

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion focuses on the salient findings of each of the formulated research question.

A. Discussion on the strategy in difference intelligence of students 8th MTs Negeri Bandung can improve their achievement

Based on the findings of the study in observation and interview researcher found lot of strategies applied by students in their learning process suited with Murray (2011) students have their tendency on their most dominant activity on leisure time. On their daily activity they do most activity that they think will not make them bored. On the result table at the first row described what is the most favorite student activity, by knowing it teacher can manage the students on the better development. Not only doing something inappropriate, teacher can lead students by following another activity in school.

The next findings was about students favorite activity in learning process at school that suit with Bernstein (1994) students will be in their best mode when they are following the lesson that suitable with their vision, from the approach until the technique, they will feel motivated and reaches their best mood. Then this case about mood also supported by Saracev (2007) beside students score in

every subject or we call it as cognitive teacher also need to consider students affection because it will bring the significance difference on the learning.

Additional research held by Palmer (2007) in the process of learning teacher can use various techniques that improving student's proficiency in English. Students need to be facilitated by the game, learning method or the tools that make them feeling affected by the teacher.

The other finding was about the next students favorite strategy role-play. Most of students practice drama because it can make their self-confident increase. This finding supported by Nurhayati (2016) while practicing the role play, students will activate their mimic, speaking, script and characterization that will improve their strength in lot of aspect such speaking.

Teacher need to consider about students need. By knowing their needs can push them feeling motivated in the learning process. Teacher also needs to find the best technique that can handle all of students need. Just like conducting the debate contest or tasking the students to conduct the drama can involve all students and all intelligence on it. By knowing the students need it also help students them from static learning process. When the students can enjoy the learning process, then their ability to absorb the material will be increased.

The next finding is about student favorite media in learning. Media is thigs or ways to make students easier to understand the subject. The use of media in students learning strategies are suitable with Fabiens (2002) students with

appropriate media based on their learning will make them long last memorizing the materials.

The next finding was about student tendency in the choosing strategies. Most of students preferred to be active in the class while there was a game in the class and the atmosphere strengthen the research of Nurhayati (2008) students will actively follow the lesson where they had good mood in the class atmosphere.

Based on the findings the researcher also found something new about the use of partnership to support students in accomplishing their achievement. Every students in multiple intelligence has the tendency partner that can improve their motivation, mood or understanding. This findings also supported by Pavel (1999) students need partner to make their goal came faster, partnership will cover the other weaknesses that will bring the better result in the learning.

The next finding is about the better achievement that was gotten by using students strategy. Students develop their own strategy to achieve their goals. Using students strategy independently is similar with the research of Naldo (2003) students can develop their learning strategies if the condition of learning strategies that applied in the school do not appropriate to support students goal.

The last finding is from O'Malley & Chamot (1990) students learning strategies are divided into 3 metacognitive, cognitive and social interactive. It also founded on this research about students learning strategy. Every intelligence

in the term of multiple intelligence has classified strategy based on the 3 strategies above.

The researcher tried to find the best strategy for every intelligence to make them achieved the good English achievement in line with Nurhayati (2016) who examined that the teachers should redesign instructional media, curriculum consider main items including student's need analysis and interest, need of class, their grade level, prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic , modified and instructional technique by conducting three phases; analysis, design and implementation.

B. Discussion on the importance of the strategy to be applied in difference intelligence of 8th MTs Negeri Bandung

The next findings to fulfil chapter 5 is about the importance about the use multiple intelligence. Based on the interview the teachers agree if this Islamic junior high school applies multiple intelligences as the foundation of class classification because several reason that has been mentioned in the chapter 4. The benefit of using multiple intelligences in the school is suited with Dempsey (2011) multiple intelligence in the school is one fresh strategies that will give students wider chance to explore their skills, then as a teacher we just need to be developer to them.

The other advantages stated by Silva (2011) the use of multiple intelligences is removing the gap between the smart and the stupid, if a school applies this strategy as their orientation in classifying students, the great result will come to that school. Because of the classification will separate the students based on 8 intelligences on Gardner's theory not because their IQ.

The teacher given an activity involved of group work, in Functional communication activity type suitable with pair or group work because students could to share their information and positive relationship between learners such as resolving difficulties. It suited with Doise and Mugny (1995) and Murry (1982) on the value of social contexts in raising the productive cognitive conflicts that can be applied to classroom environments to get learners involved in their own learning playing active roles and engaged in realistic tasks as well as to get them discover how cooperation among two weak students can help them deal with tasks in which they fail individually.

Suggested by Vigotesky also claims that collaboration is necessary in any type of learning because it maintains the dynamic tension between what the children can achieve individually or through imitation. By collaboration, he refers to situations in which the child has the opportunity to interact in social contexts for the purpose of problem solving. The teacher applied Communicative Language Teaching conducted with group work or cooperative learning, because it appropriate for developing student communicative competence.

The teacher practice using language to share information conducted to the activity named discovering differences, this activity also supported by William Littlewood (1981) mentioned that four main groups in Functional Communication activities, those are (a) sharing information with restricted cooperation, (b) sharing information with unrestricted cooperation, (c) sharing and processing information, (d) processing information. In the results of observation the researcher observed the activity included in point *b* that sharing information with unrestricted cooperation. In this activity students describes the detail or differences between two pictures.

In addition, the other meetiting before the teacher also applied the other activity that discovering secret, this activity included in point *a* that sharing information with restricted cooperation. In this activity, the question must be restricted to a certain kind, such as yes/no question, in order to prevent the discoverers from simply asking directly for the piece information.