

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is primary source of communication. Every human being in this world needs to interaction each other, and language is the most important aspect human interaction. Without existence of language, of course the people will difficult to communicate with others. Especially in this globalization era where communication is very absolute needed for sharing ideas and getting many kinds of information from others. Moreover, there are various languages in the world. One of the languages has an important role that is English.

The English language is learned in Indonesia as on foreign language. Since it plays an important role in an international communication, mastering the English language both written and spoken are absolutely needed, especially for Indonesian who in a developing country. Besides, it is useful to follow the globalization era to become a modern nation. Thus, the English language is taught formally in schools and universities as a compulsory subject. It has become a part of the curriculum of education in Indonesia. The orientation of the English language teaching process in school is to increase and widen the students skill in listening, speaking, writing, and reading.

One of the important basic skill which are taught in English is speaking. It has been taught for senior high school students, there are some difficulties faced by senior high school students to communicate in English. They have to think more often when speaking English so that students need interaction with others to communicate. Typical learner problems those are

speaks slowly and takes too long to compose utterances, cannot participate actively in conversation, spoken English doesn't sound natural, poor grammar and pronunciation.

Based on the writer observation in teaching practice program (PPL) in SMA Mardi Lestari Medan 2018, the writer found that the students was poor in English speaking skill. Many students in SMA Mardi lestari Medan poor in score or test in speaking skill. They were passive in the class. When the teacher gave them question in English, they answered in Indonesia. The weakness of speaking is caused by the students afraid of making interaction in teaching learning process. It also makes students afraid of expressing their ideas even though they understand the materials because they do not want to take the risk of being laughed for their friends. The other reason is because teaching learning technique and environment. In environment, when they speak English, they are afraid of hearing public opinion.

To improve the students' speaking skill the writer use intrapersonal intelligence strategy. According to Amstrong (2009:6) Intrapersonal intelligence strategy: 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, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. The writer is interested to solve the problem by using intrapersonal intelligence, this writer can make students more creative in speaking process to speak about their feeling, motivation, daily activities, their weakness, their strength, and something about themselves.

Based on to the explanations above, the writer is interested in carrying out the research entitled "*The use of Intrapersonal Intelligence Strategy to Improve Students' Speaking Skill*".

1.2 The Problem of the Study

Based on the background of the study explained above, therefore the research problem is formulated as follows: “does the Intrapersonal Intelligence Strategy improve on students’ speaking skill at SMA Mardi Lestari Medan?”.

1.3 The Objective of the study

The objective of the study is to find out whether Intrapersonal Intelligence Strategy improves the students’ speaking skill at SMA Mardi Lestari Medan.

1.4 The Scope of the study

There are many strategies in speaking skills, such as Metacognitive Strategy, Cognitive Strategy, and Socio-Affective Strategy. However, the writer only focuses into students’ speaking skill by using Intrapersonal Intelligence Strategy. There are eight multiple intelligence, they are: linguistic, Logical-mathematical, Spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist. And the writer chooses intrapersonal intelligence strategy by deciphering, feelings, and motivations to help the students can improve speaking skill. This strategy should be applicable to speaking classroom at senior high school.

1.5 The Significances of the study

There are two significances of finding of the research, they are theoretical and practical:

1.5.1 Theoretically:

The finding can enrich the knowledge especially about intrapersonal intelligence as a alternative of teaching. Then, the result of research can be used as a reference for the next relevant research.

1.5.2 Practically:

The finding of the study are practically expected to be significant for:

1. The writer herself, to help encourage and prepare herself to be a qualified and competent teacher of English in the future.
2. The teachers of English, to use intrapersonal intelligence strategy in teaching speaking.
3. The other writers are interested in conducting study to improve students' speaking skill in using Intrapersonal Intelligence strategy.

1.6 Hypothesis

The hypothesis is formulated as follow:

Ho :Intrapersonal intelligence strategy improves students' speaking skill at SMA Mardi Lestari Medan.

Ha :Intrapersonal intelligence strategy does not to improve students' speaking skill at SMA Mardi Lestari Medan.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Theoretical Framework

This study is conducted on some theories to get the point clearly for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concepts that applied in this study.

2.2 Developing Speaking Skill

One of the most important goals of teachers is to enable learners to use English for communication. Speaking skill is the skill of the students to be able to speak and to communicate

orally which can be determined by scoring of speaking skill. It is not only to apply the grammatically correct sentences, but also to know when and where to use these sentences and to whom. A common characteristic of many language classes is a heavy focus on the language system. Vocabulary and grammar seem to again far more attention than the skill needed to use this vocabulary and grammar. To help students develop communicative efficiency in speaking, instructors can use activities can combine between language input and communicative output. To this end, the present paper tries to make a closer look at the type of activities that language teacher can teach students speaking strategies by using minimal responses, recognizing script, and language to talk about language. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work (Oradee in Derakshan, 2016 :178).

According to Nunan (1991: 39) speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In his functional analysis of speaking.

Based on the explanations above definition of speaking, according to me Speaking is the ability of students to express opinions, to comment and to reject the opinions of others if it does not fit our opinions.

2.2.1 Purpose of Speaking

There are many different purposes of speaking. Sometimes people Communicate occurs become there is communicative purpose between speaker and listener. According to Harmer (2001: 269), learners should know “language features” and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal. Speaking does not cover just knowing the linguistic feature;

linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan, 2016: 178). Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, in Derakhshan 2016 :178). Bygate in Derakhshan (2016 :178) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limitenvironment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart 2016: 179 proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

Based on explanations above Students achievement in speaking is the student can speak English with their own words that the other students know and understand what they say especially in communicate, they can do something based on topic, so from it, the writer can be success to improve students speaking skill.

2.2.2 Types of Speaking

There are six basic types of speaking to improve students speaking skill they are imitation, responsive, intensive, transactional dialogue, interpersonal dialogue and extensive.

According to Brown (2001: 271). There are several types of speaking performance they are:

1. Imitation

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

2. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom. For example:

T: How's it going?

S: Pretty good!

3. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

4. Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation. For example:

T: What is the main idea in this essay?

S: The USA should have more power.

T: What do you mean?

S: Well, for example the USA should have the power to destroy the others' countries.

5. Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert “agenda”. For example:

Carol: *Hi, Tom, How's it going?*

Tom: *Oh, not bad.*

Carol: *Not a great weekend, huh?*

Tom: *Well, I'm really miffed about last week.*

6. Extensive

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When you read a book, story and magazine aloud, it can help you more. When you practice, your fluency would be better, too (Celce-Murica, 2001: 104).

Learners can boost speaking fluency through “partner taping”. Partner taping encourages students to stay in English while taping improves greater fluency and achieves extra practice outside of class and develop students’ responsibility for their learning. It also suggests simple practical “low tech” method of getting to improve more fluency in a foreign language and take responsibility for their language practice. It is for teacher to apply additional work in order to expand students’ English speaking ability (Kluge & Taylor in Derakshan, 2016 :178).

Based on explanations above types of speaking are the types of used by teacher to improve students speaking skill in teaching speaking. Where teachers can use the types of speaking to find out speaking skill of students in the learning process.

2.2.3 The Concept of Teaching Speaking

The goal of teaching speaking is to improve students communicative skill to teach ESL learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize user language though in meaningfull and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2.2.4 Principles of Teaching Speaking

There are seven principles for teaching speaking they are focus on fluency and accuracy (depending on lesson/activity objective), use intrinsically motivating techniques based on student goals and interests, use authentic language in meaningful contexts, provide appropriate feedback and correction, optimize the natural link between listening and speaking, give students

the opportunity to initiate oral communication, and develop speaking strategy. State to Brown (2001: 276) there are some of principles of teaching speaking, they are:

1. Focus on both fluency and accuracy, depending on your objectives

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent teaching speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In our current interactive language teaching, we can easily slip into interactive activities that don't capitalize on grammatical pointers or pronunciation tips. It need to bear in mind a spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks have a linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore to your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible. The student can't develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

2. Provide intrinsically motivating techniques

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be". Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things, it usually pays to tell them.

3. Encourage the use of authentic language in meaningful contexts

This theme has been played time and again. It is not easy to keep coming up with meaningful interaction. They are succumbed to the temptation to do, say, disconnected little grammar exercises where go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

4. Provide appropriate feedback and correction

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but even then in a position to be of great benefit. It is important that took advantage of the knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. Perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. Asking questions, give directions, and provide information and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and

to change the subject. As the design and use speaking technique, ask yourself if you have allowed students to initiate language.

7. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be done in which students become aware of, and have a chance to practice, such strategies as:

1. Asking for clarification (what?)
2. Asking someone to repeat something (pardonme?, Huh?Excuse me?)
3. Using fillers (uh, I mean, Well) in order to gain (to get) time to process
4. Using conversation maintenance cues (Uh- huh,Right, Yeah, OK, Hmm)getting someone's attention (Hey, Say, So)
5. Using paraphrasing for structures one can't produce
6. Appealing for assistance from the interlocutor (to get a word or phrase, for example)
7. Using formulaic expressions (at the survival-stage) (How much does ___ cost?How do you get to the ___?)
8. Using mime and non-verbal expressions to convey meaning

2.2.5 Assesment of Speaking Skill

The goal of classroom assesment is to enhance students learning result. Instructors use a variety of methods in classroom to get a feedback about students learning in terms. Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation Luoma (in Ertin & Rahmawati. Y. 2014: 202). Additionally, Nunan in Ertin & Rahmawati. Y, 2014: 202) viewed that speaking requires

someone to be linguistically competent in terms of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. The last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context.

They have developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed:

- 1. Grammar**

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

- 2. Vocabulary**

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

- 3. Comprehension**

Understanding the context of the conversation and able to give appropriate response according to the question.

- 4. Fluency**

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to respond specific theme without many hesitation in choosing words.

- 5. Pronunciation**

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

2.3 Intrapersonal Intelligence Strategy

There are eight multiple intelligence, they are: linguistic, Logical-mathematical, Spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist. Based on the explanations the eight multiple intelligences above the writer focused on intrapersonal intelligence. The writer is interested to solve the problem by using intrapersonal intelligence, this writer can make students more creative in speaking process to speak about their feeling, motivation, daily activities, their weakness, their strength, and something about themselves.

According to Amstrong (2009:6) Intrapersonal intelligence strategy:Self-knowledge and the ability to act adaptively on thebasis of that knowledge. This intelligence includes having an accurate pictureof oneself (one's strengths and limitations); awareness of inner moods,intentions, motivations, temperaments, and desires; and the capacity forself-discipline, self-understanding, and self-esteem.According toLarsen andFreeman (2000: 169) state that intrapersonal intelligence strategy is the ability tounderstand oneself and practice self-discipline. People with intrapersonal intelligence strategy are intuitive and typicallyintroverted. She/he is skillful at deciphering her/his own feelings andmotivations. This refer to having a deep understanding of the self; what isshe/he strengths and weaknesses, what makes she/he unique, can predicther/his reactions or emotions.

1) Characteristics of Intrapersonal Intelligence

Provides the following list of characteristics thatmay possessed by a person with a highly developed intrapersonalintelligence strategy as follows:

1. Aware of his/her range of emotions

2. Finds approaches and outlets to express his/her feelings and thoughts
3. Develops an accurate model of self
4. Motivated to identify and pursue goals
5. Communicates effectively in verbal and nonverbal ways
6. Works independently
7. Curious about “big question” in life: meaning, relevance and purpose

2) The advantages of using Intrapersonal Intelligence Strategy

The advantages of using intrapersonal intelligence strategy in learning process are:

1. Students can spell words developmentally (i.e., the way they think they’re spelled), or students learn to spell words that have a personal emotional charge.
2. Identifying with the problem; accessing dream imagery, personal feelings that relate to the problem; deep introspection
3. Deepening students’ understanding of themselves by relating different parts of the curriculum to their own personal life experiences.

The intrapersonal intelligence strategy is essential to the growth of the students as an individual, it will provide the ability to understand internal aspect and implement self-discipline. Teaching intrapersonal intelligence strategy as one minute periods of reflection is very important. For the example from intrapersonal intelligence strategy those with intrapersonal intelligence are often self-disciplined. If you know someone that’s able to self-motivate and is an ambitious self-starter, they’re likely exercising their intrapersonal intelligence. Someone who’s able to get themselves to the gym every day or practice meditation on a routine basis has enough self-knowledge to know what they need to do to stay

motivated and self-disciplined. That's intrapersonal intelligence in action. And how to improve the intrapersonal? Try incorporating a few of these into your weekly routine:

- Keep a journal
- Mindfulness meditation
- Record your dreams
- Teach yourself a new skill
- Take 10-30 minutes of "me time" each day
- Go on a solo nature walk

Developing your intrapersonal intelligence can help you become a better partner, friend, and coworker. Because when you're in touch with who you are, you're able to offer the best of yourself to those around you.

Based on explanations above, the writer interested to solve the problems and wants to apply a strategy namely intrapersonal intelligence. This strategy as able to explore personal experience that is very much. In addition, the strategy made students more creative in speaking process to express their feeling, motivation, daily activities, weakness, strength and something about themselves.

2.4 Previous Research

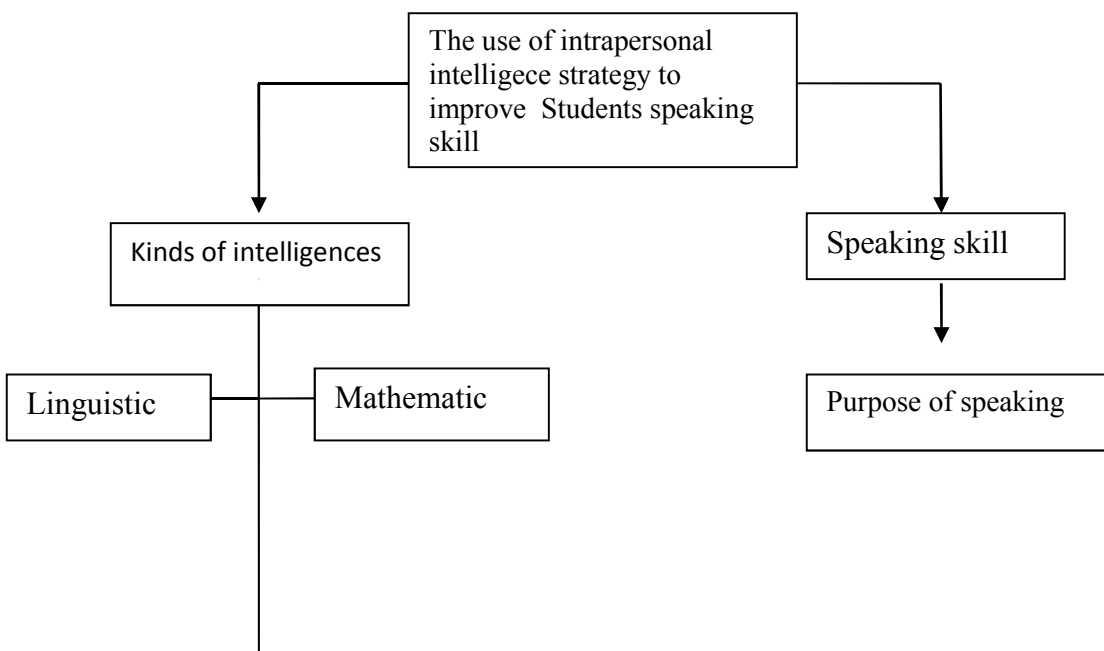
The writer has some relevant researches that support this research.

They are:

1. Maria and Noemi (2014) in their journal entitled "Intrapersonal Intelligence and Motivation in Foreign Language Learning", they concluded that the application of these methods is an innovative and effective system for learning language because intrapersonal intelligence has not been applied specifically to the learning teaching methodologies. It is effective for students with high intrapersonal intelligence because the presented program provides incentive for their motivation and personal fulfillment, as well as for provoking thought and students self-assessment, producing a significant increase in their ability to learn and thus further develop and rapidly acquire language learning. In addition, this methodology provides learning strategies and develops parts of their intelligence they were not able to develop on their own. The similarities between her research and this researcher is some to discuss about the intrapersonal intelligence strategy. And then the different her research and this researcher are her research applied the intrapersonal intelligence strategy with use motivation as strategies to help the students can improve the skill in foreign language learning and use silent way method, while this researcher use speaking skill to help the students can improve competence yourself in the class.
2. Gleason (2011) in his journal entitled "Intrapersonal Intelligence Strategies in the Developmental Writing Classroom" she concluded that intrapersonal intelligence offers a plethora of applications to help the developmental writing students progress in their writing skill. Personal narrative essays, reflective journaling, and writing prompts utilizing meta-cognitive strategies can support a novice writer in fluency and voice and confidence in the developmental writing classroom. The similarities is some using intrapersonal intelligence strategy in these researches. However, there are some differences his research use writing skill to help the students work exercise like that make a journal about write

diary, setting goal, etc. While this researcher use speaking skill as a task to help the students to can develop self esteem and self knowledge of the students in the classroom and also in front the your friend.

2.5 Conceptual Framework



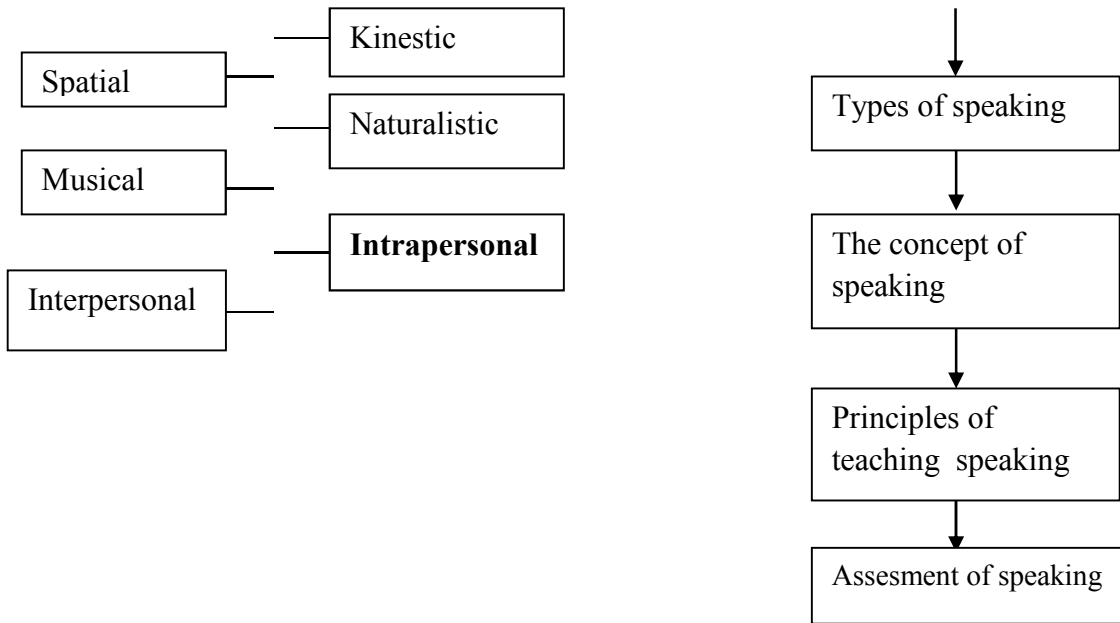


Figure 2.5 Conceptual Framewrok of The Use of Intrapersonal Intelligence Strategy to Improve Students' Speaking Skill (Fefi Maria Manalu 2019).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology to answer the research questions. There was five majors of this section, which was research design, the population and sample, the instrument of collecting data, procedure of collecting data, and technique of collecting data.

3.1 Research Design

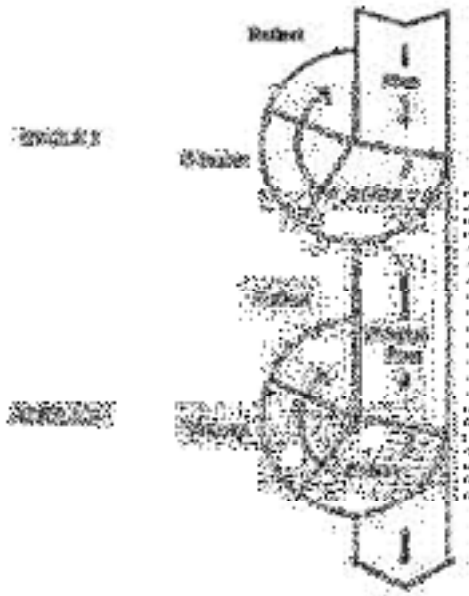
In this research, the writer used the classroom action research method with embedded case study research design. State to Burns (2009:12) classroom action research is something that may language teachers seems to have heard about, but often they had only a hazy idea of what it actually is and what doing involves. The main aims of action research is to identify a problematic situation or issue that the participants—who include teachers, students, managers, administrators, or even parents—consider worth looking into more deeply and systematically.

There are pre test –post test design:

1. The writer held a pre test to find out the students achievement before being to teach by using intrapersonal intelligence.
2. The writer applied the experimental treatment to the subject. The students are thought by using intrapersonal intelligence.
3. The writer conducted a post test to measure the students achievement after being to teach by using intrapersonal intelligence.

The classroom action research was done through cycle process which consist of four steps, namely: planing, action, observation, and reflection. These four steps are in spiral (Burns, 2010). The procedure of research can be seen in the following figure:

Figure 3.1 of Action Research Model Based on Kemmis and Taggart (2010)



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

1. Planning

The planning was done after the researcher know the problem in learning

2. Acting

Planning was given, actions of the teacher such as the previous action solutions.

3. Observing

The Careful observation, it was done after the implementation process.

4. Reflecting

The writer was reflected and inferred what happen in the classroom.

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

3.2 The Population and Sample

The population of this research on students of SMA Mardi Lestari Medan in Academic First Year 2019/2020. The sample of the students class XI IPS has 19 students.

3.3 The Instrument of Collecting Data

To collect the data, the writer used instruments questionnaire, observation and speaking test:

1. Speaking Test

Process of collecting data to know the students' their skill in their pronunciation, grammar, vocabulary, comprehension, and fluency. The test observed by using record, which used to record all the instructional events.

2. Questionnaire

Questionnaire is one of instrument of collecting data. Questionnaire is a number of written questionnaires that used to get information from the respondent about their self-report or things they known. Questionnaire was provided into a relatively cheap, quick and efficient way of obtaining large amount of information from a large sample of people. Data was collected relatively quickly because this research did not need to be presented when the questionnaire was completed. This is usefull for large populations when interviews was impractical.

The questionnaire that used in this research is close questionnaire because the respondents gave their opinion toward the question/statement by choose the available answer. A questionnaire was said to be a direct questionnaire if the question list is sent directly to the respondent or asks the respondent to tell about his/her condition about something. So the close direct questionnaire is a statement or question that was respondent itself by choose the available answer.

3. Observation

Observation is the process of collecting data in this research, so writer saw the research situation. Observations were conducted to collect the data that was used as contents in answering research questions about the use of intrapersonal intelligence to improve the students' speaking skill at SMA Mardi Lestari Medan. Under the observation method, the information is sought by way of investigators own direct observation without asking from the respondent.

3.4 Research Procedure of Collecting Data

This research was held at first year of SMA Mardi Lestari Medan. In this research, the writer used two cycles. The pretest was used to measure the student's understanding in speaking English and also used to decide the first score before used test. And then could be provided a questionnaire to know the students' tend of intrapersonal intelligence strategy in two cycles.

The procedures were below:

1. Pre cycle of classroom action research

Pre-test is the first activity before the teacher does the teaching-learning activities in the first, and second cycle. The students were performed the discussion text. Their voices was recorded by the teacher. Because it is the first meeting, the writer introduces herself to students.

1. Planning

- 1) Making lesson plan based on the teaching-learning activity
- 2) Preparing the test instruments
- 3) Preparing teaching facilities (board marker, eraser, and tape recorder)
- 4) Preparing paper and assessments sheets.
- 5) Preparing students' attendance list

2. Acting

- 1) Teacher introduced herself to students.

- 2) Teacher called the students' name.
- 3) Teacher explained her aim in conducting an action research in the classroom.
- 4) Teacher introduced the intrapersonal intelligence strategy .
- 5) Students read the definition of intrapersonal intelligence strategy.
- 6) Teacher asked students to work individually, performed orally.
- 7) Teacher recorded the test, analyzed the result of the test and gave scores to the students.

3. Observing

- 1) Observing the students' activities
- 2) Observing the students' speaking skill

4. Reflecting

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

2. Cycles of classroom action research

1. First Cycle

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

1) Planning

- 1) Making lesson plan based on the teaching learning activity
- 2) Choosing the teaching material
- 3) Arranging a lesson plan based on the teaching material
- 4) Preparing the test instruments
- 5) Preparing teaching facilities (board marker, eraser, and tape recorder)

- 6) Preparing observation sheets
- 7) Preparing students' attendance list

2) Acting

- 1) Teacher distributed the text to students
- 2) Students listened to the teacher's instructions
- 3) Students performed the texts in individual
- 4) Students performed the texts in front of the class

3) Observing

- 1) Observing the students' activities
- 2) Observing the students' cooperation in individual
- 3) Observing the teaching learning process

4) Reflecting

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

2. Second Cycle

Based on the result of the first cycle, the writer was decided to did the second cycle in learning process. This cycle was applied based on the result of the first cycle. The following procedures were as follows:

1) Planning

- 1) Making lesson plan based on the teaching learning activity
- 2) Choosing the teaching material
- 3) Arranging a lesson plan based on the teaching material

- 4) Preparing the test instrument
- 5) Preparing teaching facilities (board marker, eraser, and tape recorder)
- 6) Preparing observation sheets
- 7) Preparing students' attendance list

2) Acting

- 1) Teacher gave text to the students
- 2) Students listened the teacher's instructions
- 3) Students explained the texts in individual
- 4) Students practiced the speaks in front of the class

3) Observing

- 1) Observing the students' activities
- 2) Observing the students' cooperation in individual
- 3) Observing the teaching learning process

4) Reflecting

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

3.5 Technique of Analyzing the Data

To know the development of students' score each cycle, the mean of students was be computed and to categorize the master students the percentage of students who get up 75 applied.

$$\bar{X} = \frac{\Sigma X}{N}$$

Where :

\bar{x} = The mean of students

Σx = The Total Score

N = The Number Of Students

To categorize the number of students, the writer was used this following formula :

$$P = \frac{R}{T} \times 100$$

Where :

P = Percentage of students

R = The number of students who get the point 75

T = The total number of students who do the best.