

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter was devoted to the presentation of the findings of the study. Before presenting the findings of the study, the description the setting of study was needed to be presented. Although the description of the school is not the data of the study, it was intended to show the profile of the school.

#### **A. Description of Research Site**

The area of this research was MTsN Bandung which was located at Jl. Raya Bandung-Durenan, SuruhanLor Village, Bandung District and Tulungagung Regency. The school was surrounded by rice field and in the front of the school there is a big field for sport activity.

The reality of this condition supports the process of students learning activity. Students easily absorbed the knowledge, because there was no interruption from outside. Meanwhile the external environment was closed with the Islamic Senior High School Miftahul Ulum that made the condition and atmosphere was very Islamic.

The vision of MTsN Bandung is “Superior in achievement according to faith and piety (UMPRES BERIMTAQ)”.

Meanwhile the missions were : (1) To grow Islamic habit and worship, (2) To learn and carry out the work effectively, so that each student can develop optimally, in accordance with the Group-owned, (3) To foster a spirit of excellence intensively to all citizens of the Madrasa both academic and non-academic achievement, (4) To create a healthy environment of the madrasa, clean and beautiful, (5) To encourage and help students to recognize the potential for himself, so that can be developed optimally, (6) To apply participatory management by involving the entire citizens of Madrasah and Islamic Committee.

MTsN Bandung had many facilities to support education process. The researcher found some facilities, such as picket room, biology lab, administration office, headmaster room, mosque, library, sport field, free hotspot areas, and wide field for any ceremony.

## **B. The Subject Selection**

The data in this study were collected by using separating intelligence questioner, observation, interview and documentation. The researcher was looking for the cleverest students in English at every intelligences in MTsN Bandung and wanted to know their strategy in learning English.

In this process, firstly, the researcher separated the questioner to be fulfilled by the students to recognize in which intelligences they were strongest.

Then, the researcher discussed with English teacher in MTsN Bandung about who were the students that worth to be interviewed. Then the English teacher nominated 16 students from all intelligence to be interviewed. Their good English achievements were indicated by their scores, the scores were taken from the teacher's rapport file. The researcher also asked the students in MTsN Bandung who were good at English achievement. Finally, the researcher got 16 students from all intelligence who were nominated by their good score in English by their teacher and friend.

### **C. Description of Subject**

The subject came from 5 classes in MTsN Bandung Tulungagung. The subject was taken by considering their English ability based on teacher selection and their score in filling the test that show their most dominant intelligence.

Every intelligences had their representative. So, each representative will be interviewed by the researcher and the subject will answer about the strategy they mostly use to achieve the good score on their English. They also have a dominant score in filling the test. By combining the score of their test and the deep interview by the researcher, it expected to catch the detail answer from the subject about their strategy. Below the data of the subject from every intelligence :

NO	Intelligence	Students	Class
1	Linguistic	SJA / NSM	8B / 8C
2	Logical-Math	EW / MRP	8C / 8B
3	Visual-spatial	FZ / FF	8D / 8E
4	Bodily-Kinaesthetic	BRZ / RA	8A / 8D
5	Musical	GGD / LNI	8C / 8D
6	Interpersonal	MRU / JKZ	8A / 8C
7	Intrapersonal	SEJ / INU	8D / 8D
8	Naturalistic	AR / ARZ	8A / 8A

The process of interview had gotten decision from every subject above. All of them had been given the similar question to answer the research question number one. Researcher also asked some question related to the research question number two as the supporting response to support the teacher's interview.

#### **D. Data Presentation**

Based on the result of observation that conducted from 11 September until 26 September 2017 and interview to the subject of the study, the followings were presented the findings of the study. The data were also taken from the documentation. In this part, the finding was divided into 8 :

##### **1. The data presentation of the strategy in difference intelligence of students 8<sup>th</sup> MTs Negeri Bandung can improve their achievement**

Researcher separated the data presentation in 8 parts. It happened because the total of multiple intelligences were 8 intelligences. Researcher gets the data by observation and conducting an interview to 16 students as the representative of each Multiple Intelligence. Every students given the

similar question that will answer the research question and fulfil accomplish the goal of this research.

### 1) **Students Linguistic Intelligence Learning Strategy**

In this part the researcher explained the research findings from interview of the nominated students from Subject 1 and Subject 2, they were likely to learning English by reading or speaking. When I was asking about their strength in English both of them has almost similar answer. They have a good fluency in speaking and telling stories, it was also easy for them to memorizing new vocabularies or dates. They also in like to joining debate forum.

**“My favorite moment is when my teacher gives me chance to speak, even that is in debate”.**

The statement of Subject 1 above means these kinds of students need a chance to show up their ability in speaking. They wanted to show to the other about their understanding and bravery in front of the class about their skills. If teacher can give the suitable response just like giving them a chance to speak, the researcher believed teacher will find the great findings on these students about their linguistics skill.

**“I love to write a story then come in front of the class to share. Then, I also love in guessing the vocabularies, in quiz or my teacher’s task”.**

The answer of Subject 2 was almost similar, she wanted to show her ability in front of the class. But she prefers to do story telling. It indicated the students with this intelligence had bravery and confident to show their talent to people. In the other hand, Subject 2 also gave the new response. She liked to do a game conducted by the teacher. she though when she was in a game she will absorb knowledge happily and will be saved to her memory longer. S2 also did not reluctant to do the teacher task or quiz.

**“I prefer to read a novel than learning while I’m in home, but sometimes I try to translate English articles”.**

The next question was about their habit when learning in their own house. Subject 1 enjoyed learning by reading a novel in their phone on application or the real novel. The novel here means western novel or novel that used English or the whole content of the novel. She though it will enrich her vocabularies in large numbers. When she did not know the meaning of the word inside the novel she will directly find the meaning on the dictionary. Every day she stated to researcher that she can memorize at least 10 words in a day. She also had a hobby to read any English articles or news on Instagram or BBC. Almost similar with

the novel, she tried to translate and finds the meaning of difficult words on articles than translate it.

**“Sometimes, I listen music, sometimes I do a task from teacher and translate an article”.**

The difference answer given from the Subject 2. She said that she always do the homework from the teacher as their object learning. Then she also loves to listen the music, the western music. She said by listening the western music will evoke her speaking ability. Because she tried to imitate how the singer sings and memorizing the lyric then practice the song. By this way she knew how to pronounce word similar with the native speaker.

**“I like to do conversation because I can remember it. Even the condition of the class is crowded I still can to be focused on the leaning. My listening sense is my weapon to absorb the materials. Watching movie and video is a good media, debate and discussion also not a bad technique”.**

They easily understand by hearing what was the teacher said. Their hearing sense was the most significant tools for them in learning English. They were not disturbed by the crowded class condition. The active atmosphere made them absorbed the lesson well. In presenting the materials their friend could understand well. Watching movie and video can improve Subject 1's ability in listening and she also followed the subtitle below the movie, to enrich the vocabularies.

**“I also like to write a diary before sleep, with English definitely. Watching movie is a good ways to and practices like the actors how they stated a phrases or sentences”.**

Then about how they were learning in the home they like to watch movie and learning the English from the subtitle both of them. Then the Subject 1 also frequently before she got sleeps she always wrote diary in English. They liked to practice English alone by speaking and listening. In the school they liked to discuss with their friend by English, but it was rare moment. Then sometimes Subject 2 liked to read western novel and find 5 words to add in her personal dictionary.

**“I like to corporate interpersonal and musical, they are fun”.**

**“interpersonal and intrapersonal, both of them are a good mate”.**

If they have obligation to choose partner for their group Subject 1 chose interpersonal because they are always open to share and could be a leader in a group, meanwhile the Subject 2 choose musical and intrapersonal, the reason is intrapersonal is independent people and she thinks they can work well.

## **2) Students Logical-maths Learning Strategy**

The next interview was with Subject 3 and Subject 4. Both of them came from the similar class. In the test they were categorized with the highest intelligence in the logical-maths side. When researcher was asking about their strength in English they said if English was not their



favorite subject. But, they answer the similar responses, both of them liked to solve problem, so they were enjoying reading a lot of story in exercise and found the most suitable for the answer. They also liked to learn about pattern. For several people, learning about grammar was not an easy thing, but for them if that has correlation with pattern, they can solve it well. Their most favorite skill in English was reading, speaking and listening were hard for them. Subject 3 always get the first rank on the class and Subject 4 always included in the big five on the class. In the class both of them hated to stay in the crowded situation. They can accept the lesson well when the atmosphere of the class was serious. They liked to play game about puzzle or maze and usually they become the most active in the group.

**“when teacher tells us about grammar”.**

**“when teacher gives tasks that similar with the book and grammar, something that has pattern”.**

Subject 3 liked about grammar, because the answer was always similar with the pattern. Subject 4 gives the similar answer to the researcher. They did not like an impromptu speaking, and speaking itself. They prefer to analyze the exercise in the book. If there was an assignment they will do it immediately. The only thing about their knowledge in the school was their teacher explanation.

**“doing some test, In the phone or book”.**

**“listening English song and do homework if there is homework”.**

The next question was about how they learn in their home. Subject 3 answers that she liked to learn about any exercise in the book. She challenged to finish it and find the score next day when she submit it on the teacher. Then, Subject4 added that she liked to learn by listening music in English, because it will not make him boring and finishes the homework. Learning by their self or guides by their teacher was similar. The main point here was having pattern to do in any English situation.

**“someone that I can be serious just like verbal-linguistic or intrapersonal”.**

**“intrapersonal is the best, they can changes as our request”.**

About their favorite partner in group, they chose intrapersonal and verbal. They did not like to communicate with naturalist and bodily-kinaesthetic because they thought these two were not serious people and hard to corporate. Related to verbal intelligence Subject 3 thought that this people were well scheduled and integrated, they can share the job in some part and can be done in the deadline, verbal-linguistic also mostly has a high intelligence in speaking and cover the logical-maths weakness. About intrapersonal, Subject4 said that this people can work by their-self and was not dependent to other people.

### 3) Students Visual-spatial Learning Strategy

The next interview was with S5 and S6. They came from the different classes, both of them were male students. They were confused why they were chosen to be interviewed. Based on English teacher explanation Subject 5 was the silent one and Subject 6 was active in the scout organization.

**“my favorite activity is when teacher give us a group-working task, I do not need to finish it by myself, and I hope the task are related with design”.**

When researcher was asking about their strength in English they need several times to answer because they thought they were not. Then Subject 6 answered that he liked to visualize the lesson in some graphic or imaginary picture to make him easily to catch the lesson. He prefers to group-working assignment rather than individual one. He liked to be a designer in the class, it means something that correlated with a designing task just like make a table, graphic, map and designing board.

**“I hope there is an activity I English that has drawing or making an formation inside it. I also like if the teacher brings the real object so I can know how the shape of it. It makes me remember longer”.**

Subject 5 liked drawing. Then Subject 5 also answered the similar answer, but he used some colored pen to make his note more attractive. Meanwhile he hoped the teacher will bring the real object material inside the class. He though, if he looked the materials or media directly, it will be long term memory knowledge in him. Then about

what was their favorite skill in English, it also hard for them to answer. Finally Subject 6 answered that he liked reading and hard to speak and listen. About Subject 5 he also did not like speaking and he liked reading.

**“I like the game that involved visual things just like picture, video, slide and graphic”.**

Next was about their strategy. They did not mind with however the condition of the class. But they liked with the serious teacher. They liked to draw the graphic or decorate a good table to make them understand. Their most favorite activity in the process of learning English was while their teacher playing a movie. They liked it because the video of the movie can upgrade almost all of their skills in English. They also liked to create the visual vocabularies, because they can understand more by memorizing the shape of the picture on the dictionary.

**“naturalistic people are fun to chat and interpersonal with kinaesthetic always make an atmosphere be life”.**

**“kinaesthetic is the best”.**

About the best partner based on their perception were naturalistic people and bodily-kinaesthetic. They liked to be one group with bodily-kinaesthetic because they thought this people were not the boring one and always make the attractive ways to understand the lesson. Then their perception about interpersonal students was a person that can lift

the emotional condition in group, so this students will be a mood-booster for other students.

#### **4) Students Bodily-kinaesthetic Learning Strategy**

Next interview was with 2 boys from different class. Subject 7 came from 8A and Subject 8 came from 8D. Both of them were active in school sport club. Both of them have a good enough score on their English and also good achievement on their sport record.

**“speech, conversation and role-play”.**

The interview began with what was their strength in English. Subject 7 answer if there was an action in the class that come to in front of the class and practice a movement he said he can enjoy it. Subject 8 added the explanation if the most favorite activity in the class was creating a great scene for role-play or drama. He could make the most attractive move and find some enjoy way to learn toward drama. Listening was the hardest skill in English for them, but it was not a hard for them to speak. Subject 7 said if there was a presentation he can manage the time well and speak fluency if some of his body-part also moved to strengthen his explanation. Subject 8 added that if once he got procedure text from the teacher he could practice the best result.

**“I learn by moving, so, it is common for me to memorize vocabularies by walk side to side”.**

Then about was their strategy in learning English. They said they did not like a passive teacher who just stand and explain the material without any practice. They like the active lesson involved the entire member of the class. They like practice with their body, it could give them the better understanding toward the lesson. Some of Subject 7 friend said that he always bothered his friend and could not sit neatly in his chair.

**“I just enjoy my time with English movie, then I also often to watch workout video with English instructor then I practice it. It indirectly makes me understood”.**

Subject 8 loved to watch the movie as his media on learning English. Then S8 gave response that while learning he liked moving his hand. The point was they enjoy the active learning by involving the whole part of the body, they said they did not like reading activity. He also tried to follow the video while he was working out. He needed the subject to practice what he was listening in. Frequently, he asked to teacher to practice what he listened to make it save longer on the brain.

**“Something that is real, that I can touch if it about a things. If about learning process I choose an activity that directly I can practice, definitely the movie or taking a good role on drama”.**

A touchable media was the best media from them. Subject 8 said, if he can touch the thing, he can memorize it by the shape and the taste when he was touching the real object media. Researcher believed it will evoke their brain to keep the information because of the touching process. Both of them expected to their teacher to conduct drama or role-play more frequently. S8 said if he practiced it with his body-moving will make him feeling more enthusiasm. Subject 7 added that playing role-play can improve his speaking skill. Even they hate to memorize all of script that made by their friend, Subject 7 said it was not a big problem, because they can do improvisation that will make them more creative and find some phrases that they can use in their English or even daily conversation in the English subject.

**“visual and interpersonal I think. They’re not so serious but when the deadline is approached we can be a good team”.**

**“visual and naturalistic, they are fun”.**

The next was about their partner preference. Subject 7 answered that the best partner for him is visual-spatial students. Then Subject 8 added the best partner for him were visual-spatial, interpersonal and naturalistic. The reasons were because visual students always create a good picture or note in their books, they also has a good personality, they was fun people. Then about interpersonal because it can make the atmosphere of the class become happier. The last was about naturalistic

because these students had a lot of knowledge in science and enjoyable person to get a talk with.

##### **5) Students Musical Learning Strategy**

The next was interview with students who had a good score in English with highly musical intelligence level. These students were male and female. Subject 9 was a male and Subject 10 was female. Subject 9 was active in Islamic Hadroh then Subject 10 was active in scout organization.

**“I do not like reading, it was boring. So, automatically writing is a boring just like reading. For speaking and listening, I’m good on it. I always listens the music to keep my mood”.**

When researcher was asking about their preference to English they answered that English was not their favorite subject. Then researcher asked about what kinds of skill in this subject they were mastery well. Subject 9 like to speak and he did not like to read because he said the text in English usually contain lot of sentence that made him bored. Subject 10 enjoyed class with the silent moment or with musical instrument. She said it will disturb her concentration to the subject.

**“The technique is speaking directly. The main point here is I have to practice and I have to speak aloud to make me memorize the lesson and understand it”.**



Subject 9 needed to speak, because when she was speaking she will listen what she said and make she know if there was a result on the way how she was speaking. She needed to speak loudly, she believed if she was speaking aloud it will make the pronouncing of speech better. They loved to learn in silent place. They preferred this condition because when they were listening to their teacher, they had to be focused and hate to any distraction.

**“I always listens the music in any lesson, especially English. I also love western song”.**

When researcher was asking about how they can learning English in home, they answered that mostly in their studying schedule they were wearing earphone to hear their best music play list. They did not like crowded condition in class but they used music to their personal learning. They were very enthusiasm when the teacher was playing some dialogue and asking them to infer the content of dialogue. They also liked to learn by watching movie, it can make them well in speaking. Subject 10 added that she can speak well and increased her vocabularies storage, she also liked if there was applied a sound system to play the instrumental audio while learning.

**“kinaesthetic person, they are attractive. Being one group with them make the learning atmosphere fun”.**

**“intrapersonal are the most legible person and kinaesthetic is a good mood booster in a group”.**

Subject 10 chose kinesthetic student as their best partner because she said the condition will be fun. She liked the silent condition but she also needed to corporate with someone that can be melted the condition. She said if the atmosphere was so rigid would push them, she can do her best effort. Then Subject 9 answered that he needed someone who had great self-capability to finish the group's assignment, then, he chose the intrapersonal person as his best partner.

**6) Students Interpersonal Learning Strategy.**

Then, was interview with student who had a high score in English with high interpersonal intelligence. These students come from 8A and 8C. Both of them were male students. Both of them were the leader for their organization. Subject 11 was the leader for red-cross teen then Subject 12 was the leader for scout organization. Some of their friend said that they were very fun students. Researcher asked about their strength in English and both of them said they did not like English but S11 said that reading was his best skill, then Subject 12 said he liked debate, he like speaking. They were like to play team game in the lesson. They did not like personal assignment given to them by teacher. They preferred to the assignment when they can corporate with their teammate.

**“I hate to work alone, I prefer to learn in group, and listening is my weakness”.**

They hated to learn alone. Subject 11 said that was better for him to finish any job in the school with his friend. Subject 12 added that hard for him to study alone in his home. They prefer to sit in round table in small group than finish the task from the teacher. Debate or selling product practice was not a big deal for them.

**“game in class, I like it. I do not enjoy the teacher’s explanation”.**

They liked to compete in the class. If there was a personal task from the teacher they prefer to do it after school or tomorrow when the task will be submitted. Both of them said that listening were their weakness. They were hard concentrated in listening because they prefer to speak than listen. Subject 11 had a similar response with his partner that he did not like to sit only and listen to the presentation from teachers. They preferred to learn together because they can utilize their friend to do the task. Meanwhile they were the leader.

**“group learning and friend’s tutoring. I prefer to teach by my friend rather than my teacher”.**

The next question given by teacher was their favorite strategy to absorb the materials given by teacher. These kinds of intelligence looks like friend-centered students. They preferred to teach by their own friend. In their perception when the classmates were explaining a materials for them they will ask directly if they did not understand the

meaning or the details, but if the explainer was the teacher they reluctantly to ask because they more understand when their friend was the teacher for them-self.

**“verbal students that I can ask to communicate or become my speaker when I have idea but do not know how to state it”.**

The last from Subject 11 and Subject12 was their partner preference in the group. Subject 10 chose verbal students as his best partner because these kinds of students are very logic and has a great speaking ability that can ease him to do the task from the teacher. Subject 12 said that he can join toward everyone personality but he wanted the position as the leader to manage the team.

#### **7) Students Intrapersonal Learning Strategy.**

The next interview was with Subject 13 and Subject 14. They were the chief and the secretary from 8D. This kind of intelligence mostly made the owner become an introvert people. They thought that they were deserved for everything they have, because they achieved it by their own hard-work. Subject 14 always get the first rank till the second grade of junior high school. Based on the teacher explanation, she is a silent and smart student, who did the best for every lesson except sport. Then S13 was active in the scout organization for one year.

**“I love to write, it represent myself. I use my time before sleep to write what I’ve got in the whole of day from morning till I sleep. Then listening mellow song is my hobby while I learning, so listening skill is not hard for me.”**

When researcher was asking about their favorite skill in English both of them answer writing and listening. Subject 14 listening was an easiest skill for her than the others because she frequently watch English movie by her-self in home. Then the hardest skill for her was the speaking skill, especially public speaking. Because she said she had no enough confidence to face lot of people. About writing she said that she can finish it with the best result if the task was individual task. Subject 14 added that speaking was easy hard for him, but he had to prepare in the night with the best preparation to performance.

**“In the school I do not enjoy the lesson because the atmosphere is so crowded and unconditional for learning, but I think I can finish all the tasks, alone or with group”.**

Subject 13's learning styles was learning by itself. He hates the crowded condition, he said he needs a calm condition to be focused. If there was a distraction, even just a little sound he said it can broke his concentration. He could finish his job alone. He thought it was good because every part or content in the task will related to his will.

**“watching movie is my favorite. Sometimes if I'm boring I will do some task even my teacher does not ask me to do. I also spend my time in reading health articles or BBC”.**

They loved to be alone, that was the point. They loved to do personal journal or task. They were not dependent on other students and a good place for share. They said that lot of their friend asked about the pattern of language to them. Then Subject 13 said that she learn English

by exercising her-self with the bank exercise. And writing in the diaries by English was her hobby before she went to bed. Subject 14 added that he also did not like crowded condition for his place of learning. He liked to watch western movie or listening English song for her daily intake in English. He also loved to spend his time by reading article In English alone.

**“verbal students are the realistic one and the smart one I chose math students”.**

The last was about the best partner for them in a group. Subject 13 answer that he did not like to be commanded by other, he liked to manage the other, because he believed that he has a great managing role for his group. He liked someone that deserved for him in clever level. He chose verbal and maths students because these students are smart and he can use them to finish the task and he was a leader for these group. Then Subject 14 answered maths students because they were well scheduled people.

#### **8) Students Naturalistic Learning Strategy.**

The last interview held on the class room of 8A. The subjects were Subject 15 and Subject 16. Both of them were the member o scout organization.

**“I like to read an article on National Biography. I also spent my leisure time to watch Youtube about animal”.**

When I ask about their strength in English S15 answered that like other junior high school students he liked reading. Then I asked to his partner and she gave the similar answer, she liked to read about animal. Their most favorite activity was learning outside the class. They wanted to touch any learning material given by teacher. Subject 15 said that learning in the class made him sleepy and passionless. He hoped his teacher wanted to give materials about wild life not only grammar or doing a task in the book.

**“learning outside is the best. I've done once but it is included on our traveling trip when I'm in my first grade. Meanwhile I hope this kind of learning can do more even around my school only”.**

Then researcher asked about their learning strategy. They loved to learn outside because it made them to stay concentrate and comfort with the condition of their mood. In the home that were rare for them to open the book for learning. He liked to travel and uncomfortable to stay in class. This type of intelligence was almost similar with kinaesthetic intelligence. They want an active learning too. If learning location is outside the school it will make him get a better feeling in following the learning process.

**“I have no special students as my partner. But, if I have to choose, I will choose kinaesthetic and visual spatial students”.**

Then about their partner, they persist if there was no favorite partner for them. The point of their statement was they can corporate

with anyone. Based on their teacher explanation, these two students were active students and extrovert students. The condition of the class will be more passionate with these students. Just like kinaesthetic or visual-spatial students that can lift up the mood.

Referring to the descriptions of the findings of each of the subject related to the strategies employed by students with multiple intelligences, the employed strategies were presented as follows:

1. Metacognitive

*Meta-cognitive* strategy encompasses executive process that mainly includes planning, monitoring and evaluating strategies. Planning is the strategy used by learners for organizing of the written or spoken discourses. Monitoring is the strategy used by learners for checking one's comprehension during the process of learning. And evaluating is the strategy used by learners for checking the outcomes of one's own language learning.



**Table 4.1**  
**Metacognitive Strategy**

No	Learning Strategies	1	2	3	4	5	6	7	8
1.	Speech	√					√		
2.	Telling Stories	√							√
3.	Making diaries							√	
4.	Brain Storming		√	√					

From this table, researcher can pulls a conclusion that only 2 intelligence that did not apply metacognitive strategies. Metacognitive strategies are the strategies that need a planning, executing and evaluating. This strategy develops students writing and speaking skills. From the examples of strategies that applied by students in this junior high school there only 2 intelligence that do not apply it, these are bodily-kinaesthetic and musical intelligence. Verbal-linguistic and interpersonal students use speech as their strategy in metacognitive by using speech to develop their speaking skill.

The next strategies is telling stories. Students need to do the steps of metacognitive strategies from planning until evaluating.

Then the intelligence that use this strategy are verbal-linguistics and naturalistic, verbal-linguistics was not surprised to use this strategy but the use of this strategy for naturalistic is to improve the storage of vocabularies and to encourage their bravery to come forward. Then, for making a diary is the hobby of intrapersonal before they get sleep. The last strategy used by in metacognitive strategies is brainstorming, visual and logical-math use it on learning to make a vision on during learning. There are four intelligence that learning by listening the music, those are verbal-linguistic, visual spatial, musical and intrapersonal. Most of them have the reason to enrich their vocabularies.

## 2. Cognitive strategy

*Cognitive* strategies involve the direct manipulation of materials to be learned. Strategies concerning cognitive strategy are mental or behavioral aspects. For example, learners can link new information to previously acquired concepts mentally or physically so that they can group the learning items in meaningful categories or summarize the important information. Other frequently used 16 cognitive strategies are resourcing, repetition, grouping, transfer and translation and so on.

**Table 4.2**  
**Cognitive Strategy**

No	Learning Strategies	1	2	3	4	5	6	7	8
1.	Exercise in the book			√				√	
2.	Learning grammar			√					
3.	Learning by table or graphics		√						
4.	Hands on learning				√				
5.	Learning by listening music	√		√		√		√	
6.	Translating articles	√		√				√	√
7.	Watching movies		√		√	√	√	√	√

Cognitive strategy is the strategy that involved the student's knowledge gotten from the teacher or from the other source than connect it for exercise or getting new knowledge. From the data that was gotten from interview and observation all of

multiple use cognitive strategies in English subject. From the first strategy is do exercise in the book, the book here means task book or buuk that full with grammar or reading exercise. From the first strategy there are logical and intrapersonal students. Logical-math always fulfil the book of exercise at first because they prefer to do it to find the pattern of a materials, then for intrapersonal students, they are go to self-paced learning, it means they also do the book in their leisure time.

Then there is one intelligence in the second strategies, that is learning the grammar. There is logical-math intelligence. The reason is logical-math students need a pattern firs to understand the meaning or the goal of a material. The next is learning by using tables and graphics. The user of this strategy is visual-spatial students. The reason is this intelligence needs a shape or color to ease them to understand the materials. The next strategy is hands-on learning, this strategy used by kinaesthetic studetns need to touch and taste the object. The next strategy is learning by listening music, the users of this strategy are verbal linguistic, visual spatial, musical and intrapersonal. The main reason learning to learn by listening music are first to make the condition of their moods better when the

mood is in good condition they will learn effectively and the second is to enrich their vocabularies and phrases.

The next strategy is translating articles. The users of this strategy are verbal linguistic, visual spatial, intrapersonal and naturalistic students. The articles here means an English article with health, education, nature and news as the content. The next is the most favorite strategy from multiple intelligences is watching the western movie, even not western the language of the movie is English. Then the reason for watching the movie be the most favorite articles are this activity is fun and can add more the vocabularies of students.

### 3. Social/affective strategy

*Social/affective* strategies are used when learners interact with other persons in order to assist their learning. For example, learners often ask questions for clarification or use some kinds of emotional control to promote their learning.

**Table 4.3**  
**Social/Affective Strategy**

No	Learning Strategies	1	2	3	4	5	6	7	8
1.	Play word game	√			√		√		
2.	Discussion	√	√			√	√		√
3.	Debate	√		√			√		
4.	Friends tutoring			√			√	√	√
5.	Role play	√	√	√	√	√	√		√

The last strategy from Oxford is social or affective strategy. This strategy tends to consider the feeling of students while following the learning. The activity in this strategy always involves other students, that's the reason why this strategy also called as social strategy.

The first activity is playing word game, there are a lot of word games. There are 3 intelligences that use this activity as their strategy in English. There are verbal linguistic, kinesthetic and interpersonal. Then, the next activity is discussion. Discussion about

a task given by teacher, there are 5 intelligence those are using this activity from verbal linguistic, visual, musical interpersonal and naturalistic. the next is debate. Debate here means group debate in the class. The users are verbal linguistic, logical math and interpersonal. The next is friend tutoring, the tutor is their class mates. The users are logical math, interpersonal, intrapersonal and naturalistic. the last activity in this strategy is role play or drama. Almost all of intelligence like this strategy because this strategy involve most of students and students can improve almost all of skills in this activity. The users of this activity are almost all intelligence in multiple intelligence except intrapersonal, because this intelligence 's preferences is self-learning.

## **2. The data presentation of the importance of the strategy to be applied in difference intelligence of 8<sup>th</sup> MTs Negeri Bandung**

The data presentation was taken from the interview teacher because it is about the use of multiple intelligence in the targeted school. There were 2 teachers to be interviewed in this research. Researcher splits the teachers to T1 and T2. T1 was the teacher of 8A and 8B. T2 was the teacher of 8C, 8D and 8E. Researcher asked some question from the recruitment of the school, classification of class and the result of classification itself.

**“From the recruitment, our school have two waves, first is by their raport score and second is by test”.**

Researcher started the interview from the recruitment, there was no significance different from other school. This school did the similar ways to filter the students. A little difference in this school was they did not input the score of national examination from students. They believed if the struggle of students only seen by 3 days of exam, it was not worth for them. In the other hand, the score of final examination was not pure by the doer of test. It was full of cheating to pass the exam.

**“We classify the class based on raport and the result of the test. The test here is IQ test, we still use it because it is practice. Based on the result of the test we split it to 9 classes from 8A until 8I”.**

From the answer of teacher, researcher can infers that this school still used IQ as student measurement of intelligence. The researcher did not blame it why this school still used the classical intelligence measurement in measure student intelligence. Because, lack of education institution that used this intelligence to the classification of the class. Then after the classification this school separated students till 9 classes from 8A to 8I. As a result 8A and 8B were full of smart and clever students on academic field. Then, 8G, 8H and 8I were students with low IQ intelligence.



**“The result of classification is we find the smart students in 8A, 8B and 8C. They were smart in academic, but most of them passive in following the other extra in the school, they prefer to study in the class than doing something challenging just like football, futsal, volleyball scout and red line”.**

From the result of classification researcher had been predicted that upper class only superior on the field of academic score. Then, for the other side just like sport or school intra organization, most of them did not follow it. They prefer to choose get a best score in the raport. They did not mind to ignore the other activity outside the class.

**“The other class just like 8D, 8E and 8G are very active in following organization, their score are good enough too”.**

The middle class students can balance between the organization and the academic. Even the average or their raport are still in the bellow 8A and 8B. Almost, every class member on 3 classes above follow the organization just like OSIS or red line. Some of them follow scout and REMAS. This class donates the most trophies that exhibited in the teacher’s room.

**“The bellow class from especially 8I is the most crowded and hard to manage”.**

This class famous because their delinquency. Most of members this class always came late and did not absent to get punishment. Beside that the score of any lesson in this class are the lowest average than the other class. Back to the first classification in this school about students replacement. Class 8I was full of the naughty students male or female. Most of teacher were reluctant to teach in this class. but something good from this class was full of school athlete. Most of them follow sport activity inside the school.

**“actually there are some weaknesses in this classification because the bellow class do not grow as our expectation in academic score”.**

The researcher asked about the result of this classification based on the IQ. The researcher got some answers and reasons. First, this classification let the students who smart become smarter and the normal one or was not cleaver keep on their place or stacked. The reasons came from the raport of students. The upper class from A, B, C and D had a good score and increased as long as the semester go on. But for the lower class, teachers did not find any development from students. The lower class kept stay on their position. They did not improved because there were not smart students that can be mate tutor for them. Meanwhile, the teachers also reluctant to teach on these classes because the attitude and

habit of the students. These class had a bad attitude, they were not easy to teach.

**“I know a little about multiple intelligence, I think this method of classification will give a better development to our school, because this method appreciates all of student’s talent”.**

The next question given to teacher was about teacher opinion in applying multiple intelligence classification to this Islamic junior high school. They thought that applying this classification would bring the better development to this school. The reason were 1) this classification did not judge the smart and the stupid student, all students had their uniqueness that they can develop to the better ways 2) the old classification did not bring good changes because there was a big gap between the smart and the stupid based on IQ, no development from the normal one or stupid, because it would bring stacking achievement on their rapor 3) teachers believed that this classification would carry a better achievement to the school in general, it means the school would get more trophies and make the name of the school be more famous around the regency 4) this classification eased the teacher to find the best students that suit with any competition from academic Olympiad until sport competition.

**“The problem rises from the ignorance of people and the agreement of the headmaster”.**

The last question about probability obstacles rise while conduct this classification. Teacher answered that there were lack of people know about multiple intelligence. It caused a big confused because their ignorance about it. The next problem was the license from the headmaster because this way of classification was pretty new in this country. the teacher believed even not in the immediately of using this way, this way of classification will be used in the future. Similar with the teachers, the researcher also believed if there will be legitimation from people about these intelligence.

#### **E. Research Finding**

##### **1. Findings on the strategy in difference intelligence of students 8<sup>th</sup> MTs Negeri Bandung can improve their achievement**

The data above is about student's strategy and habit in learning. By getting the result of the interview we can infer that every student has different pattern to reach the good English score. The strategy for every student also different, few of them has similar strategy that's mean teacher can explore the detailed strategy that can unite them to be one good strategy that can accommodate all students need. The diversity of the data

can be applied by teacher in the classroom and give them new perspective in the world of teaching.

From the interview above, the researcher got the point that learning strategy for every student was different. But that was not impossible to teacher for make one or more learning strategy that can include all of students tendency on intelligence join the strategies. Teacher also had to remember and tame every character of their students. They had to know about student strength and weakness.

In order to became a successful language learners, for every type of intelligence, the students needed to know the best learning strategies. Every student had various learning strategy that was different one each other, then the teacher had to know the best learning strategy for them, because they had different characteristics. They used various strategies that were suitable and effective for them. It was expected to give the big contribution for their English subject achievement. In order they can enrich their basic skill such speaking, listening, reading and skill to an increased level. The data of students learning strategy were taken from conducting interview with subject.

These strategy that stated by students in interviewed revealing that students can get the great achievement in English throw their own way in leaning. They had they own way to achieve their goal on English

subject. Researcher believe by apply these kinds of strategies in the home or in the school students would get a better improvement on their learning. For example reading while listening music for musical and memorizing vocabularies by walking around just like the kinaesthetic intelligence.

The most important role of teacher is to find the best learning strategy that can accommodate almost all of student intelligence to be the one unity that makes all of class participant can absorbs the materials given by the teacher. In the other side in the teacher ignore about the students uniqueness and only care or prefer to one or two intelligence, it will make the distraction to other that cause a boring and lack of enthusiasm of students in the learning process. Students also need to understand and being adapted to the other to make a good class condition.

The most important role of teacher is to find the best learning strategy that can accommodate almost all of student intelligence to be the one unity that makes all of class participant can absorbs the materials given by the teacher. In the other side in the teacher ignore about the students uniqueness and only care or prefer to one or two intelligence, it will make the distraction to other that cause a boring and lack of enthusiasm of students in the learning process. Students also need to understand and being adapted to the other to make a good class condition.

The result of interview and the theory can change the way teacher and students think about learning. A simple test which shows which intelligence students are strong in can really give them a new perspective. It can get them to change their attitude towards their own intelligence, learning and their self-esteem. For example if a student learns that he is strong in bodily-kinaesthetic intelligence but does not excel in logical-maths intelligence he can get a whole new perspective on his abilities to change his view about learning. He could practice his stronger intelligence and develop his weaker intelligence. Researcher believes that it is very important for teachers to focus on students strength and the multiple intelligence theory can help with that.

**2. Findings on the importance of the strategy to be applied in difference intelligence of 8<sup>th</sup> MTs Negeri Bandung**

All of subject stated that their learning strategies could give many advantages for them. For example, memorizing the words by heart, making notes and finding the meaning of new vocabulary made them easier to prepare presentation. The strategy just like reading and answering the exercise on the book that used by logical-maths students made them be the one in the class in the term of reading test. The next strategy just like wrote stories before they got sleep can make the verbal-linguistic students memorize well the text. The other strategies like

playing the mimic or take a part in role-play can make the kinesthetic became more enthusiasm in following the subject. Then, learning strategy liked accustoming to train pronunciation before oral speaking made students to pronounce words correctly and speaking fluently, was applied by intrapersonal students.

Based on interview researcher can inferred that apply multiple intelligence in MTsN Bandung was a good way to break the old understanding about intelligence. The classification of class in this school was still using the old understanding about IQ. Meanwhile IQ itself just involved linguistic, logical and spatial intelligence where there were lack 5 intelligence else. The result of this old classification will hamper the development to achieve the achievement of the lower class. However the upper class will keep increasing.

Actually there were lot of advantages when the school applying this multiple intelligence in their school.this classification did not judge the smart and the stupid student, all students had their uniqueness that they can develop to the better ways. It means students can find their own way to make their own goal achieved. So, by learning with this preference in learning based on their tendency intelligence it will result the better achievement for them.



The old classification did not bring good changes because there was a big gap between the smart and the stupid based on IQ, no development from the normal one or stupid, because it would bring stacking achievement on their report. There will be no more discrimination in the environment of education between the smart and the stupid. There were only smart students on their own field of intelligence.

Teachers believed that this classification would carry a better achievement to the school in general, it means the school would get more trophies and make the name of the school be more famous around the regency. Realized or not, schools nowadays compete to be the best school in achievement, the total numbers of students even to the quality of facilities. In this case the use of multiple intelligence in the school will make the separating moment of students skill classification easier. After the skill or talent of the students separated appropriately teacher can be easily choose any students for every competition, then researcher believed it will bring the great result for school itself with lot of trophy gotten in any competition. The reason for this result was caused the focus development of students intelligence without ignored other skill that that they had to mastery in school. After the school famous because lot of achievement it will get the fabulous legitimation from people.

This classification eased the teacher to find the best students that suit with any competition from academic Olympiad until sport competition. Almost similar with the explanation above because by applying multiple intelligences in the school any needs that correlated with students skill or intelligence will be eased with the bigger result to get a great result.