

CHAPTER I

INTRODUCTION

This chapter introduces the main problem found on the site of the study, the preliminary study, and a short theoretical description offering the MI Inventory as a solution to the problem. These terms are helpful in formulating the research questions, the objectives of the study, and significances of the study which are elaborated on following parts.

1.1 Basic Consideration

High school students spent six and a half hours for learning activities at school with high expectation they have in mind about the new way of instruction to be undergone on their early time of adolescence. They bring to school their own preferences and skills in form of experiences from the childhood to teenage. Unfortunately, after three years of school, there still many graduated students who found dissatisfaction toward their teachers' role at school.

“School” or *scholae* originally means “leisure devoted to learning”; spending spare time to meet the so-called “teacher” sharing about life experience. This traditional form of education made learning activities is meaningful for life practice by one-on-one communication between teacher and the students. However, formal education model has turned the educational process in which students should take more time to learn at school, have one teacher for tens students undergoing activities and organized subject matter in classroom. The last

one made teachers should manage the activities so that information could be well-transferred to all students at class.

On October 3rd, 2010, my preliminary study toward several university students who were graduated from SMA N 1 Paguyaman (as mine), indicated that high school practices in their perception were only processes of sitting at the table, having textbooks in hand, and paying attention to the teachers' speech on the front of the classroom, as they have got at elementary and junior high school. Some of the teacher's methods were boring because of never letting students study by: (1) setting up a lesson out of the classroom; (2) listening music; (3) chewing gum; and (4) learning by directly exploring nature. Some said that teachers at no time became the good partner who understood them individually, and others said that teachers blamed them at the time they did not fulfill teachers' will.

Continuation of my preliminary study on October 14th, 2010 and July 17th, 2011 by asking 60 of first-grade students at SMA Negeri 1 Paguyaman showed variation of students' answers toward the characteristics of their favorite teacher such as: *fresh, cheerful and good-looking teachers, humorist, mastering material, and understanding/ motivating students intellectually or psychologically*. Students did not like teachers who often show anger in the classroom. Reasons that I have read from students' are that students disliked arrogant teacher, *favoritism* on learning activities, and *make-notes* teaching without any explanations or material presentation. Meanwhile, other students disliked teachers who forced them to do tasks on the white board at the moment they did not understand the material yet.

There are six kinds of students' expectations that I documented, namely: (a) thirty seven students like inspiring teacher who make them relax the class; (b) eighteen students liked learning inside of classroom; (c) four students hoped their teachers can permit them to hear a music while they are studying; (d) four students enjoyed quizzes given by teachers at the end of the lesson; (e) one student hoped to be permitted to eat candy at the classroom in order to enjoy learning activity; and (f) one student hoped to be permitted to learn outside of classroom in order to be enjoyable in interacting to each other.

The facts above showed two essentials: (1) Students have their own expectation about what and how teachers should be, and; (2) Teachers have expectation/standard of what and how students should become.

Rosenthal and Lenore cited in (Campbell and Campbell, 1999) claimed that *"Students' intellectual development was influenced by teachers' expectation and beliefs about students' ability...what teachers expect from or believe about student influences how students perform."* What happened on the first grader of SMA N 1 Paguyaman is that students followed their teacher teaching style. The data above showed that students expected teachers to give the opportunities for students to learn by their own style.

Satisfaction and dissatisfaction toward teachers always happen in school. The facts about teachers who showed anger in class, favoritism, *make-notes* teaching, or boring tasks are classic phenomena in students' mind. However, too much dissatisfaction indicates that there is something that should be straightened

in school. What students expect and what teachers do or vice versa should be balanced.

Educational practice in Indonesia still keeps the existence of uniformity covering various terms such as the use of curriculum, clothes, teaching-learning process and evaluation, as the system (Sarjono, 2001, p.25). It is unfair when uniformity was integrated into every aspect of students' activity, because each of them was extremely different in aspect of perception, preferences, habits, environmental and social background, even behavior and intelligence. These are what teachers should appreciate in class in order to enhance students' ability. Every student has their own interests and intelligence which appear as individual characteristics. No one knows or at least can predict what students could become at their future. The history of some experts like Diego Maradona, Thomas Alfa Edison, and Albert Einstein is a concrete example of how their environment appreciated their strengths and tried to ignore their weaknesses as the reflection of diversity appreciation.

The main point of this *domino-effect* is that, when all students know their teachers well, it is important for teachers to do so. Teachers should detect or invent students' diversity of characteristic earlier as they enter the class at the first year of school, so that what Rosenthal and Lenore called as "*teachers' beliefs and students' expectation*" could be engaged.

In a word, there should be a tool to do such effort.

Armstrong (2009) in his book *Multiple Intelligence in the Classroom* offered the solution of how to invent students' characteristics by using *MI*

(Multiple Intelligence) Inventory. The Inventory that was developed based on Gardner's theory of Multiple Intelligence (1983), believed that human diversity is caused by its diversity of brain capacity or intelligence. Gardner put intelligence in many capacities, which are elaborated into at least eight intelligences namely: *verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence, and natural intelligence*.

MI Inventory is the survey which describes the characteristics of students in terms of how their brain tends to be. Every student possesses the eight intelligences in which those are working together in a complex way. Some intelligences could be more dominant than other in each person. It could be changing over time depending on its cultural and environmental setting, and developing through learning activities.

MI Inventory provided checklists for teachers to determine a profile of students' MI tendency. The questions on MI Inventory required students to answer based on their experience in everyday life condition. Hence, teachers could know well who their students are, what kinds of intelligence they tend to have, in what environment and cultural setting their students live, and how they learn. In other word, by having the MI Profile teachers, counselor, and parents can understand students' strengths and weaknesses in learning. Unfortunately, the so-called tool is not provided at SMA N 1 Paguyaman yet.

Therefore, in order to help teachers of SMA Negeri 1 Paguyaman in inventing students' intelligence tendencies, I have been motivated to conduct a study by

using MI Inventory based on Gardner's MI theory, namely *MI Inventory (A Descriptive Survey Study on Multiple Intelligence Tendency of First-Grade Students of SMA N 1 Paguyaman)*.

1.2 Research Questions

By reviewing the main problem concerning the effort of understanding students' learning characteristic and the position of MI Inventory as the solution of the problem, it is important to elaborate the research questions to which this research is addressed. This study explores about:

1. what is multiple intelligences tendency of first-grade students of SMA N 1 Paguyaman described by MI Inventory?
2. how strong is the construction of self-developed MI Inventory in terms of validity and reliability?
3. What, if any, are the gender differences of first-grade students of SMA N 1 Paguyaman on multiple intelligences tendency?

1.3 Objective of the Study

This study is aimed to:

1. determine the MI profile by inventing MI (Multiple Intelligence) tendency of First-Grade Students of SMA N 1 Paguyaman;
2. get the statistical description of the construction of self-developed MI Inventory in terms of validity values: inter-item correlation, item-to-total correlation, inter-aspect correlation, and aspect-to-total correlation; and reliability values: internal consistency; and

3. describing the gender-differences of first-grade students of SMA N 1 Paguyaman on multiple intelligences tendency

1.4 Significances of the Study

By getting the personal data about the MI (Multiple Intelligence) tendency of First-Grade Students of SMA N 1 Paguyaman, this study can give the benefit toward:

1. *Teachers*: The data can describe teachers how students learn and which kinds of intelligences they tend to have. It is related to *Pedagogical Competence* involved at *Permendiknas No. 16/2007 tentang standar kualifikasi akademik dan kompetensi guru, Kompetensi Guru Mata Pelajaran 1.1 “memahami karakteristik peserta didik yang berkaitan dengan aspek fisik, intelektual, sosial-emosional, moral, spiritual, dan latar belakang sosial budaya”* Teachers are required to be able to understand their students in terms of physical, intellectual, socio-emotional, moral, spiritual and socio-cultural background.

Henceforth, teacher can create interesting learning activities, which are adapted to students' intelligences and strength. Moreover, teachers will have better appreciation of diversity in the classroom by understanding students' Multiple Intelligence.
2. *Counselor*: the data of the study can help the school counselors in identifying and classifying students' proclivity in extracurricular activity. In addition, it also helps a counselor to help students who have negative

tendency of learning, which can affect interpersonal interaction among students.

3. *Headmaster*: based on *Permendiknas No. 13/2007 tentang Standar Kepala Sekolah/Madrasah* that School Headmaster has managerial competence as involved in competence No. 2.9 “*mengelola peserta didik dalam rangka penerimaan peserta didik baru, dan penempatan dan pengembangan kapasitas peserta didik*”. The Permendiknas required headmaster to manage the learner at the first day of school including finding the way of inventing, placing, and developing their proclivity and learning capacity.

Headmaster of SMA N 1 Paguyaman will be helped on managing first-grade students based on their strength and Multiple Intelligence at the moment they are being managed into specific department at sophomore class.

4. *The Parents*: Generally, parents cannot help their children to learn optimally because they do not know what intelligences the children tend to have. MI Inventory describes how their children learn and what intelligence tends to be used in learning process day by day. Parents can support the tendency to develop so that their children can reach the optimal condition of learning style.
5. *Students*: Students usually learn based on their teachers’ teaching styles. By knowing the data about their own intelligences, they can develop and train the way they learn as the way they want. Especially for less-confident students, knowing Multiple Intelligence of them can increase their

confidence on learning activities. In addition, students will also appreciate diversity in the classroom.

6. *English department:* MI Inventory could be the instrument which is used in local selection in University in order to know whether or not English student candidate have a tendency to verbal linguistic Intelligence. It does not mean that the result can give a label for students. It is only a description of their tendencies that are important to know so that either the department or students can understand how their brain work and appreciate differences among them.
7. *The researcher:* This study is the first step of implementation of differentiated instruction. Therefore, the data could be the first data that can be used by another researcher in order to do a school survey on the implementation of differentiated instruction at SMA N 1 Paguyaman or might be at another school.

After discussing about the problem, the solution, the objective of the study and its significances, the in-depth explanation about Gardner's multiple intelligences theory, the construction of self-developed MI Inventory and gender differences on multiple intelligences tendency are important to be stated in this writing. The theoretical and conceptual framework discussed on the following chapter are considered useful to help me in better understanding of my study. Besides, it also helpful for designing the procedure of collecting, analysing and interpreting the data.