IMPROVING STUDENTS' MOTIVATION IN READING COMPREHENSION BY USING MULTIPLE INTELLIGENCES STRATEGIES

(A Classroom Action Research at Grade VIII G Students of SMP Negeri 1 Alian, Kebumen in the Academic Year of 2012/2013)

a final project
submitted in partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

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DECLARATION OF ORIGINALITY

I, NurHasanah, hereby declare that this final project entitled "*Improving Students' Motivation in Reading Comprehension by Using Multiple Intelligences Strategies(A Classroom Action Research at Second Graders of SMP N 1 Alian, Kebumen)"* is my own work and has not been submitted in any form from another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.In case any violation against the convention of scientific writing, I will be responsible to accept any form of sanction.

Semarang, July 12, 2013

NurHasanah

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MOTTO

Indeed the only guidance is Allah's Guidance (Qur'an, 6:71)

DEDICATION

This final project is dedicated to my beloved family:

My parents : Hj. SitiRofingah and H. Tuja Hartono

My Siblings : Mas Teguh and Mba Indah

Mas Sahid and MbaUmi

Yu Asih and Mas Khumaid

Mas Arbi and Ka Ray

Yu Janah and Mas Irul

My Nieces : Hanna, Najma, Nissa, Ray, Icha, Sarah

My Nephews : Naufal, Umar, Yassar

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I also would like to express my deepest appreciation and thank to Dr. DwiAngganiLinggarBharati, M. Pd., my first advisor and DwiAnggaraAsianti, S. S., M. Pd., my second advisor who have given guidance, corrections, suggestions, and encouragements from the beginning in making and completing my final project.

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The last but not the least, I realize that this final project is still far from being perfect. Thus, I would like to expect any suggestions for the improvement of it. I hope this final project will be useful for all the readers.

Semarang, July 12, 2013

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ABSTRACT

Hasanah, Nur. 2013. *"Improving Students' Motivation on Reading Comprehensionby Using Multiple Intelligences Strategies(A Classroom Action Research at Second Graders of SMP N 1 Alian, Kebumen)".*Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Dr. Dwi Anggani Linggar Bharati, M. Pd. Second Advisor: DwiAnggaraAsianti, S. S., M. Pd.

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

The study discusses about improving students' motivation on reading comprehension by using Multiple Intelligences strategies. The objectives of the study are explaining 1) the problems faced by the eight graders of SMP N 1 Alian, Kebumen in reading comprehension, 2) the implementation of Multiple Intelligences strategies in motivating reading comprehension for the eight graders of SMP N 1 Alian, Kebumen, 3) how Multiple Intelligences strategies improve the motivation of the eight graders of SMP N 1 Alian, Kebumen in reading comprehension.

In order to achieve the objectives, the researcher held an action research at SMP N 1 Alian, Kebumen on 16th of March- 9th April 2013. There were 2 cycles in which 2 meetings held for each cycle. The subject of the study is the second graders of SMP N 1 Alian, Kebumen. The numbers of population are 32 students. The instruments used were observation sheet, questionnaire, and CARI.

The result of the study is the problem in motivating students to read. This can be solved by using Multiple Intelligences strategies which combine students' intelligences with fun learning activities by Multiple Intelligence instruction. Based on the questionnaire, all of the students said that the strategies used were interesting. In line with the questionnaire result, the observation sheet also showed excellent result on students' study habits. There was improvement on students' comprehension, it can be seen from the mean of CARI I which was 89.06 point and CARI II which was 95.6 point.

In this study, I suggest that the teachers should be able to use the Multiple Intelligences strategies as an alternative in motivating students and creating enjoyable learning experiences.

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of study, and definition of terms.

1.1 Background of the Study

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

In teaching English, the teachers must find some problems. Identifying this phenomenon, a preliminary study at eight graders of SMP N 1 Alian, Kebumen was held. From the observation, I noticed that the students were less motivated in the learning process. When I observed the class that was taught reading, the teacher just asked the students to read the text by their own. In addition, the classroom situation was not alive during the teaching and learning process. Most of the students did not actively participate in class discussion and they were not active to respond the teacher' questions. Moreover, they were afraid to ask the

teacher about the difficulties in reading, and even some of the students did not read the text and had their own conversation.

Based on my observation, I also noticed that the eighth graders of SMP N 1 Alian, Kebumen had difficulties to comprehend and understand the content of the reading text. When their understanding were checked by the teacher after reading time, the students could not answer because they did not get the point of what they read in advance, even the particular information from the text.

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

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

process in the classroom to minimize the teacher centered classroom and realize students' potencies.

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

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

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

identify, record, and promote the applications of Multiple Intelligences theory in foreign language or second language classrooms.

1.2 Reasons for Choosing the Topic

The topic of this final project primarily deals with the implementation of Multiple Intelligences strategies in improving students' motivation in reading comprehension. I have chosen this topic because of some reasons. In the first instance, the classroom condition, meaning that the learning process in some schools are still teacher centered. Thus, the students do not enjoy the learning process. By using the Multiple Intelligences strategies that employs some activities, it involves the students.

Second, sometimes reading class just focuses on reading a text and doing a task. That monotonous activity makes the students feel bored. Therefore, Multiple Intelligences strategies can vary teaching reading. Third, reading is useful for language acquisition, so they will get information from language product through reading. At last, there still few of research dealing with this topic. Therefore, by conducting this research I will find out the implementation of Multiple Intelligences strategies and its advantages.

1.3 Research Problems

The problems that will be discussed in this study are:

1) What problem is faced by eight graders of SMP N 1 Alian, Kebumen in reading comprehension?

2) How can Multiple Intelligences strategies be implemented in motivating reading comprehension for eight graders of SMP N 1 Alian, Kebumen?
3) How can the Multiple Intelligences strategies improve the motivation of eight graders of SMP N 1 Alian, Kebumen in reading comprehension?

1.4 Objectives of the Study

The objectives of the study are:

1) To explain the problem faced by eight graders of SMP N 1 Alian, Kebumen in reading comprehension.
2) To explain the implementation of Multiple Intelligences strategies in motivating reading comprehension for eight graders of SMP N 1 Alian, Kebumen.
3) To explain how Multiple Intelligences strategies improve the motivation of eight graders of SMP N 1 Alian, Kebumen in reading comprehension.

1.5 Significance of the Study

The researcher hopes that the result of the study will give some information to the readers about the implementation of Multiple Intelligences strategies in teaching English lesson classroom. In general, the significances of this study are divided into three parts.

1) Theoretically

The result of the study can describe the implementation of Multiple Intelligences strategies in teaching English especially in reading.

2) Pedagogically

The writer expects that the result of the study would be very useful for the teachers in junior high schools as a reference in providing students with a variety of activities to explore their intelligences in English classes in order to facilitate students' learning and help them to achieve their needs and the objectives of the lesson.

3) Practically

The study will give information about implementation of Multiple Intelligences strategies to motivate eight graders of SMP N 1 Alian, Kebumen in reading.

1.6 Definition of Terms

To avoid wrong definitions about the main problems, it is necessary to give an explanation of some significant words in this research:

1) multiple intelligences strategies

According to Gardner on thirteen.com, an intelligence is an ability to solve the problems, to create products that are valued within one or more cultural settings.

2) reading comprehension

Comprehend based on Hoover and Tuner on Urquhart and Weir (1998) is to extract complete meanings from presented material.

3) reading motivation

Vacca and Vacca (2009) state motivation is activating students' interest in the text reading.

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CHAPTER II

METHOD OF INVESTIGATION

The main discussion of the study is the implementation of multiple intelligences strategies to improve the students' motivation on reading comprehension. This chapter gives the relevant theories related to that concern of the study. The relevant theories are consisting of review of previous study, review of theoretical study, and theoretical framework.

2.1 Review of Previous Study

The description of previous studies findings that support the study are as following:

First, a research was done by Utami (2012) with her study entitled *"The Use of Comic "Naruto" to Improve Reading Comprehension (An Action Research to The Sixth Graders of SDN 01 Sekaran in Academic Year 2011/2012)"*. She concluded that teaching of reading comprehension by using comic "Naruto" can be applied to increase the students' interest in reading. In my opinion, teaching by using comic as media can interest the young learners because of it is a kind of visual aid.

Second, Yuniawati (2011) with her study entitled *"Improving the Students' Reading Comprehension through Authentic Text (An Action Research to The Tenth Grade of SMA N 14 Semarang in Academic Year 2010/2011)"*. She concluded that authentic text can be used as supporting material in teaching

reading comprehension. It also describes how the use of authentic text could change the habit of the students in reading comprehension and could improve the students reading comprehension. According to my opinion, it can be stated that authentic text is good material for teaching reading because the text is up to date so the students will interest to read the text.

Third, Kusumaningrum (2010) with the study entitled *"The Use of Preview, Question, Read, Self-Recite, Test (PQRST) technique in Teaching Reading Comprehension of News Item Text (A Case Study of Grade X Students of SMA N 2 Ungaran in Academic Year 2009-2010)*". The aims of the study were to explain the implementation of PQRST technique to teach news items text and to explain on what extent the use of PQRST technique to improve the reading comprehension.

Fourth, Purnaningsih (2008) with her study entitled *"The Effectiveness of Jigsaw Technique to Teaching Reading (The Case Study of Fifth Graders of SDN Ngadirejo 03 Mijen, Semarang in Academic Year 2007-2008)"*. She concluded that there is significant difference of study reading achievement between those who were taught using Jigsaw technique and those who were taught using regular technique. In my opinion, Jigsaw is an effective technique to teach reading because she was able to show the improvement of the students' achievement in reading using this technique.

All of the previous studies discussed about the way to get the better reading achievement. However, in learning process, it should be not only underscores the importance the students' growth in conceptual knowledge but also the students'

motivation in learning. Therefore, in this research, I would use the Multiple Intelligences strategies to motivate the students to read that have not been raised in the previous research yet.

2.2 Review of Theoretical Study

This section consists of review of relevant theories which consist of definition of Multiple Intelligences, current curriculum, school based curriculum, teaching and learning English in Junior High School, definition of reading, reading motivation, reading comprehension, the process of implementing Multiple Intelligences in language teaching, and definition of action research.

2.2.1 Multiple Intelligences

The theory of Multiple Intelligences, first was introduced by Gardner, explains the concept of intelligence that there is no general intelligence, but rather that each person has at least eight distinct intelligences which can be developed throughout his/her lifetime.

Gardner in Chatib (2011:80) believed that people have different combinations of intelligences which work together and make individuals different. But in educational field, Gardner mentioned that today schools and culture focus most attention on linguistic and logical-mathematical intelligences and ignore other intelligences. He claimed that schools should also place equal attention on those who show gifts in the other intelligences to enrich the world.

According to Mindy, et al in Xie and Lin, (2009:107), multiple intelligences theory asserts some aspects, they are: first is every person has all eight intelligences. Second, the majority of the people can develop the intelligences to

fully competent levels; third, people with more intelligence usually operate in more complicated ways and the last, each of intelligence can be expressed through a variety of ways.

2.2.1.1 General Concept of Multiple Intelligences

Gardner in Armstrong (2005:19) defines intelligence as an ability to solve the problems and create the product with the culture value. After researching some kind of abilities, competencies, and skills used in the whole world, Gardner advocates that there are at least eight intelligences that need to be considered:

Linguistic is the potential to use language, as used in reading, writing, telling stories, memorizing dates, and thinking in words. In the daily life, according to Armstrong (2005:19), this intelligence can be used to communicate by speaking, listening, reading and writing. According to Kirshenbaum in Jasmine (2007:18) people who have high linguistics intelligence can grow and develop well in academic stereotypical atmospheres that depends on listening the lecture, taking notes, and traditional paper-test.

Lwin, et al (2008:12-15) adds that people who have this intelligence develop the language sensitivity and easily manipulate the structure and its syntax to fit in every need. The important thing of them is they use the language to gain the communicative aims that they want. People who have high linguistic intelligence will easily learn foreign languages.

Logical-mathematical is the potential for understanding cause and effect and for manipulating numbers, quantities, and operations, as used in math, reasoning, logic, problem solving, and recognizing patterns. Lwin, et al (2008:43)

states that the logical concept explains how an argumentation being structured, evidence, and a requirement being stated and a conclusion made. In addition, Mirzazadeh (2012:67) adds that logical-mathematical represents the skill to use numbers effectively and reason well.

Spatial is the potential for representing the spatial world internally in one's mind as used in reading maps and charts, drawing, solving mazes and puzzles, imagining and visualizing. Based on Armstrong (2005:20) this intelligence involves the ability to visualize picture inside the brain and create or explore in 2D or 3D forms. Lazear in Jasmine (2007:22) adds the spatial intelligence often is figure out by imagining and having a role.

Kinesthetic is the potential for using one's whole body or parts of the body, as used in athletics, dancing, acting, crafting, and using tools. According to Jasmine (2007:25) people who have high kinesthetic intelligence are more comfort to communicate the information by demonstrating or modeling. Armstrong (2000:3) adds that this intelligence involve the specific physic abilities like coordination, balance, skill, strength, pliancy, speed, ability to respond the stimulus (proprioceptive) and something relate to contact (tactile and haptic).

Musical is the potential for thinking in music; for hearing, recognizing, and remembering patterns, as used in singing, identifying sounds, and in remembering melodies and rhythms. Musical Intelligence *(music smart),* based on Carlson (1997:12), is the capacity to think in music, to be able to hear patterns, recognize them, and perhaps manipulate them**.** Jasmine (2007:22) adds the people who have musical intelligence are very sensitive with sound.

Interpersonal is the potential for working with others, as used in understanding people, leading and organizing others, communicating, resolving conflicts, and selling. Interpersonal intelligence is not born with us but something that has to be built as the other intelligences as Lwin, et al (2008:197) explain this kind of intelligence allows us to build good relationship, influence, and leadership with the society. Jasmine (2007:26) states people who have this intelligence like and enjoy working collaboratively or in group. Interpersonal intelligence based on Armstrong (2000:4) can be said as ability to percept and differentiate the other's feeling and motivation.

Intrapersonal is the potential for understanding ourselves, as used in understanding self, recognizing one's own strengths and weaknesses, and setting personal goals. Carlson (1997:13) explains the intrapersonal intelligences as self smart refers to" having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward". The people who have high intrapersonal intelligence have high self confident and independent as Jasmine (2007:28) states "they like to work individually because they have high self confident". Lwin, et al (2008:233) argues that the high intrapersonal intelligence people are become thinker that shown by what they do and always make self introspection.

Naturalistic is the potential for discriminating among plants, animals, rocks, and the world around us, as used in understanding nature, making distinctions. According to Armstrong (2000:4), this intelligence shows the

sensitivity to the natural phenomena. People who have high natural intelligence like having activities outside rather than inside the house as Armstrong (2005:36) says:

"Children who have high competence in this intelligence are the nature lover. They are like outside more than inside activity, in forest, hiking, gather the flowers, stones rather that trapped in the school or home to do their homework in writing. Some of the children have better relation with animal than with other children."

Based on the previous explanation, the multiple intelligences exist in everyone even some intelligence is more significance in the development rather than the others. Sylvester in Jasmine (2007:38) argues that strong motivation and good education can help increasing the intelligences, even under the intelligence that brought from the born.

2.2.1.2 Principles of Multiple Intelligences

Every child has many different ways to be genius as stated by Armstrong (2005:4) that it can be by words, numeral, picture, music, physic, natural experience, social interaction, self understanding so it is needed a variety of activities to support their genius. Based on Solmundardottir (2008:3), the multiple intelligences theory has one main point that every individual has eight intelligences and they all work together in a unique way so they complete each other.

Beyond the descriptions of the original eight intelligences and respective theoretical underpinnings, Gardner in Businessballs.com emphasizes that:

a) Each person possesses all eight intelligences between the lowest and highest extreme

b) Most people can develop each intelligence to an adequate level competency with adequate encouragement, enrichment and instruction

c) Intelligences usually work together in complex ways. No one of intelligence stands out alone, but rather they interact with each other in complex ways depending on the person

d) There are many ways to be intelligent

2.2.2 Current Curriculum

Curriculum is an important thing in implementing teaching learning process. The teacher should know the curriculum before they teach. The curriculum is made to facilitate the teaching-learning process under the direction and guidance of a school. In addition, Macmillan (2008:1) states curriculum is the subject included in a course of study or taught in a particular school, collage, etc.

Based on the definitions, curriculum is a plan which is developed as a guideline in teaching process. A curriculum has been created on the students' needs.

Indonesian government is trying to improve the quality of education in order to improve the quality of human resources of Indonesia. Today's curriculum is School Based Curriculum which is the revision of the latest curriculum, 2006 curriculum.

2.2.2.1 School Based Curriculum

Indonesian curriculum changes from time to time to make improvement in education level. The School Based Curriculum is the curriculum used today.

The School Based Curriculum is an operational curriculum that gives authority for school to make and design the materials for conducting the teaching-learning process based on their needs which is appropriate with the Standard Competences and Basic Competences. Furthermore, the School Based Curriculum puts the teacher to design all of materials and also the syllabus. Therefore, the teachers have to be creative in theory and practice.

2.2.3 Teaching and Learning English in Junior High School

Junior high school is the second formal school that English subject being thought. As a non-native English speaker, the students feel upset about English subject during learning process in the classroom due to monotonous activities. The teachers sometimes feel upset too. In addition, the characteristic of each student is different because they come from different background. Generally, the students' characteristics are explained by Lawrence (1973:221) as follows:

a) They are ruthlessly logical, critical of authority and question traditional values and beliefs
b) They have a lively interest in the present and its implication for the future, rather than in the past
c) They are independent, self-centered and unwilling to conform
d) They are acutely aware of problem presented by our society
e) They are interested in the affairs of their community and they are often active in service to that community
f) They are politically aware

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g) They are vitally concerned with the problem of human relationship and especially as expressed in terms of love and hate, sex, and violence, involvement in or total with around from society.

From that reason, the teachers should find the best way to make the learning process alive. Many strategies are offered by some experts, so it is a job for the teacher to wisely choose the effective strategies to make English learning class become enjoyable learning since all strategies have advantages and disadvantages.

The important point that will create good learning process is the teacher need to aware of students' learning needs, including their motivation. The students must be involved in the learning process; it can be in form of individual, in pairs, and in group activities. By this way, the students will feel the existence of them. Therefore, they will be motivated in learning.

2.2.4 Definition of Reading

Reading is one of four skills in language. Reading is an activity to comprehend some information in written language. According to Pang et al, (2003:6) reading consists of two related processes, word recognition and comprehension. Word comprehension refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of making sense of words, sentences, and connected text.

From brief explanation above, it can be said that reading is a skill of language to bring information from written text. Reading is also a process of communication between the writer and reader. Writer has message in his/ her

writing to be shared. The writer put the message into words when the messages enter the reader's mind.

2.2.4.1 Reading Motivation

Motivating the students to read the text during teaching and learning process is one of the teacher jobs. Guthrie and Wigfield's model of reading engagement in Vacca and Vacca (2009:97) calls for instruction that not only underscores the importance the students' growth in conceptual knowledge, their use of comprehension strategies, and social interaction in the classroom but also student motivation.

Motivation is an essential condition of learning. It refers to an effort to engage student so they will gain the aims of the learning. Sardiman (2007:89) divides the motivation into 2 kinds, they are:

1) intrinsic motivation

The intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will learn by themselves.

2) extrinsic motivation

The motivation that comes from outside of the students is called extrinsic motivation. The students have to be stimulated to learn the material by something such as a reward. This kind of motivation is needed to make a good condition of learning.

The root of reading difficulties of the students is the mental attitude of the students, they may like reading less. Motivation flows from interest, without

interest there is usually no will to do, no drive to learn. Without motivation, the students simply will not develop into a mature reader. According to Dechant in Vacca and Vacca (2009:186) the solution to the unwilling students' problem begins then with a change of attitude. The teacher must stimulate the students to acquire tastes and to increase the variety of the interest.

It can be said that motivating student to read is important factor toward reading comprehension because it will help them to understand what they read.

2.2.4.2 Reading Comprehension

The focus on information being communicated by texts is more potential for interest in reading activities. Reading comprehension based on Hoover and Tuner on Urquhart and Weir (1998:56) is to extract complete meanings from presented material. From the definition, the focus on comprehension is what reading is about and getting information from written texts.

2.2.5 The Process of Implementing Multiple Intelligences in Language Teaching

It is well known that traditional school have emphasized reading and writing in language teaching. There are many schools that function well in that kind of learning environment, others are not. In addition, School Based Curriculum allows schools to manage the teaching learning process by themselves. Therefore, they need a strategy to make their teachers become a creative in the process of teaching-learning. The multiple intelligences strategies as stated by Armstrong (2000:51) opens the door to a variety of teaching strategies that can easily be

applied in the language classroom. It gives the teacher to a wider opportunity to widen modern teaching strategies by using various assignment and activities.

The theory can be used in many different ways and works well in the entire school system. It offers the students to use and develop all different intelligences, not just one that they are good in. It also offers different learning styles and methods as well as various activities. Nolan in Solmundardottir (2008:6) says each intelligence is prospective in every learner and it is a part of the teachers' job to look after and help the students to develop their own intelligences. Gen (2009:4) adds the teachers should use a framework in teaching that develop the students' intelligences as stated on his article *Technology and Multiple Intelligences: The Praxis of Learning Intelligences in the Classroom* that:

> "The emphasis of multiple intelligences needs to shift from teacher to learner. The idea that teachers control multiple intelligences within their classes is nonsensical. Students should be empowered to learn in the method conducive to their learning intelligence. The job of the educator is to supply the opportunity, context and framework in which learning is to take place. The job of the student is to learn by utilizing the intelligences that best suits them for the task at hand."

One point in common in Multiple Intelligences strategies is that these strategies are learner-centered. Another point is the teacher's role as practitioner and facilitator, while the student acting as a partner. Based on EDUC Journal, there are some tracks which the teachers are going to do in their multiple intelligences class, they are:

1) Awaken the intelligence

A lesson begins with a riddle or brain teaser. The teacher divides the students in groups and gives each one a series of riddles. The students then work collaboratively to solve the riddles.

2) Amplify the intelligence

Practice with the awakened intelligence and it will improve. The students practice describing commonly known objects.

3) Teach for/with the intelligence

The students describe objects in a large-group discussion.

4) Transfer the intelligence

Help the students reflect on their learning in the previous stages and help them make the lesson content relevant to their lives outside the classroom.

Today's teachers have to be aware that the students have different strengths, learning styles, and even learning potentials but with the multiple intelligences theory we can teach the students effectively in different ways (Solmundardottir, 2008:7). By observing the students and keeping track of how they react to different activities, it is possible to improve the teaching by appealing the students' strengths. Armstrong (2000:51) argues that as long as the teachers use a range of different activities according to intelligences, there will always be a time during the day when the students have highly developed intelligences actively involved in learning.

EDUC Journal states the kind of activities that can be used in language class by using Multiple Intelligences' Instructional as following:

1) Bodily/Kinesthetic

Role playing, dancing, TPR, TPRS, hands-on learning, manipulatives, multimedia games or activities, aerobic alphabet, building a model or 3-D project

2) Interpersonal

Cooperative teams, paired activities, peer-teaching, board games, simulations, surveys and polls, group brainstorming, situations or dialogues

3) Intrapersonal

Describe/write about preferred way(s) of spending free time, keep a journal on a particular topic, and engage in independent study

4) Logical/Mathematical

Word order activities, grammar relationships, pattern games, number activities, classifying and categorizing, sequencing information, computer games, cause and effect activities

5) Musical/Rhythmical

Write jingles for a commercial, jazz chants to remember vocabulary/grammar/verbs, musical cloze activities, create music for skits and plays, use music as a stimulator, look for tonal/rhythmic patterns in music of target language

6) Naturalist

Describe changes in the local environment, debate the issue of homeopathic medicine versus store-bought remedies, plan a campaign drive which focuses on saving an endangered species

7) Verbal/Linguistic

Debates, storytelling, on-line communications (E-pals), group discussions, word-processing programs, word games

8) Visual/Spatial

Using graphs and diagrams, drawing a response, video exercises, computer slide shows, multimedia projects, mind mapping, graphic organizers

2.2.6 Action Research

Action research is one of the qualitative research methods. Hartoyo (2011:86) states the purpose of the action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting.

The central idea of the action part of action research based on Burns (2010:2) was to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. According to Cohen and Manion (1994:1) action research can be defined as a small scale intervention in functioning of the real world and a close examination of the effect of such an intervention. Mills (2000:6) briefly stated the action research as any systematic inquiry conducted by teacher researchers, principals, school

counselors, or other stakeholders in teaching and learning environment, to gather information about the ways that their particular schools operate how they teach, and how well their students learn.

In action research, researcher is no longer testing a treatment but if a treatment has good impact. In this kind of research, according to Arikunto (2008:26-27) researcher directly applies the treatment and observes the process and effects of the treatment. In addition, Elliot on Burns (2010:5) said that action research as the study of a social situation has the view to improving the quality of the action in it. Indeed, Kemmis and Mc Taggart on Nunan (1992:18) argued that to do action research is to plan, act, observe and reflect more carefully, more systematically and more rigorously than one usually does in everyday life.

Based on all these various definitions, it can be drawn that action research is a research method that studies the social situation and reflects in it in order to make improvement.

2.2.6.1 Theoretical Foundation of Action Research

According to Mills (2000:7-9), there are two kind theories of action research: critical (or theory-based) action research and practical action research.

1) Critical Action Research

The critical action research comes from the body of critical theory on which it is defined a critical action research as emancipator action research because of its goal of liberation through knowledge gathering.

2) Practical Action Research

The practical action research perspective assumes that as a decision maker, researcher will choose their own areas of focus, determine their data collection techniques, analyze and interpret the data, and develop the action plans based on the findings.

In this research, I will use the second type that is practical action research that I will be involved during activity of the classroom as the object of the research.

2.2.6.2 Goals of Action Research

The critical and practical theories of action research draw on different worldviews, but these two theories are united by common goals. Mills (2000:11) states both theories committed to looking critically at what research does in the classrooms and the effects of the actions have on the classroom.

According to Elliot in Nunan (1992:23) the fundamental aims of action research is to improve practice rather than to produce knowledge. He adds the goal of the research is to solve the instructional problems in classroom for the better condition in the classroom. Here, I should gather and observe the evidence of student learning systematically, make a professional reflection and plan the strategies of improvement. Furthermore, Kemmis and McTaggart on Nunan (1992:18) stated that an action research is a group of activity and a piece of a descriptive research carried out by a teacher in the classroom, without changing the phenomenon under investigation. Therefore, an action research emphasizes the involvement of the teachers in problems in their own classroom and has as its

primary goal in the service training and development of the students rather than the acquisition of the general knowledge in the field of education.

Many advantages that can be got by doing action research can be seen in the educational components as Supardi (2008:107-108) stated: first, the educational innovation, second, Curriculum development in the national level and the last, the educational professionalism improvement.

Based on these explanations, it can be said that the goal of action research are to solve the classroom problems and to make an improvement in the action of the classroom.

2.2.6.3 The Process of Action research

Many models of the action research are explained by experts. Sagor in Mills (2000:18) described a sequential, five steps process that includes problem formulation, data collection, data analysis, reporting of result, and action planning. The similar concept is also stated by Calhoun in Mills (2000:18) that is an action research cycle that includes selecting an area or problem of collective interest, collecting data, organizing data, analyzing and interpreting data, and taking action.

Generally, Arikunto (2008:18) explained the action research process in four steps; they are (1) planning, (2) action, (3) observation, and (4) reflection. According to Kemmis and McTaggart in Burns (2010:7) action research typically involves four board phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has

achieved a satisfactory outcome and feels it is time to stop. They are explained as follows:

1) Planning

In this phase, I identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase which has to be considered: i) what kind of investigation is possible within the realities and constraints the teaching situation; and ii) what potential improvements those are possible.

2) Action

The plan involves some deliberate interventions into the teaching situation that the research puts into action over an agreed period of time. The interventions are critically informed as the research questions about the current situation and plan new and alternative ways of doing things.

3) Observing

This phase involves observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where I use "open-eyed" and "open-minded" tools to collect information about what happening.

4) Reflection

At this point, I reflect on, evaluate and describe the effects of the action in order to make sense what has happened and to understand the issue have explored more clearly. I may decide to do further cycles of action research to improve the

situation. The following figure is the model of the research adapted from Kemmis and McTaggart in Burns (2010:8).

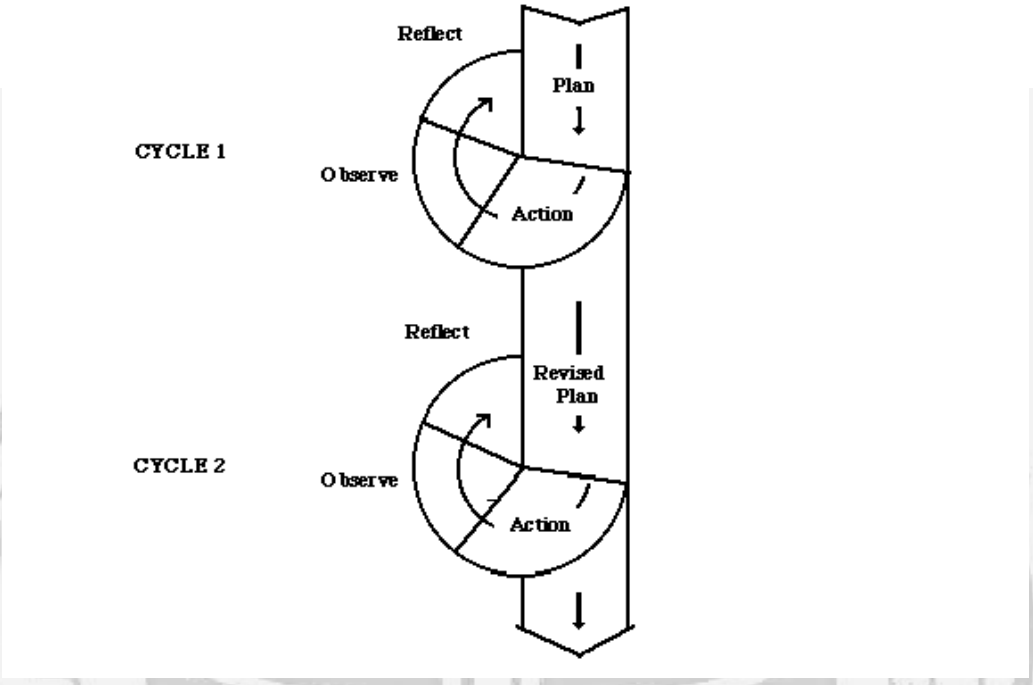

Figure 2.1: Action Reasearch model based on Kemmis and McTaggart in Burns (2010:8)

Figure 2.1 shows that the processes of an action research are continually done until I find out the result by the solution as the treatments. A sequential of activities is done in the action phase.

2.3 Theoretical Framework

As has been reviewed in advance, it is obvious that the theoretical framework underlying this study is derived from the theory by relevant empirical research studies. The review reflects that improving the students' motivation on reading comprehension will be successful if the students' interest is elaborated in Multiple Intelligences strategies. In other hand, their intelligences will improve not only

linguistic but also other intelligences. As has been outlined in this chapter, this framework has been strongly backed up and supported by the theories and empirical research studies as well as some practical proposed by some teachers involved in the teaching and in doing related research. The theoretical framework of the study can be diagramed as shown bellows:

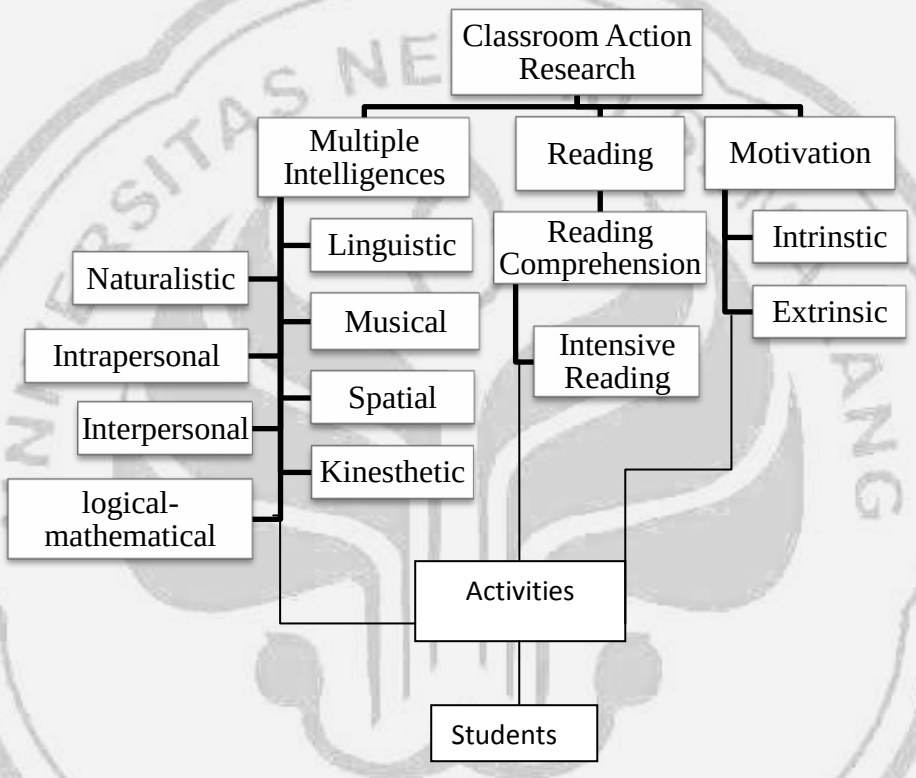

Figure 2.2: Theoretical framework of the research

A teaching learning process can be called successful if the process of it can build an effective learning activity. Based on Sardiman (2009:48) activity is an important principle in teaching learning process because learning is doing,

changing the behavior, and every learning process should has a sequential of activities, without any activities the learning will not be held well.

Motivating student in teaching learning activities, especially in reading is not easy job for the teacher especially to the junior high school students. The teachers must construct various kinds of activities to improve the students' motivation and to make the students comprehend the text they read. Thus, the teacher must choose suitable strategies for the process of teaching and learning.

Multiple intelligence strategies are assumed to have good contribution to develop the students' motivation to read texts. The various activities that use the students' intelligences can motivate the students' to be active in teaching learning process and later it influences their understanding.

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CHAPTER III

METHOD OF INVESTIGATION

This study is an action research about improving students' motivation on reading comprehension by using Multiple Intelligences strategies. This chapter consists of some parts, namely subject of the study, research design, instruments of data collection, procedures of data collection and procedures for data analyzing. Those parts will be described as follow:

3.1 Subject of the Study

According to Best (1981:8) a sample is a small proportion selected for observation and analysis. The subject of this research was the class 8.G students of SMP N 1 Alian. The selection of the sample because of some considerations, the first, I graduated from the school so that I could get the permission easily and the second, SMP N 1 Alian is categorized into national standard school with good performance in the national examination last three years.

3.2 Research Design

The research was designed to seek the answer of the questions namely how the Multiple Intelligences strategies can be implemented in English learning class and how the strategies can improve the students' motivation. Action research based on Kemmis and Mc. Taggart on Burns (2010:7) is to plan, act, observe and reflect carefully, more systematically and more rigorously than one usually does in everyday teaching learning process. Therefore, I started the research by doing

preliminary study or observing the class to know the class condition and to find the problems in teaching learning process. It was followed by a spiracle cycles that contain four steps; planning, acting, observing and reflecting.

3.2.1 Preliminary study

The preliminary study was aimed to know the class condition in daily teaching and learning. In this phase, I observed the class during teaching learning process. Then, I discussed with the teacher about the problems found and decided the focus of the study to solve them. I also gave questionnaire to students to get supporting evidences about their feeling during reading teaching learning.

I also interviewed the English teacher of class VIII G to get more information of students' participation in learning process. According to the English teacher, the students are easy learner. Seing the condition of government demand, however, the teacher did not have enough time and support to develop their strategies. Thus, the teacher only focused on the handout and exercises on the students' worksheet without created alive learning atmosphere.

The points that were noticed in the pre-elementary study were students' participation, students' attention to the teacher's explanation, students' enthusiasm in answering the teacher question about the content of reading.

3.2.2. Cycle I

After doing the preliminary study, I applied the first cycle. It was constructed to implement the Multiple Intelligences strategies into the teaching and learning process and find out the improvement in the students' motivation.The first cycle consist of four activities, they are:

1) Planning

I constructed a lesson plan about narrative text. It was constructed with the various activities by using multiple intelligences strategies to improve students' motivation in reading comprehension. Beside that, I made teaching aids to support the teaching and used a rubric as an authentic assessment of their performance in the class. I also made observation sheet in order to collect the data.

2) Acting

After the preparation was settled, I implemented the multiple intelligences strategies. The first thing that I introduced briefly to students was the concept of the Multiple Intelligences strategies in English learning class then, followed by some reading activities that employ the intelligences to improve their reading motivation. I made the action into 2 meetings, so the Multiple Intelligences strategies effectively affect the student in their learning.

3) Observing

In this phase, I observed the students' behavior and noticed the effects of the action. I recorded the content of the teaching and learning process, actions and opinions using observation checklist (see appendices pg. 100). The result of the observation was used to recognize the effect of the Multiple Intelligences strategies to improve the students' motivation in reading.

4) Reflecting

In this point, I reflected on, evaluated and described the effects of the action in order to make sense what has happened and to understand the issue have explored more clearly and to know whether the Multiple Intelligences strategies

gave improvement or not. I identified the success and the fail activities and explained why they happened. Since there were still some weaknesses, so I decided to held second cycle as a revision of the first one in order to show the maximum result. I conducted the second cycle with modification of the activities. Therefore, I used the result of the reflection of cycle I as a consideration to the cycle II.

3.2.3 Cycle II

The second cycle was constructed to revise the activities on first cycle in order to gain the maximum result of the effects of Multiple Intelligences strategies in improving students' motivation in reading comprehension. Similar with the first cycle, the second one consisted four steps, they are:

1) Planning

In the second cycle, I reconstructed the activities with the consideration of the first cycle's reflection. It was made as a solution from its weaknesses and to give maximum improvement in students' motivation in reading.

2) Acting

I took an action of the revised plan in order to get maximum improvement in the effect of Multiple Intelligences strategies in motivating students in reading comprehension. In this phase, I made 2 meetings with the same aim to make students really felt the effect of Multiple Intelligences strategies in their learning. At the second meeting, I gave questionnaire to get students' respond about the activities using multiple intelligences strategies.

3) Observing

While I was teaching, I was also observing the effect of the implementation of multiple intelligences strategies happened in class by using observation checklist. The result of the second observation was used to recognize how the improvement of students' motivation in reading comprehension after taught using Multiple Intelligences strategies.

4) Reflecting

In this phase, I critically reflected the second action phase, evaluated and described the effects of the second action in order to know whether the second action continued to work well or not. The result of reflection showed improvement from the first cycle. Based on the result, there was no need to do the next cycle in this research. In general, it could be concluded that students' motivation was good.

3.3 Instruments of Data Collection

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

Research conducted in different of study can be different in methodology at every research is based on data which is analyzed and interpreted to get information.

Collecting data was one of the steps that were used in the research, since the data were absolutely needed because research finding came from the interpretation of the data collected.

According Curtis (2008:7), data are classified according to the resources, they are as follow:

1) Primary data.

Data that has been collected from first-hand-experience is known as primary data. Primary data has not been to be published yet and is more reliable, authentic and objective. Primary data has not been changed or altered by human being, therefore its validity is greater than secondary data. Primary data are collected through surveys or experiments.

2) Secondary data.

Secondary data are the data which collected from resource that usually has already been published or electronic form. It is mostly from books, journal and periodical.

The primary data collection techniques were the data collection used to investigate the focus of this research.

To make systematical finding, I need some instruments in my research. The instruments that used to collect the data from the research were observation sheet, questionnaires and content area reading inventory.

1) Observation Sheet

The observation was needed for monitoring class performance of the students. It was used to identify students' activity in the classroom during the learning process using Multiple Intelligences strategies. According to Mills (2000:50) the research observed as a normal component of the teaching, monitoring and adjusting instruction based on the verbal and nonverbal

interactions in the classroom. Therefore, I used direct observation as one of data collection strategies because of the not overly time-consuming.

In the observation, I was participant-observer on the teaching practices. According to Mills (2000:50-51), the active participant observer has to be involved in the teaching process. I observed the outcomes of the teaching. Each time I taught, I monitored the effects of the teaching and adjusted the instruction accordingly.

When I conducted some activities in teaching learning process, I observed the learning events to collect the data by using observation sheet.

There were some aspects being observed, both the reading comprehension and study behavior as shown on observation sheet (see appendices pg.100).

2) Questionnaire

The next instrument used in the research was questionnaire. Based on Mills, (2000:58) the questionnaire was used to get the written feedback that warrant further investigation. The questionnaire was hand out after Multiple Intelligences strategies have been applied in order to find out the learning process atmospheres from the students' view.

3) Test (Content Area Reading Inventory (CARI))

According Vacca and Vacca (2009:126) content area reading inventory is an alternative of the standardized reading tests. It is an informal test. The CARI's result can give a teacher some good insight of students' reading comprehension.

A CARI focuses on students' abilities to comprehend text so the questions on the CARI reflect to the text they have read and it is not time consuming because it can be integrated into learning and teaching process.

3.4 Procedures of Data Collection

To collect the data, I used the Multiple Intelligences strategies. I conducted some activities that employ student's intelligences and observed the teaching and learning activities.

The procedure of data collection was divided into 2 parts, they are:

3.4.1 Preparation Phase

Before doing the research, I prepared things to support the research. First of all, I designed cycle I by constructing lesson plans as a guideline in doing research. I chose Multiple Intelligences strategies as a solution of problems identified in preliminary study. Beside that, the researcher also made an observation sheet to monitor the class activities.

3.4.2 Action Phase

The acting phase of implementing Multiple Intelligences strategies was the action of what already planned. It was divided into 2 cycles, the description was as follows:

3.4.2.1 Cycle I

The first cycle consists of 2 meetings in which each meeting implemented the Multiple Intelligences strategies in the reading activities. The technical action of the first cycle was as follows:

1) Meeting 1

The activities in the first meeting were as follow:

(1) The teacher created a good class condition

(2) The teacher introduced the general concept of Multiple Intelligences strategies used in the learning process

(3) The teacher told the learning objectives

(4) The teacher divided the class into 6 groups, gave a picture-puzzle related to the story of narrative text to be arranged by the students

(5) The teacher explained about narrative text

(6) The teacher gave jumbled narrative text to be arranged and asked the students to stick them up on the colored paper

(7) While the students were doing their task, the teacher played the instrumental music

(8) The teacher asked the students to discuss the organization of text

(9) The teacher asked the students to present their product in front of the class

(10) The teacher gave feedback on the students' outcome and gave a homework

(11) The teacher gave a reflection of today's learning

2) Meeting 2

The activities in meeting II were as follow:

(1) The teacher created a good class condition

(2) The teacher asked the homework in form of games

(3) The teacher gave one text to be discussed used story-mapping

(4) The teacher asked the students to make story-mapping of one text

(5) While the students were doing their task, the teacher played the instrumental music

(6) The teacher asked the students to present individually their product in front of the class

(7) The teacher held a test in form of Content Area Reading Inventory (CARI)

(8) The teacher gave feedback on the students learning

3.4.2.2 Cycle 2

The second cycle consists of 2 meetings in which each meeting was implemented the Multiple Intelligences strategies for reading activities. The technical actions of the first cycle were as follow:

1) Meeting 1

The meeting I activities were as follow:

(1) The teacher created a good condition

(2) The teacher attached some kind of texts on the wall

(3) The teacher divided the class into 6 groups

(4) The groups visited each wall to read and classify the narrative texts

(5) After visiting all walls, the students matched the result with the other groups

(6) The students (in group) retold the story of the texts in front of the class

(7) The teacher gave feedback on the students' performance

2) Meeting 2

The second meeting consisted of some activities as follow:

1) The teacher created a good condition
2) The teacher reviewed the previous material by providing the text on the whiteboard
3) The teacher explained about today's activities that was doing mini-drama
4) The students were grouped and had to perform the text decided before
5) The students chose 1 students each group to be leader of their group
6) The students were given time to discuss about the plot of story
7) The students performed the mini-drama in front of the class, the others gave feedback on the performances
8) The teacher gave feedback on the learning activities and gave a reflection about the learning
9) The teacher gave CARI based on the story being performed.

3.5 Procedures of Data Analyzing

According to Mills (2000:62), the most important step in action research process was tried to understand what the researcher has learned through the investigation.

The technique of data analysis used in this study was descriptive analysis. In the analysis, I described the effects of the action and the events of teaching and learning process. I analyzed the data got from questionnaire and observation during the learning and teaching process both from the first and second cycle. Descriptive data were collected by providing answers to the research questions.

Data analysis described students' outcomes on the Multiple Intelligences strategies in their actual performance in class. The procedures were as follow:

1) Questionnaire Analysis

The analysis of the questionaire was done by interpreting the answer given by the students one by one. In analyzing the data from questionnaires, I gathered the data from the students, then I analyzed them carefully. From these questionnaires, I knew the students' responses toward the strategies used, the students' difficulties in comprehending the text given, and also their expectation for the improvement of the next teaching and learning process.

2) Observation Analysis

To analyze the observation sheet, I obtained the data from the class activities. I analyzed them carefully, and then classified them. From the observation sheet, I could see whether the research activities were done well or not.

The data got from observation in class were analyzed by several steps, it as follows:

1. Made a table of the data from observation sheet
2. Analyzed the data using descriptive percentage (DP)

$$DP = \frac{n}{N} \times 100\%$$

Notes: DP = Descriptive percentage

n = Empiric score (gotten score)

N = Ideal score (sum of total score)

3. Made a reference of descriptive analysis

   a. Decided the highest score = $\frac{\text{maximal score on scale}}{\text{ideal score on scale}} \times 100\%$

   b. Decided the lowest score = $\frac{\text{minimal score on scale}}{\text{ideal score on scale}} \times 100\%$

   c. Decided the distance of percentage = highest score – lowest score

   d. Decided the interval class = $\frac{\text{distance of the percentage}}{\text{the number of criteria}}$

They all could be diagramed as follow:

No.	Interval	Criteria
1	Score 84% - 100%	Excellent
2	Score 68% - 83%	Good
3	Score 52% - 67%	Average
4	Score 36% - 51%	Poor
5	Score 20% - 35%	Unacceptable

(Modified from Sudjana, 2009:78)

Table 3.1 Reference of descriptive analysis

By the criteria which were stated on Table 3.1, the data were analyzed into the form of descriptive explanation in the result of study.

CHAPTER IV

RESULT,ANALYSIS AND DISCUSSION

This chapter deals with theresult of the research which has been done in VIII G SMP N 1 Alian, Kebumen and its analysis.

4.1Result and Analysis of The Research

A classroom action research of improving the students' motivation in reading comprehension by using Multiple Intelligences strategies were conducted in two cycles.Each cycle consisted of two meetings. Before held the cycles, a preliminary study was done by the researcher.

4.1.1 Preliminary Study

A preliminary study at eight graders of SMP N 1 Alian, Kebumen was held. I noticed that many students were less motivated in the learning process and even many students got frustrated when they were asked to read a text in reading cycle/ class due to the conventional way. When I observed the class that was taught reading, the teacher just asked the students to read the text by their own. In addition, the classroom situation was not alivedur ing the teaching and learning process. Most of the students did not actively participate in class discussion and they were not active in responding the teacher' questions. Moreover, they were shy and afraid to ask the teacher about the difficulties in reading, and even some of the students did not read the text and had their own conversation. When the teacher gave a task, most of the students could not finish the task completely.

Based on the observation, I also noticed that the eight graders of SMP N 1 Alian had difficulties to comprehend and understand the content of the reading text. When their understanding were checked by the teacher after reading time, the students could not answer because they did not get the point of text which they have read in advance, even the particular information from the text.

4.1.2 Cycle 1

There were 2 meetings at the first cycle. The first meeting was conducted on February 16th, 2013 for second graders of SMP N 1 Alian, Kebumen. In the first meeting, I explained about the general knowledge of narrative text, such as the social function, generic structures, and the language features of narrative text. Beside that, I introduced the research that was held in the class by giving short explanation about the strategies used in the learning process, what they should do, and the aims of the research. Then, I started the teaching by giving a picture puzzle game of the story that was read by the students later, as exploration to catch their attention in group. I divided the class into 6 groups. The students enthusiastically solved the game. After doing the game, the teacher gave a jumblednarrative text to be arranged in order by the students. It all was done on the wide color paper. The students looked very happy with the activity and did not feel under pressure while reading.When the students did their activities, I played the instrumental music to stimulate their mind to stay focus in doing the task.

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

On the second meeting that was held on March 23rd, 2013I asked the students' homework. I asked them by doing a game,one student raised the question and chose another student to answer until the question could be answered. When they could not find the answer,I gave them the clues. Most of the students were enthusiastically involved in the game. Then, after doing games,I introduced a new strategy in reading to avoid the students'boredom. The strategy was story mapping to make their reading time to be fun and easy to be understood.I asked the students to read a narrative text and made a story mapping of the story in free style; they could do and drew as they want ingroup. Whilethe students doing story-mapping activity, an instrumental music was played to stimulate them in doing the task and the students did my command enthusiastically. Most of the students were actively participate in their group. In the end of the given time, the students finished the activity and all of the groups presented their story mapping. The next activity was checking their comprehending by a test.

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

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

4.1.2.1 Observation

During the reading learning process, I recorded all the events in the observation sheet. There were 15 items which were observed in the research, 3 items of text comprehension and 12 items of study habits. The observation was done to every student in learning process.

The result of the first cycle observation on the students' study habits could be seen on Table 4.1.

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

Table 4.1 Observation result of Cycle 1

According to table 4.1 about observation result of the students' study habits on the first cycle, so it could be analyzed as follows:

Item 1 was the students' readiness on reading. When the reading time was started, the students were supposed to read the text and not doing another thing.

According to the Likert scale, the cycle 1's finding was good.Most of the students started their reading as soon as I askedbut still I found some students who talked with other while they were asked to read.

Item 2 was concentration while reading. Based on the Likert scale, the result was good. The result showed thatmost of the student read the text seriously but I still foundsome of them talked with others or doing something else while reading.

Item 3 was response to the teacher questionings. Based on the Likert scale, the result wasaverage. The learning process was two ways. When the teacher asked the students about the material, some of the students answered in appropriate way but the otherswere shy in answering the teacher questioning even a few students did not answered.

Item 4 were the students' attentions to the teacher explanation. Based on the Likert scale, this finding was good. While the teacher (researcher) delivering the material or procedure of the learning process, most of the students paid attention and concentrate. However, I still found a few students who talked with others when the teacher gave an explanation.

Item 5 was participation in group activities.The result of the cycle 1 based on the Likert scale was good. Every meeting, the learning process used group activities. The students had to participate in the group and work together to solve problem from their reading. Most of the students involved in group task but I still found some students who dominant in group task.

Item 6 was interaction with others. In learning process, the students should be active in the activities and interacted with the students inside or outside of the group when it was needed. Based on the Likert scale, the result of cycle 1was good but I still found a few students who shy to work with others.

Item 7 was finishing the task in time and completely. The students had to finish their task as a problem of their learning in time and it should be complete. Based on the Likert scale, the result was good. Some of the students were enthusiastic in doing task, so they always done the task in given time.However, I still found some students who kept in busy to complete the task when the given time was over.

Item 8 was presentation of task's result. Most of the students were able to present their task based on the procedures. Based on the Likert scale, the result was good.

Item 9 was their participation in practical activities. Based on the Likert scale, the result was good. When the students did the task in which it was needed a practical activities, the students followed all the activities and they did it in fair. Most of students followed the practical activities even some of them were still shy to work with others.

Item 10 was about the students' willingness in using of book or dictionary. When the students found a new word while reading, they should find the meaning on dictionary.Based on the Likert scale, the result was good.

Item 11 was about the students' response to the class rules. The result was good. The learning process in the class had some agreements between the students

themselves and the students with the teacher (researcher), such as paying attention while another student orthe teacher talk in front of the class and not moving around when they did not asked to.

Item 12 was the students' ability in summarizing the information. After learning process, the students should get knowledge or information. Based on the Likert scale, the result was good. However, I still found some students who did not get some parts of the information from the text and it can be seen from the result of the CARI test.

From the observation, the students tried to adapt to the strategies. There was no indicator which showed the excellent result, they all were in good level.

4.1.2.2 Reflection

As a reflection of first cycle, there were some actions which had to be done in next cycle in order to get a better result of the students' motivation. I also had to use the other strategies which combine the students' intelligences in the next cycle. The actions which would be done in which cycle were:

(1) Regrouping the students to maximize the group work, so there would be no domination of particular students.

(2) Focusing on unfamiliar words in the text, so that the students not only comprehended the main idea of the text but also the particular information so they could get whole information.

(3) Giving fun activities that could create more fun learning.

(4) Giving the task which was not time consuming but qualified.

(5) Giving more feedback to the students so they would be more enthusiastic and motivated in doing learning and teaching process.

4.1.3 Cycle 2

There were 2 meetings in cycle 2. The first meeting was held on March 2nd, 2013. Meanwhile the second meeting was held on March 9th 2013. The first meeting, I gave different strategy from the first cycle, namely classifying strategy. I stuck some kind of texts on the wall to be classified by the students. The students were divided into 6 groups. They moved around the class to read the text in turn. The students did the activity happily and all of the students were involved in this practical activity. They classified the textsinto narrative or the other types. Indirectly, the students read and tried to comprehend the text well to be able to finish the task.

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

The second meeting, I introduced role playing strategy to the student as a way to motivate them in reading. Enthusiastically, the students ask about what should they do and the rule of the role playing. I made the class as a competition in playing characters of the story or,in other word, as a mini drama competition.

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

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

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

4.1.3.1 Observation

Similar as the first cycle, the reading learning process at cycle 2 was recorded used observation sheet. Every student wasobserved in learning process.

The result of the second cycle observation on the students' study habits could be seen on Table 4.2.

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

Table 4.2 Observation result of Cycle 2

Table 4.2was about observation result of the students' study habits on the second cycle and it could be analyzed as follows:

Item 1 was the students' readiness on reading. Most of the students started their reading as soon as I asked. The strategies used in cycle 2 were constructed more interesting. The students moved around the class to classify the texts and they enthusiastically read the text. According to the Likert scale, the result of cycle 2 was excellent.

Item 2 was concentration while reading. The better result was shown in cycle 2.The reading time was formed in small competition namely classifying the text in group so the student read the text seriously. Because of the students wanted to be the winner, they read seriously.Based on the Likert scale, the result was excellent.

Item 3 was response to the teacher questionings. In cycle 2, their response in the teacher's question showed the better result.Based on the Likert scale, the result wasexcellent. When the teacher asked the students about the material, most of the students answered in appropriate way as a sign of their response.

Item 4 were the students' attentions to the teacher explanation. The students showed improvement in paying attention to the explanation. Most of the students paid attention to the teacher explanation. Based on the Likert scale, this finding was excellent.

Item 5 was participation in group activities. After regrouping, most of the students involved in group activities.They work together to complete the task given and they contribute as their responsibility in group. There was job management inside the groups. The result of the cycle 1 based on the Likert scale was excellent.

Item 6 was interaction with others. After regrouping, the students were randomly settled so they interacted with the others in doing task. They worked with all members, not to the students who were closely friend only.Based on the Likert scale, the result of cycle 2was excellent.

Item 7 was finishing the task in time and completely. The students were enthusiast in doing task, so they always completed the task. However, I still found a few students who kept in busy to complete the task when the given time was over.Based on the Likert scale, the result was good. It was in the same level with the cycle 1 but there were improvement on the percentage.

Item 8 was presentation of task's result. Most of the students were able to present their task in front of the class. They presented it confidently even some of the students still looked at the book. Based on the Likert scale, the result was excellent.

Item 9 was their participation in practical activities. Based on the finding, the result was excellent. When the students did the practical activities, the students followed all the activitiesand they did it in fair. For example, all of the students participated in presenting the story in form of mini-drama. Moreover, there was job-management inside the group so all of the members gave a hand in the task given.

Item 10 was about the students' willingness in using of book or dictionary. When the students found a new word in reading, they immediately tried to find the meaning on the dictionary without the teacher's asked. Based on the Likert scale, the result was excellent.

Item 11 was about the students' response to the class rules. The result was excellent.They showed the better improvement on keeping their attitude during the learning process, such as paying attention while another student or the teacher talk in front of the classand not moving around the class by their self.

Item 12 was the students' ability in summarizing the information. After reading, the students should get knowledge or information from the text. Based on the Likert scale, the result of the cycle 2 was good but I still found some students who did not confident in answering the questions while the teacher checking their comprehension.

4.1.3.2 Reflection

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

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

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

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

Based on the results, there was no need to do the next cycle in this research. In general, it could be said that the students' motivation have improved.

4.2 Students'Reading Comprehension

The students' reading comprehension was checked by using CARI (Content Area Reading Inventory). The questions on the CARI were related to the text which the students read.

4.2.1 Cycle 1 Test

The cycle 1 test was held on the second meeting of first cycle. It was integrated into learning process in the second meeting. It was easy to be done because in one side, the student did not feel under pressure like they were doing formal test and on the other side, Icould find out the level of their comprehension directly from their test result and it was not time consuming.In cycle 1 test, the result of the students' CARI was as follow:

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No.	Category	Score	Frequency
1	The lowest score	50	3
2	The highest score	100	14
3	Mean	89.06	

Table 4.3The students' result on CARI 1

From the cycle 1 test, the class' average was good but there were some students who did not pass the school score standard. Based on the result, it was needed to hold cycle 2 as a way to improve their motivation on reading.

4.2.2 Cycle 2 test

The cycle 2 test was held in the end of the second meeting which was integrated with the lesson activity. The result of the test was as follows:

No.	Category	Score	Frequency
1	The lowest score	80	1
2	The highest score	100	21
3	Mean	95.6	

Table 4.4The students' result on CARI 2

From the CARI 2 result, it can be seen that all students passed the school score standard and the mean were excellent. The improvement of the students' reading comprehension could be seen in the following table:

Preliminary Study	Cycle 1	Cycle 2
When the teacher gave questions about the text which they have read, only a few students who could answer, the others were not able to answer	When the teacher gave CARI 1 to check the students' comprehension, many students got score 100 point, but still found 3 students who got score 50	When the teacher gave CARI 2 to check the students' comprehension, most of the students got score 100 point and no students were under the minimal point

Table 4.5The students' improvements on reading comprehension

The students' improvement that was clearly provided on Table 4.5 showed that it is enough to end the research by doing 2 cycles.

4.3 Analysis of Questionnaire

Questionnaire was spread at the end of the research, which was on the second meeting of cycle 2 after finishing the learning process. There were 5 questions stated in the questionnaire and the students' answers were in form of open-endedresponse. The questionnaire' questions were related to the teaching learning process during the research which was using Multiple Intelligences strategies. The students were asked about their interest in the learning process with the strategies, and also their motivation in reading.

From the questionnaire, I could find out students' response of the Multiple Intelligences strategies from anothersource, except myself. I knew about their opinion by analyzing the questionnaire response. The analysis of each question was as follows:

Question number 1 was about students' response or impression of the strategies which were used in research. All of students' responseswere stated that they enjoyed the learning. They stated that the learning was fun and enjoyable. In addition, they also stated that while they were learning they did not feel under pressure of teacher's way of teaching, so they were not bored.

Question number 2 was about the students' impression about the material presentation using Multiple Intelligences strategies. Most of the students answered that the material was easy to be understood and they did another thingexcepttest, such as story-puzzle as illustration of the story and mini-drama.

Question number 3 asked about their difficulties while learning by using Multiple Intelligences strategies. Some students responded that bythe strategies

they could comprehend the text easily and enjoy their reading time. On the other hand, the students stated that the only problem which they faced in learning was the new vocabulary, so they had to open the dictionary.

Question number 4 asked about their impression to the teaching strategies used. Almost all the students answered that they enjoyed the learning in which the strategies of Multiple Intelligences used. They not only read text a task but also they explored more about the text. They interacted with one another and they did the drawing. They also performed a drama and one important thing was they did not feel under pressure while learning.

The question number 5 was about their suggestion about their learning ahead. They suggested that the strategies could be used in their class ahead, so they will enjoy learning English. They added that the teacher should find the other strategies in the next learning.

It can be seen from the analysis of the questionnaire that the strategies of Multiple Intelligences have a chance to make the learning process become livelier with employ or develop their intelligences by motivating the students in learning, especially reading.

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4.4 Discussion

Motivating the students on reading became a problem forthe teacher of VIIG SMP N 1 Alian, Kebumen so, I conducted an action research.

To know their motivation on reading, I held a preliminary study. The result showed that the students' motivation was low. After finding the problems as the reasons of their low motivation, I conducted 2 cycles of research with one test

at each cycle, and observedtheir study habit. I presented the result percentage ofstudents' reading comprehension and their study habits as indicators of their motivation on reading.

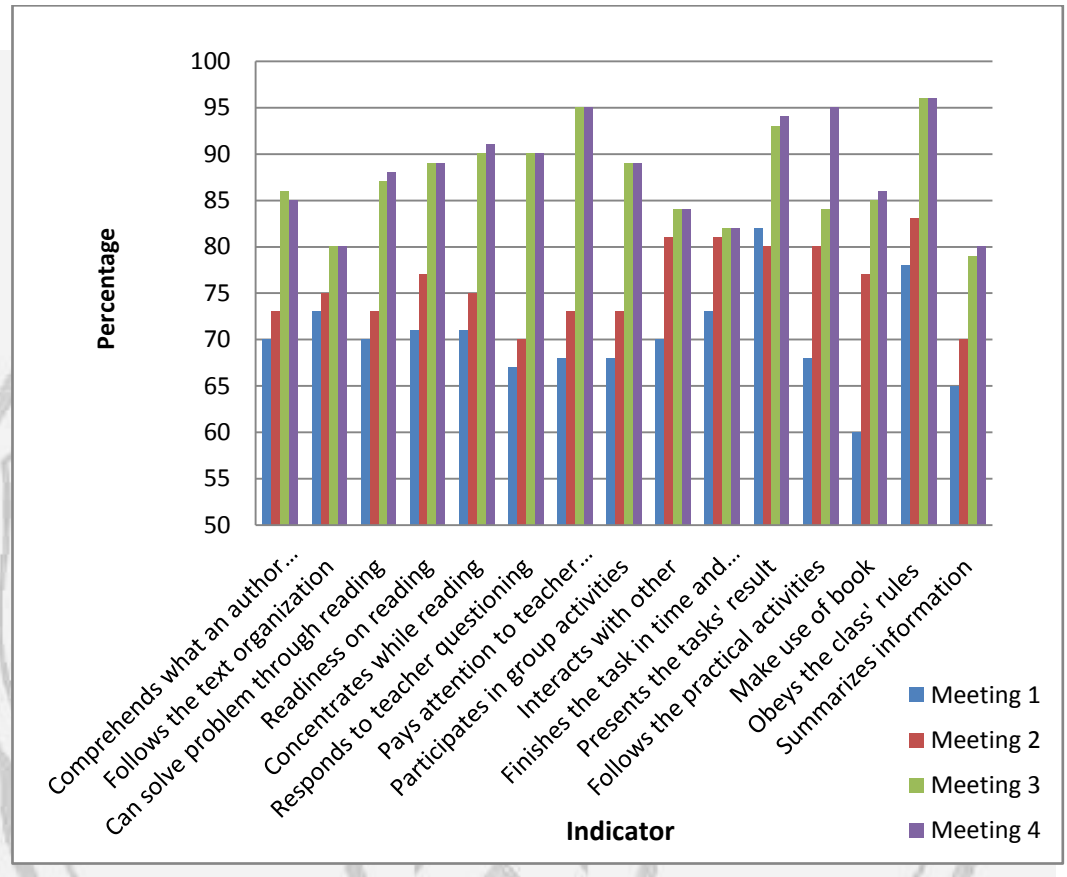

Figure 4.1 Diagram of the students' motivation

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Figure 4.1was the observation result. It showed significant improvements in every meeting. Their motivation was different between preliminary study and the cycles. The students' motivation on preliminary study was in poor condition, they were less motivated in learning reading. It could be seen during learning process, most of the students did not actively participate in class discussion and answer the teacher' questions about the text and they were afraid to ask the teacher about

their difficulties in reading and even some of the students did not read the text and had their own conversation.

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

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

Overall, there were improvements on student's motivationusing Multiple Intelligence strategies as goodstrategiesto teach reading. Multiple Intelligences strategiesare good alternative strategies for teaching English.

4.4.1The Strengths of Multiple Intelligences Strategies in Improving TheStudents' Motivation in Reading Comprehension

Conducting a fun English learning is a challenge for the teachers. They have to enrich the strategies for teaching to make the students enjoy their learning and the important thing that is, the aims of the learning can be reached. Enjoyable learning process is needed for the students of Junior High schools. They need some active tasks to facilitate their critical thinking to face real world and solving the problems, so they can be productive learners, and Multiple Intelligences strategies facilitated them.

Multiple Intelligences strategies have some strengths, they are:

1) as teaching reading strategies

Multiple Intelligences strategies use some fun activities, which help the students to focus on the reading text and actively use their intelligence to solve the learning' problems.

2) make the students learning by doing

English is a language, and it is crystal clear that language is getting better when it is used. To facilitate the students using the English language, it is needed a class which is usingboth written and spoken English. In Multiple Intelligences strategies' class, the students were doing what they were learning.

3) Motivate the students on learning

The Multiple Intelligences strategies helpedthe teacher to motivate the students to learn. The fun activities which combined the students' intelligences help the students to actively participate in learning process.

4) avoid the students' boredom

Multiple Intelligences strategies used fun learning activities and students-centered learning that beyond the conventional strategy which is used by their teacher. So it made the students actively learning and will avoid the student's boredom.

5) help the students to be active, creative, independent, andresponsible doing learning

The activities in Multiple Strategies stimulate the students to actively participate during the learning process. Hopefully, the learning process help the studentscritically think and creatively face the outside world. The students-

centered learning also helpsthem to be responsible and independent in the learning.

6) help the teacher to be creative

The several activities used in the Multiple Intelligences strategiescreate the active class. It challenges the teacher to find bestways that will work best for the students.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of what have been discussed in the previous chapters, and also the suggestions for teacher, students, and next researchers in relation with this study.

5.1 Conclusion

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

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

and responsible on learning, and help the teachers to be creative planners the learning process.

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

5.2 Suggestion

According to the conclusion, I would like to put forward suggestion as follows:

1) Multiple Intelligences strategies are alternative strategies to vary the reading teaching and to avoid teacher's pressure because it is students centered.
2) The students should be actively participating in the learning process, so the class will lively. The students should pay attention to the information in text, both explicate and implicate.
3) There are so many things in Multiple Intelligences strategies to be explored. Since this study is only focused on motivating students on reading, there is a chance to the next researcher to conduct the research about Multiple Intelligences strategies in any kind of English field.

To say the least, I hope that this study will give advantages for the reader.

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APPENDICES

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List of Respondents

No.	Name
1	Norma Dhuhani
2	Mar'atissalihah
3	Ahmad Darmawan
4	Rojikin
5	Deka Refa Kurniawan
6	Muzaqi
7	Retno Palupi
8	Muji Astuti
9	Sutrisnawati
10	Dian Presetya Ningrum
11	Wili Tegar Saputro
12	Juli Setiana
13	Yuga Amrih Wiguna
14	Septo Aji Pamungkas
15	Anggun Ragil Saputri
16	Fatminatun Chotijah
17	Serliana Nur Dewiarti
18	Rina Setia Ningsih
19	Slamet Riyadi
20	Rizal Pamungkas
21	Hanin Shafira Pramesti
22	Puji Rahmawati
23	Meisya Nur Annisa
24	Muniroh
25	Ulfa'ul Hadi
26	Nafa Farradina
27	Faerizal Wahid
28	Abdul Fajar Sodik
29	Ari Sucipto
30	Taufik Insani
31	Ita Fiana
32	Sella Ninda Utami

LESSON PLAN

School : SMP N 1 Alian

Subject : English

Grade/Semester : VIII/1

Time Allotment : 2 X 40 minutes

Topic : Narrative

Meeting : 1

A. Standard Competence

Reading: To understand short functional written texts(recount, narrative) in the context of daily life to access sciences.

B. Basic Competence

11.3 To respond meanings and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of recount and narrative.

C. Indicators

COGNITIVE:

Product

- The students are able to respond to written narrative text.
- The students are able to identify purpose of the text.

Process

- The students are able to analyze the text organization.

AFFECTIVE:

- The students are able to express and share their idea about the story of the text.
- The students are able to appreciate their friends' idea.
- The students are able to be good listeners.

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D. Learning Objectives

COGNITIVE:

- Given jumled narrative text, the students are able to give response to narrative text.
- Given narrative text, the students are able to identify the purpose of the text.
- Given example of narrative text, the students are able to analyze the structure of the text.

AFFECTIVE:

- Given jumled narrative text, the students are able to express and share their opinion or idea about the story of the text.
- Given an opportunity to work in groups, the students are able to work/cooperate with their friends.
- Given an activity to communicate with their friends, the students are able to be good listeners.

E. Learning Materials

1. Short functional written text (narrative)
2. Vocabularies related with the text.
3. Music

F. Learning Method

Group Discussion

G. Multiple Intelligences Approach

Logical-mathematical,linguistics,visual-spatial, kinesthetic, interpersonal, naturalist, music.

Learning Strategy: Story Puzzle

Learning Product: Folding Paper

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H. Learning Activities

Activities	Character education	Multiple Intelligences approach
1. PRE- ACTIVITIES • Greet the students and create good condition. • Check the attendance list. • Motivate the students to express their background knowledge about Multiple Intelligences to join the lesson. • Give the learning objectives.	discipline courage, curiousity	
2. CORE- ACTIVITIES *a. Exploration* • Divide the students into five groups. • Give picture-puzzle about the text • Discuss the story of the picture-puzzle.	team-work, responsible, critically thinking, creative	Interpersonal Mathematic-Logic, Spatial, Kinesthetic
b. Elaboration • Give the jumbled text (attached). • Ask the students arrange the jumbled text with the all members of the group in folding paper. While student doing their activity, the teacher plays the music. • Ask them to discuss the organization of the texts • Ask them to present their product by matching with other groups.	creative, critically thinking, team-work, responsible, courage, respect each others	Linguistic Logical-Mathematical Linguistic, Spatial, Musical, Naturalist Interpersonal

c. Confirmation • Give feedback on the learning process. • Appreciate the students' success during the text. • Make a reflection **3. POST –LEARNING ACTIVITIES** • Ask the students about the difficulties they may find in the text • Ask the students to summarize the material and make one question about learning material given • Leave taking.		

I. Assessment

Group assessment:

Element	Excellent	Good	Average	Comments
• Organization • Time resource management • Team-work management				

J. Learning Sources

1. Narrative text taken from internet
2. Related picture taken from internet
3. Dictionary

Attachment

The Cap Seller and The Monkeys

Once upon a time, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

LESSON PLAN

School : SMP N 1 Alian
Subject : English
Grade/Semester : VIII/1
Time Allotment : 2 X 40 minutes
Topic : Narrative
Meeting : 2

A. Standard Competence

Reading: 11. To understand short functional written texts(recount, narrative) in the context of daily life to access sciences.

B. Basic Competence

11.3 To respond meanings and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of recount and narrative.

C. Indicators

COGNITIVE:

Product

- The students are able to respond to written narrative text.

Process

- The students are able to analyze the text organization.

AFFECTIVE:

- The students are able to express and share their idea about the story of the text.
- The students are able to appreciate their friends' idea.
- The students are able to be good listeners.

D. Learning Objectives

COGNITIVE:

- Given an example of narrative text, the students are able to give response to narrative text.

AFFECTIVE:

- Given an example of narrative text, the students are able to express and share their opinion or idea about the story of the text.
- Given an opportunity to work in groups and individually, the students are able to work/cooperate with their friends and also work independently.
- Given an activity to communicate with their friends, the students are able to be good listeners.

E. Learning Materials

4. Short functional written text (narrative)
5. Vocabularies related with the text.
6. Music

F. Learning Method

Group Discussion

G. Multiple Intelligences Approach

Logical-mathematical, linguistic, visual-spatial, kinesthetic, interpersonal, intrapersonal, naturalist,music.

Learning Strategy: Story-mapping

H. Learning Activities

Activities	Character education	Multiple Intelligences approach
PRE- ACTIVITIES Greet the students and create good condition. Check the attendance list. Review the previous learning by	Discipline Critically thinking	Intrapersonal

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sequence question games Give the learning objectives. **CORE- ACTIVITIES** *Exploration* Divide the students into five groups. Give an example of narrative text Ask the students to read the text *Elaboration* Give a text (attached) to be discussed the organization of the text in form of story-mapping Ask the students to make story-mapping to identify the character, setting, plot individually. While student doing their activity, the teacher plays the music. Ask them to present their product *Confirmation* Give Content Area Reading Inventory Give feedback on the learning process. Appreciate the students' success during the text. Make a reflection **POST –LEARNING ACTIVITIES** Ask the students about the difficulties they may find in text Ask the students to summarize the material Leave taking.	Team-work, Responsible, Independent Team-work, Responsible, Independent Creative, Critically thinking, Courage, Self-confidence Independent	Interpersonal, Kinesthetic Linguistic, Spatial Linguistic Logical-Mathematical Linguistic,Spatial, Musical, Interpersonal Intrapersonal, Linguistic, Logical-Mathematical

I. Assessment

a. CARI (Content Area Reading Inventory)

Each number has 10 point, so 10 x 10 = 100

b. Group Assesment

Element	Excellent	Good	Average	Comments
Organization Time resource management Team-work management				

J. Learning Sources

1. Narrative text taken from internet
2. Related picture taken from internet
3. Dictionary

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Attachment

The story of woodcutter and the king of the mice

Once, there was a king of mice. He lived inside a banyan tree in a forest. He loved the tree as his home. He lived there happily.

One day, a poor man wanted to cut down the banyan tree. The king of the mice was frightened so he asked the woodcutter to leave the tree standing. In result, he would give the woodcutter a gold every day. The woodcutter agreed.

Every evening, the king of the mice gave a piece of gold to the woodcutter. The gold was taken out from the roots of the banyan tree. The woodcutter was happy and took the gold home.

After a few days, the woodcutter's wife asked him, “Where does the gold come from?” So he replied, “The king of the mice gives me the golds from under the roots of the tree.” “Oh, you are stupid!” his wife said and suggested. “Why don’t you cut down the tree and take the golds all away?” The woodcutter would do as his wife said.

The following day, the woodcutter cut down the banyan tree. Unfortunately, he did not find any gold there instead the king of the mice had run away and crept up to the woodcutter’s house. The king of the mice took back all the golds.

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LESSON PLAN

School : SMP N 1 Alian
Subject : English
Grade/Semester : VIII/1
Time Allotment : 2 X 40 minutes
Topic : Narrative
Meeting : 3

A. Standard Competence

Reading: To understand short functional written texts(recount, narrative) in the context of daily life to access sciences.

B. Competence

11.3 To respond meanings and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of recount and narrative.

C. Indicators

COGNITIVE:

Product

- The students are able to respond to written narrative text.
- The students are able to identify purpose of the text.

Process

- The students are able to identify the text organization.

AFFECTIVE:

- The students are able to express and share their idea about the story of the text.
- The students are able to appreciate their friends' idea.
- The students are able to be good listeners.

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D. Learning Objectives

COGNITIVE:

- Given some examples of text, the students are able to clasify the narrative text.
- Given some examples of narrative text, the students are able to identify structure of text.

AFFECTIVE:

- Given some examples of text, the students are able to express and share their opinion or idea about the clasification of the text.
- Given an opportunity to work in groups, the students are able to work/cooperate with their friends.
- Given an activity to communicate with their friends, the students are able to be good listeners.

E. Learning Materials

7. Short functional written texts (narrative, procedure, recount)
8. Vocabularies related with the text.
9. Music

F. Learning Method

Group Discussion

G. Multiple Intelligences Approach

Logical-mathematical, Linguistic, Visual-Spatial, Kinesthetic, Interpersonal, Music,

Learning Strategy: Clasifying

Learning Product: Text clasification

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H. Learning Activities

Activities	Character education	Multiple Intelligences approach
7. PRE- ACTIVITIES • Greet the students and create good condition. • Check the attendance list. • Review previous study • Give the learning objectives.	Discipline Curiousity	
8. CORE- ACTIVITIES *g. Exploration* • Divide the students into six groups. *h. Elaboration* • Divide the texts and stick it on the wall • Ask the students to read the texts in turn and in group. During students reading the text, the teacher plays the music. • Ask the students to clasify the texts (attached) • Ask them to present their product *i. Confirmation* • Give feedback on the learning process. • Appreciate the students' success during the text. • Make a reflection	Team-work, independent Critically thinking, team-work, responsible, Courage	Interpersonal, Kinesthetic Linguistic, Musical, Logical-Mathematical Spatial, Interpersonal Linguistic, Kinesthetic
9. POST –LEARNING ACTIVITIES		

• Ask the students about the difficulties they may find in the text • Leave taking.		

I. Assessment

Group assessment:

Element	Excellent	Good	Average	Comments
• Clasification of text • Time resource management • Performance				

J. Learning Sources

1. Narrative text taken from internet
2. Related picture taken from internet
3. Dictionary

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Attachment (texts for classifying)

Text 1: How to Boil Egg

Eggs are a rich source of protein and vitamins and are generally healthy to eat, unless you have a high cholesterol level.

You can eat eggs raw, boiled or cooked in a pan as scrambled eggs or an omelet. Boiling eggs is one of the easiest ways to prepare them. Follow the steps!

First of all, place the raw egg in a saucepan!

Second, Run cold water into the saucepan until the water is 1 inch above the egg.

After that, Place the saucepan on a stove and cook over medium heat until the water begins to boil.

The next, don't forget to reduce the heat to low

Then, Simmer for 2 to 3 minutes for soft-boiled eggs or 10 to 15 minutes for hard-boiled eggs.

Finally, Remove the egg with a spoon or ladle and let it cool slowly, or run cold water over it to cool it more quickly.

Text 2: My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Text 3: An Ant and Chrysalis

An ant nimbly running in search of food came across a chrysalis that was close to its time of change. The chrysalis moved and this attracted the attention of the ant, who for the first time realized that it was a living thing. "Poor, pitiable animal!" cried the ant disdainfully, "what a sad fate yours is! While I can run around at my pleasure, you lie imprisoned in your shell." The chrysalis heard all this, but did not respond.

After a few days, when the ant passed the same way, nothing but the shell remained. Wondering what had happened to its content, the ant felt itself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!" So the butterfly rose in the air and was lost in the summer breeze.

Text 4: Making Ice Cream without Machine

First of all, prepare your ice cream mixture, and then chill it over an ice bath.
Then, pour your custard mixture in a deep baking dish and put in the freezer.
After forty-five minutes, remove it from the freezer and stir it vigorously with a spatula or whisk.
Continue to check the mixture every 30 minutes, stirring vigorously as it's freezing.
Keep checking periodically and stirring until the ice cream is frozen.
The last step, transfer the ice cream to a covered storage container until ready to serve.

Text 5: Jakarta

Jakarta is located on the northwest coast of Java Island, at the mouth of the Ciliwung river. It dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.

The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.

Text 6: A Little Rabbit and Crocodile

Once upon a time, a rabbit wanted to cross a river but he couldn't swim. He had an idea. He saw a boss of crocodile swimming in the river.

The rabbit asked the Boss of Crocodile, “How many crocodiles are there in the river?” the Boss of Crocodile answered, “We are twenty here.”

“Where are they?” the rabbit asked for the second time. “What is it for?” asked the Boss of Crocodile.

“All of you are good. Nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are,” said the rabbit.

Then the Boss of Crocodile called all his friends and asked them to make a line in order from one side to the other side of river. Just then, the Rabbit started to count while jumping from one crocodile to another, one…two… three… four…until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Text 7: Book Worm

I have a friend named Yoyon. He is a book worm. Do you know or remember the term of a book worm? It means that Yoyon loves reading very much. He reads many books, magazines, and newspapers. He reads books before the school begins, during the break, or when he waits for city bus. Every time he reads books.

One day I asked him. “Yon, you are a book worm. Don’t your eyes get tired? Don’t you get dizzy?” he replied, “on the contrary, my eyes will be tired or I will get dizzy if do not read any books.”

Yoyon also told me, “I don’t need to go to Japan, Korea or other countries around the world. I just need to sit and read books on those topics. It is quite cheap and not tiring.”

Yoyon is right. We can broaden our knowledge and learn about the development of the world through reading. As a matter of fact, reading can give us pleasure and contentment.

Text 8: Borobudur Temple

Borobudur is Hindu - Budhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls

adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Text 9: Making Apple Juice

Ingredients and Supplies

Apples
Cinnamon
Sugar
Large pot with lid
Ladle
Colander or sieve
Filter- cheesecloth, jelly bag, or coffee filters
Canning jars
Jar grabber
Canner

The Steps to Make Apple Juice

First, Choose the sweet apples
Then, core the apples and cop them
After that, prepare the jar
Next, cook the apples. Turn the stove on high. Once the water is boiling well, turn down and continue to cook until the apples are soft.
Then, strain the apples. You can run it through a sieve or colander.
After that, Heat the juice on low until you've collected enough juice to fill the jars.
And finally, can the juice into canning jars.

Text 10: Story of Rabbit and Bear

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

Text 11: My Terrible Week

I was hospitalized for a week because of malaria last month. At first, I had headache, aching muscles, stomachache, and weakness. Then, I got fever, chills, loss of appetite and vomiting. I thought that I got cold, but the doctor said that I had malaria. I was afraid because people suffered from malaria can develop severe complications and die. The doctor and the nurse tried to calm me down. They said that malaria could be cured. The doctor then gave me medicine. After a week in the hospital, the doctor said that I could go home.

Text 12: Tiger and fox

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?"

Tiger looked at him in amazement. "Nonsense! You are not King!" "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me."

Fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the fox go.

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LESSON PLAN

School : SMP N 1 Alian
Subject : English
Grade/Semester : VIII/1
Time Allotment : 2 X 40 minutes
Topic : Narrative
Meeting : 4

A. Standard Competence

Reading: To understand short functional written texts(recount, narrative) in the context of daily life to access sciences.

B. Basic Competence

11.3 To respond meanings and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of recount and narrative.

C. Indicators

COGNITIVE:

Product

- The students are able to respond to written narrative text.
  - The students are able to identify purpose of the text.
- The students are able to perform a mini drama.

Process

- The students are able to identify the text organization.

AFFECTIVE:

- The students are able to express and share their idea about the story of the text.
- The students are able to appreciate their friends' idea.
- The students are able to act
- The students are able to be good listeners.

D. Learning Objectives

COGNITIVE:

- Given a narrative text, the students are able to reveal the meaning of the narrative text.
- Given some examples of narrative text, the students are able to identify the purpose of text.

AFFECTIVE:

- Given some examples of text, the students are able to express and share their opinion or idea about the clasification of the text.
- Given an opportunity to work in groups, the students are able to work/cooperate with their friends.
- Given opportunity to perform a mini drama, the students are able to act creativelly
- Given an activity to communicate with their friends, the students are able to be good listeners.

E. Learning Materials

10. Short functional written texts (narrative)
11. Vocabularies related with the text.
12. Music

F. Learning Method

Group Discussion

G. Multiple Intelligences Approach

Logical-mathematical, Linguistic, Visual-Spatial, Kinesthetic, Interpersonal, Music, Intrapersonal, Naturalist

Learning Strategy: Role-playing

Learning Product: Mini drama

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H. Learning Activities

Activities	Character education	Multiple Intelligences approach
10. PRE- ACTIVITIES • Greet the students and create good condition. • Check the attendance list. • Review previous study • Give the learning objectives.	Discipline Curiousity	
11. CORE- ACTIVITIES *j. Exploration* • Show the video of drama *k. Elaboration* • Divide the students into six group • Give brief explanation about the role of the drama to group leaders • Give students time to study the text (attached). During students study the text, the teacher plays instrumental music • Ask the students to perform the drama in front of class. While one group performing the drama, the others act as a judges	Curiousity Team-work Leadership, Responsible, Independent, Courage, self confidence, fair	Visual-spatial, Linguistic Linguistic, Musical, Logical-Mathematical Visual-Spatial, Interpersonal, Intrapersonal, Kinesthetic
l. Confirmation • Give Content Area Reading Inventory • Give feedback and appreciation on the learning process.	Independent	Intrapersonal

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• Make a reflection **12. POST –LEARNING ACTIVITIES** • Ask the students about the difficulties they may find in the text • Leave taking.		

I. Assessment

a. CARI (Content Area Reading Inventory)

Each number has 10 point, so 10 x 10 = 100

b. Group assessment

Element	Excellent	Good	Average	Comments
• Time resource management • Performance				

J. Learning Sources

1. Narrative text taken from internet
2. Video of drama taken from internet
3. Dictionary

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Attachment

A Little Rabbit and Crocodile

Once upon a time, a rabbit wanted to cross a river but he couldn't swim. He had an idea. He saw a boss of crocodile swimming in the river.

The rabbit asked the Boss of Crocodile, "How many crocodiles are there in the river?" the Boss of Crocodile answered, "We are twenty here."

"Where are they?" the rabbit asked for the second time. "What is it for?" asked the Boss of Crocodile.

"All of you are good. Nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit.

Then the Boss of Crocodile called all his friends and asked them to make a line in order from one side to the other side of river. Just then, the Rabbit started to count while jumping from one crocodile to another, one…two… three… four…until twenty, and finally, he thanked all crocodiles because he had crossed the river.

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Students' score on CARI

Student No.	CARI I	CARI 2
1	90	90
2	80	90
3	100	100
4	100	100
5	100	100
6	100	100
7	50	80
8	50	80
9	50	90
10	70	90
11	100	100
12	100	100
13	90	100
14	100	100
15	80	90
16	90	100
17	90	100
18	100	100
19	90	100
20	100	100
21	100	100
22	100	100
23	90	100
24	90	90
25	100	100
26	100	100
27	90	100
28	90	100
29	90	90
30	90	80
31	80	90
32	100	100
Mean	**89.06**	**95.62**

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