

**DESIGNING MULTIPLE INTELLIGENCES-BASED  
INSTRUCTIONS TO IMPROVE STUDENTS' SPEAKING  
PERFORMANCE FOR AVIATION STUDENTS**

**A Thesis**

**By  
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## **ABSTRACT**

### **DESIGNING MULTIPLE INTELLIGENCES-BASED INSTRUCTIONS TO IMPROVE STUDENTS' SPEAKING PERFORMANCE FOR AVIATION STUDENTS**

**By  
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The present study aimed at investigating whether or not there is a statistically significant effect of designed multiple intelligences-based instructions on students' speaking performance. In addition, it was aimed at investigating the aspect of speaking that can significantly improve through designed multiple intelligences-based instructions. Furthermore, it was also aimed at investigating the dominant inventory of students' intelligence that affected more through designed multiple intelligences-based instructions. This research was conducted to 30 students of Ground Staff Program from Crew of Aviation Training Lampung Batch XXVII/2017. Speaking tests, questionnaires, and observation were used to collect the data.

The results showed that there was a statistically significant effect of designed multiple intelligences-based instructions on students' speaking performance. The data were analyzed by using Repeated Measure T-Test of SPSS 15 for windows. The t-test revealed that t-value was higher than t-table and two tail significance ( $p > 0.05$ ). It was also found out that comprehension, the aspect of speaking significantly improved through the treatment followed by vocabulary, pronunciation, grammar, and fluency respectively. In term of the dominant inventory of students' intelligence that the students' speaking score with linguistic intelligence dominant by contrast with the other intelligences. It revealed that students who have linguistics intelligence dominant was the highest intelligence that affected on students' speaking performance. Therefore, the importance of designing multiple intelligences-based instructions will be more concerned by researchers, educators, and teachers.

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INSTRUCTIONS TO IMPROVE STUDENTS' SPEAKING  
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**By:  
RIKA KEMALA**

A Thesis

Submitted in a partial fulfillment of  
The requirement for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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## LEMBAR PERNYATAAN

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## **CURRICULUM VITAE**

The writer's name is Rika Kemala. She was born on October, 12<sup>th</sup> 1980, in Tanjung Karang. She is the first daughter of Difron Asnawi and Hj. Farida Wati.

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## **MOTTO**

“Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts”.

(Albert Einstein)



## **DEDICATION**

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Papa, Mama, Bapak and Mak.
- My beloved husband, Candra Setiawan.
- My beloved children, Maura, Raffa and Kenzie.
- My beloved sisters and brothers, Ririn, Romi, Revi, Muli, Resa, Gofar, Hikmah and Rio.
- My fabulous friends of the 3rd Batch of Master of English Education.
- My Almamater, Lampung University.

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, January 22<sup>nd</sup> 2018  
The Researcher,

**Rika Kemala**

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## **CHAPTER I INTRODUCTION**

This chapter describes the background, the current study which includes the reason for conducting the research and the importance of the study. This chapter also describes the formulation of the problem, objectives, uses, scope of the research, and definition of key terms.

### **1.1. Background**

Speaking is the target skill in both first and foreign languages. Speaking skills play a vital role in communication process. It is the most important type from the types of linguistic activities. According to Thornbury (2005), there are two main purposes for speaking. Speaking serves either as transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or is to establish and maintain social relations.

In addition, Harmer (2001) points out that giving feedback during oral work includes two categories, which are accuracy and fluency. It means that developing speaking skill involves the correct use of vocabulary, grammar, pronunciation and the ability to speak spontaneously. To be a proficient speaker,

the learner needs to acquire the native speaker language in the context of structured interpersonal exchange, and use the language appropriately in social interactions which are an ability that should be mastered to achieve the effective of oral communication. Therefore, being a fluent speaker entails intensive exposure to the target language.

Today, the rapid development especially in the Airline industry demands skilful aviation staffs, such as ground staff in the airport who can communicate well. The term skilfull here does refers to not only being skilful in performing their jobs but also competent in communication. Regan (1997) stated that a greater awareness of the nature of aviation English and of relevant resources can assist those aviation professionals whose daily work depends significantly of the use of language. In other word, a professional aviation staff is someone who can do his/her best when facing and solving every problem that may occur in his/her job descriptions in the aviation environment such as handling passangers that come from domestic and international flight and servicing passangers from departure until arrival.

Therefore, to perform best service in the airport, a profesional aviation staff is required to have good communication ability with all component members and passangers. Aviation staffs, especially, those who work in the international routes usually meet passengers from all over the world and commonly they use English to communicate. Therefore, aviation staffs must be competent in English language, so, they can communicate in every possible situations which might happen during their flight-duty and off-duty.

Thus, before aviation staffs come to the real work, they have to join some learning process conducted by Aviation Training Centre and learn how to speak English well. One of the most important process is English for communication training. When they join in the aviation training centre, they have precious moments to practice and maximize their English. In this case, by using contextual materials, suitable methods and good instructions, the outcomes of the English for communication training is aimed at students' English mastery.

Reinforced by the observation of ICAO or International Civil Aviation Organization (2009), language proficiency requirements apply to achieving and maintaining proficiency in all languages used in radiotelephony communications. However, as English is the language most widely used in common by the global aviation community, and the one which there is a requirement to provide, it is in improving levels of spoken English that the community's main focus currently lies. Thus, the aviation students have to promote their ability in speaking English as the requirements to become a professional aviation staff in the airline company because English is one of the main language for communication in the airline industry

Therefore, researcher tries to find out the information from many resources and find the important concept. This concept has been put forward and explored to a large extent in order to explain the individual differences and to modify the learning environments according to these differences. The concept is multiple intelligences theory that proposed by Gardner, he suggested that intelligence has more to do with the capacity for solving problems and fashioning product in a context-rich and naturalistic setting (Armstrong, 2009)

The frame work of multiple intelligences theory was proposed firstly by Gardner, he is a developmental psychologist, that proposed a theory regarding the nature of intelligence that stands in contradiction to the prevailing psychometric perspective. Gardner provided a mean of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or “intelligences” such as linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalist (Armstrong, 2009).

Accordingly, Gardner has sought to differentiate the theory of multiple intelligence from the concept of “learning style”. He explained that the concept of style designed a general approach that an individual can apply equally to every conceivable content. In contrast, an intelligence is a capacity, with its component processes, that is geared to a specific content in the world (Armstrong, 2009). Therefore, multiple intelligences theory is a cognitive model that seeks to describe how individuals use their intelligences to solve problem and fashion products (Armstrong, 2009).

Although the intelligences are anatomically separated from each other, Gardner points out that each intelligences as described that is no intelligence exists by itself in life. Intelligences are always interacting with each other (Armstrong, 2009). Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems. For example, a dancer can excel in his or her art only if he or she has 1) strong musical intelligence to understand the rhythm and variations of the music, 2) interpersonal intelligence to understand how he can inspire or emotionally move

the audience through movements, as well as 3) bodily-kinaesthetic intelligence to provide him or her with the agility and coordination to complete the movements successfully. In the classroom activities, multiple intelligences would be considered as instructions in learning process because multiple intelligences-based instructions will help to reduce the dominance of the teachers in many ways to practice and speak using the target language.

Established the effectiveness of multiple intelligences theory, previous studies have investigated the effect of using multiple intelligences and speaking performance. One of these studies was conducted in Upper Egypt by Sayed (2005). He was investigated the effect of using a multiple intelligences-based training programme on developing first-year English major's oral communication skills. The sample of the study consisted of 30 first year English majors. Tools of the study included a training programme based on Gardner's multiple intelligence theory to develop the students' oral communication skills, and an oral communication pre-posttest that was administered to the group of the study before and after their training. Results revealed that the programme had a great effect on the students' oral communication skills as there are statistically significant differences between the pre and post administration of the test.

As well as previous study was conducted by Salem (2013) investigated the impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. Therefore, the problem of the current study can be stated in the lack of speaking skills of the pre-service teachers of English in Hurgada faculty of Education, South Valley University. To confront this problem, the researcher developed a multiple intelligences-based program to enhance the

speaking skills paying a due attention to the individual differences among students. The sample of the study consists of sixty fourth-year prospective teachers of English. The quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of using this approach. Results of the study proved the effectiveness of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English.

Thus, Saiban & Simin (2015) investigated the relationship between multiple intelligence and speaking skill among intermediate EFL learners in Bandar Abbas Azad University in Iran, this research was conducted to identifying the relationship between multiple intelligences and speaking ability among Iranian EFL learners as well as the effect of gender on the relationship. The findings revealed that there is significant relationship between multiple intelligences and speaking ability. In addition, according to the multiple regression analysis it was shown that linguistic-verbal (both males and females), interpersonal (in males) and intrapersonal intelligence (in males) are main predictors of speaking ability. Furthermore, it is shown that there is no significant difference between speaking ability of males and females.

Although, previous studies have investigated dealing with the mater, more studies about multiple intelligences-based instructions to improve students' speaking performance is needed to investigate more for explaining the effect of students' speaking performance through multiple intelligences-based instructions in the classroom activities, especially teaching speaking for specific purposes in the aviation area.

Therefore, the researcher proposed the procedure of teaching speaking through multiple intelligences-based instructions to improve students' speaking performance for aviation students, the researcher tough these problems related to multiple intelligence that firstly proposed by Professor Howard Garner from Harvard University in the 1980's, the intelligence consists of linguistic, mathematic, musical, spacial, bodily-kinaesthetic, interpersonal, intrapersonal, naturalist and existential.

However, the researcher focused on five intelligences, those are linguistic intelligence, visual-spacial intelligence, bodily-kinaesthetic intelligence, intrapersonal intelligence and interpersonal intelligence. Researcher believed that multiple intelligences have correlation in speaking activities in the classroom. It is considered by the observation and the previous studies. Then, to know students' dominant intelligence of multiple intelligence, researcher used the twenty questioner items that adapted from Armstrong (2009).

Being inspired by the idea of multiple intelligences-based instructions on students' speaking performance, the researcher tried to modify the teaching procedures through designed multiple intelligences-based instructions and the ultimate goal of this research is focused on communicative learning activities to improve students' speaking performance through intelligences frame work (Armstrong, 2009). Therefore, the researcher proposed the stage of teaching English especially for English Specific Purposes through multiple intelligences-based instructions design and lesson plan design that related to the syllabus of Aviation Programme 2017/2018 and the frame work of intelligences into activities in the classroom.

Therefore, researcher hope the findings of designed multiple intelligences-based instructions will be useful to teach English in different approach based on their intelligences to improve students' speaking performance especially in the aviation area. Therefore this research is entitled *Designing Multiple Intelligences-Based Instructions to Improve Students' Speaking Performance for Aviation Students*.

### **1.2. Research Questions**

Based on the background of the research above, the research questions of the current study were formulated as below:

1. Do the designed multiple intelligences-based instructions improve students' speaking performance?
2. Which aspect of speaking performance did multiple intelligences-based instructions statistically significant improved?
3. Which intelligence of students' multiple intelligences significantly affected the students' speaking performance?

### **1.3. The Objectives**

The objectives of the research are as follows:

1. To find out whether or not there is significant effect through designed multiple intelligences-based instructions towards students' speaking performance.
2. To find out what aspect(s) of speaking that can be improved through designed multiple intelligences-based instructions.



3. To find out which intelligence of students' multiple intelligences that affected more through designed multiple intelligences-based instructions.

#### **1.4. The Uses of Research**

Broadly, this research is expected to be able to yield the following uses, namely:

1. Theoretically, this research is conducted to verify the previous studies dealing with the procedure of teaching speaking through designed multiple intelligences-based instructions in the classroom activities and the effect of students' speaking performance. In addition, it aims at contributing useful informations for the future research to modify the procedure of teaching speaking English through designed multiple intelligences-based instructions.
2. Practically, this study can provide consideration for: 1) English teachers in terms of employing language through designed multiple intelligences-based instructions in the classroom activities, 2) Learners about how to increase their multiple intelligences through instructions from teacher during teaching learning process in order to enhance their language skills, particularly in speaking performance.

#### **1.5. Scope of the Research**

This study is intended to design multiple intelligences - based instructions as a teaching approach at Ground Staff Program in Crew Aviation Training (CAT) Lampung 2017/2018. The researcher proposed the stage of teaching speaking

through designed multiple intelligences - based instructions in the classroom activities. Then, researcher designed some lesson plans through multiple intelligences-based instructions to improve students' speaking performance. Moreover, this study also investigated the highest aspect of speaking performance, dominant intelligence on speaking performance and the implementation.

### **1.6. Limitation of the Problem**

The researcher uses the limitation in order to give clear descriptions of discussion in this research. The researcher hopes that the results of this research can give contributions both students and English teachers, as follows:

1. This research is concerned on designing the procedures of teaching speaking through multiple intelligences-based instructions into classroom activities. The researcher designed three lesson plans and choosed the topic based on Syllabus of Ground Staff Program in CAT Lampung 2017/2018.
2. This research is concerned on five inventories of intelligence that are included in the class room activity, namely Linguistic Intelligence, Visual-Spatial Intelligence, Bodily-Kinaesthetic Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence through instructions by considering the observatio and previous studies.
3. This research is concerned to improve students' speaking performance through designed multiple intelligences-based instructions.
4. The participants all 30 (thirty) students, that consist of 10 (ten) males and 20 (twenty) females.

## **1.7. Definition of Key Term**

The following definitions are included to clarify the terminology used in the present study:

### **1. Multiple Intelligences**

Howard Gardner, the Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information:

- Verbal-linguistic intelligence refers to an individual's ability to analyse information and produce work that involves oral and written language, such as speeches, books, and emails.
- Logical-mathematical intelligence describes the ability to develop equations and proofs, make calculations, and solve abstract problems.
- Visual-spatial intelligence allows people to comprehend maps and other types of graphical information.
- Musical intelligence enables individuals to produce and make meaning of different types of sound.
- Naturalistic intelligence refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world.
- Bodily-kinaesthetic intelligence entails using one's own body to create products or solve problems.
- Interpersonal intelligence reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions.

- Intrapersonal intelligence refers to people's ability to recognize and assess those same characteristics within themselves.

Intelligence is a mixture of several abilities, the types of intelligence that a person possesses (Gardner suggests most of us are strong in three types) indicates not only a person's capabilities, but also the manner or method in which they prefer to learn and develop their strengths and also to develop their weaknesses.

## **2. Multiple Intelligences-Based Instructions**

Multiple intelligences-based instructions is one of the teaching approach. It is considered by the differentiate of human intelligences through instructions. The main purpose of teaching English through multiple intelligences - based instructions to encourage student's strenghts and to minimize their weaknesses, also make the atmosphere in the classroom more enjoyable and student's centered.

## **3. Speaking Performance**

Speaking performance tends to be in form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language. It shows the talent of student in producing the language to deliver the spoken information to his/her partner orally. In his/her speaking performance, the student persuades the audience to believe on what he/she is presenting. The particular goal will be based on the type of short functional text that he/she is learning in every meeting.

#### **4. Aviation Training Centre**

This is an institution for Senior High School, Vocational School or Diploma Degree graduates that are taught specific subjects about Airlines Service and materials containing matters about service passengers in the airport (pre, during and post flight), the flight safety procedures, and many more subjects that related their students' needs.

#### **5. English of Airline**

English of Airline is a term to name a set of specific lessons or studies (English for Specific Purpose) that learned by students of Aviation Programme in the Training Centre. The purpose is to help students improve their English especially in the airline area because they need to be concerned in speaking English. While the airline industry indeed involves them, in order to work without problems, communication strategies (both verbal and nonverbal) and responsibilities that are involved must be taken into account.

#### **6. Aviation Students**

Students in the aviation school are divided into three programmes, flight attendant, aviation of security and ground staff. A flight attendant is someone who serves food and drinks to passengers on a plane, and looks after their comfort and person who assists passengers in the cabin. Ground staff is the ground handling who serves passengers in the airport start from departure until arrival. Aviation of security is someone who check the dangerous goods that passengers bring before they are going to the aircraft.

## **CHAPTER II LITERATURE REVIEW**

This chapter discusses several concepts related to the research, such as review of previous research, concept of multiple intelligences, concept of multiple intelligences-based instructions, concept of speaking performance, concept of speaking components. This chapter also describes the procedure of teaching speaking through multiple intelligences-based instructions by using teaching strategy of five intelligences frame work, theoretical assumption, and hypotheses.

### **2.1. Review of Previous Research**

A number of studies have been carried out recently to investigate the various effects of multiple intelligences-based instructions on learners' speaking ability.

Sayed (2005) investigated the effect of using multiple intelligences - based training program on developing first-year English students' oral communication skills. 30 first year English major students were the samples of his study. A training program based on Gardner's multiple Intelligences theory to develop students' oral communication skill, and an oral communication pre-posttest that

was administered to the group of the study before and after training were utilized as the tools of the study. Results revealed that the program had a positive effect on the students' oral communication skills as there were statistically significant differences between the pre and post administration of the test.

In addition, Salem (2013) investigated the impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. Therefore, the problem of the current study can be stated in the lack of speaking skills of the pre-service teachers of English in Hurgada faculty of Education, South Valley University. To confront this problem, the researcher developed a multiple intelligences-based program to enhance the speaking skills paying a due attention to the individual differences among students. The sample of the study consists of sixty fourth-year prospective teachers of English. The quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of using this approach. Results of the study proved the effectiveness of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English.

Thus, Salem (2013) investigated the impact of multiple intelligences - based Instruction on developing speaking skills of the pre-service teachers of English. The researcher developed a multiple-intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students. The sample of the study consists of sixty fourth-year Prospective teachers of English. The Quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of

using this approach. Results of the study proved the effectiveness of multiple intelligences - based Instructions on developing speaking skills of the pre-service teachers of English.

Furthermore, previous research investigated the relationship between multiple intelligence and speaking skill among intermediate EFL learners in Bandar Abbas Azad University in Iran (Saibani & Simin 2015), this research was conducted to identify the relationship between multiple intelligences and speaking ability among Iranian EFL learners as well as the effect of gender on the relationship. The findings of the study revealed that there was a significant relationship between multiple intelligences and speaking ability. Then, according to the multiple regression analysis it was shown that linguistic-verbal (both males and females), interpersonal (in males) and intrapersonal intelligence (in males) are main predictors of speaking ability. Furthermore, it is shown that there is no significant difference between speaking ability of males and females.

Although, evidence from previous studies show that multiple intelligences-based instructions has good effects for speaking, but more studies about multiple intelligences-based instructions to improve students' speaking performance for aviation students is needed to investigate more for explaining the effect of teaching speaking through multiple intelligences-based instructions in the classroom activities, especially in English for Specific Purposes for aviation students.

Based on the statements above, the researcher proposed the procedure of teaching speaking through multiple intelligences-based instructions to improve students' speaking performance for aviation students, the researcher assumed that



these problems can be related to some inventories of human intelligences that firstly proposed by Professor Howard Garner from Harvard University in the 1980's.

Reinforced by the previous studies, the reseacher believed that through multiple intelligences-based intructions improved students' speaking performance.

## **2.2. The Concept of Multiple Intelligences Theory**

For decades, theories and tests of intelligence have been based on the products of reasoning and problem solving task. The processing of the reasoning task and the way cognitive factors interact with skills has not received as much attention. Howard Gardner first introduced his Multiple Intelligences theory in 1983 through his book *Frames of Mind*. As stated by Armstrong (2009) gardner believed that human cognitive competence is called intelligences rather than talents or aptitudes.

According to Gardner intelligence is a bio psychological information-processing capacity to solve problems or fashion products that are valued in at least one community and culture. In other words, intelligence is a computational capacity-a capacity to process a certain kind of information- that originates in human biology and human psychology.

Throughout the Project Zero study, Gardner questioned the existence of a single intelligence and began to investigate the possibility of several specialized intelligences. Once a teacher understands the nine intelligences, they will be able to perform the next step, which is identifying the intelligence strengths of their

students. Then, the teacher focus on the strenght intelligences and teach new materials using those strengths intelligences. Studies have shown that teaching through students' strengths by using the variation of multiple intelligences has many benefits, including meeting students' learning needs which can lead to the higher student achievement.

Intelligence is a mixture of several abilities, the types of intelligence that a person possesses. Gardner provided a mean of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or “intelligences” such as linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalist and he added existential intelligence as the ninth intelligence (Armstrong, 2009), these are the explanation of intelligences by Gardner.

### **1. Linguistic Intelligence**

The linguistic intelligence to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, and the pragmatic dimensions or practical uses language. Some of these uses includes rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information, explanation (using language to inform), metalanguage (using language to talk about itself). (Armstrong, 2009).

### **2. Logical-Mathematical Intelligence**

The logical-mathematical intelligence is the capacity to use numbers effectively and to reason well. The kinds of processes used in the service of

logical- mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing. (Armstrong, 2009).

### **3. Spatial Intelligence**

The spatial intelligence is the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to colour, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial matrix. (Armstrong, 2009).

### **4. Bodily-Kinaesthetic Intelligence**

The bodily-kinaesthetic intelligence is expertise in using one's whole body to express ideas and feeling and facility in using one's hands to produce or transform thing. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility and speed, as well as proprioceptive, tactile, and haptic capacities (Armstrong, 2009).

### **5. Musical Intelligence**

The musical intelligence is the capacity to perceive, discriminate, transform, and express musical form. This intelligence sensitivity to the rhythm, pitch or melody, and timbre or tone colour of musical piece (Armstrong, 2009).

## **6. Interpersonal Intelligence**

The ability to perceive and make distinctions in the moods, intentions, motivations, and feeling of other people. This can include sensitivity to facial expression, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (Armstrong, 2009). Interpersonal activities include: cooperative learning, peer tutoring, community involvement, social gatherings, simulations (Armstrong, 2009).

## **7. Intrapersonal Intelligence**

The intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intention, motivation, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem (Armstrong, 2009).

## **8. Naturalist Intelligence**

A naturalist demonstrates expertise in the recognition and classification of the numerous species (the flora and fauna) of an individual environment. This also includes sensitivity to other natural phenomena and, in case of those growing up in an urban environment, the capacity to discriminate among inanimate object such as cars, sneakers, and CD covers (Armstrong, 2009).

## **9. Existential Intelligence**

Gardner points out that his model is a tentative formulation; after further research and investigation, some of the intelligences on his list may not meet certain of the eight criteria described above and therefore may no longer qualify as intelligences (Armstrong, 2009). Thus, Gardner consideration of a ninth intelligence – the existential-is also based upon its meeting most of the criteria (Armstrong, 2009).

Based on the meaning of those intelligences, in this research researcher briefly considered how the verbal linguistic intelligence involved in foreign/second language learning process was supported by the other intelligence frame works. These are the explanation of intelligences frame works:

### **a. The Musical-Rhythmic Frame**

The musical-rhythmic intelligence has to do with the ability to perceive and appreciate rhythm, pitch and melody. The use of music in the language classroom is not new. In suggestopedia, for example, the teacher turns her voice to the classical music during the session (Arnold and Fonseca, 2004). This includes such skills as the ability to recognize the simple songs and varied speed, tempo, and rhythm in simple melodies. Teacher can help students developed musical intelligence by using tape recorders for listening, singing along, and learning new songs.

### **b. The Visual–Spatial Frame**

Visual-spatial intelligence is the ability to perceive all the elements (form, shape, line, space, and colour) necessary to create a mental image of something

(Arnold and Fonseca, 2004). Many students understood that visual teaching aids such as charts, pictures, drawing, slides, posters, and video was helped on learning English. The use of video was improved comprehension skill, it means by using video student might understood the lesson and imagined the situation more enjoyable, so, they were might concentrated more in it.

The ability to sense form, space, colours, line, and shape. It includes ability to represent the visual or spatial ideas. Teacher was helped student to developed spatial/visual intelligence by providing many opportunities for visual mapping activities and encouraging students to varied arrangements of materials in space, such as by creating charts and bulletin boards.

#### **c. The Logical–Mathematical Frame**

Logical – mathematical intelligence is the ability to use numbers effectively and to understand the underlying principles of causal system (Arnold and Fonseca, 2004). This includes such skills as understanding the basic properties of numbers and principles of cause and effect, as well as the ability to predict by using simple machines. Teacher might help students to developed logical-mathematical intelligence by providing manipulative for experimentation with numbers and by using simple machines or computer programs to help children think about cause and effect. In the second language classroom problem-solving tasks was very useful because learner was focused on meaning.

#### **d. The Bodily–Kinaesthetic Frame**

This intelligence refers to the ability to use the body to express oneself, to handle physical object dexterously (Arnold and Fonseca, 2004). The ability to use the body to express the ideas and feelings and to solve the problem. It was

included physical skills such as coordination, flexibility, speed, and balance. Teacher might help students to developed their bodily-kinaesthetic intelligence by providing opportunities for physical challenges during the second/foreign language lesson. It was different type of playing drama, games and other activities that are related to the body intelligence. The gesture that we used in teaching is one kind of bodily-kinaesthetic intelligence.

#### **e. The Interpersonal Frame**

The ability to understand other people, to work cooperatively and to communicate effectively is part of the interpersonal intelligence and strongly connected to learning a second language (Arnold and Fonseca, 2004). Working as group and being cooperative in learning are kinds of interpersonal frames. By using this kind of intelligence we improve listening and speaking task. This is the ability to understand another person's moods, feelings, motivations, and intentions.

#### **f. The Intrapersonal Frame**

The intrapersonal intelligence gives us the capacity to understand the internal aspects of the self and to practice self-discipline (Arnold and Fonseca, 2004). It was might be related to studies about meta-cognitive knowledge and language learning, where meta-cognitive refers to knowledge about oneself, about the language, about procedures or to be used for certain type of tasks. The ability to understand yourself-your strengths, weaknesses, moods, desires, and intentions. It was included skills such as understanding about similar or different from others, reminding yourself to do something, knowing about yourself as a language learner, and knowing how to handle your feelings, such as what to do and how to

behave when you are angry or sad. Teacher might help EFL students to developed intrapersonal intelligence by letting them to expressed their own preferences and help them to understand their own styles of learning.

#### **g. The Naturalist Frame**

The ability to discriminate among numerous species of flora and fauna, enjoyment of the natural world and ecological sensitivity are characteristics of the naturalist intelligence (Arnold and Fonseca, 2004). The ability to recognize and classify plants, minerals, and animals, including rocks and grass, and all variety of flora and fauna. Teacher might help students to develop their naturalist intelligence by focusing their attention on the world outside the classroom.

Beyond the description of the nine intelligences and their theoretical underpinnings, certain points of the multiple intelligences model are important to bear in mind. Armstrong (2009) mentions the four key points that educators should pay attention to:

- 1) Each person possesses all eight intelligences.

Multiple intelligence theory is not a “type theory” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capabilities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person.

- 2) Most people can develop each intelligence to an adequate level of competency.

Although individuals may bewail their deficiencies in a given area and consider their problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all eight intelligences to a reasonable high



level of performance if given the appropriate encouragement, enrichment, and instruction.

3) Intelligences usually work together in complex ways.

Garner points out that each intelligence as described that is no intelligence exists by itself in life (except perhaps in very rare instances in savant and brain-injured individuals). Intelligence are always interacting with each other.

4) There are many ways to be intelligence within each category

There is no standard set of attributes that one must have to be considered intelligent in specific area.

### **2.3. Multiple Intelligences Theory and Assessment**

Multiple Intelligences Theory proposes a fundamental restructuring of the way in which educator assess their students' learning progress. Authentic assessment covers a wide range instrument, measures, and method. The most important prerequisite to authentic assessment is observation (Armstrong, 2009). The component in implementing authentic assessment is the documentation of students' product and problem solving. Based on Armstrong (2009), observer can document students' performance in many ways, including the following:

- a. Anecdotal records
- b. Work sample
- c. Audio files
- d. Video
- e. Photography
- f. Student interviews, etc.

#### **2.4. The Effectiveness of using Multiple Intelligences and Successful Teaching**

There is much evidence confirming that schools and institutions where multiple intelligences theory applied were effectively (Gardner, as cited in Ahmed, 2012) and with the understanding of the theory, teachers was better understood about learner differences . Teacher was allowed learner to discovered their strengths, learnt in many ways, and helped students to be in control of their learning (Guignon, cited in Ahmed, 2012). In addition, it was known that schools have emphasized reading and writing in language teaching. The multiple intelligences theory opens the door to a variety of teaching strategies which can be easily applied in the language classroom (Ahmed, 2012).

#### **2.5. The Steps of Creating Multiple Intelligences into Lesson Plans**

Armstrong (2009), a key interpreter of multiple intelligence theory, suggested that the following series of steps to consider when planning lessons was incorporated of several intelligences in classroom activity, those were:

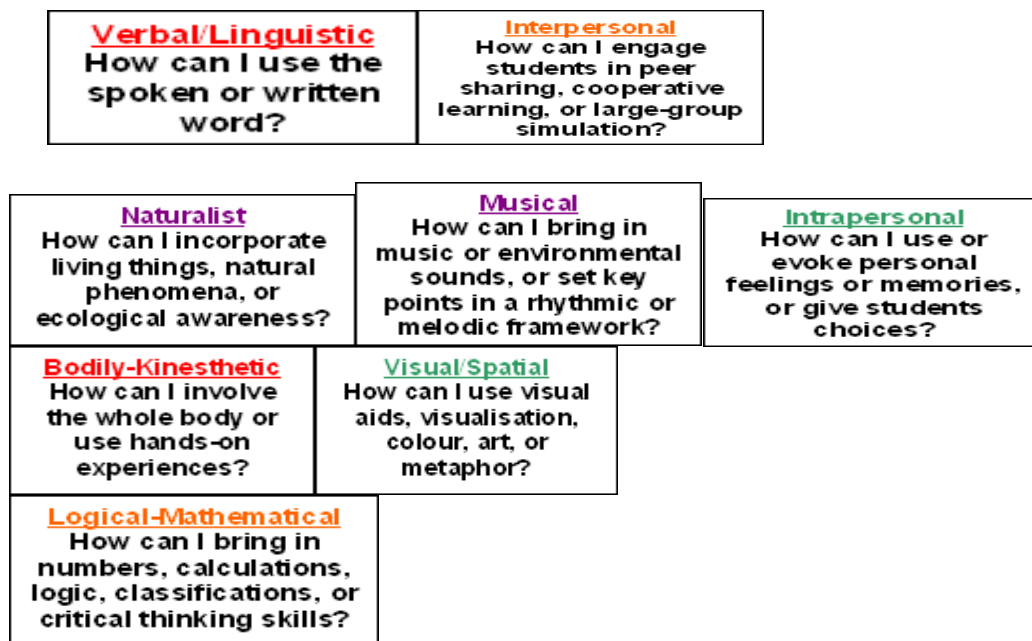
##### **1. Focus on a specific objective or topic**

You might want to develop curricula on a large scale (e.g. for a year-long theme) or create a program for reaching a specific instructional objective. However, make sure you have clearly and concisely stated the objective.

##### **2. Ask key multiple intelligences questions**

The following figure show the kinds of questions to ask when developing a curriculum for a specific objective or topic. These questions can help prime the creative pump for the next steps:

**Figure 2.1: The Kinds of Questions to Ask When Developing a Curriculum For a Specific Objective or Topic**



### 3. Consider the possibilities

Look over the questions in figure 1, the list of multiple intelligences techniques and materials and descriptions of specific strategies.

### 4. Brainstorm

Begin listing as many teaching approaches as possible for each intelligence is specific about the topic you want to address.

### 5. Select appropriate activities

From the ideas on your completed planning sheet, circle the approaches that seem most workable in your educational setting.

### 6. Set up a sequential plan

Using approaches you've selected, design a lesson plan or unit around the specific topic or objective chosen.

## **7. Implement the plan**

Gather the materials needed, select an appropriate time frame, and then carry out the lesson plan. Modify the lesson as needed to incorporate changes that occur during implementation (e.g., based on feedback from students)

Reinforced by the expert explanation, researcher designed multiple intelligences-based instructions for academic and occupational purposes that adapted by Armstrong (2009) through five intelligences frame work (linguistic frame, visual-spatial frame, bodily-kinaesthetic frame, interpersonal frame and intrapersonal frame) from nine intelligences (except: logical-mathematic frame, naturalist frame, musical rhythmic frame and existential frame) in teaching speaking, considered by the students' need.

### **2.6. Concepts of Speaking**

Speaking is an important part of the curriculum in language teaching (Luoma, 2004). It is the crucial skill to be mastered when students want to communicate each other orally. In addition, speaking requires more than knowing its grammatical and semantic rules. Students must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange (Shumin, 2002). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately. From the discussion above, to do good communication orally students should be able to speak. Through speaking, students will express their minds, ideas, or thought freely and spontaneously.

Speaking belongs to productive skill which is very crucial for language students. As stated by Kuśnierek (2005), speaking and writing are classified as productive skills. Listening and reading, on the other hand, involve receiving messages and therefore, they are identified as receptive skills. However, in practice, some skills are laid more emphasis than the others in language teaching. In speaking, students produce the language orally. Students who master the productive skill in foreign language will be categorized as good language students. It is the reason why speaking skill became priority in teaching English.

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) stated the useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. When it is used for a primarily transactional function, the transference of information is mainly stressed. In this way, it makes a distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focuses on the exchange of information.

There are three-part versions of Brown and Yule's framework: talk as interaction, talk as transaction and talk as performance (Richards, 2008). Each of these speech activities was quite distinct in terms of form and function and required different teaching approaches. Without mastering speaking in its function, students cannot communicate with all of people in their environments in oral mode.

From the discussion above, speaking performance will be described talk as performance. This type of talk refers to public talk, that is, talk that transmits information before an audience (Richards, 2008). Talk as a performance tends to be in form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language. It shows the talent of student in producing the language to deliver the spoken information to his/her partner orally. In his/her speaking performance, the student persuades the audience to believe on what he/she is presenting. The particular goal will be based on the type of short functional text that he/she is learning in every meeting.

### **2.7. The Components of Speaking**

Speaking performance is determined when students are able to carry out their speaking performance although it is in foreign language. Thornbury (2005) stated that there are two components involved in speaking performance namely extralinguistic knowledge and linguistic knowledge. The knowledge base for speaking in second or foreign language is different from the first language which is mostly intuitive.

Students need to develop their extra linguistic knowledge which include things as topic and cultural knowledge, knowledge of context, and familiarity with the other speakers in term of socio-cultural knowledge. Context knowledge allows them to develop reference related to the topic. The knowledge of social values and norms of behavior in a given society will also help them add their speaking contents.

The linguistic knowledge is often referred to discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. Each component has different level for individual student in their speaking performance. Those who have adequate knowledge of grammar, vocabulary, and phonology will develop their capability in speech act knowledge and discourse knowledge.

In this research, students' performance was identified by their ability to perform their speaking performance. As part of natural life, they need to develop their speaking achievement in second or foreign language by applying some aspects that have been stated above. Therefore, Harris (1969) states that there were some language components namely comprehension, vocabulary, grammar, pronunciation and fluency to be assessed in speech process.

### **1. Comprehension**

Comprehension refers to the overall speaking content to be understood without any difficulty. Although it refers to students' oral performance, comprehension is related to students' capability to make other people understand what they are trying to convey as a message in speaking performance. Therefore the researcher classifies the comprehension into level 1-5 with score from 20 to 100. Level one is when students' speaking performance cannot be said to understand even simple reporting information while level 5 is when students' speaking performance appears to be understood without difficulty. Further explanation about comprehension will also be analyzed based on students' ability to integrate the whole components in speaking performance namely extralinguistic

knowledge and linguistic knowledge to convey the message in a speaking assignment.

## **2. Vocabulary**

Vocabulary is important aspect in speaking performance. Without adequate knowledge of vocabulary it is difficult for students to perform speaking. If they have limited knowledge of vocabulary, they will face difficulties in conveying their ideas. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have extreme limitation of vocabulary so they get difficulty to make reporting information while level 5 is when the students can use vocabulary and idioms virtually that of a native speaker.

## **3. Grammar**

Grammar is a set of rules or principles which specify how to form, pronounce, and interpret phrases and sentences. Grammar is needed to help students to convey messages in proper sentences so the message can be conveyed clearly. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have error in grammar and word order so severe as to make reporting information unintelligible while level 5 is when the students makes few noticeable errors of grammar or word order.

## **4. Pronunciation**

Pronunciation is another important component of language performance in speaking. It becomes the major intention because it helps speaker as well as listener to get the same message. Students with good pronunciation are more likely to be understood even when they make errors in other area of speaking.



Students' knowledge of recognizable and understandable speech helps them to pronounce correctly. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have pronunciation problem so severe that it blocks the understanding while level 5 is when the students have few traces of foreign accent.

### **5. Fluency**

Fluency is one of five aspects in speaking performance. It is needed to avoid misunderstanding between the speaker and the listener. Fluent speech refers to a condition when words are connected in smooth way to develop understanding. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students report the information so halting and fragmentary that it blocks the understanding while level 5 is when the students can have fluency as native speaker.

## **2.8. Assessing Speaking**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students. In addition, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

### 1. 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. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

### 2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

## **2. 9. The Stages of Language Learning in Speaking**

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language

without knowing precisely what each word means, and relying on sources of input humans who speak that language-to provide modified speech that they can at least partially comprehend. Collier (1995) states that a conceptual model of acquiring a second language in school has four major components: sociolinguistic, linguistic, academic, and cognitive process.

Second language students are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Inter-language actually helps second language students test hypotheses about how language works and develop their own set of rules for using language. Bashir,et.al. (2011) describes stages of language learning into developmental stages as follows:

### **Stage I: Pre-Production**

This is the silent period. Beginners only listen but rarely speak. English language students may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language students at this stage will need much repetition of English.

### **Stage II: Early Production**

At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not

always be used correctly. Student listen more their talkative classmates and extend his vocabulary.

### **Stage III: Speech Emergence**

At this stage, students have a good vocabulary of words and uses simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

### **Stage IV: Intermediate Fluency**

At the stage of intermediate fluency, English language students are able to use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Students are able to work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.

### **Stage V: Advanced Fluency**

Student at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking.

Consequently, students were observed the language system that incorporates elements from native language and English they recently learned. They developed their speaking skill from the first stage to higher one.

## 2.10. Teaching Speaking

Teaching speaking as a foreign-language is not an easy business for English teachers because the students seldom practice the language in their daily communication. Meanwhile, to be able to speak the students should practice their language-knowledge as much as possible. The more they practice, the better will be. In this case, Cameron (2001) suggests that for young learners, spoken language is the medium through which the new language is encountered, understood, practised and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner classroom acts as the prime source and site of language learning. In teaching speaking for young students, the teachers can support it with oral task. By assigning speaking task in teaching foreign-language for young students, teachers expect the students to develop habit in using the language in their communication.

There are three core issues need to be addressed in planning speaking activities in form of monologue for an English class. The first is to determine what kinds of speaking skills the class will focus on. Was it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of students carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing. The second issue is to identify learning strategies to “speak” (i.e., provide opportunities for students to acquire) each kind of talk. The third is the assignment addressed during performances. It needs time for students to conduct self-training before they perform it in front of the class.

In briefly, teaching speaking requires the teachers to create a classroom environment where students will develop their own speaking skill by regulating their own capability in some phases namely orientation which includes self-planning strategy; presentation which includes self-monitoring strategy; and evaluation which includes self-evaluating strategy in speaking task they are assigned. These phases are reflected in the materials planned for speaking class.

### **2.11. English for Specific Purposes**

English for specific purposes (ESP) is a way of teaching/ learning English for specialized subjects with some specific vocational and educational purpose in mind. There are different needs for different purposes (and learners) of English language e.g. English for Airlines, English for Business, English for Secretaries, English for Technicians and others. Certainly a basic knowledge of general English language competence will be required too and developed further. English for Airlines purposes is an application of ESP according to students' language needs for work and to their different jobs at Airlines Industry.

ESP must be seen as an approach to language learning (not as a product) which is based on learners need and directed by specific and apparent reasons for learning. There is a distinction between what a person does (performance = language use) and what enables them to do it (competence = language learning). This approach is learning and learner oriented (but not teacher oriented) with a conception and preference of communicative competence.

## **2.12. The Role of Aviation Staff**

The primary role of aviation staff is to service passengers in the airport start from departure until arrival and ensure passenger comfort and safety. Ground staff is one of the aviation staff who handle passengers in the airport, they work as ticketing staff, check in counter staff, customer service, boarding gate staff, etc.

Flight attendants is one of the aviation staff, they required on flights are mandated by international safety regulations. For planes with up to 19 passenger seats, no flight attendant is needed. For larger planes, one flight attendant per 50 passenger seats is needed. The majority of flight attendants for most airlines are female, though a substantial number of males have entered the industry since 1980.

## **2.13. The Stages of Teaching Speaking through Multiple Intelligences–Based Instructions**

Multiple Intelligence Theory opens the door to a wide range of teaching strategies that might be easily implemented in the classroom (Armstrong, 2009). In this research, researcher was focused on five intelligences such as linguistic, visual-spatial, interpersonal, intrapersonal and bodily-kinaesthetic. Researcher proposed the stages of teaching speaking through multiple intelligences-based instructions and divided into eight stages, these are the explanation:

### **1. Doing the Needs Survey and Observation**

Needs survey and observation was the first stage taken for the implementing of a new teaching technique, whether the teaching technique is suitable for school environment or not. Also, the objective is to obtain as much

information as possible in any given situations about the students' needs and their purpose in studying the target language, about the teachers' experience and their expectation about the teaching materials, and about the requirement in their working field.

In doing step 1, three aspects are taken into consideration:

- (1) The communicative needs of the learners.
- (2) The instruments of collecting data.
- (3) The source of the informations.

## **2. Knowing Students' Inventory of Multiple Intelligence and Student's Ability in Speaking Performance**

Knowing students' inventory of multiple intelligence and student's ability in speaking performance was needed to know student's preference of multiple intelligence and students' ability in general. Because it will help the teacher to decided the suitable activities that will be explored in the experiment class through multiple intelligences-based instructions.

To collect all data, the researcher distributed a set of questionnaires of students' inventory multiple intelligence to know their intelligence preferences of multiple intelligences and made interview test before treatment. Then, the researcher asked the ESP teachers to know the students needs. The responses to the first set of questionnaires and interview test before treatment gave a feedback to researcher about the activity at present lesson plan. The questionnaires might give a clear description about their inventory of multiple intelligence. Then, all



informations gathered was used as the basic foundation to establish realistic and acceptable objectives.

### **3. Selecting the Topic from the Syllabus**

As mentioned in the previous sections, selecting the topic from syllabus has some reasons, firstly, it is specially used to improve student's speaking performance, second, it is sets out the content of the syllabus in advance, and third, it is considered the students' need.

### **4. Describing the Goal and the Objective of the Course**

Describing the goal and the objective of the course meant to describe the beliefs, values, and goals that underlie the course. It was provided a succinct statement of the course philosophy for anyone who need such an information, including students and teachers. Developing objective was help to provide that focus on and direction to some of the deliberations involved in course planning.

### **5. Designing Lesson Plan through Five Intelligences Frame Work**

The next steps are designing lesson plan through five intelligences frame work, it is considered by the observation and student's needs in stage 1, the students' level in stage 2, the goals and objectives in stage 3 also the suitable material based on syllabus in stage 4.

Consequently, before we design lesson plan through multiple intelligence-based instructions, we need to know the teaching strategies through five

intelligences-based instructions (linguistic, visual-spatial, bodily-kinaesthetic, interpersonal and intrapersonal), these are the explanations:

#### **a. Teaching Strategies for Linguistic Intelligence**

Teaching through Linguistic Intelligence-Based Instructions can use five strategies as follows; Storytelling, Brainstorming, Tape Recording, Journal Writing and Publishing. (Armstrong, 2009). Researcher used brainstorming in Linguistic Intelligence-Based Instructions as strategy to stimulate linguistic-intelligence, this is considered by the purpose of the lesson plan. More over, the original idea that come from the students will stimulate them to speak something, even tough they have mistakes. The researcher use this strategy in the teaching process and combine it with the other intelligence.

#### **b. Teaching Strategies for Visual-Spatial Intelligence**

Visual-Spatial Intelligence has to do with pictures-either the pictures in one's mind or the pictures in the external world, such as photos, movies, drawings graphic symbols, ideographic languages, and so forth. Here are five teaching strategies which is designed to stimulate visual-spatial intelligence for academic purposes, those are Visualization, Color Cues, Pictures Metaphors, Idea Scething and Graphic Symbols (Armstrong, 2009). In this research, researcher used visualization (picture and movie) in visual-spatial intelligence-based instructions as one of the strategy to stimulate visual-spatial intelligence, considered by the purpose of lesson plan and the equipments in the class is supported. Researcher thinks by using visualization (picture and movie) the students will create their own imagination.

The strategy will be working to stimulate spatial-visual intelligence because students will open their eyes and see pictures of what they have just seen than just read or studied from the textbook (e.g., a story or a chapter in a textbook) and afterward they can talk about their experience. The researcher uses this strategy in the teaching process and combines it with the other intelligence.

### **c. Teaching Strategies for Bodily-Kinesthetic Intelligence**

Students may leave their textbooks and folders behind when they leave school, but they take their bodies with them wherever they go. Consequently, finding ways to help students integrate learning at a good level can be very important to increasing students' retention, understanding, and interest. Here are five teaching strategies which are designed to stimulate bodily-kinesthetic intelligence, those are Body Answers, Classroom Theater, Kinesthetic Concepts, Hands-on Thinking and Body Maps. (Armstrong, 2009).

In this research, the researcher used classroom theater in bodily-kinesthetic intelligence-based instructions as one of the strategies to stimulate their bodily-kinesthetic intelligence, considered by the purpose of the lesson plan and the researcher thinks by using classroom theater the students will do role play and act as an aviation staff. The researcher thinks it is motivated students to communicate with others. The researcher uses this strategy in the teaching process and combines it with the other intelligence.

### **d. Teaching Strategies for Interpersonal Intelligence**

Some students need time to increase their ideas with other people so that they will optimally in the classroom activity. These social learners have benefited most from the emergence of cooperative learning. Here are five teaching

strategies which is designed to stimulate interpersonal intelligence, those are Peer Sharing, People Sculptures, Cooperative Groups, Board Games and Simulations (Armstrong, 2009).

In this reseach, researcher used peer sharing and cooperative groups for interpersonal intelligence-based instructions as one of the strategy to stimulate their interpersonal intelligence which is considered by the purpose of the lesson plan. Researcher thinks by using peer sharing and cooperative groups for interpersonal intelligence-based instructions, the students will easy to share their ideas with their friends in pairs or in groups. So, it will be worked to motivate the students to communicate with others. The researcher used this strategy in the teaching process and combine it with the other intelligence.

#### **e. Teaching Strategies for Intrapersonal Intelligence**

For individuals with strongly developed intrapersonal intelligence and an introverted personality, this intensely social atmosphere can be somewhat hard to focus. Hence, teacher need to build in frequent opportunities during teaching and learning process for the students to explore themselves as autonomous human beings with unique life histories and a sense of individuality. Here are five teaching strategies which is designed to stimulate intrapersonal intelligence, those are One-Minute Reflection Periods, Personal Connections, Choice Time, Feeling-Toned Moments and Goal-Setting Sessions (Armstrong, 2009).

In this reseach, researcher used Personal Connections and Goal-Setting Session for Intrapersonal intelligence-based instructions as one of the strategy to stimulate their intrapersonal intelligence which is considered by the purpose of the lesson plan. Researcher thinks by using Personal Connections and Goal-Setting

Session for Intrapersonal intelligence-based instructions, the students will continually making connection between what is being taught and methods for charting their progress along the learning process. The researcher use this strategy in the teaching process and combine it with the other intelligence.

Researcher used multiple intelligences-based instructions as teaching strategy in the class room activities and used some teaching equipments related to this approach, such as aviation books, interactive learning blog, LCD proyector for showing video and picture. Researcher just focused on five intelligences (linguistic, spatial-visual, bodily-kinaesthetic, intrapersonal and intrapersonal) in teaching process start from pre activity, whilst activity and post activity. In this stage, researcher proposed multiple intelligences-based instructions design to improve students' speaking performance

**Tabel.1. Designed Multiple Intelligences–Based Instructions to Improve Student’s Speaking Performance for Aviation Students**

<b>The Stages</b>	<b>Multiple Intelligences-Based Instructions</b>	<b>The Teachers’ Instructions</b>	<b>The Students’ Activity</b>
<b>Pre Activity</b>	- Linguistic Intelligence - Bodily Kinesthetic Intelligence - Visual-Spatial Intelligence - Linguistic Intelligence	Give instructions to the students based on the intelligence frame work.	The activity based on the instruction.
<b>Whilst Activity</b>	- Visual-Spatial Intelligence - Intrapersonal Intelligence - Linguistic Intelligence - Interpersonal Intelligence - Bodily Kinesthetic Intelligence	Give instructions to the students based on the intelligence frame work	The activity based on the instruction.

<b>Post Activity</b>	- Linguistic Intelligence	Give instructions to the students based on the intelligence frame work.	The activity based on the instruction
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## 6. Validating

Validating of this programme was needed to make it necessary and useful by the experts' validation because validation is the process of establishing documentary evidence demonstrating that a procedure, process, or activity carried out in testing and then production maintains the desired level of compliance at all stages.

## 7. Implementing

After doing some stages above, researcher allowed to stimulate students through designed multiple intelligences-based instructions in the class room activity and teacher recorded this activity by using video recording to know student's improvement in students' speaking performance. Researcher gave three times treatment to the students and implemented the lesson plan into three stages (pre, whilst and post activity).

## 8. Evaluating

Researcher used interviewed test for student's speaking performance to evaluate them after the treatment and used rubric scoring aspects of students' speaking ability modified by Harris (1969) that consist of pronunciation, fluency,

comprehension, grammar and vocabulary. Researcher also try to find the highest score in speaking aspects to answer research questions in this research. These are the aspect of speaking:

	<b><i>PRONUNCIATION</i></b>
5	Has few traces of foreign accent
4	Always intelligence though one is conscious of a definite accent
3	Pronunciation problems require concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand, because of pronunciation problem most frequently is asked to be repeated
1	Pronunciation problem, so severe us to make speech virtually unintelligable
	<b><i>FLUENCY</i></b>
5	Speech is fluent and effortless as that of native speaker
4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are rather strongly affected by language problems
2	Ussually hesitant; often forced into silence by language problems
1	Reporting information is so halting and fragmentary as to make reporting information virtually impossible
	<b><i>COMPREHENSION</i></b>
5	Appears to understand everything without difficulty
4	Understand nearly everything at normal speed
3	Understand most of what is said at slower-than –normal speed with repetition
2	Has great difficulty following what is said; can comprehend only
1	Can no be said to understand even simple reporting information

<b>GRAMMAR</b>	
5	Makes few noticeable errors of grammar or word order
4	Occasionally make gramatical error
3	Makes frequent error of grammar and word order which occasionally obscure meaning
2	Grammar and word order make comprehension difficult
1	Error in grammar and word order so severe as to make reporting information unintelligible
<b>VOCABULARY</b>	
5	Use vocabulary and idioms is virtually that of native speaker
4	Sometimes uses inappropriate terms or must rephrase idea
3	Frequently uses the wrong; reporting somewhat limited because of inadequate vocabulary
2	Missue of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extreme as to make reporting information virtually impossible

*Source : Modified from Testing English as a Second Language*

*Harris  
(1969)*

#### **2.14. Theoretical Assumption**

In line with previous discussions, it is assumed that multiple intelligences - based instructions might improve students' speaking performance because multiple intelligences - based instructions focus on students' needs and explore the activity in the classroom activities based on teachers' instructions.

Previous studies showed that multiple intelligences-based instructions have good effects for speaking performance, but more studies about multiple intelligences - based instructions for improving students' speaking performance



for aviation students is needed to investigate more the effectiveness in the classroom activities, especially for English Specific Purposes to the Aviation Student.

Based on the statement above, the researcher proposed the stages of teaching speaking through multiple intelligences-based instructions to improve students' speaking performance for aviation students, the researcher assumed that these problems can be related to some dimensions of multiple intelligence that firstly proposed by Professor Howard Garner from Harvard University in the 1980's. In addition, teaching language should take variation based on different needs of students in order to optimize learning by considering and developing these intelligences that connection with student's ability because the learner individual is unique. Therefore, researcher believes that through multiple intelligences - based instructions can improve students' speaking performance.

### **2.15. Hypotheses**

Concerning of theoretical assumption above, the researcher formulated the hypotheses as follow:

Ho = There is no significant difference between students' speaking performance before and after multiple intelligences - based instructions treatment is given.

H1 = There is a significant difference between students' speaking performance before and after multiple intelligences - based instructions treatment is given.

## **CHAPTER III RESEARCH METHOD**

To verify the hypothesis empirically and to transform the data, this particular chapter elaborates the design of the research, how to collect the data from the subject, how to analyze the data. This chapter also explains the research procedure, validity and reliability of the instruments, data treatment, and hypothesis testing.

### **3.1. Research Design**

The research was designed by using quantitative design. In quantitative design, this research used one group pretest-posttest design. It was presented as follows:

**T1 X T2**

Note:

T1 : Pretest

T2 : Posttest

X : Treatment (Multiple Intelligences - Based Instructions)

In quantitative design, the researcher tried to find out the information on whether or not the multiple intelligences - based instructions improved students'

speaking performance, which aspect of speaking performance intelligences is affected by the designed multiple intelligences - based instructions and which intelligence of students' multiple intelligences were affected on speaking performance.

In quantitative design, the researcher discovered information on aspect of speaking performance that can be improved after conducting multiple intelligences-based instructions by using T-Test.

### **3.2. Population and Sample**

The population in this study were students of Ground Staff Program from Crew of Aviation Training Lampung Batch XXVII / 2017. The researcher chose them as the sample of the study because they suit with the researchers' study focus. The sample of this research consists of 30 (thirty) students.

### **3.3. Instrument of the Research**

The instruments of collecting data of this study were in the form of:

1. Speaking performance pretest and posttest.
2. The Questionnaire of Students' Intelligence Preferences.
3. Observation.

### **3.4. Data Collecting Technique**

In collecting the data, the researcher used some instruments as follows:

1. Administering The Questionnaire of Students' Intelligence Preferences
2. Administering Pre-test

### 3. Administering Post-test

After choosing the research class, observation started from one week before the treatments and during the class interactions (three treatments) to find out the result of the implementation of multiple intelligences-based instructions in the class room activity, especially to improve students' speaking performance for aviation students. The purpose of doing observation is to give some information about students' need, the environment of school, person or individual involved in the activity, and relationship among them.

#### **3.5. Step in Collecting Data**

In collecting the data, the researcher used the following procedures:

##### 1. Determining the Subject of the Research.

The researcher chose one class in Crew of Aviation Training. The class consists of 30 (thirty) students. The researcher chose the class as it represents the types of students: low, middle and high in speaking. The class chosen represented the natural setting. Multiple intelligences-based instructions was conducted to see the process and product of the training.

In addition, the samples were homogeneous in term of speaking performance and motivation level. The data of samples' homogeneity presented as follow:

**Table 2: Test of Homogeneity of English Speaking Performance Level**

Score

Levene Statistic	df1	df2	Sig.
1,698	4	25	,182

The significant level of the sample was more than 0.05 which is 0.517. The table notified that the samples in term of speaking performance was homogeneous. The participants have the same level of speaking performance.

## 2. Determining the Instruments of the Research

### A. Speaking Test

The speaking test used in this research was in form of interview. The researcher interviewed each student by asking one question about one of their jobs or duties related to check in counter staff in the airport. The interview test applied about 2-5 minutes for each person.

Since test was a subjective test, researcher used the students' speaking performance scored by two raters; the first was the researcher and the second was an English teacher of CAT Lampung. It stated that in scoring students' performance, the researcher used Inter-Rater. Then, the scores from the two raters combined and the average score was taken as the final score. The possible score gained by students based on the criteria above ranks from 0 - 100. To help raters in scoring, the arrangement of the score could be seen as below:

*Table 3: Scoring System*

No.	Ss' Code	C (1-5)		P (1-5)		V (1-5)		F (1-5)		G (1-5)		Total Score (0- 100)		Average Score
		R1	R2	R1	R2	R1	R1	R2	R2	R1	R2	R1	R2	

C : Comprehension  
 V : Vocabulary  
 P : Pronunciation  
 F : Fluency  
 G : Grammar

In addition, the following statistical data presented the reliability of interrater scoring. It was measured by using SPSS systematic measures.

*Table 4: Systematic Measures of Interrater Reliability Speaking Performance Pre-Test***Symmetric Measures**

		Value	Asymptotic Standardized Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	,574	,97	8,056	,000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From systematic measures of interrater reliability speaking performance pre-test table was notified that coefficient kappa value was 0.97 which was  $>0.6$  and the significance was 0.000 which was  $<0.05$ . It means the interpreter pre-test scoring was reliable.

**Table 5: Systematic Measures of Interrater Reliability Speaking Performance  
Post-Test  
Symmetric Measures**

	Value	Asymptotic Standardized Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement Kappa	,434	,98	6,777	,000
N of Valid Cases	30			

From systematic measures of interrater reliability speaking performance post-test table notified that the coefficient kappa value is 0.98 which is  $>0.6$  and the significance is 0.000 which is  $<0.05$ . It means the interpreter post-test scoring is reliable.

#### B. The Questionnaire of Students' Intelligence Preferences.

The questionnaire was adapted from the book Theory of Multiple Intelligences by Armstrong 2009. According to Armstrong (2009), the multiple intelligences inventory classified into eight inventories.

However, researcher took only five inventories of multiple intelligences to be included in this research, such as linguistic intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence. Moreover, the researcher only took four items of each those five inventories as what will be needed to assess and classify the students' dominant intelligence preferences of those inventory. Below is the questionnaire distributed to the students.

Tabel 6: The Questionnaire of Student's Intelligence Preferences

No.	The Activity	1	2	3	4	Intelligences
		Disagree (Tidak setuju)	Just so-so (Biasa saja)	Agree (setuju)	Strongly agree (sangat setuju)	
1.	<b>Books are important to me.</b> "Buku adalah penting bagiku"					Linguistic
2.	<b>I can hear words in my head before I read, speak, or write them down.</b> "Saya bisa mendengar kata-kata di kepala saya sebelum membaca,					Linguistic
3.	<b>Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.</b> "Orang lain harus berhenti dan meminta saya untuk menjelaskan arti					Linguistic
4.	<b>English, social studies, and history were easier for me than math and science.</b> "Bahasa Inggris, studi sosial, dan					Linguistic
5.	<b>I see the clear visual images when I close my eyes.</b> "Saya melihat gambar visual yang jernih saat saya memejamkan mata"					Visual-Spatial
6.	<b>I'm sensitive to color.</b> "Saya peka terhadap warna"					Visual-Spatial
7.	<b>I use a camera or camcorder to record what I see around me.</b> "Saya menggunakan kamera atau camcorder untuk merekam apa yang saya lihat di sekitar saya"					Visual-Spatial
8.	<b>I like to draw or doodle.</b> "Saya menyukai menggambar atau mencoret-coret"					Visual-Spatial
9.	<b>I engage in at least one sport or physical activity on a regular basis.</b> "Saya ikut serta setidaknya dalam satu kegiatan olah raga atau fisik					Bodily-Kinesthetic
10.	<b>I find it difficult to sit for long periods of time.</b> "Sulit bagiku untuk duduk dalam					Bodily-Kinesthetic
11.	<b>I use hand gestures or other forms of body language when conversing with someone.</b> "Saya menggunakan isyarat tangan atau bentuk bahasa tubuh lainnya saat					Bodily-Kinesthetic
12.	<b>I need to practice a new skill rather than simply reading about it or seeing a video that describes it.</b> "Saya perlu mempraktikkan keterampilan baru daripada sekedar membaca atau melihat video yang menggambarkannya"					Bodily-Kinesthetic



13.	<b>I prefer to group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.</b> "Saya lebih suka olahraga berkelompok seperti bulutangkis, bola					Interpersonal
14.	<b>When I have problem, I'm more likely to seek out another person to help than attempt to work it out alone.</b> "Ketika saya memiliki masalah, saya cenderung mencari orang lain untuk					Interpersonal
15.	<b>I like to get involved in social activities.</b>					Interpersonal
16.	<b>I feel comfortable in the midst of a crowd.</b>					Interpersonal
17.	<b>I have a special hobby or interest that I keep pretty much to myself.</b> "Saya memiliki hobi atau minat khusus yang saya simpan untuk diri sendiri."					Intrapersonal
18.	<b>I consider myself to be strong willed or independent minded.</b> "Saya menganggap diri saya memiliki hati yang kuat atau berpikir secara					Intrapersonal
19.	<b>I keep personal diary or journal to record the events of my inner life.</b> "Saya menyimpan buku harian pribadi atau jurnal untuk mencatat kejadian					Intrapersonal
20.	<b>I am self-employed or have at least thought seriously about starting my own business.</b> "Saya bekerja sendiri atau setidaknya					Intrapersonal
	<b>TOTAL</b>					

### C. Observation

The observation was conducted by the researcher herself during the process of the implementation of multiple intelligences - based instructions to see and noticed the participant activity by using video recorded.

### 3.6. Research Procedures

In conducting the research, the researcher applied the procedures as follow:

1. Determining the research sample.

2. Observing the school environment, class condition, students' and teacher that will be the research subjects.
3. Administering the questionnaire of students' inventory of multiple intelligences.
4. Preparing the Pretest Material.
5. Conducting pre-test by interview test.
6. Giving Treatment through designed multiple intelligences-based instructions.
7. Taking the video of the students' performances in the classroom activity.
8. Conducting the Posttest by interview test
9. Making transcript of the data from the audio recording.
10. Analyzing the Test Result (Pretest and Posttest).
11. Analyzing the questionnaire result.
12. Making a report and discussion finding.

### **3.7. Validity**

The data of the research should be valid and reliable. As Setiyadi (2006) stated that the validity of an instrument was measured what should be measured.

#### **1. Validity of Interview Test**

##### **a. Content Validity**

Content validity is related to the items constructed (Setiyadi, 2006). In this research, it was related to pre-test and post-test of speaking instrument. She validated the speaking test instrument and items for its content validity. It was concerned with whether the material for speaking pre-test and post-test was sufficiently representative and comprehensive for the test.

The materials chosen were based on the materials proposed by the syllabus of Crew Aviation Training (CAT) Lampung 2017. It was determined that the students have the appropriate materials and speaking skill expected to achieve. Therefore the instruments used in this research fulfilled their content validity.

### **b. Construct Validity**

Construct validity is needed by instrument that has some indicators to measure (Setiyadi, 2006). It was concerned with whether the test is actually in line with the theory of what it means to know the language is being measured.

In this research, the construction of items in speaking performance in Likert scale was done by employing the aspects of speaking that adapted by Harris (1969) and it was related to the intelligences that researcher focused on the treatment, those were linguistic intelligence, visual-spacial intelligence, bodily-kinaesthetic intelligence, intrapersonal intelligence and interpersonal intelligence. It was considered by students' needs and the previous studies.

## **2. Validity of the Questionnaire**

### **a. Content Validity**

Content validity is related to the items constructed (Setiyadi, 2006). In this research, it was related to the intelligences that researcher focused on the treatment, those were linguistic intelligence, visual-spacial intelligence, bodily-kinaesthetic intelligence, intrapersonal intelligence and interpersonal intelligence. It was considered by the observation and the previous studies. Researcher used the

questioner of students' preference inventory of multiple intelligence that adapted from Armstrong (2008).

### **b. Construct Validity**

Construct validity is needed by instrument that has some indicators to measure (Setiyadi, 2006). It was concerned whether the questionnaire was actually in line with the theory and focused on the intelligence was being measured. In this research, the construction of items in students' preference inventory was done by employing the inventory of intelligence that consist of 20 items that adapted from Armstrong (2008), students were asked to choose one answer by giving check list in the table, based on their intelligences' preference. The answer consist of four choices (1=disagree, 2=just so-so, 3=agree, 4=strongly agree).

## **3.8. Reliability**

### **1. Reliability of Speaking Test**

Reliability of the test was defined as the extent to which a test produces consistent result. The researcher used inter-rater to see the reliability of the raters in determining the speaking performance which was affected by the treatment. In order to see the coefficient of the reliability, the researcher employed the formula of coefficient correlation. It was found that the result of  $r_k = 1$ , it means the score given by the raters test fulfilled the criteria of reliability to support the data before and after process of the training.

### 3.8.2. Reliability of the Questionnaire

The questionnaire was valid due to full fill the content validity in statistical data and proven by statistical data. In this case, the reseacher used Cronbach's Alpha to check whether the questionnaire was valid or not. The data was presented as follows:

*Table 7: Reliability Statistics of Questionnaire*

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,522	,528	20

From Reliability Statistics of the Questionnaire table, it was notified that the Cronbach's alpha is 0.528. It means the questionnaire was reliable due to the category of significant level should be  $<0.6$ .

### 3.9. Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research questions. When data came from the same subject, the data instrument would be repeated measures by T-test (Setiyadi, 2006).

Therefore, the data was collected and analysed to see what aspect(s) was affected by designed multiple intelligences-based instructions on students' speaking performance and whether there was a significant improvement after being trained.

## **1. Data Analysis of Students' Speaking Performance**

In order to analyse the improvement of students' performance in speaking, the data was analysed by these following procedures:

- a. Scoring the pre-test and post-test.
- b. Tabulating the result of the test and calculating the mean of pre-test and post - test.
- c. Drawing a conclusion from tabulated results of pre-test and post-test, and then was analysed by using Repeated Measure T-test of SPSS 15 for windows. It was conducted to test how significant the improvement before and after the training, in which the significance is determined by  $p < 0.05$  .

## **2. Data Analysis of Students' Intelligence Preferences**

In order to analyse the students' dominance inventory of multiple intelligence that affected by designed multiple intelligences-based instructions, the data was analysed by these following procedures:

- 3.9.c.1. Scoring the answer of the questionnaire.
- 3.9.c.2. Tabulating the result of questionnaires' answer and calculating. Later they were calculated based percentage of each classification before and after the training.
- 3.9.c.3. Drawing a conclusion from tabulated results and then was analysed by using Repeated Measure T-test of SPSS 15 for windows.

### 3.10. Hypothesis Testing

The hypotheses were used to prove whether designed multiple intelligences - based instructions affected on students' speaking performance or not. The hypotheses were stated as follow:

- $H_0$  = there is no significant difference before and after multiple intelligences - based instructions training is given.
- $H_1$  = there is a significant difference before and after multiple intelligences - based instructions training is given.

The hypothesis was analysed at the significant level of 0.05 in which the hypothesis is approved if sig. <0.05.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to further researcher and English teachers who want to conduct designing multiple intelligences-based instructions to improve students' speaking performance.

#### **5.1. Conclusion**

Based on the data analysis and the results, the researcher concludes that the research findings of designed multiple intelligences-based instructions to improve students' speaking performance for Aviation Students especially Ground Staff Program Batch XXX / 2017 of CAT Lampung are as follows:

##### **1. The Improvement of Designing Multiple Intelligences-Based Instructions on Students' Speaking Performance.**

Reinforced by the data result, researcher concluded that designed multiple intelligences-based instructions can improve students' speaking performance effectively and **has a positive effect on student's speaking performance**. The improvement happens because of the class room activity which is considered the students' intelligences.



## **2. The Effect of Designing Multiple Intelligences-Based Instructions on the Aspects of Speaking.**

The result finding notified that **comprehension** was the most affected by designed multiple intelligences-based instructions and followed by vocabulary, pronunciation, grammar and the last was fluency. Therefore, researcher concluded that the highest aspect of speaking performance that was affected by designed multiple intelligences-based instructions was comprehension. It was revealed that language seemed to be not the problem to the students in term of comprehension because students understood the interviews' questions and they knew how to answer. Some students who had enough knowledge of comprehension seemed to have little difficulty in explaining their ideas and they used appropriate speech act and discourse to convey the ideas.

## **3. The Effect of Designing Multiple Intelligences-Based Instructions on Students' Intelligences.**

Based on independent t-test of speaking performance, students with the highest **linguistic intelligence** was the most affected by designed multiple intelligences-based instructions. From the finding above, researcher concluded that students who have the highest linguistic intelligence affected their speaking performance effectively because they have basic skill in speaking performance and they knew how to communicate well even they got mistakes but they are confident to express their ideas. It was shown that linguistic intelligence is main predictor of speaking performance because in preparing designed multiple intelligences-based instructions the researcher briefly considered how the

linguistic intelligence involved in foreign/second language supported by the other intelligence frame works.

## **5.2. Suggestion**

One of the strengths of this research is designing multiple intelligences – based instructions had a positive effect on students' speaking performance because designing multiple intelligence–based instructions guided a variety in teaching and it can be applied in the classroom effectively. The other strength is designing multiple intelligences–based instruction affected on the speaking aspects and students who have the higher linguistic intelligence significantly affected on their speaking performance.

### **5.2.1 Suggestion for Future Research**

The limitation of this study is that the subject was merely a number of students in a class of school that use English as means of communication and the data was merely from three treatments with statistically. It is recommended to further researcher to use big sample size and find the detail procedure in teaching English through multiple intelligences–based instructions to improve students' skills in qualitatively.

### **5.2.2 Suggestion for Second/Foreign Language Classroom Practice**

The goal of teaching practice in EFL setting in the classroom activity is to help students to communicate in the target language. In order to meet the requirement, teachers have to be aware with the variety of intelligences to make different activities more effectively and teachers are widely suggested to focus not

only on improving speaking but also writing, reading and listening in order to communicate properly in the right situation especially in school context.

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