CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main parts namely conclusions and suggestions of the study. The conclusions section starts from a brief description of aspects which underlying this study. For the suggestions section, it provides some the suggestions for an English teachers and further researcher related to the implementation of Multiple Intelligences Theory.

5.1   Conclusions

This research concerned with the implementation of Multiple Intelligences Theory in teaching speaking to eighth grader of Junior High School students. The aims of this study were to investigate the impact of MIT in improving students' speaking skills and to find out the students' responses toward its implementation in the classroom.

The results showed that students' posttest is higher than the pretest score and data analysis from paired sample t-test also revealed that there was a difference between pretest and posttest mean score. Based on the data result, researcher concluded that the implementation of MIT can statistically improve students' speaking skills and it has a positive effects on student's speaking performance. It has been found out that there are some aspects of speaking which were affected after the implementation of MIT; there were vocabulary, ideational function, cohesion, syntax, pronunciation and fluency. The improvement was caused by the implementation of MIT that provided various activities which meet the students' intelligences. Through applying the theory of Multiple Intelligences, students may improve vocabulary achievement through word pictures, music, nature, body movements, etc. As a result, after getting the treatment, the students understood the instruction and consequently became more motivated that they finally could figure out what vocabulary they wanted to say on their posttest.

Moreover, after getting the treatment, their speaking performance were understandable by the audience. For example, the students keep speaking relevant things to the topic and they gave appropriate answers to the questions with the use of appropriate conjunctions. At the end, the students are able to construct a grammatically correct sentence, such as the appropriate use of a subject, a verb and an object, with the correct meaning. Moreover, most of the students' pronunciation becoming clearer and more understandable with fluent and smooth speech in English.

Besides the improvement of the students' speaking skills, the students' response towards the treatment was also investigated in the research. The findings showed positive and negative responses toward the implementation of MIT. The positive responses of MIT include helping the students to comprehend the instruction easily, getting them to be involved in learning activity, and helping them to improve their speaking ability. Most of students felt there were some improvement in their speaking ability in terms of vocabulary and pronunciation. However, there are several weaknesses of MIT. Some students found it difficult to participate in joining the MIT activities. They complained about not being able to finish their work due to the limited time. They also mentioned that there were too many activities for each meeting. However, the overall results were relevant with the students' posttest score which revealed the improvement in their speaking performance. It is shown that nearly all of the students found the implementation of MIT is useful for improving their speaking skills.

5.2 Suggestions

Based on the argumentations above, there are some suggestions proposed. First, for an English teachers, the theory would be very suitable to be implemented in the medium and small class so that all of the students can participate in the learning activity. Then, the teacher should be aware of the individual differences between learners through the usage of MIT. They must choose the classroom activities appropriately to enhance learners to learn better. Thirdly, since the findings showed

that some students complained about the activities which were too many for each meeting with limited time, it is suggested that the time allocation from each activity should be planned carefully and it should cover all of the planned activities. Lasty, the teachers should be able to give the students clear instruction and more guidance, thus the students feel less confused and find Multiple Intelligences activities less complicated.

Lastly, it is suggested that the future research can investigate effectiveness of the theory in other language skills such as reading, writing or listening. Moreover, further researchers are recommended to use this theory to different level of subject; beginner or intermediate level students. Furthermore, since the researcher only observed the implementation of MIT in four meetings, hopefully further researchers will conduct the research with bigger sample size and for longer period of time to get a better result of the study.