



Educational Creativity and Innovation
in Perspectives of The ASEAN – China Relations



**Educational Creativity and Innovation in
Perspectives of The ASEAN – China Relations**

The International Conference Proceeding Book

Compiled by:
Prof. Dr. Sumarsih, M.Pd.
Dr. Mahriyuni, M.Hum.
Dr. Dwi Widayati, M.Hum.
Dr. Marice, M.Pd.

The collaboration of:

- Universitas Negeri Medan, Indonesia
- Universitas Sumatera Utara, Indonesia
- Universiti Utara Malaysia, Malaysia
- Dewan Bahasa and Pustaka Malaysia, Malaysia
- Beijing Foreign Study University, China



Preface

This book is compilation of articles from an International Conference on Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations, which was held on November 5th, 2015. This conference addresses International Conference on Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations.

This conference was organized by The collaboration of Universitas Negeri Medan, Indonesia, Universitas Sumatera Utara, Indonesia, Universiti Utara Malaysia, Malaysia, Dewan Bahasa and Pustaka Malaysia, Malaysia, and Beijing Foreign Study University, China. As the chairperson of this International Conference, it gives me great pleasure to extend my warm welcome to all the conference delegates.

I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education, language, culture, social science and arts.

Overall, the articles raise many concepts with aim to meet questions regarding the global order at the Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations. It considers thousands of alternative ways toward sustainable discussion of conceptual papers, case study and empirical research. Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the years of 2015. This event would not have been possible without the help of them and their devotion to work in making this conference a success is greatly appreciated.

Amrin Saragih

**Chairperson of the International Conference
Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations**

INTERNATIONAL CONFERENCE

"Educational Creativity and Innovation in Perspectives of The Asean – China Relations"

November 5th – 6th 2015 at Kang Ming Hotel

No. 18 Meishuguan Hou jie, Dongcheng District, Beijing 100010, China

Agenda

THURSDAY, NOVEMBER 5 TH 2015			
8:00 am to 9:00 am	REGISTRATION		
9:00 am to 9:30 am	Opening Ceremonies Speech I: Head Comitee – Prof. Amrin Saragih, M.A., Ph.D. Speech III : Head Department of Linguistic Magister - Prof. T. Silvana Sinar, Ph.D Speech II: Beijing Foreign Studies University (BFSU) - Prof. Wu Zongyu-		
9:30 am to 10:30 am	Keynote Addresses: (1) 1. Prof. Wu Zongyu (China); 2. Prof.T. Silvana Sinar, Ph.D (Indonesia): Multimodal Analysis of Advertisement Text 3. Dr. Azman Mochtar (Malaysia): Selecting Reading Texts for Reading Tests		
10.30 am to 10.45 am	TEA BREAK		
10:45 am to 12:00 pm	Keynote Addresses: (2) 1. Prof. Amrin Saragih, Ph.D. (Indonesia) : Genre and Its Aplication for Language Learning in the Context of Indonesia 2. Prof. Nena P. Valdes (Philipine): Private-Public Partnership in HEIs: Looking Beyond Institutional Bureaucracy 3. Dr. Rafizah Mohd Rawian (Malaysia): Unfolding The Mystery Of Accuracy In Reading		
12:00 pm to 1:30 pm	LUNCH		
1:30 pm to 3:00 pm	Papers Presentation		
	Room 1	Room 2	Room 3
	Dr. Ratna Sari Dewi, M.Pd.: The Effect Of Teaching Method and Achievement Motivation On Student's Speaking Ability (An Experimental Study At Fort Semester Student Of English Education Department Of UIN Syarif Hidayatullah Jakarta, Indonesia 2015)	Henny Herawaty Br. Dalimunthe, M.Pd : Creative Preneur education model in enhancing creativity of poor communities in urban areas	Hariratul Jannah: Chinese Food as one Cultural Heritage of Peranakan Chinese Ethnic in Makassar
Drs. Zulkifli, M.Sn.: The Commodification of Tunggal Panahan in the	Dr. Wahyu Tri Atmojo: Creativity and	Prof. Dr. A Laut Hasibuan, M.Pd & Saiful A Matondang, M.A,MA	

Table of Contents

1.	Genre and Its Application for Language Learning in the Context of Indonesia	1
	<i>Amrin Saragih</i>	
2.	Multimodal Analysis of Advertisement Text	17
	<i>Tengku Silvana Sinar</i>	
3.	Selecting Reading Texts for Reading Tests	26
	<i>Ahmad Azman Mokhtar</i>	
4.	Unfolding The Mystery Of Accuracy In Reading	37
	<i>Rafizah Mohd Rawian.</i>	
5.	Private-Public Partnership in HEIs: Looking Beyond Institutional Bureaucracy.	47
	<i>Nena Padilla-Valdez</i>	
6.	<i>The Effect Of Teaching Method And Achievement Motivation On Student's Speaking Ability</i>	52
	<i>(An Exprimental Study At Fort Semester Student Of English Education Department Of Uin Syarif Hidayatullah Jakarta, Indonesia 2015)</i>	
	<i>Ratna Sari Dewi</i>	
7.	CreativePreneur education model in enhancing creativity of poor communities in urban areas	66
	Henny Herawaty Br. Dalimunthe	
8.	Improvement English Speaking Skills Through Learning Strategy Using Practice Rehearsal Pairs In Elementary School Students.	70
	<i>Herlina</i>	
9.	The Commodification of <i>Tunggal Panaluan</i> in the perception and response of Batakness-North Sumatra Society.	76
	<i>Zulkifli</i>	
10.	Creativity and Innovation of Art through Ethnic Arts of Batak	86
	<i>Wahyu Tri Atnojo</i>	
11.	Creatively Revitalization Of The Classical Texts For Moral Education	95
	<i>A Laut Hasibuan & Saiful A Matondang</i>	
12.	Selfishness and Emotional Aspects of Drama transcription "Biola Na Bugang" Themed "Marlojong": An identification of Methaphor Proposition of Mandailing Language"	100
	<i>Rosnawati Harahap</i>	
13.	A Social Conflict Prevention Model of "Surat Tumbaga Holing" of Batak Custom	117

	<i>Anwar Sadat Harahap, Ahmad Laut Hasibuan, Afifa Rangkuti & Zamalludin Sembiring</i>	
14.	Life Philosophies Of Toba Batak Community In The Movie With Indonesian Subtitle	126
	<i>Roswita Silalahi</i>	
15.	An Analysis Of The Lexical Errors In Translating English Text Into Bahasa Indonesia Done By The Students Of English Department University Of HKBP Nommensen Medan	138
	<i>Erika Sinambela & Eka Hathi Manurung</i>	
16.	<i>An Analysis of Conversational Implicature in August Rush Movie</i>	156
	<i>Rotua Elfrida Pangaribuan & Ricardo Sihombing</i>	
17.	Linguistic Features Of Gender In Mata Najwa Talk Show	176
	<i>Sondang Manik & Rudmana Sianturi</i>	
18.	Making Language Natural With Collocation: A Study Of Collocationaltransfer From Indonesian To English	212
	<i>Syahron Lubis</i>	
19.	Teacher's Techniques In Teaching English Vocabulary In Kindergarten Of Chandra Kusuma School	222
	<i>Susy Marlyni Debutaraja</i>	
20.	English Indonesian Translation Shift Analysis in Newspaper Article "Developing Self Assessment Instruments for Teaching Speaking to The Third Year Students of Vocational High School "	229
	<i>Herlina Libra Lisa</i>	
21.	Advertisements In Mass Media Which Exploited Women's Body And Marginalized Women's Role And Position In Society	238
	<i>Siti Norma Nasution & Nilzami</i>	
22.	The Representation of Addressing Words in Dialect Agam and Dialect Pariaman of Minangkabau Language in Medan City.	244
	<i>Deliana</i>	
23.	Active-Passive in Pakpak Dairi Dialect: Typology Study	250
	<i>Ida Basaria, Pribadi Bangun & Amhar Kudadiri</i>	
24.	Marriage Custom in Melayu Tamiang	280
	<i>Rozanna Mulyani & Rohani Ganie</i>	
25.	The Audition Pronunciation Learning Based on Multimedia in French Section of UNIMED.	299
	<i>Hesti Fibriasari</i>	
26.	Acronym Forms In Indonesian Language	307

	<i>Susy Deliani</i>	
27.	The Impact of Shift in Translation	312
	<i>Risnawaty</i>	
28.	The Develop Models A Instructional Based Information Computers And Technology (Ict) To Improve Self Learning Of Students	310
	<i>Anan Satisna</i>	
29.	Comparison of Translations of English Literature Students of University of North Sumatra in Traslating Methapor from Indonesian Novel <i>Laskar Pelangi</i> to the Its-English-Version <i>Rainbow Troops</i>	330
	<i>Muhizar Muchtar</i>	
30.	Metatesis Of Consonant Disorder of Indonesian Language In Adult Person with Autistic Spectrum Disorder at Medan City	343
	<i>Gustianingsih</i>	
31.	The Effect Of Intelligence Approach On Studem's Motivation In Learning Indonesian Language	350
	<i>Prima Gusti Yanti</i>	
32.	The Role Of Contemporary Literary Theories In Building Perspective And Understanding The Social Cultural Condition Viewed From <i>To Live</i> Written By Yu Hua	360
	<i>Martha Pardede</i>	
33.	Developing Models Of Writing Language Learning French Using <i>Activities</i> <i>Ludiques</i> With Evaluation Of System European Standards (CECR).	365
	<i>Marice</i>	
34.	Translation for Prospective English Teachers in Indonesia	383
	<i>Masitowarni Siregar</i>	
35.	Motivation as a Contributing Factor in English as a Foreign Language Acquisition in Indonesia	392
	<i>Sumarsih</i>	
36.	Evaluation and Discussion of the Effectiveness of the Techniques Suggested in ELT Textbook: Case Study in Indonesia	398
	<i>Siti Aisah Ginting</i>	
37.	The Cognate of Acehnese and Karonese Languages as Austronesian Group: Lexicostatistics Analysis	410
	<i>Dwi Widayati</i>	
38.	The Types Of Sound Changes Of The Proto Austronesian Into Gayo Language (The Study Of Comparative Historical Linguistics)	428
	<i>Dardanila</i>	
39.	The Implemtation of the Management of Change in Respons the Use of	438

	Information Technology, (a case study of the centre library of the University of Noth Sumatera)	
	<i>Irawati Kahar</i>	
40.	Semantic Analysis Of Karonese Language Used In Colloquial Communication.	447
	<i>Efendi Barus</i>	
41.	Multimodal Text in Selected Chinese Cosmetic Advertisements	454
	<i>Tengku Thyrhaya Zein</i>	
42.	Semantic Pragmatic Utterances In Indonesian	468
	<i>Ali</i>	
43.	Enhancing ESL Students' Skill on Speaking Ability through Television Commercials	478
	<i>Nora Ronita Dewi & Wan Anayuti</i>	
44.	Creativepreneur Education Model in Enhancing Creativity of Poor Communities in Urban Areas	490
	<i>Henny Herawaty Br. Dalimunthe</i>	
45.	Chinese Food as one Cultural Heritage of Peranakan Chinese Ethnic in Makassar	494
	<i>Hariratul Jannah</i>	
46.	Comparison Retention Model Language Mandarin in Makassar	500
	<i>Kasma F. Amin</i>	
47.	A Study On Transitional Signals Used In Senior High School Students' English Textbooks Based On Indonesian Curriculum 2013	505
	<i>Elfrida Manurung</i>	
48.	The Improvement of Senior High School (SMA) Students Learning Outcomes In Chemistry By Using Multimedia	525
	<i>Yusnidar Yusuf</i>	
49.	Primary Emotion in Maxim of Serdang Malay	536
	<i>Mahriyuni</i>	
50.	The Kinship between Siladang and Mandailing Languages In North Sumatra, Indonesia	548
	<i>T. Syarfina</i>	
51.	The Enhancement of Language Skills through New Materials Development Based on Inquiry-Based Learning.	562
	<i>Bosmin Gurning</i>	
52.	Higher Education Integrity Management System: A Reflection on the State University of Medan	572
	<i>Darwin</i>	

**THE EFFECT OF INTELLIGENCE APPROACH ON STUDENT'S MOTIVATION
IN LEARNING INDONESIAN LANGUAGE**

Dr. Prima GustiYanti, M. Hum.
Yulia Rizki Pertwi, S.Pd.
Email: pgustiyanti@yahoo.com
University of Muhammadiyah Prof. Dr. Hamka, Jakarta

Abstract

The purpose of this study was to know the influence of language intelligence approach to student's motivation in learning Indonesian language. This research was conducted at SDN 17 Pagi Kemayoran, Central Jakarta in the fourth grade. Teaching Indonesian language in this school, the writer found that there many students who cannot get standard minimum score. This is because of low student motivation. Therefore, the problem can be solved by learning Indonesian language intelligence approach. The Classes used in this research are class 4 A as an experimental class and class 4 B as the control class. The matching only post-test control group design was used for the pattern of this research. The datas were obtained using a questionnaire. Research shows $t_{counted} > t_{table}$ ($5,55 > 1,684$) then count is outside the reception area so that H_0 is rejected and H_1 is accepted. The conclusion shows that there is a significant difference between students' motivation to learn Indonesian language through intelligence approach.

Keywords: Effect, language intelligence, motivation to learn, Indonesian, the Matching Method only posttest control group design

1. Background

The intelligent predicate is usually given to someone who has a high IQ. In reality, intelligence is not necessarily, so because according to Howard Gardner there are 9 kinds of intelligence that could be owned by a child. Thus, IQ does not only measure the intelligence. One of the intelligence is linguistic intelligence or language intelligence. A person with this intelligence have the ability to manage the words, either verbally or in writing and be able to interpret the writing clearly. This intelligence includes the ability to use grammar, the sounds of language, the meaning of the language, the practical use of language, and interpret the complex meaning. In everyday life, language intelligence is useful for speaking, listening, reading and writing. Some abilities, which connected to language intelligence such as; Eloquence, storytelling, varied vocabulary (miscellaneous), and the ability on playing game related to words and language. Therefore, reading, crossword puzzles, and playing scrabble become the hobby.

Every child has the intelligence level of each. Many theories associated with this intelligence prove right that every human being is born with diverse intelligence, proven when the intelligence that we have own then honed properly, it will generate motivation in human beings. Motivation is indispensable in life events; one of them is when learning something.

Learning is a process of behavioral changes that occur in one situation. Learning situation is characterized by motifs defined and accepted by the students. Sometimes the learning process could not achieve maximum results due to the absence of the forces that drive (motivation).

Motivation to learn is the overall driving force inside the students self that lead to learning activities which ensures continuity of learning activities and provide direction on learning activities so that the purpose desired by the learning subject could be achieved (Sardiman, 1986: 75). Thus in learning, student achievement will be better if the student has parental encouragement for greater success in the student's self. This is because there is a tendency that a person who has high intelligence might fail to perform since the lack of motivation of parents.

Motivation to learn is very important to achieve the expected learning process; hence, students' motivation in learning needs to be built. According to Nasution, (1982: 77) motivation has three functions: 1. Encouraging people to do, so as a drive motor, which releases energy. 2. Determining the direction of action towards the objectives to be achieved. 3. Selecting deeds to be done which is in accordance in order to achieve the goal, to put aside the deeds that are not useful for the purpose.

The case that occurred in the fourth grade students at SDN 17 Pagi Kemayoran, Central Jakarta, showed that the KKM rate of the school is low because of their low learning motivation. KKM of Indonesian subject at the school was 65. Half the number of students in the fourth grade still got score that under of the KKM rate <64. After further observation turns these students consider that Indonesian subjects was quite dull and pointed out that there was a lack of motivation inside of the students self. Then from those facts, the authors draw the conclusion that there was lack of student motivation on Indonesian subjects. In fact, the motivation to learn is necessary to improve student-learning outcomes.

Based on the observations that have been made by researchers, the causes of low motivation of students to learn is the use of teaching methods that are less optimal and less variation. Learning that is used by the teacher is monotonous and simple so that students do not have a high motivation in learning. With gaps in SDN 17 Pagi Kemayoran, Center Jakarta, there must be a way to increase motivation and fun learning condition such as by using language intelligence approach that focuses on intelligence possessed by such learners.

Based on the description mentioned before, this study is designed to analyze the effect of using intelligence language approach to the motivation of learning Indonesian subject at fourth grade-students at SDN-17 Pagi Kemayoran, Central Jakarta:

2. Methodology

This study aims to determine the effect of the use of language intelligence approach on learning motivation for the students of grade IV of SDN 17 Pagi Kemayoran Jakarta. The researcher used class IV-A and IV-B as the sample of this research. The researcher used "the matching only post-test control group design" as the research design, as follows;

- M X_1 O_1
 M C_2 O_2
 X_1 = Experimental class
 C_2 = control class
 O_1 = questionnaires of the class that have been treated with intelligence language approach
 O_2 = questionnaires of the class that have not been treated with intelligence language approach

Specification of learning motivation

No.	Variable	Dimension	Indicator	Positif Item	Negatif Item	Total
1.	Motivation	Intrinsic Motivation	a. Showing willingness on learning	1, 25	2, 22	4
			b. Enjoying the learning process	3, 18, 19	11, 20, 21	6
			c. Doing their assignment	5		1
			d. Developing their talent	4, 10		2
			e. Enhancing their knowledge	6, 24, 23	7	4

	Ekstrinsic Motivaion	a. Want to get attention	8, 14	16	3
		b. Want to get attention praise	9, 15		2
		c. Want to get a gift from their teacher or	13, 17	12	3

There are 23 students from class IV-A and 23 students from class IV-B as the samples. The total samples of both classes are 46 students. The researcher used two kinds of variables; independent variables (X) and dependent variables (Y). The independent variables (X) are "the language intelligence approach." The dependent variables (Y) is "Learning Motivation" For collecting the data the researcher used questionnaire, while for examining the hypothesis the researcher used T-test, as follows ;

$$t_{test} = \frac{x_1 - x_2}{Sgab \sqrt{\left(\frac{1}{N_1}\right) + \left(\frac{1}{N_2}\right)}}$$

Descriptions:

- x_1 : The average of the questionnaire scores for the experimental class.
- x_2 : The average of the questionnaire scores for the control class.
- Sgab : Standard deviation of both classes
- n_1 : The Total samples of the eksperimental class
- n_2 : The Total samples of the control class

Hipotesis :

- H_1 : There is a significant effect of using the language intelligence approach on the learning motivation for the students of grade IV of SDN 17 Pagi Kemayoran Jakarta.
- H_0 : There is not any significant effect of using the language intelligence approach on the learning motivation for the students of grade IV of SDN 17 Pagi Kemayoran Jakarta.

The criteria of making decisions :

- When $t_{test} > t_{table} \rightarrow H_0$ is rejected and H_1 is recieved
- When $t_{test} < t_{table} \rightarrow H_0$ is recieved and H_1 is rejected

3.1 Language Intellegence

There are many people who say that we are born have been smart, but there are other opinions say we were born without having intelligence (intelligence). While others expressed the opinion that intelligence can evolve and be trained in line with our growth, especially in the first five years of life, through the environment and the influence of parents and teachers. Intelligence is one of the main factors that determine the success failure of students to learn in school. Munzert in Sagala stated that intelligence as intellectual attitudes include speed provide answers, solutions, and the ability memecahkan problem. Likewise, Weschler intelligence expressed as a general capacity of the individual to act, to think rationally, and effectively interact with the environment.

Intelligence synonymous with intelligence, which is associated with the action, performance, or certain properties than if measured or defined. It can be said that the intelligence as well as properties that exist in every person, has been there since we were born. This intelligence is an ability that can be developed through the study, the more diligently we learn, and then this intelligence will be constantly honed and growing.

An intelligence theory proposed by Piaget to explain that the intelligence emphasis on aspects of cognitive development. Piaget is seen intelligence on aspects of content, structure and function. Meanwhile, according to Donald Sterner cited by Martha Kaufeldt, intelligence is the ability to apply existing knowledge to solve new problems, the level of intelligence measured by the speed of solving problems. Thus, someone who has a high intelligence is one who can solve any problem with the accuracy and speed of time.

Verbal-linguistic intelligence refers to the ability to formulate thoughts clearly and able to competently menggunakan this capability through words to express these thoughts in speaking, reading, and writing. People who have linguistic intelligence is the one who is able to speak or write so well known public.

Linguistic intelligence by Gardner in excerpts on his blog Ridwan shown by sensitivity to phonology, mastery of syntax, semantics and pragmatics understanding. Meanwhile, according to Noam Chomsky is an innate intelligence. So the children must have been born with the 'innate knowledge' about the rules and forms of language.

This proves that the person who has the linguistic verbal, usually very smart speaking, happy using word games and puzzles. Use the right language is often found on any author or speaker.

Speaking intelligence is the main and most visible aspect of verbal wit. But apparently linguistic intelligence is important not only to communicate but also the skills to express thoughts, wishes and opinion of a person. This is evident when a person does not have the verbal skills, it will be very experienced difficulty in relationships, interact and express an opinion.

3.2 Learning Motivation

Motivation is one of the psychological aspects that have an influence on learning achievement. Motivation is also said to be a driving force that can convert the energy in a person into a form of real activity to achieve certain goals. Mc. Donald in Djamarah said that, motivation is a change of energy within the person Characterized by affective arousal and anticipatory reactions goal. Motivation is a change in one's personal energy that marked the

onset dengan affective (feeling) and reaction to achieve the goal. Thus, the motivation to have an important influence on the results of one's learning, because the motivation is awakened, a person will be more enthusiasm in carrying out learning activities.

The nature of motivation to learn is internal and external encouragement to students who are learning to make changes in behavior. Therefore, it can be said that the motivation and learning are two things that affect each other. Motivation boosts the learning process and results; while the results of the learning process are obtained because of, the motivation is awakened from a teacher or the students themselves.

Motivation of learning is a process that encourages learning, direction and persistence of behavior. In a sense, the behavior is behavior that is motivated energetic, purposeful and long lasting. In terms of encouragement, according to Hull encouragement or motivation to expand to meet the needs of the organism. Thus, any needs that occur in a person would generate an impulse or motivation to meet any demands.

Motivation of learning is divided into two parts, the intrinsic and extrinsic motivation. Intrinsic motivation is the motives that become active or function they do not need to be stimulated from the outside, because inside not every individual has anyurged to do something. Therefore, if someone has to have the intrinsic motivation in him, then he will consciously do an activity that does not require external motivation in itself because he had no urge to perform an activity. Motivation was related to someone who raises awareness of the need for learning activities, because the motivation that appears when someone needs something from what he learned.

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is the motives are active and functioning due to stimulus from the outside. Form of extrinsic motivation is an impulse that is not absolutely related to the learning activity, for example, students study hard to get a gift that has been promised by her parents, praise or reward, regulations or school rules, a role model of parents, teachers and others, This is a concrete example of extrinsic motivation that can encourage students to learn.

Teaching and learning activities in the role of both, the intrinsic and extrinsic motivation is needed. With motivation, students can develop activities and initiatives to steer and maintain harmony in learning activities. Further OemarHamaliksuggests three functions: 1) Motivation as the driving action, which will affect the attitude of what students should take in order to learn. Attitudes that underlie and lead to a number of actions in the study. 2) Motivation as the driving action, which is a strength that is born in the form of motion in children to make a move towards a number of actions in belajar.3) Motivation as a steering action, which will steer away to avoid things that can distract the view itself against objectives to be achieved. That is the role of motivation that can guide students in learning. So in general is a function of motivation as the driving force that drives a person to do something specific actions to achieve the expected goals.

4. Discussion

4.1 Description Statistics

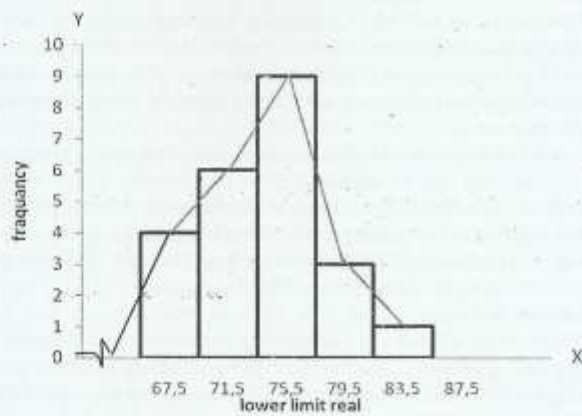
4.1.1 Description Data of Group Experiment

The following are motivation questionnaire of students who learn Indonesian language were given treatment with language intelligence approach:

Distribution Frequency Questionnaire Motivation of Students who Learn
Indonesian Language in Class 4 SDN 17 Pagi Kemayoran, Central Jakarta
(Class Experiment)

Grade Interval of values	Median (Xi)	Modus	X_i^2	fx_i	fx_i^2	frequency (f)
68 – 71	69,5	67,5 – 71,5	4830,25	278	19321	4
72 – 75	73,5	71,5 – 75,5	5402,25	441	32413,5	6
76 – 79	77,5	75,5 – 79,5	5929,25	697,5	53363,25	9
80 – 83	81,5	79,5 – 83,5	6561,25	244,5	19683,75	3
84 – 87	85,5	83,5 – 87,5	7225,25	89,5	7225,25	1
Σ				1746,5	132006,75	23

Based on the frequency distribution of student learning outcomes, the experimental class graphed histogram and polygon motivation to learn Indonesian students as follows:



4.1.2 Description Data of Control Group

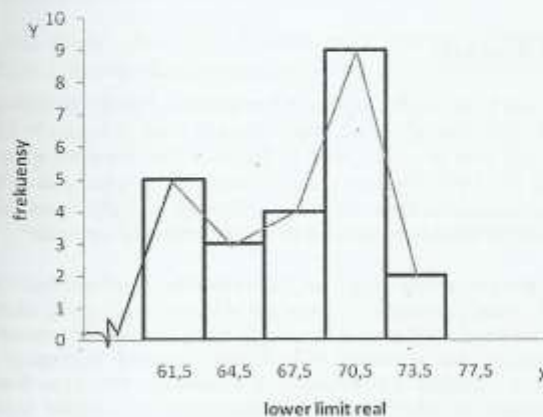
The following are motivation questionnaire of students who learn Indonesian language were given treatment with language intelligence approach:

Distribution Frequency Questionnaire Motivation of Students who Learn Indonesian language in Class 4 SDN 17 Pagi Kemayoran, Central Jakarta (Class Control)

Grade Interval of values	Median (Xi)	Modus	X_i^2	fx_i	fx_i^2	Frequency (f)
62 – 64	63	61,5 – 64,5	3969	315	19845	5
65 – 67	66	64,5 – 67,5	4356	198	13068	3
68 – 70	69	67,5 – 70,5	4761	276	19044	4
71 – 73	72	70,5 – 73,5	5184	648	46656	9
74 – 76	75	73,5 – 77,5	5329	146	10658	2

Σ	1583	109271	23
----------	------	--------	----

Based on the frequency distribution of student learning outcomes, the experimental class graphed histogram and polygon motivation to learn Indonesian students as



4.2 Testing Requirements Analysis

4.2.1 Normality Test

Normality test used for motivation to learn Indonesian language namely Chi-Square at the significant level of 5%.

H_0 : Normal distribution data

H_1 : Data are not normally distributed

Thank H_1 if $X_{counted} < X_{tabel}$: Normal distribution data

Reject H_0 if $X_{counted} > X_{tabel}$: Data are not normally distributed

Here are the results of testing data normality motivation to learn Indonesian language:

Normality Test Conclusion Motivation Indonesian Student Class 4 SDN 17 Pagi Kemayoran, Central Jakarta

Variable	Samples	$X^2_{counted}$	X^2_{table}	conclusion
X	23	1,486	9,488	Normal distribution
Y	23	8,421	9,488	Normal distribution

From the above table showed students 'motivation for the experimental class $X_{counted} = 1,486 < 9,488 = X_{tabel}$ which mean the data experimental class students' learning motivation drawn from the data are normally distributed. As for the control classes showed $X_{counted} = 8,421 < 9,488 = X_{tabel}$ which mean the data student motivation control were taken class of normally distributed data.

4.2.2 Homogeneity test

Homogeneity test both groups performed with Fisher's exact test. By calculating the greatest variance divided by the smallest variance. With the testing criteria as follows:

If $F_{counted} \geq F_{table}$, means not homogeneous and if $F_{counted} < F_{table}$, means homogeneous.

The test results obtained homogeneity of both classes $F_{counted} = 1,38 < 2,03 = F_{table}$, so that it can be concluded the two groups on the variant homogeneous.

4.3 Determination of Hypothesis

Hypothesis testing is done by testing the equality of two averages. Hypothesis testing using t-test with significance level $\alpha = 0.05$. The calculation result obtained value of $t_{counted} = 5.55$, while t_{tabel} at significant level $\alpha = 0.05$ with $dk = 46 - 2 = 44$ in the calculation using the interpolation is 1,684. Because, $t_{counted} > t_{tabel}$ ($5.55 > 1,684$) then $t_{counted}$ is outside the reception area so that H_0 is rejected and H_1 accepted. The conclusion from the above calculation is a significant difference between students' motivation to learn Indonesian language by using intelligence approach.

From the results of hypothesis testing using t-test known that H_0 is rejected, thus it can be concluded that the motivation to learn Indonesian language for students taught using intelligence approach speaking higher than students' motivation is not taught using intelligence approach to speak or be taught using lecture method. The application of intelligence approach to language in the classroom can make students more interested in participating in the learning process so that the children are more motivated to continue to follow the learning process and can certainly improve the learning outcomes of students in the classroom.

5. Conclusion

Referring to the the data and information obtained during the conduct of research conclusions can be stated as follows.

1. The calculation result of hypothesis test Obtained $t = 5.55$, while the value t table = 1,684 at significance level $\alpha = 0:05$ with a degree of freedom of 44. Based on Reviews These values, the Obtained $t_{counted} > t_{tabel}$, this means that H_1 is accepted
2. Atmosphere study conducted by learning through speaking intelligence approach capable of providing an opportunity for learners to learn independently, issued the ideas and their opinions so that the learner is more active in learning
3. Learning activities are implemented a speaking through intelligence approach Able to arouse the interest of learners so that learners are more motivated to learn

REFERENCES

- Abdra.abdrauf4060.blogspot.com/2012/12/teori-intelegensi. Retrieved on Tuesday, December 18, 2012.
- Alder, Harry. 2001. Boost Your Intelligence. Jakarta: publisher.
- Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta Approach: Rineka Reserved.
- Dimiyati. 2006. Belajar dan Pembelajaran. Jakarta: PT. Rineka Reserved.

- Djamarah, Syaiful Bahri. 2011. Psikologi Belajar. Jakarta: Rineka Reserved
- Keufeldt, Martha. 2008. Wahai Guru, Ubahlah cara mengajarmu. Jakarta: PT index.
- May Lwin, et al. 2008. Cara Mengembangkan Berbagai Komponen Kecerdasan. Jakarta: PT Index
- Riduwan. 2009. Belajar Mudah Penelitian untuk Guru-Karyawan dan Pemula. Bandung: Alfabeta
- Sagala, Syaiful. 2013. Konsep dan Makna Pembelajaran. Bandung: Alfabeta.
- Sardiman, AM. 2014. Interaksi dan Motivasi Belajar Mengajar Jakarta: Eagles Release.