4	4
A24	4	4	4	4	5	4	4	3	4	4
A25	4	1	4	1	4	4	4	4	4	4
A26	4	4	4	4	3	4	5	5	4	4
A27	4	4	4	4	4	4	4	4	4	5
A28	4	4	4	3	5	4	1	3	1	1
A29	5	4	4	4	4	4	5	2	4	4

A30	4	4	4	1	5	4	4	4	4	1
A31	4	4	4	4	4	1	4	4	4	4
A32	4	4	4	1	4	4	4	2	4	4
A33	5	4	5	4	4	4	4	2	4	4
A34	4	4	4	4	4	4	4	4	4	4
A35	4	4	5	4	4	4	2	2	4	4
A36	4	4	4	4	4	4	4	4	4	4
A37	4	4	4	3	5	4	1	3	1	1
Total	157	146	146	131	152	144	139	119	139	133
Total	1406									

SPEAKING SKILLS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	2	4	4	1	2	2	2	4
A2	4	4	4	4	1	4	4	4	4	4
A3	4	4	4	4	4	3	4	3	4	3
A4	4	4	4	4	1	4	3	4	4	4
A5	4	4	4	4	4	4	2	4	4	4
A6	4	4	4	4	4	4	1	5	4	4
A7	4	4	4	5	5	2	2	4	4	4
A8	4	4	4	4	4	1	4	4	4	4
A9	4	4	4	4	4	1	1	4	4	4
A10	4	4	1	4	4	3	1	4	1	1
A11	4	4	4	3	2	4	4	3	4	4
A12	5	4	4	4	5	4	4	4	4	4
A13	5	4	4	5	5	4	5	4	4	5
A14	4	4	4	4	4	4	4	4	4	4
A15	4	4	4	4	4	4	4	4	4	4
A16	4	4	4	3	4	4	1	2	4	4
A17	4	4	4	4	4	4	4	5	4	4
A18	4	4	4	4	2	4	4	2	2	4
A19	5	4	3	4	4	4	4	5	4	5

A20	2	4	4	4	4	2	4	4	2	4
A21	4	4	4	4	3	1	1	4	4	4
A22	4	4	4	5	4	4	4	4	4	4
A23	4	4	4	4	4	4	2	3	3	4
A24	4	4	4	4	4	4	2	4	4	4
A25	4	4	4	4	4	1	4	4	1	4
A26	4	1	4	4	4	4	4	5	4	4
A27	2	4	4	4	4	2	2	2	1	4
A28	4	4	1	4	3	1	4	4	4	4
A29	4	4	4	4	4	1	5	4	1	4
A30	3	4	4	3	5	4	1	4	1	4
A31	5	4	4	4	4	1	4	5	4	4
A32	4	4	4	1	4	1	4	2	4	4
A33	4	4	5	4	4	4	4	5	4	4
A34	4	4	4	4	4	4	3	4	4	4
A35	4	4	4	4	4	2	4	4	2	4
A36	4	4	4	3	3	2	1	2	3	4
A37	4	4	1	4	3	1	4	4	4	4
Total	147	145	137	144	138	106	115	139	123	146
Total	1340									

DISCUSSION TEXTS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	3	2	1	1	4	2	1	2	1
A2	3	4	1	1	4	4	1	1	2	2
A3	4	3	3	1	4	4	2	4	1	4
A4	4	2	4	1	1	4	2	4	2	1
A5	4	2	1	1	1	1	2	1	3	2
A6	3	1	4	1	4	4	1	1	3	1
A7	4	3	4	1	4	4	2	2	4	2
A8	4	2	1	1	4	4	1	4	1	4
A9	4	4	4	1	4	4	1	4	1	4

A10	1	1	1	1	1	1	4	4	2	1
A11	4	2	4	1	4	4	2	2	4	2
A12	4	4	4	4	5	4	4	4	4	2
A13	5	4	3	1	5	5	3	4	4	4
A14	4	3	4	3	4	4	4	4	4	2
A15	4	4	4	4	4	4	4	4	4	2
A16	3	2	4	1	4	4	2	4	4	4
A17	4	2	4	1	4	4	1	4	5	4
A18	4	2	2	1	4	4	2	4	4	2
A19	4	4	4	5	5	5	5	5	5	5
A20	4	2	2	1	3	2	2	4	2	4
A21	3	3	4	1	4	4	2	1	2	3
A22	4	4	4	1	4	4	2	4	4	2
A23	4	3	4	2	1	2	4	1	3	2
A24	3	1	4	1	4	4	3	4	3	4
A25	4	4	4	4	4	4	3	4	4	4
A26	4	4	4	1	4	4	2	4	4	4
A27	4	2	3	2	2	2	2	2	3	2
A28	3	1	1	1	4	4	2	1	1	1
A29	3	2	4	1	3	1	4	4	4	2
A30	4	1	1	1	5	5	4	4	3	3
A31	5	4	1	1	5	5	2	4	4	4
A32	3	2	4	1	1	1	2	1	1	1
A33	4	2	4	2	4	4	1	4	5	4
A34	3	1	3	1	4	4	3	4	4	4
A35	4	2	4	1	4	4	1	4	2	4
A36	4	3	2	1	3	4	2	1	3	2
A37	3	1	4	1	4	4	3	4	3	4
Total	137	94	115	55	130	134	89	116	114	103
Total	1087									

$$\text{score} = \frac{\sum x}{s_{\max}} 100\%$$

$$\text{score} = \frac{3833}{5550} 100\%$$

$$\text{score} = 69,06\%$$

B. The Result Of Questionnaire In Cycle 2

MULTIPLE INTELLIGENCES MODEL

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	5	4	4	4	5	5	4	3
A2	4	4	4	4	4	4	5	3	4	5
A3	4	4	4	4	4	5	5	3	4	3
A4	4	4	4	4	5	4	1	1	4	1
A5	4	4	4	1	4	4	4	2	4	4
A6	4	4	4	4	4	4	5	3	4	5
A7	5	4	4	4	5	4	4	4	4	4
A8	4	4	4	3	4	4	1	4	4	4
A9	4	4	4	4	5	5	3	4	4	5
A10	4	4	4	3	5	4	4	4	1	1
A11	5	4	4	4	4	3	4	4	4	4
A12	5	4	4	4	4	5	5	4	4	4
A13	4	5	1	5	4	4	5	5	4	4
A14	4	4	4	4	4	3	4	2	4	4
A15	4	4	3	4	3	3	5	3	4	4
A16	4	4	4	4	3	4	4	2	4	4
A17	5	4	4	4	4	4	4	2	4	4
A18	5	4	4	5	4	4	4	4	4	5
A19	5	4	4	5	5	4	5	3	4	4
A20	4	4	4	4	4	3	3	2	4	2
A21	4	4	4	4	3	4	1	4	4	5

A22	5	4	4	4	5	4	4	4	4	4
A23	4	4	3	4	4	4	4	2	4	4
A24	4	4	4	4	5	4	4	3	4	4
A25	4	3	4	3	4	4	4	4	4	4
A26	4	4	4	4	3	4	5	5	4	4
A27	4	4	4	4	4	4	4	4	4	5
A28	4	4	4	3	5	4	3	3	3	3
A29	5	4	4	4	4	4	5	2	4	4
A30	4	4	4	3	5	4	4	4	4	3
A31	4	4	4	4	4	3	4	4	4	4
A32	4	4	4	3	4	4	4	3	4	4
A33	5	4	5	4	4	4	4	2	4	4
A34	4	4	4	4	4	4	4	4	4	4
A35	4	4	5	4	4	4	2	2	4	4
A36	4	4	4	4	4	4	4	4	4	4
A37	4	4	4	4	5	4	3	3	3	3
Total	157	148	146	142	154	146	143	121	143	141
Total	1441									

SPEAKING SKILLS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	2	4	4	2	3	3	3	4
A2	4	4	4	4	3	4	4	4	4	4
A3	4	4	4	4	4	3	4	3	4	3
A4	4	4	4	4	3	4	3	4	4	4
A5	4	4	4	4	4	4	2	4	4	4
A6	4	4	4	4	4	4	3	5	4	4
A7	4	4	4	5	5	2	2	4	4	4
A8	4	4	4	4	4	3	4	4	4	4
A9	4	4	4	4	4	3	1	4	4	4
A10	4	4	1	4	4	3	1	4	1	1
A11	4	4	4	3	2	4	4	3	4	4

A12	5	4	4	4	5	4	4	4	4	4
A13	5	4	4	5	5	4	5	4	4	5
A14	4	4	4	4	4	4	4	4	4	4
A15	4	4	4	4	4	4	4	4	4	4
A16	4	4	4	3	4	4	1	2	4	4
A17	4	4	4	4	4	4	4	5	4	4
A18	4	4	4	4	2	4	4	2	2	4
A19	5	4	3	4	4	4	4	5	4	5
A20	2	4	4	4	4	2	4	4	2	4
A21	4	4	4	4	3	3	1	4	4	4
A22	4	4	4	5	4	4	4	4	4	4
A23	4	4	4	4	4	4	2	3	3	4
A24	4	4	4	4	4	4	2	4	4	4
A25	4	4	4	4	4	1	4	4	1	4
A26	4	1	4	4	4	4	4	5	4	4
A27	2	4	4	4	4	2	2	2	1	4
A28	4	4	2	4	3	2	4	4	4	4
A29	4	4	4	4	4	1	5	4	1	4
A30	3	4	4	3	5	4	1	4	1	4
A31	5	4	4	4	4	1	4	5	4	4
A32	4	4	4	1	4	1	4	2	4	4
A33	4	4	5	4	4	4	4	5	4	4
A34	4	4	4	4	4	4	3	4	4	4
A35	4	4	4	4	4	2	4	4	2	4
A36	4	4	4	3	3	2	1	2	3	4
A37	4	4	3	4	3	1	4	4	4	4
Total	147	145	140	144	142	114	118	140	124	146
Total	1360									

DISCUSSION TEXTS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	3	2	3	3	4	2	1	2	1
A2	3	4	1	1	4	4	1	1	2	2
A3	4	3	3	1	4	4	2	4	1	4
A4	4	2	4	3	1	4	2	4	2	1
A5	4	2	3	3	1	1	2	1	3	2
A6	3	1	4	3	4	4	1	1	3	1
A7	4	3	4	1	4	4	2	2	4	2
A8	4	2	1	1	4	4	1	4	1	4
A9	4	4	4	1	4	4	1	4	1	4
A10	3	3	3	1	1	1	4	4	2	1
A11	4	2	4	1	4	4	2	2	4	2
A12	4	4	4	4	5	4	4	4	4	2
A13	5	4	3	1	5	5	3	4	4	4
A14	4	3	4	3	4	4	4	4	4	2
A15	4	4	4	4	4	4	4	4	4	2
A16	3	2	4	1	4	4	2	4	4	4
A17	4	2	4	1	4	4	1	4	5	4
A18	4	2	2	1	4	4	2	4	4	2
A19	4	4	4	5	5	5	5	5	5	5
A20	4	2	2	1	3	2	2	4	2	4
A21	3	3	4	1	4	4	2	1	2	3
A22	4	4	4	1	4	4	2	4	4	2
A23	4	3	4	2	1	2	4	1	3	2
A24	3	1	4	1	4	4	3	4	3	4
A25	4	4	4	4	4	4	3	4	4	4
A26	4	4	4	1	4	4	2	4	4	4
A27	4	2	3	2	2	2	2	2	3	2
A28	3	1	1	1	4	4	2	1	1	1
A29	3	2	4	1	3	1	4	4	4	2
A30	4	1	3	1	5	5	4	4	3	3

A31	5	4	1	1	5	5	2	4	4	4
A32	3	2	4	1	3	1	2	3	1	3
A33	4	2	4	2	4	4	1	4	5	4
A34	3	1	3	3	4	4	3	4	4	4
A35	4	2	4	1	4	4	1	4	2	4
A36	4	3	2	3	3	4	2	1	3	2
A37	3	1	4	1	4	4	3	4	3	4
Total	139	96	121	67	134	134	89	118	114	105
Total	1117									

$$score = \frac{\sum x}{smax} 100\%$$

$$score = \frac{3918}{5550} 100\%$$

$$score = 70,59\%$$

C. The Result Of Questionnaire In Cycle 3

MULTIPLE INTELLIGENCES MODEL

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	5	4	4	4	5	5	4	3
A2	4	4	4	4	4	4	5	3	4	5
A3	4	4	4	4	4	5	5	3	4	3
A4	4	4	4	4	5	4	3	3	4	3
A5	4	4	4	3	4	4	4	3	4	4
A6	4	4	4	4	4	4	5	3	4	5
A7	5	4	4	4	5	4	4	4	4	4
A8	4	4	4	3	4	4	3	4	4	4
A9	4	4	4	4	5	5	3	4	4	5
A10	4	4	4	3	5	4	4	4	3	3
A11	5	4	4	4	4	3	4	4	4	4
A12	5	4	4	4	4	5	5	4	4	4

A13	4	5	3	5	4	4	5	5	4	4
A14	4	4	4	4	4	3	4	2	4	4
A15	4	4	3	4	3	3	5	3	4	4
A16	4	4	4	4	3	4	4	2	4	4
A17	5	4	4	4	4	4	4	2	4	4
A18	5	4	4	5	4	4	4	4	4	5
A19	5	4	4	5	5	4	5	3	4	4
A20	4	4	4	4	4	3	3	2	4	2
A21	4	4	4	4	3	4	3	4	4	5
A22	5	4	4	4	5	4	4	4	4	4
A23	4	4	3	4	4	4	4	3	4	4
A24	4	4	4	4	5	4	4	3	4	4
A25	4	3	4	3	4	4	4	4	4	4
A26	4	4	4	4	3	4	5	5	4	4
A27	4	4	4	4	4	4	4	4	4	5
A28	4	4	4	3	5	4	3	3	3	3
A29	5	4	4	4	4	4	5	2	4	4
A30	4	4	4	3	5	4	4	4	4	3
A31	4	4	4	4	4	3	4	4	4	4
A32	4	4	4	3	4	4	4	3	4	4
A33	5	4	5	4	4	4	4	3	4	4
A34	4	4	4	4	4	4	4	4	4	4
A35	4	4	5	4	4	4	3	3	4	4
A36	4	4	4	4	4	4	4	4	4	4
A37	4	4	4	4	5	4	3	3	3	3
Total	157	148	148	144	154	146	150	127	145	145
Total	1464									

SPEAKING SKILLS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	4	3	4	4	3	3	3	3	4
A2	4	4	4	4	3	4	4	4	4	4
A3	4	4	4	4	4	3	4	3	4	3
A4	4	4	4	4	3	4	3	4	4	4
A5	4	4	4	4	4	4	2	4	4	4
A6	4	4	4	4	4	4	3	5	4	4
A7	4	4	4	5	5	3	3	4	4	4
A8	4	4	4	4	4	3	4	4	4	4
A9	4	4	4	4	4	3	3	4	4	4
A10	4	4	3	4	4	3	3	4	3	3
A11	4	4	4	3	2	4	4	3	4	4
A12	5	4	4	4	5	4	4	4	4	4
A13	5	4	4	5	5	4	5	4	4	5
A14	4	4	4	4	4	4	4	4	4	4
A15	4	4	4	4	4	4	4	4	4	4
A16	4	4	4	3	4	4	3	2	4	4
A17	4	4	4	4	4	4	4	5	4	4
A18	4	4	4	4	3	4	4	3	3	4
A19	5	4	3	4	4	4	4	5	4	5
A20	2	4	4	4	4	2	4	4	2	4
A21	4	4	4	4	3	3	3	4	4	4
A22	4	4	4	5	4	4	4	4	4	4
A23	4	4	4	4	4	4	2	3	3	4
A24	4	4	4	4	4	4	2	4	4	4
A25	4	4	4	4	4	3	4	4	3	4
A26	4	3	4	4	4	4	4	5	4	4
A27	2	4	4	4	4	2	2	2	3	4
A28	4	4	2	4	3	2	4	4	4	4
A29	4	4	4	4	4	3	5	4	3	4
A30	3	4	4	3	5	4	3	4	3	4

A31	5	4	4	4	4	3	4	5	4	4
A32	4	4	4	1	4	3	4	2	4	4
A33	4	4	5	4	4	4	4	5	4	4
A34	4	4	4	4	4	4	3	4	4	4
A35	4	4	4	4	4	2	4	4	2	4
A36	4	4	4	3	3	2	3	2	3	4
A37	4	4	3	4	3	3	4	4	4	4
Total	147	147	143	144	143	126	131	141	135	148
Total	1405									

DISCUSSION TEXTS

Resp.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A1	4	3	3	3	3	4	2	1	2	1
A2	3	4	3	3	4	4	1	1	2	2
A3	4	3	3	1	4	4	2	4	1	4
A4	4	2	4	3	3	4	2	4	2	1
A5	4	2	3	3	3	1	2	1	3	2
A6	3	3	4	3	4	4	1	1	3	3
A7	4	3	4	3	4	4	2	2	4	2
A8	4	2	3	3	4	4	1	4	3	4
A9	4	4	4	3	4	4	1	4	3	4
A10	3	3	3	3	3	3	4	4	2	1
A11	4	2	4	1	4	4	2	2	4	2
A12	4	4	4	4	5	4	4	4	4	2
A13	5	4	3	3	5	5	3	4	4	4
A14	4	3	4	3	4	4	4	4	4	2
A15	4	4	4	4	4	4	4	4	4	2
A16	3	2	4	3	4	4	2	4	4	4
A17	4	2	4	3	4	4	3	4	5	4
A18	4	2	2	1	4	4	2	4	4	2
A19	4	4	4	5	5	5	5	5	5	5
A20	4	2	2	3	3	2	2	4	2	4

A21	3	3	4	3	4	4	3	3	2	3
A22	4	4	4	3	4	4	2	4	4	2
A23	4	3	4	2	3	2	4	1	3	2
A24	3	3	4	3	4	4	3	4	3	4
A25	4	4	4	4	4	4	3	4	4	4
A26	4	4	4	3	4	4	2	4	4	4
A27	4	2	3	3	2	3	2	3	3	2
A28	3	3	3	3	4	4	2	3	3	3
A29	3	2	4	3	3	1	4	4	4	2
A30	4	3	3	3	5	5	4	4	3	3
A31	5	4	3	3	5	5	2	4	4	4
A32	3	2	4	3	3	3	2	3	3	3
A33	4	2	4	2	4	4	3	4	5	4
A34	3	3	3	3	4	4	3	4	4	4
A35	4	2	4	3	4	4	3	4	3	4
A36	4	3	2	3	3	4	2	3	3	2
A37	3	3	4	3	4	4	3	4	3	4
Total	139	108	130	108	142	139	96	125	123	109
Total	1219									

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{4088}{5550} 100\%$$

$$score = 73,66\%$$

APPENDICES III

OBSERVATION CHECKLIST

A. The Aspects Of Students' And Teacher's Observation Checklist

Table 1.1

The aspects of students' observation checklist¹

NO	Object Observation	Indicators
1	Students pay attention	Listening, qualification, showing, evidence
2	Students respond teacher's questions	Answering, agreement, refusing, saying, submitted
3	Students ask questions	Clarifying, examine, clear, concluding, finding, solving
4	Students comprehend the material	Mention, explaining, identifying, marking out, example, concluding
5	Students do the task	Production, doing, arranging, processing, adapting
6.	Students do homework	Doing, answering, submitted, collecting
7.	Students interest the lesson	Listening, answering, saying, asking

Table 1.2

The aspects of teacher's observation checklist²

NO	Object Observation	Indicators
1	Teacher prepares lesson plan	Preparing, planning, using, designing.
2	Teacher explains the	Explaining, making examples,

¹ Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan*, (Jakarta: Gaung Persada Press, 2007) page 125-126

² Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan*, page 125-126

	material	saying, concluding, clarifying, distinguish, detailed, comparing
3.	Teacher reviews the material	Telling, interpreting, summarizing, evaluating
4.	Teacher asks questions	Clarifying, examine, clear, concluding, finding
5.	Interaction's teacher with students	Responding, asking, informing, appraising
6.	Teacher uses media	Preparing, applying, combining, demonstrating
7.	Teacher gives exercises	Assign, training, managing, explaining
8.	Teacher gives homework	Informing, illustrating, clear
9.	Teacher uses teaching method	Demonstrating, applying, modifying
10.	Teacher responds students' questions	Mention, explaining, identifying, marking out, example, concluding, supporting
11.	Teacher manages the class	Changing, classification, defending, combining, building, managing
12.	Teacher manages the time	Managing, predicting, planning, informing
13.	Teacher gives instructions	Assign, forming the habit, training, implementing, adapting, applying

B. The Scoring Rubric Of Teacher's And Students' Activities

Table 1.3
Scoring rubric teacher's activities³

No	Aspect	Criteria				
		1 (Very bad)	2 (Bad)	3 (Fair)	4 (Good)	5 (Very good)
1.	Teacher prepares lesson plan	Never	Seldom	Sometimes	Often	Always
2.	Teacher explains the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
3.	Teacher reviews the material	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
4	Interaction teacher with students	Students' respond is 0%	Students' respond is more 20%	Students' respond is 26%-49%	Students' respond is 50%-69%	Students' respond is 70%-100%
5.	Teacher uses media	Uses none media	Uses white board or textbook	Uses things in the class	Uses own media and suitable	Uses things in class, own media and suitable
6.	Teacher uses teaching method	Never	Seldom	Sometimes	Often	Always

³ Farida Yusuf Tayibnapis, *Evaluasi Program dan Instrument Evaluasi untuk Program Pendidikan dan Penelitian*, page 198

7.	Teacher asks questions	Never	Seldom	Sometimes	Often	Always
8.	Teacher responds students' questions	Never	Seldom	Sometimes	Often	Always
9.	Teacher gives exercises	Never	Seldom	Sometimes	Often	Always
10.	Teacher gives homework	Never	Seldom	Sometimes	Often	Always
11.	Teacher gives instructions	Unclear, fast	Unclear, slow	Clear, fast	Clear, slow	Medium
12.	Teacher manages the class	Never warning students that not pay attention	Seldom warning students that not pay attention	Sometimes warning students that not pay attention	Often warning students that not pay attention	Always, warning students that not pay attention
13.	Teacher manages the time	Never remembering students' in work time	Seldom remembering students' in work time	Sometimes remembering students' in work time	Often remembering students' in work time	Always remembering students' in work time

Table 1.4
Scoring rubric students' activities

NO	Aspect	Criteria				
		1 (Very bad)	2 (Bad)	3 (Fair)	4 (Good)	5 (Very good)
1	Students pay attention	Never	Seldom	Sometimes	Often	Always
2	Students respond teacher's questions	Never	Seldom	Sometimes	Often	Always
3	Students ask questions	Never	Seldom	Sometimes	Often	Always
4	Students comprehend the material	Students' comprehension is 0%	Students' comprehension is more 20%	Students' comprehension is 26%-49%	Students' comprehension is 50%-69%	Students' comprehension is 70%-100%
5	Students do the task	Never	Seldom	Sometimes	Often	Always
6.	Students do homework	Never	Seldom	Sometimes	Often	Always
7.	Students interest the lesson	Never	Seldom	Sometimes	Often	Always

C. The Checklist Of Teacher's And Students' Observation

Table 1.5
Teacher's observation checklist

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Teacher prepares lesson plan						
2.	Teacher explains the material						
3.	Teacher reviews the material						
4.	Interaction teacher with students						
5.	Teacher uses media						
6.	Teacher uses teaching method						
7.	Teacher gives instructions						
8.	Teacher gives exercises						
9.	Teacher gives homework						
10.	Teacher asks questions						
11.	Teacher responds students' questions						
12.	Teacher manages the class						
13.	Teacher manages the time						
TOTAL							

Table 1.6
Students' observation checklist

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Students pay attention						
2.	Students respond teacher's questions						
3.	Students ask questions						
4.	Students comprehend the material						
5.	Students do the test						
6.	Students do homework						
7.	Students interest the lesson						
TOTAL							

$$score = \frac{\sum x}{S_{max}} 100\%$$

D. The Result Of Teacher's And Students' Observation Checklist In Preliminary Research

Table 1.7
Teacher's observation checklist in preliminary research

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Teacher prepares lesson plan			√			3
2.	Teacher explains the material			√			3
3.	Teacher reviews the material			√			3
4.	Interaction teacher with students			√			3
5.	Teacher uses media			√			3
6.	Teacher uses teaching method		√				2
7.	Teacher gives instructions			√			3
8.	Teacher gives exercises			√			3
9.	Teacher gives homework				√		4
10.	Teacher asks questions			√			3
11.	Teacher responds students' questions			√			3
12.	Teacher manages the class		√				2
13.	Teacher manages the time		√				2
TOTAL		0	6	27	4	0	37

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{37}{65} 100\%$$

$$score = 56,92\%$$

Table 1.8
Students' observation checklist in preliminary research

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Students pay attention		√				2
2.	Students respond teacher's questions		√				2
3.	Students ask questions			√			3
4.	Students comprehend the material		√				2
5.	Students do the test		√				2
6.	Students do homework			√			3
7.	Students interest the lesson			√			3
TOTAL		0	8	9	0	0	17

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{17}{35} 100\%$$

$$score = 48,57\%$$

E. The Result Of Teacher's And Students' Observation Checklist In Cycle 1

Table 1.9
Teacher's observation checklist in cycle 1

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Teacher prepares lesson plan			√			3
2.	Teacher explains the material				√		4
3.	Teacher reviews the material			√			3
4.	Interaction teacher with students			√			3
5.	Teacher uses media				√		4
6.	Teacher uses teaching method		√				2
7.	Teacher gives instructions			√			3
8.	Teacher gives exercises			√			3
9.	Teacher gives homework				√		4
10.	Teacher asks questions			√			3
11.	Teacher responds students' questions			√			3
12.	Teacher manages the class			√			3
13.	Teacher manages the time		√				2
TOTAL		0	4	24	12	0	40

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{40}{65} 100\%$$

$$score = 61,54\%$$

Table 1.10
Students' observation checklist in cycle 1

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Students pay attention			√			3
2.	Students respond teacher's questions			√			3
3.	Students ask questions		√				2
4.	Students comprehend the material		√				2
5.	Students do the test			√			3
6.	Students do homework			√			3
7.	Students interest the lesson			√			3
TOTAL		0	4	15	0	0	19

$$score = \frac{\sum x}{S_{max}} 100\%$$

$$score = \frac{19}{35} 100\%$$

$$score = 54,29\%$$

F. The Result Of Teacher's And Students' Observation Checklist In
Cycle 2

Table 1.11
Teacher's observation checklist in cycle 2

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Teacher prepares lesson plan			√			3
2.	Teacher explains the material				√		4
3.	Teacher reviews the material			√			3

4.	Interaction teacher with students			√			3
5.	Teacher uses media				√		4
6.	Teacher uses teaching method			√			3
7.	Teacher gives instructions			√			3
8.	Teacher gives exercises			√			3
9.	Teacher gives homework				√		4
10.	Teacher asks questions			√			3
11.	Teacher responds students' questions			√			3
12.	Teacher manages the class			√			3
13.	Teacher manages the time			√			3
TOTAL		0	0	30	12	0	42

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{42}{65} 100\%$$

$$score = 64,42\%$$

Table 1.12
Students' observation checklist in cycle 2

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Students pay attention			√			3
2.	Students respond teacher's questions				√		4
3.	Students ask questions			√			3
4.	Students comprehend the material			√			3
5.	Students do the test				√		4
6.	Students do homework			√			3
7.	Students interest the lesson			√			3
TOTAL		0	0	15	8	0	23

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{23}{35} 100\%$$

$$score = 65,71\%$$

G. The Result Of Teacher's And Students' Observation Checklist In
Cycle 3

Table 1.13
Teacher's observation checklist in cycle 3

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Teacher prepares lesson plan			√			3
2.	Teacher explains the material				√		4
3.	Teacher reviews the material				√		4
4.	Interaction teacher with students					√	5
5.	Teacher uses media				√		4
6.	Teacher uses teaching method				√		4
7.	Teacher gives instructions					√	5
8.	Teacher gives exercises			√			3
9.	Teacher gives homework				√		4
10.	Teacher asks questions			√			3
11.	Teacher responds students' questions			√			3
12.	Teacher manages the class				√		4
13.	Teacher manages the time				√		4
TOTAL		0	0	12	28	10	50

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{50}{65} 100\%$$

$$score = 76,92\%$$

Table 1.14
Students' observation checklist in cycle 3

No	Aspect	Score					Σ
		1	2	3	4	5	
1.	Students pay attention				√		4
2.	Students respond teacher's questions			√			3
3.	Students ask questions			√			3
4.	Students comprehend the material					√	5
5.	Students do the test					√	5
6.	Students do homework			√			3
7.	Students interest the lesson				√		4
TOTAL		0	0	9	8	10	27

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{27}{35} 100\%$$

$$score = 77,14\%$$

APPENDICES IV

TEST

A. Students' List Of Man 1 Semarang In The Academic Year
2014/2015

STUDENTS' LIST OF XIth GRADE STUDENTS OF BAHASA CLASS

No	NIS	NISN	Name	B/G	Source of class
1	14120	9952612915	ADHE NUOVA F.F.M	G	X7
2	13929	9998674661	AL KHIKMAH	G	X12
3	14078	9981134585	ANA RAHMATUL H.	G	X12
4	13958	9986872204	ARET RISTYARIKA	G	X7
5	14252	9981424766	AULIYAA SINDI ANA	G	X6
6	14204	9983131399	DHEA NOVIA ISLAMIATI	G	X12
7	14015	9973293106	ELLYA FIJANNA	G	X6
8	13862	9986714912	ERVINA HANDAYANI	G	X7
9	14105	9981137960	EVI RACHMASARI	G	X7
10	14026	9971154254	FARIKHA KURNIA R.	G	X6
11	14222	9982401531	FATCHUL QORIB	B	X4
12	14317	9951194957	FATIMAH ZAHRA H.	G	X9
13	13987	9988272678	FITRIA RACHIM	G	X11
14	13921	998674653	HALIMAH SYA'DIAH	G	X8
15	13965	9970952038	HANI PUSPITASARI	G	X8
16	14208	9982681824	INDAH MEI ANGGRAINI	G	X3
17	14225	9982751698	INDRASWARI IKHLASUL A.	G	X12
18	13964	9980390273	KAMAJAYA	B	X4
19	14017	9993346233	LAILA WULANDARI	G	X2

20	14333	9987496989	LILIK KURNIA	G	X2
21	14051	9972554540	LINA LUTFIANA	G	X5
22	14094	9972963402	LULUS FA'JRIN KHARIMA	G	X2
23	14046	9982527469	MAGHFIROH	G	X11
24	13868	9980909579	MAHMUDATUL KHASANAH	G	X8
25	13994	9993171217	MONIKA QATRUN NADA S.	G	X3
26	14170	9981134358	MUFIDATUN NISA'	G	X12
27	13883	9971157187	M. HASAN IBRAHIM	B	X5
28	14058	9986913805	NOVITANINGTIAS C.A.	G	X7
29	14250	9985052954	NUR AMI SARASWATI	G	X4
30	14149	9974353593	NUR INDAH DWI ASTUTI	G	X6
31	14023	9988271869	RENI SUKMA NINGRUM	G	X1
32	14116	9981138810	RIZKY NURHAYATIE	G	X8
33	14242	9985050417	SEPTITA ADELLAVIANI	G	X12
34	14001	9987496137	SITI HAJAR AGUSTINA	G	X8
35	14307	9982514679	SITI NURUL LAELATUS S.	G	X3
36	14147	9971247084	ULFATUNNAILUL HIKMAH	G	X4
37	14028	9987539186	ULIN NUHA	B	X5

B. Students' score test in preliminary research

No	Name	Σ
1	ADHE NUOVA F.F.M	66
2	AL KHIKMAH	66
3	ANA RAHMATUL H.	62
4	ARET RISTYARIKA	55
5	AULIYAA SINDI ANA	66
6	DHEA NOVIA ISLAMIATI	66
7	ELLYA FIJANNA	61
8	ERVINA HANDAYANI	63

9	EVI RACHMASARI	62
10	FARIKHA KURNIA R.	63
11	FATCHUL QORIB	64
12	FATIMAH ZAHRA H.	60
13	FITRIA RACHIM	69
14	HALIMAH SYADIAH	61
15	HANI PUSPITASARI	62
16	INDAH MEI ANGGRAINI	61
17	INDRASWARI IKHLASUL A.	63
18	KAMAJAYA	62
19	LAILA WULANDARI	60
20	LILIK KURNIA	58
21	LINA LUTFIANA	58
22	LULUS FA'JRIN KHARIMA	55
23	MAGHFIROH	61
24	MAHMUDATUL KHASANAH	64
25	MONIKA QATRUN NADA S.	60
26	MUFIDATUN NISA'	61
27	M. HASAN IBRAHIM	60
28	NOVITANINGTIAS C.A.	61
29	NUR AMI SARASWATI	57
30	NUR INDAH DWI ASTUTI	61
31	RENI SUKMA NINGRUM	71
32	RIZKY NURHAYATIE	63
33	SEPTITA ADELLAVIANI	72
34	SITI HAJAR AGUSTINA	60
35	SITI NURUL LAELATUS S.	61
36	ULFATUNNAILUL HIKMAH	62
37	ULIN NUHA	62
TOTAL		2299
Mean		62,14

$$\text{mean} = \frac{\sum xi}{n}$$

$$\text{mean} = \frac{2299}{37}$$

$$\text{mean} = 62,14$$

C. Students' score test in cycle 1

No	Name	Σ
1	ADHE NUOVA F.F.M	68
2	AL KHIKMAH	68
3	ANA RAHMATUL H.	64
4	ARET RISTYARIKA	58
5	AULIYAA SINDI ANA	68
6	DHEA NOVIA ISLAMIATI	68
7	ELLYA FIJANNA	63
8	ERVINA HANDAYANI	65
9	EVI RACHMASARI	63
10	FARIKHA KURNIA R.	65
11	FATCHUL QORIB	65
12	FATIMAH ZAHRA H.	61
13	FITRIA RACHIM	70
14	HALIMAH SYA'DIAH	63
15	HANI PUSPITASARI	63
16	INDAH MEI ANGGRAINI	62
17	INDRASWARI IKHLASUL A.	64
18	KAMAJAYA	63
19	LAILA WULANDARI	61
20	LILIK KURNIA	60
21	LINA LUTFIANA	60
22	LULUS FA'JRIN KHARIMA	58
23	MAGHFIROH	63
24	MAHMUDATUL KHASANAH	66

25	MONIKA QATRUN NADA S.	61
26	MUFIDATUN NISA'	63
27	M. HASAN IBRAHIM	60
28	NOVITANINGTIAS C.A.	63
29	NUR AMI SARASWATI	58
30	NUR INDAH DWI ASTUTI	62
31	RENI SUKMA NINGRUM	72
32	RIZKY NURHAYATIE	64
33	SEPTITA ADELLAVIANI	72
34	SITI HAJAR AGUSTINA	60
35	SITI NURUL LAELATUS S.	63
36	ULFATUNNAILUL HIKMAH	63
37	ULIN NUHA	65
TOTAL		2355
Mean		37

$$mean = \frac{\sum xi}{n}$$

$$mean = \frac{2355}{37}$$

$$mean = 63,65$$

D. Students' score test in cycle 2

No	Name	Σ
1	ADHE NUOVA F.F.M.	70
2	AL KHIKMAH	70
3	ANA RAHMATUL HIDAYAH	65
4	ARET RISTYARIKA	60
5	AULIYAA SINDI ANA	70
6	DHEA NOVIA ISLAMIATI	71
7	ELLYA FIJANNA	66

8	ERVINA HANDAYANI	69
9	EVI RACHMASARI	65
10	FARIKHA KURNIA RAHMA	69
11	FATCHUL QORIB	68
12	FATIMAH ZAHRA HIDAYAH	64
13	FITRIA RACHIM	73
14	HALIMAH SYA'DIAH	65
15	HANI PUSPITASARI	65
16	INDAH MEI ANGGRAINI	65
17	INDRASWARI IKHLASUL A.	64
18	KAMAJAYA	64
19	LAILA WULANDARI	62
20	LILIK KURNIA	60
21	LINA LUTFIANA	61
22	LULUS FA'JRIN KHARIMA	60
23	MAGHFIROH	65
24	MAHMUDATUL KHASANAH	69
25	MONIKA QATRUN NADA S.	63
26	MUFIDATUN NISA'	65
27	M. HASAN IBRAHIM	61
28	NOVITANINGTIAS C.A.	65
29	NUR AMI SARASWATI	60
30	NUR INDAH DWI ASTUTI	64
31	RENI SUKMA NINGRUM	74
32	RIZKY NURHAYATIE	65
33	SEPTITA ADELLAVIANI	73
34	SITI HAJAR AGUSTINA	63
35	SITI NURUL LAELATUS S.	65
36	ULFATUNNAILUL HIKMAH	65
37	ULIN NUHA	66
TOTAL		2429
Mean		65,65

$$\text{mean} = \frac{\sum xi}{n}$$

$$\text{mean} = \frac{2429}{37}$$

$$\text{mean} = 65,65$$

E. Students' score test in cycle 3

No	Name	Σ
1	ADHE NUOVA F.F.M.	78
2	AL KHIKMAH	75
3	ANA RAHMATUL H.	76
4	ARET RISTYARIKA	76
5	AULIYAA SINDI ANA	75
6	DHEA NOVIA ISLAMIATI	78
7	ELLYA FIJANNA	75
8	ERVINA HANDAYANI	76
9	EVI RACHMASARI	76
10	FARIKHA KURNIA R.	75
11	FATCHUL QORIB	78
12	FATIMAH ZAHRA H.	75
13	FITRIA RACHIM	80
14	HALIMAH SYADIAH	75
15	HANI PUSPITASARI	78
16	INDAH MEI ANGGRAINI	78
17	INDRASWARI IKHLASUL A.	77
18	KAMAJAYA	78
19	LAILA WULANDARI	78
20	LILIK KURNIA	78
21	LINA LUTFIANA	77
22	LULUS FA'JRIN KHARIMA	77
23	MAGHFIROH	76
24	MAHMUDATUL KHASANAH	78

25	MONIKA QATRUN NADA S.	76
26	MUFIDATUN NISA'	77
27	M. HASAN IBRAHIM	75
28	NOVITANINGTIAS C.A.	78
29	NUR AMI SARASWATI	77
30	NUR INDAH DWI ASTUTI	78
31	RENI SUKMA NINGRUM	80
32	RIZKY NURHAYATIE	75
33	SEPTITA ADELLAVIANI	80
34	SITI HAJAR AGUSTINA	78
35	SITI NURUL LAELATUS S.	75
36	ULFATUNNAILUL HIKMAH	75
37	ULIN NUHA	78
TOTAL		2845
Mean		76,89

$$mean = \frac{\sum xi}{n}$$

$$mean = \frac{2845}{37}$$

$$mean = 76,89$$

APPENDICES V

PRELIMINARY RESEARCH



The students tried to understand the discussion text through reading and memorized the sentences



The students recorded their speaking about discussion text without saw the text

CYCLE I



The students listened the music and enriched their vocabularies through music



The students looked at some pictures in the worksheet after that made a discussion text and then recorded it without saw the text.

CYCLE 2



The students were divided into 6 discussion groups



The students started to discuss in each group and recorded their result of discussion based on discussion text

CYCLE 3



Students started to arrange appropriate words



Students analyzed the appropriate words suitable with key words after that made a presentation discussion text based on the appropriate word and then recorded it.



KEMENTERIAN AGAMA
**MADRASAH ALIYAH NEGERI 1
SEMARANG**

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SURAT KETERANGAN

Nomor : Ma.11.59/PP.00.9/1064/2014

Yang bertanda tangan di bawah ini :

Nama : H.M. Malzum Adnan, SPd, MM
NIP : 195506161977011001
Pangkat / Golongan Ruang : Pembina Utama Muda / (IV/c)
Jabatan : Kepala MAN 1 Semarang

Dengan ini menerangkan bahwa,

Nama : Nila Fauziah
NIM : 103411038
Fakultas/Prodi : Fakultas Ilmu Tarbiyah Dan Keguruan/Bahasa Inggris
IAIN Walisongo Semarang

yang bersangkutan benar – benar telah melaksanakan kegiatan penelitian untuk penulisan skripsi dengan judul the Use of Multiple Intelligence Models to Improve Students' Speaking Skills in Discussion Texts. (A Classroom Action Research with the XIth grade of MAN 1 Semarang in the Academic Year of 2014/2015). Penelitian di MAN 1 Semarang tanggal 29 Agustus 2014 s.d 20 September 2014.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 29 September 2014



M. MALZUM ADNAN

CURRICULUM VITAE

A. Identities

1. Name : Nila Fauziah
2. Birth : Semarang, 3 Desember 1991
3. Address : Jalan Pedurungan Kidul V RT.05/IV
Kel. Gemah, Kec. Pedurungan, Semarang
4. HP : 085641690575
5. E-mail : nfziezie12@gmail.com

B. History of Education

Formal Education:

1. TK Sapta Prasetya (1997-1998)
2. MI Darul Ulum (1998-2004)
3. MTS N 1 Semarang (2004-2007)
4. MAN 1 Semarang (2007-2010)
5. UIN Walisongo (2010-2015)

Semarang, December 4th 2014



Nila Fauziah
NIM: 103411038