CHAPTER I

INTRODUCTION

This chapter provides the information on the background of the research, statements of the problem, research questions, purpose of the study, significance of the research, limitation of the research, the independent and the dependent variables, and the outlines of the study.

Background of the Research

Theories of intelligence are extensive in educational and psychological field. Regardless the number of intelligence theories, intelligence as a subject of education seems to have no exhaustion point. Gardner (2006) who contends his theory about Multiple Intelligences believes that there are nine types of intelligence which consists of kinaesthetic, logical-mathematical, interpersonal, intrapersonal, musical, spatial, linguistic, naturalist, and existential intelligence.

Multiple Intelligences asserts that every learner learns in different types of intelligences (Gardner, 2006). Students who have spatial intelligence usually learn by graphs, charts, and pictures, while students who have musical intelligence prefer music as their media to learn to the other media (Chatib, 2012). Students who have logical-mathematical intelligence would rather learn numeric and statistics (Bas, 2010).

English Education Department, Universitas Muhammadiyah Yogyakarta is one of departments that has many students in diversity of intelligences. Some of the students perform well in writing paper. According UMY News.com (retrived in November, 2013), the students who have good ability in writing had succeeded

presenting their paper at international seminar. The other students were keen in the photography. According to Daily Express UK.com (retrieved in March, 2015), some of them had published their photos in International Magazines. Some students also had got their triumphs in business field. It is proven when some of them gained business proposal which was funded by *Bank Rakyat Indonesia*. Looking at this phenomenon, the researcher is interested in conducting a research in Multiple Intelligences at EED UMY. The researcher would like to know students' most dominant intelligence among the Multiple Intelligences.

Besides, the researcher would like to know students' speaking skill. Speaking is considered as one of the fundamental elements of communication in EFL teaching. Among the four language skills, speaking seems the most important part of language learning. People who know a language refer to 'speakers' of that language (Aliakbari & Jamalvandi, 2010).

Statements of the Problem

The process of English language teaching and learning has been run at EED UMY since 2010. Several methods are applied by lecturers to achieve the main goal at the process of teaching and learning. When lecturers apply the methods in the group of students, many students come into the class with their own uniqueness and intelligences. Accomodating the uniqueness and the intelligences of the students need an appropriate way that is in tune.

Multiple Intelligences is considered as one of solutions which could solve the differences of students' intelligences (Solmundardottir, 2008). Based on the researcher' experience when becoming student at EED UMY, however, some of

teachers at EED UMY does not really support the implementation of Multipe Intelligences in the class. For example there are some lecturers who use teacher-centred learning while they are teaching at EED UMY. Teacher-centred learning is one of methods that involve students to listen the explanation of the teacher merely (Harmer, 2001). As the result, the other intelligences cannot be covered well. Thus, the researcher states that conducting investigation that focuses on students' Multiple Intelligences needs to do.

Research Questions

In this research, there are three research questions that are formulated in the following statements.

1. What is students' most dominant intelligence among the Multiple Intelligence at EED UMY?

2. How is EED UMY students' speaking skill?

3. What is the correlation between the students' most dominant intelligence and students' speaking skill?

Purposes of the Research

The purposes of this study are mentioned in the following points.

1. To find out the students' most dominant intelligence among the Multiple Intelligences at EED UMY.

2. To reveal the students' speaking skill at EED UMY.

3. To know the correlation between the students' most dominant intelligence and students' speaking skill.

Significances of the Research

This research will bring some advantages for the researcher, teachers, students, and other researchers. First for the researcher, the results of this study could become reference for the researcher in conducting another research in the area of Multiple Intelligences. Secondly, this investigation encourages teachers to consider the using of Multiple Intelligences in the EFL/ESL class as a way to sharpen students' intelligences. Thirdly, the results help students to develop, to reach, and to dig the capabilities that are in tune with their intelligences. Last but not least, this study leads the other researchers in studying specific field of Multiple Intelligences.

Limitations of the Research

Focusing the results of this investigation, the researcher limits the area of the study in order to gain specific results. This research uses the data of students' EED UMY academic year 2014. This investigation uses Listening and Speaking for Career Development classes at EED UMY 2014. This study inspects the students' most dominant intelligence among the Multiple Intelligences at EED UMY 2014. The research only reveals the correlation between the students' most dominant intelligence at EED UMY 2014 and their achievement in speaking skill.

The Independent and the Dependent Variable of the Research

There are two variables of this research namely the independent and the dependent variable. The independent variable of this research is students' most dominant intelligence. On the contrary, students' speaking skill becomes the dependent variable since it is influenced by the independent variable.

Based on variables of this research, there are tentative statements that proposes the relationship between those two variables namely hypothesis. The hypotheses of this research are:

(H_o) There is **no correlation** between students' most dominant intelligence and students' speaking skill at EED UMY 2014.

(H_1) There is **a correlation** between student students' most dominant intelligence and students' speaking skill at EED UMY 2014.

Outlines of the Research

The first part of this research is called introduction which consists of background of the study, statement of the problem, purpose of the study, research questions, significance of the research, limitation of the research, the independent and the dependent variable and the outlines of the research.

The second part of this research is the literature reviews. There will be theoretical framework, and related studies. In literature review, some theories from books and journals support this study. Methodology is the third part of this study. It offers research design, population of the research, instruments, data collecting method, and data analysis.

The fourth part of this research is results and discussion. In the results and discussion there are two parts namely results and discussion. The fifth part is conclusion. In the conclusion, there will be summary of the study that is presented generally rather than specifically. The recommendations of the researcher are also mentioned on the fifth part.