

Multiple Intelligences Strategies, Students' Motivation, Reading Comprehension

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SMP 3 NEGERI BONAI DARUSALAM, ROKAN HULU

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ABSTRACT

The study discusses about improving students' motivation on reading comprehension by using Multiple Intelligences strategies. The objectives of the study are explaining 1) the problems faced by the eight graders of SMP 3 Bonai Darusalam, Rokan Hulu in reading comprehension, 2) the implementation of Multiple Intelligences strategies in motivating reading comprehension for the eight graders of SMP 3 Bonai Darusalam, Rokan Hulu, Riau, 3) how Multiple Intelligences strategies improve the motivation of the eight graders of SMP 3 Bonai Darusalam, Rokan Hulu in reading comprehension. In order to achieve the objectives, the researcher held an action research at SMP 3 Bonai Darusalam, Rokan Hulu on 16th of March- 9th April 2022. There were 2 cycles in which 2 meetings held for each cycle. The subject of the study is the second graders of SMP 3 Bonai Darusalam, Rokan Hulu. The numbers of population are 32 students. The instruments used were observation sheet, questionnaire, and CARI. The result of the study is the problem in motivating students to read. This can be solved by using Multiple Intelligences strategies which combine students' intelligences with fun learning activities by Multiple Intelligence instruction. Based on the questionnaire, all of the students said that the strategies used were interesting. In line with the questionnaire result, the observation sheet also showed excellent result on students' study habits. There was improvement on students' comprehension, it can be seen from the mean of CARI I which was 89.06 point and CARI II which was 95.6 point. In this study, I suggest that the teachers should be able to use the Multiple Intelligences strategies as an alternative in motivating students and creating enjoyable learning experiences.

Keywords: *Multiple Intelligences Strategies, Students' Motivation, Reading Comprehension*

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INTRODUCTION

English is one of the foreign languages taught in Indonesia. It is taught from the kindergarten until university levels. The goal of the teaching English is to develop students' communicative competence and skills. The ability to communicate is realized into four language skills; namely listening, speaking, reading, and writing which are used to reach the literacy and supporting the competence.

In teaching English, the teachers must find some problems. Identifying this phenomenon, a preliminary study at eight graders of SMP 3 Bonai Darusalam, Rokan Hulu was held. From the observation, I noticed that the students were less motivated in the learning process. When I

observed the class that was taught reading, the teacher just asked the students to read the text by their own. In addition, the classroom situation was not alive during the teaching and learning process. Most of the students did not actively participate in class discussion and they were not active to respond the teacher' questions. Moreover, they were afraid to ask the teacher about the difficulties in reading, and even some of the students did not read the text and had their own conversation.

Based on my observation, I also noticed that the eighth graders of SMP 3 Bonai Darusalam, Rokan Hulu had difficulties to comprehend and understand the content of the reading text. When their understanding were checked by the teacher after reading time, the students could not answer because they did not get the point of what they read in advance, even the particular information from the text.

Therefore, it is clear that the teacher has a job to find an appropriate way to make students get the knowledge or comprehend the text. It is needed a strategy which is used to improve students reading comprehension and enjoy their reading class, so they will be more aware of the importance of reading, not only for education side but also for their daily life. Students will read more effectively when they have known the importance of learning reading.

A research done by Goodland in Armstrong (2000:76) shows the facts that first is almost 70% classroom-time are used by the teachers to stand in front of the class explain the material and second is the teachers give a written task for students. Another fact, many classrooms are built just to make the students able to fulfill the indicators of the learning that measured by the cognitive test without considering the students' feeling during learning process. So the students just act as a robot. Moreover, the students are treated in the same way; even they have different characteristics in accepting the knowledge. In this kind of classroom atmospheres, students will easily feel bored and it will kill their potencies. Many strategies and concepts are offered in the education field to vary the learning process in the classroom to minimize the teacher centered classroom and realize students' potencies.

Today's ideas of education focus on learner autonomy. Students are supposed to be responsible for their own learning and should be aware to their strengths and weaknesses. Multiple Intelligences theory is one of the theories in the field of education nowadays introduced by Gardner. In the theory, Gardner in Abdulkader (2009:4) rejects the notion of single intelligence; there are a lot of human abilities called "Human Intelligences". Gardner's ideas show us that students may learn in different way. Therefore it is necessary to have a variety approach and activities.

Based on the description above, the Multiple Intelligences strategies are assumed to help the students in learning process. This theory is recommended to be used in the classroom because these strategies use various activities. In addition, an approach that considers the students' intelligences is

used in their learning process so that the activities can meet the need of each student in fun learning.

In reading class, the Multiple Intelligences strategies are used to improve students' motivation in reading comprehension. Therefore, an action research will be done to implement Multiple Intelligences strategies to develop the students' reading motivation. In general, this action research study is designed and implemented to determine and to better understand learner-centered instruction from the perspective of Multiple Intelligences. The purpose of this study is to identify, record, and promote the applications of Multiple Intelligences theory in foreign language or second language classrooms.

METHOD

According to Best (1981:8) a sample is a small proportion selected for observation and analysis. The subject of this research was the class 8.G students of SMP 3 Bonai Darusalam, Rokan Hulu. The selection of the sample because of some considerations, the first, I graduated from the school so that I could get the permission easily and the second, SMP 3 Bonai Darusalam, Rokan Hulu is categorized into national standard school with good performance in the national examination last three years.

The research was designed to seek the answer of the questions namely how the Multiple Intelligences strategies can be implemented in English learning class and how the strategies can improve the students' motivation. Action research based on Kemmis and Mc. Taggart on Burns (2010:7) is to plan, act, observe and reflect carefully, more systematically and more rigorously than one usually does in everyday teaching learning process. Therefore, I started the research by doing preliminary study or observing the class to know the class condition and to find the problems in teaching learning process. It was followed by a spiracle cycles that contain four steps; planning, acting, observing and reflecting.

Data is one of the most important and vital aspects of any research studies. Gleason (2008:1) stated that data is factual information which used as measurement or statistics as a basis for reasoning, discussion, or calculation.

Research conducted in different of study can be different in methodology at every research is based on data which is analyzed and interpreted to get information. Collecting data was one of the steps that were used in the research, since the data were absolutely needed because research finding came from the interpretation of the data collected

FINDING AND DISCUSSION

1.Cycle 1

There were 2 meetings at the first cycle. The first meeting was conducted on February 16th, 2022 for second graders of SMP 3 Bonai Darusalam, Rokan Hulu, Riau. In the first meeting, I explained

about the general knowledge of narrative text, such as the social function, generic structures, and the language features of narrative text. Beside that, I introduced the research that was held in the class by giving short explanation about the strategies used in the learning process, what they should do, and the aims of the research. Then, I started the teaching by giving a picture puzzle game of the story that was read by the students later, as exploration to catch their attention in group. I divided the class into 6 groups. The students enthusiastically solved the game. After doing the game, the teacher gave a jumbled narrative text to be arranged in order by the students. It all was done on the wide color paper. The students looked very happy with the activity and did not feel under pressure while reading. When the students did their activities, I played the instrumental music to stimulate their mind to stay focus in doing the task.

The class was ended by performing their product in a good arrangement text with the story-puzzle as illustrated in the story. Then, I gave homework namely one question about narrative to be discussed in the next meeting.

On the second meeting that was held on March 23rd, 2022 I asked the students' homework. I asked them by doing a game, one student raised the question and chose another student to answer until the question could be answered. When they could not find the answer, I gave them the clues. Most of the students were enthusiastically involved in the game. Then, after doing games, I introduced a new strategy in reading to avoid the students' boredom. The strategy was story mapping to make their reading time to be fun and easy to be understood. I asked the students to read a narrative text and made a story mapping of the story in free style; they could do and draw as they want in group. While the students doing story-mapping activity, an instrumental music was played to stimulate them in doing the task and the students did my command enthusiastically. Most of the students were actively participate in their group. In the end of the given time, the students finished the activity and all of the groups presented their story mapping. The next activity was checking their comprehending by a test.

The form of the test was CARI or content area reading inventory. It was a way to check their understanding of the text. The form of the test was statements and the students had to decide whether the statements were true or false. From the test, I found out their level of comprehension. In the CARI test, the students were supposed to recall their memories about the story which they read in advance. All of the students were independently doing the CARI test.

Multiple Intelligences strategies which were used in the first meeting were story-puzzle and story-mapping. They were used not only to improve the students' motivation on reading but also to develop their intelligences.

Observation

During the reading learning process, I recorded all the events in the observation sheet. There were 15 items which were observed in the research, 3 items of text comprehension and 12 items of study habits. The observation was done to every student in learning process. The result of the first cycle observation on the students' study habits could be seen on Table 4.1.

No.	Indicator	Score (%)		Criteria (Likert scale)
		Meeting 1	Meeting 2	
1.	<i>Readiness on reading</i>	71	77	Good
2.	<i>Concentrate while reading</i>	71	75	Good
3.	<i>Respond to teacher questioning</i>	67	70	Average
4.	<i>Pay attention to teacher explanation</i>	68	73	Good
5.	<i>Participate in group activities</i>	68	73	Good
6.	<i>Interact with other</i>	70	81	Good
7.	<i>Finish the task in time and completely</i>	82	81	Good
8.	<i>Present the tasks result</i>	82	85	Good
9.	<i>Follow the practical activities</i>	68	80	Good
10.	<i>Make use of book/ dictionary</i>	60	70	Average
11.	<i>Obey the class rules</i>	78	83	Good
12.	<i>Summarize the information</i>	65	70	Average

Table 4.1 Observation result of Cycle 1

2 Cycle 2

There were 2 meetings in cycle 2. The first meeting was held on March 2nd, 2022. Meanwhile the second meeting was held on March 9th 2022. The first meeting, I gave different strategy from the first cycle, namely classifying strategy. I stuck some kind of texts on the wall to be classified by the students. The students were divided into 6 groups. They moved around the class to read the text in turn. The students did the activity happily and all of the students were involved in this practical activity. They classified the texts into narrative or the other types. Indirectly, the students read and tried to comprehend the text well to be able to finish the task.

The first meeting was ended by matching the result of the classification and recalled the information of the text. The group mentioned the title of the text which was narrative text from each of wall in turn. When they were wrong, I asked to the whole class to answer and gave additional explanation about the reason why the texts included in the narrative text or not. When I asked about the text, most students responded the question and they paid attention to the explanation.

The second meeting, I introduced role playing strategy to the student as a way to motivate them in reading. Enthusiastically, the students ask about what should they do and the rule of the role

playing. I made the class as a competition in playing characters of the story or, in other words, as a mini drama competition.

Each group should perform the drama of story which they have read in advance. I gave them time to read and study the text. When the students studied the text, I played the instrumental music to stimulate them. Then, the students performed the story. During one group's performance, the others watched it and had to give comment and point on the performers. All of the students were enthusiastically involved in the drama, and each group presented the drama in their own style. In the end of drama section, I gave reinforcement to the students and gave summary or reflection about what they have done.

To check their comprehension about the story being discussed, I gave CARI (content area reading inventory) test. Similar with the first cycle, the CARI on second cycle were constructed in form of statements. The students had to decide whether the statements were true or false. Due to checking the students' comprehension deeply, some of the statements on CARI were tricky.

Multiple Intelligences strategies which were used in the second cycle were classifying and role playing. They were used not only to improve the students' motivation, but also develop their intelligences.

Observation

Similar as the first cycle, the reading learning process at cycle 2 was recorded using observation sheet. Every student was observed in learning process. The result of the second cycle observation on the students' study habits could be seen on Table 4.2.

No.	Indicator	Score (%)		Criteria (Likert scale)
		Meeting 1	Meeting 2	
1.	<i>Readiness on reading</i>	85	89	Excellent
2.	<i>Concentrate while reading</i>	90	91	Excellent
3.	<i>Respond to teacher questioning</i>	90	90	Excellent
4.	<i>Pay attention to teacher explanation</i>	95	95	Excellent
5.	<i>Participate in group activities</i>	89	89	Excellent
6.	<i>Interact with other</i>	84	87	Excellent
7.	<i>Finish the task in time and completely</i>	82	82	Good
8.	<i>Present the tasks result</i>	93	94	Excellent
9.	<i>Follow the practical activities</i>	93	95	Excellent
10.	<i>Make use of book/ dictionary</i>	85	86	Excellent
11.	<i>Obey the class rules</i>	96	96	Excellent
12.	<i>Summarize the information</i>	79	80	Good

Table 4.2 Observation result of Cycle 2

Reflection

Generally, the result of the second cycle was excellent. The students showed the improvement on every indicator of their motivation in reading and their study habits. The teacher

was able to implement the strategies which involved the students on the learning process. So the learning was not teacher-centered anymore. The students enjoyed the fun learning activities so they were not bored when they were asked to read.

There were 2 indicators in the second cycle which were still in the same level with the first cycle, but there were improvement on percentage. They were finishing the task in time given and summarizing the information from the text. The limitation of time was the problem, it was needed a good time management.

The others, the students read and did the activities enthusiastically and did not feel under pressure. Moreover, I gave more feedback in every activity, so that the students became motivated in participating.

Discussion

Motivating the students on reading became a problem for the teacher of VIIG SMP 3 Bonai Darusalam, Rokan Hulu so, I conducted an action research.

To know their motivation on reading, I held a preliminary study. The result showed that the students' motivation was low. After finding the problems as the reasons of their low motivation, I conducted 2 cycles of research with one test at each cycle, and observed their study habit. I presented the result percentage of students' reading comprehension and their study habits as indicators of their motivation on reading.

The students' motivation on preliminary study was in poor condition, they were less motivated in learning reading. It could be seen during learning process, most of the students did not actively participate in class discussion and answer the teacher's questions about the text and they were afraid to ask the teacher about their difficulties in reading and even some of the students did not read the text and had their own conversation.

While doing some fun learning activities using students' intelligence, the students showed positive behavior. Their motivation in cycle 1 and 2 showed the improvements on every indicator. The students also loved the activities that make them enjoy the reading learning. It can be proved by the positive response that they had given along the research.

From the questionnaire given, the data showed that all of the students enjoyed the process of the study. They were really enthusiastic with the strategies and expecting to get the similar technique for the other subject.

Overall, there were improvements on student's motivation using Multiple Intelligence strategies as good strategies to teach reading. Multiple Intelligences strategies are good alternative strategies for teaching English.

CONCLUSION

Based on the result of the research and the discussion of the result in previous chapter, the researcher made some conclusion. The first, the problem faced by the students in reading comprehension is their motivation in reading. Therefore, the Multiple Intelligences strategies used the interesting learning activities, so the students were motivated in reading and had positive behavior in the reading learning process.

Secondly, the Multiple Intelligences strategies can be used as one of the alternative strategies, which combine students' intelligence in solving the reading comprehension questions. The Multiple Intelligences instructional were used in every activity; such as puzzle, jumbled paragraph of narrative text, story mapping, classifying, and role playing. So after comprehending the reading text, the students got information from the text. The strengths of Multiple Intelligences strategies are: make the students learning by doing, motivate the students learning, avoid the boredom, help the students to be active, creative, independent, and responsible on learning, and help the teachers to be creative planners the learning process.

Thirdly, from the result of the research, the students' motivation on reading comprehension was excellent. It is shown by the students' behavior while learning. The improvement of motivating students on reading comprehension can be seen in the figure 4.1 (page 61). According to the questionnaire, all of the students said that the strategies used were interesting. Finally, the Multiple Intelligences strategies can be used to improve students' motivation on reading comprehension. The students' test result also showed the improvement, from the mean 89.06 in cycle 1 become 95.60 in cycle 2.

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