**CHAPTER I**

**INTRODUCTION**

 This chapter provides the background, objectives, scope, and significance of the research. The background of the research covers the recent problems about the speech acts that mostly appear in the class discussion and the problems will be explore by this research. The next parts are objective, scope and significance of the research those covers the purpose, limited area, and specification of this research.

1. **Background**

Multiple Intelligences developed by Howard Gardner in 1983. Gardner’s theory take care of each person possesses several intelligences which are used to carry out specific tasks. The idea of Howard Gardner about multiple intelligences, Is one of the monumental idea to understand "education is changing". The concept of multiple intelligences is one of the most important and promising developments in adult education based his landmark work. A statement that "When the high IQ, that person will success in learning and ultimately successful in real life ", it is not always true. A number of psychologists were more vigorous re-examine what they mean and how to measure intelligence and they argued that intelligence can not be measured only through scholastic ability.

Gardner (1983) proposed three distinct uses of the term intelligences; a property of human beings (all of us possess these 8 or 9 intelligences), a dimension on which human beings differ (no two people not even identical twins possess exactly the same profile of intelligences), and the way in which one carries out a task in virtue of one’s goals. A dozen years later, he added an eighth intelligence, that of the naturalist, one who specializes in recognizing and classifying natural and human-made phenomena (Linda and Bruce Campbell, 1999). Recently, Gardner has suggested an additional intelligence: existential intelligence, which refers to the human desire to understand and pursue the ultimate questions, meanings, and mysteries of life. By making a case for many kinds of intelligences, Gardner affirms the observations of teachers who deal with a wide range of individual differences every day. For example, one student might play a musical instrument with ease but struggle with writing conventions. Another may enjoy the challenges of mathematical precision but avoid any opportunity to draw. Still another may perform a complex series of physical movements but appear awkward when interacting with peers.

The progress of nation is determined by the quality of human resources. In Indonesia today is striving hard to improve the quality of education. If our world wants to be more created in many aspects so, the first step that we want to reach is organizing the human resources. Particularly respect to the emotional and psychological aspects. Arrangement of human resources should be pursued gradually and continuously through quality education system, both informal and formal, ranging from primary education to higher education.

Learning system in Indonesia was still ignoring specialization learners, because it provides a general treatment to special students. Whereas we know for your self that every learner has a unique intelligence anyway, especially if learners have multiple intelligences capable they show from various conversations or talk things they showed. When applying the same standards to each child rather than letting them develop their own talent, it will ultimately have a society that is mediocre. This phenomenon also occurs in education in general. In this case, the school is just a training ground for the sake of jobs and careers. School should be able to stimulate the growth of the various capabilities of each learner.

Yaumi (2012) explores in “learning process based on multiple intelligences” that raising up the teachers performance can be understand as a best way to increase the quality of education in Indonesia as generally and learning activities based on multiple intelligence, it can be aware that can improve new creativity to integrate plurality values in educational system.

One due to unrest emotions and psychology of the nation has now indicates the failure of multiple intelligences learning that less attention within every student, in addition to reasoning and argumentation thought to the problem of multiple intelligences which is difficult to know the teacher and less attention because it only concerned the intelligence of a general nature, method of learning English, especially with regard to multiple intelligences capable in terms of the ability to do many activities that improve their capability.. The size of the graduation of students simply measured by how much wok on the written test in the classroom and how much produce vocabulary and writing anything in English, planting consequently less successful personality has even failed to do.

Basically, every human being is born with the potential intelligence each as a gift from God. The problem lies precisely in how to develop the potential of the diverse intelligence, because intelligence has been there and rooted in the human nervous, especially in the brain which is the center of all human activities.

Many kinds of intelligences (multiple intelligences) which has been potential learners, would provide greater opportunities for develop intelligence capabilities. The intelligences Gardner recognizes include: verbal-linguistic, logical-mathematical, spatial-visual, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and spiritual intelligence. Each intelligence area is demonstrated through specific talents, skills, and interests. The fact that these intelligences can be nurtured and strengthened has a monumental influence on how students should be taught for maximum learning.

Based on some cases above, so the researcher aware this research is very important to created because the reseracher believe that multiple intelligences in the classroom activities intelligence as the ability to solve problems, to make culturally relevant contributions to one’s community, and to identify new challenges to pursue. This definition focuses on dynamic processes problem solving and contributing to others common activities in most classrooms. Multiple Intelligences can help educators learn their own style, plus introduce broad activities to develop neglected intelligences, activate underdeveloped or paralyzed intelligences, and bring developed intelligences to higher levels of proficiency.

The researcher concluded some researchers before never pay attention the mulitple intelligences (MI) in EFL classroom activities they related it by using reading comprehension and teaching writing, these researcher are Mytha in 2004 and Fred, et all in 2014. The researcher before felt that multiple intelligences in EFL classroom activities is hard to observe but the researcher here try to get the challenging because the researcher believe that it is easy to observe the intelligence of the students in EFL classroom activities. The students be enjoy to do some activities without hard think, they can do many actvties as long as the teacher teach them in an enjoying situation. Garner (2011) as psychologist believes there are multiple ways children learn. Through that belief he created the multiple intelligences (MI) which states there are nine intelligences that people learn or complete tasks and the researher will add to the ten intelligence in the EFL classroom activities is namely spiritual intelligence. it one of the most important intelligence for the students.

Multiple intelligences theory is important to education world because teachers see more frequently that students learn in different ways. The MI theory helps explain the differences seen. The researcher interested in multiple intelligences during the researcher observations in classrooms during my experienced as a teacher about two years in an institute of guidance of study and about one semester in senior high school in academic year 2012/2013 and observed the children using different strategies to arrive at answers and occupying themselves with different tasks which wondered what could explain these differences in Multiple Intelligences during my first observations in classrooms during my sophomore year of college. The researcher saw children using different strategies to arrive at answers and occupying themselves with different tasks and wondered what could explain these differences in students. The researcher became interested in children. So the researcher think that want to try to conduct my research in senior high school.

From explanation above the researcher concluded that the researcher very interesting the multiple intelligences (MI) theory from some years ago. So, the researcher really want to know how far the multiple intelligences (MI) learning that students’ have, it can be observed by students EFL classsroom activities. Consequently, as academics who concentrated on education, the researcher sees it important to conduct in depth study to analyze multiple intelligences (MI) in EFL classroom activities in SMAN 8 Makassar. Other reasons are almost researcher often to conduct the multiple intelligences because there is relate with psychological aspect that made them hard to analyze whereas it will get so many challenges . The researcher will choose a level of senior high school because as a high school student was considered better able to expand their potential wider and able to recognize their own personal characters.

1. **Problem Statement**

 From the background above, the researcher formulates the problem statement as follows:

1. What kinds of Multiple Intelligences (MI) emerge from EFL classroom activities?
2. How are the Multiple Intelligences (MI) reflected in the students’ activities?
3. **Objective of the Research**

 This research aims at investigating Multiple Intelligences Level through students’ speaking skill ability in SMAN 8 Makassar. There will be two specific objectives as follows:

1. To describe the kinds of Multiple Intelligence (MI) emerge from EFL classroom activities.
2. To describe the way of Multiple Intelligences (MI) reflected in the students’ activities.
3. **Significance of the Research**

Every single study conducted by a researcher always provides significance to improvement of educational in generally. Therefore, the researcher also hope the result of this study will be essential either theoretically or practically for the readers commonly especially for the English teachers or lectures. Pedagogically this study hopefully contributes to education especially in teaching and learning. The description of multiple intelligences learning can be methodologically useful for the English teachers and lectures. It will contribute more to the study and the teaching of English. The finding of this research can be used as references to enrich knowledge. Practically, for English foreign language teachers, it will be helpful to understand about theory of multiple intelligence to be applied in EFL classroom.

1. **Scope of the Research**

This research is focused on multiple intelligences in EFL classroom activities. It is restricted to the ten kinds of multiple intelligences namely, Linguistic Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, The Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, Existential Intelligence, and Spiritual Intelligence.