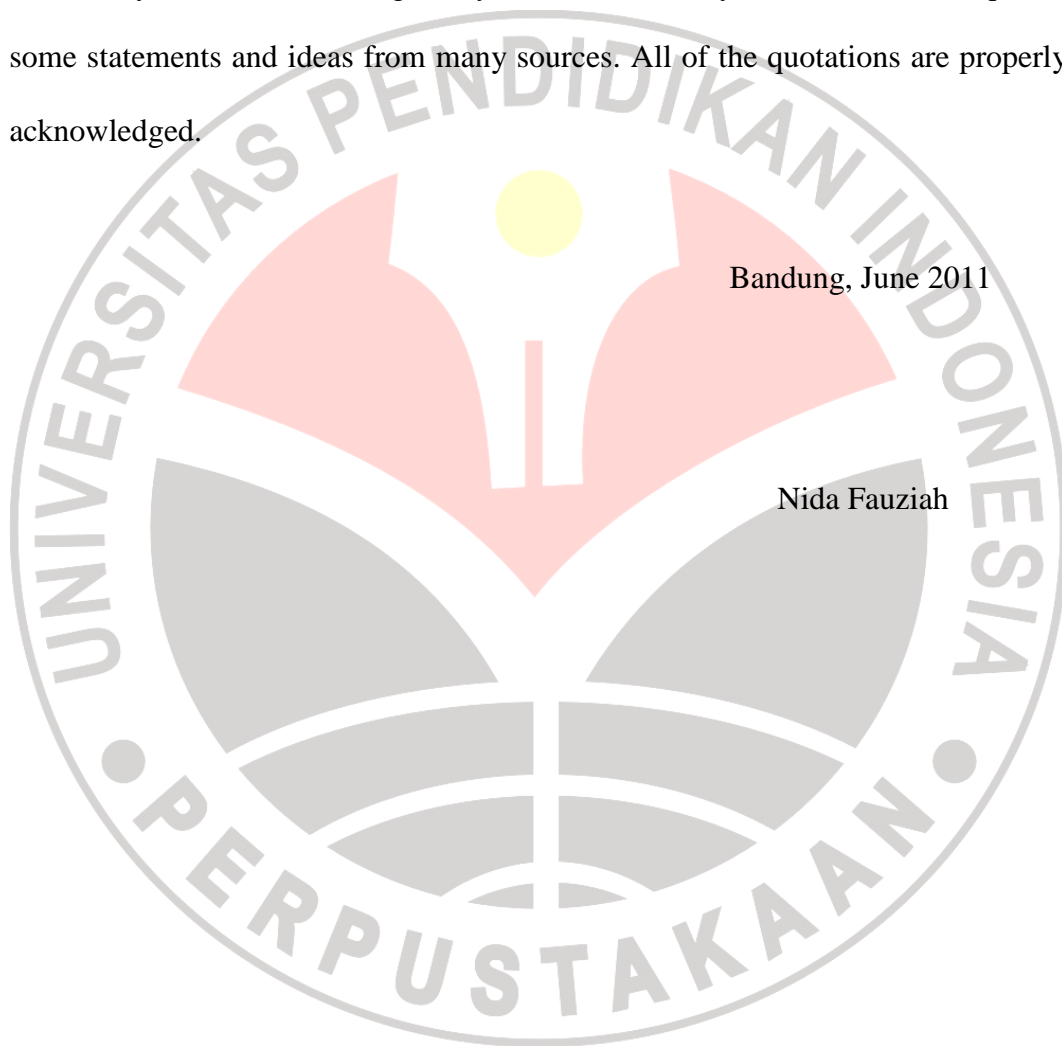


DECLARATION

I hereby state that this study entitled The Portrayal of Multiple Intelligence Theory in Teaching English to Young Learners: a qualitative study in an elementary school in Bandung is my own work. I truly admit that I have quoted some statements and ideas from many sources. All of the quotations are properly acknowledged.

Bandung, June 2011

Nida Fauziah



PREFACE

Praise Allah SWT, the Most Gracious and Merciful. Alhamdulillah rabbil 'alamin, finally the writer has accomplished this paper entitled The Portrayal of Multiple Intelligence Theory in Teaching English to Young Learners: A Qualitative Study in an Elementary School in Bandung.

This paper, which is submitted in partial fulfillment of the requirements for *Sarjana Pendidikan Degree*, focused on if Multiple Intelligence (MI) theory has been attended to by the observe teacher, the advantages and the barriers encountered of implementing MI theory. Involving a male English teacher as the respondent, the results of this paper showed that the observed teacher had subconsciously implemented MI theory in the teaching-learning process. MI theory had also given benefits to both the teacher and students in experiencing a better learning.

The writer realized that this paper is far from being perfect. Thus, suggestion and criticism are extremely welcomed in order to improve the quality of this paper. Hopefully, this paper gives beneficial contribution to the development of MI implementation in classroom, especially in Young Learners' classroom settings.

Bandung, June 2011

The Writer

ACKNOWLEDGEMENTS

I would like to thank my first supervisor, Dr. Emi Emilia, M. Ed. who has provided constructive suggestions and feedback. For her guidance, encouragement, and all invaluable things she shared with me. I am also indebted to my second supervisor, Fazri Nur Yusuf, S.Pd., M.Pd. who has contributed much to this paper and shared life values with me. He inspires me a lot. I would like to express my immense gratitude to:

1. My beloved parents who taught me the value of love and life. My brothers and sister: Fachri, Farhan, Safira, Irsyad, Marwan, and Ali. It is hard to explain how I love you all.
2. Sekolah Cerdas Muthahhari, for permitting me to conduct my research here.
3. My beloved friends, Mutiara Stepani and Fadla Tsania Agustia who always convince me I could get it done and offer support along the way. Also for Mega Fujalestari Rahman, Amalia Nur Aziza, Syiffa Arsyi Gantika, Noviani Aisyatin, Fitri Derisyandi, Hani Haliani, and Ria Susanti. Thank you for being very supportive during my writing. I am deeply grateful to have you all as my amazing friends.
4. All Education A classmates. How proud I am to be here, in this awesome class. I love you all.
5. UPI Debate Squad. Debate helps me a lot in this writing. Especially for Nadia Tiara Antik Sari for crucial advice, support and every little thing she all shared with me.

TABLE OF CONTENTS

PAGE OF APPROVAL

ABSTRACT	i
DECLARATION	ii
PREFACE	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	xi

CHAPTER I INTRODUCTION.....

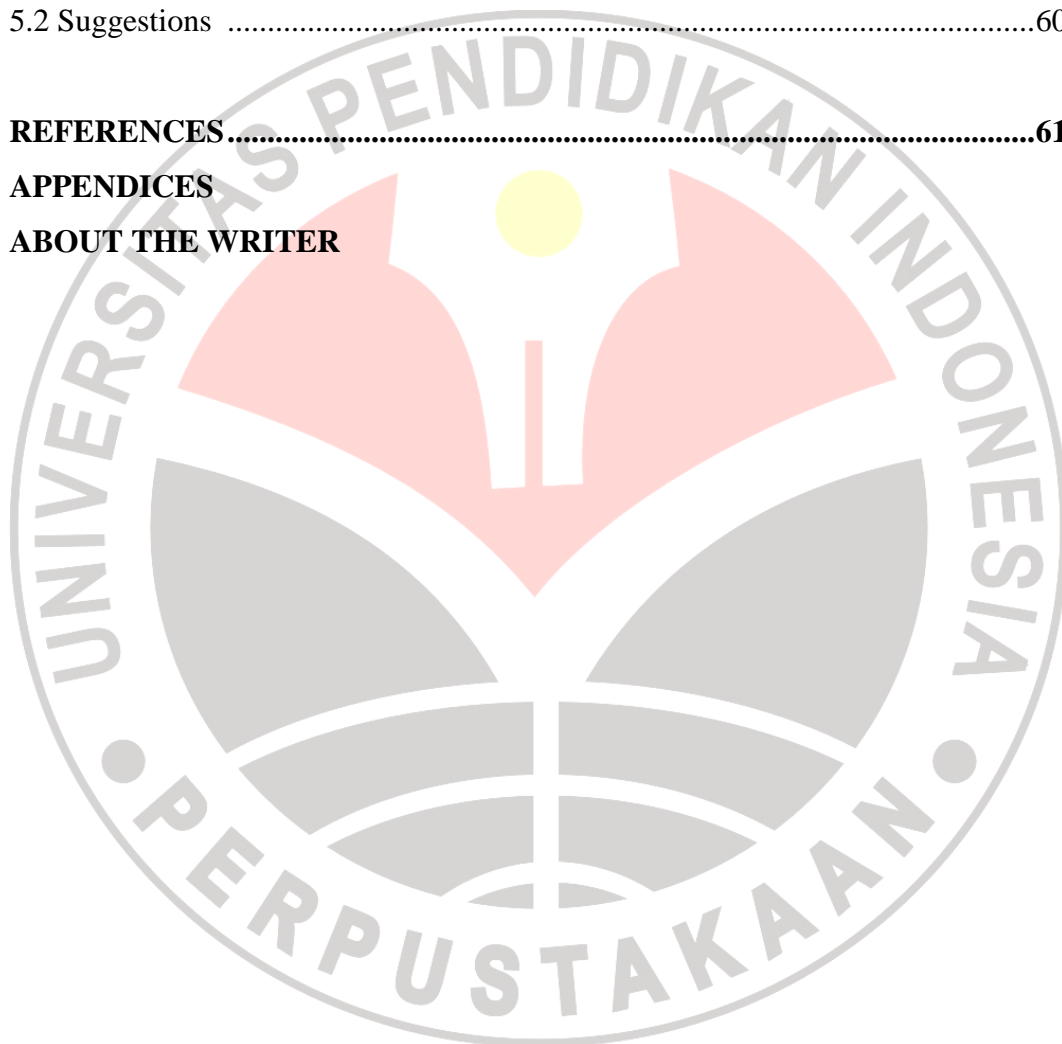
1.1 Background	1
1.2 Research Questions	3
1.3 Aims of the Study	3
1.4 Significance of the Study	3
1.5 Scope of the Study	4
1.6 Clarification of Main Terms	5
1.7 Organization of the Paper.....	5

CHAPTER II REVIEW OF RELATED LITERATURE.....

2.1 Multiple Intelligence Theory and Its Realization in Classroom	6
2.1.1 Teaching Strategies	9
2.1.1.1 Teaching Strategies for Linguistic Intelligence	9
2.1.1.2 Teaching Strategies for Musical Intelligence.....	11
2.1.1.3 Teaching Strategies for Bodily-Kinesthetic Intelligence	12
2.1.1.4 Teaching Strategies for Spatial Intelligence	13
2.1.1.5 Teaching Strategies for Logical-Mathematical Intelligence	14
2.1.1.6 Teaching Strategies for Interpersonal Intelligence	15
2.1.1.7 Teaching Strategies for Intrapersonal Intelligence	16
2.1.2 MI-based Assessment	18

2.2 Characters of Young Learners and Multiple Intelligences Implementation in Classroom.....	20
2.3 Concluding Remark	22
CHAPTER III RESEARCH METHODOLOGY	23
3.1 Research Method	23
3.2 Site and Respondents	23
3.3 Data Collecting Techniques	24
3.3.1 Class Observation	24
3.3.2 Interviews	25
3.3.3 Document Analysis	25
3.4 Data Analysis	26
3.4.1 Class Observation	27
3.4.2 Interviews.....	28
3.4.3 Document Analysis	28
3.5 Concluding Remark	30
CHAPTER IV FINDINGS AND DISCUSSION	31
4.1 Teaching Strategies Used.....	32
4.1.1 Data and Discussion from Observation	32
2.1.1.1 Teaching Strategies for Linguistic Intelligence.....	33
2.1.1.2 Teaching Strategies for Musical Intelligence.....	34
2.1.1.3 Teaching Strategies for Bodily-Kinesthetic Intelligence	36
2.1.1.4 Teaching Strategies for Spatial Intelligence	40
2.1.1.5 Teaching Strategies for Logical-Mathematical Intelligence	41
2.1.1.6 Teaching Strategies for Interpersonal Intelligence	43
2.1.1.7 Teaching Strategies for Intrapersonal Intelligence	45
4.1.2 Data and Discussion from Interviews	47
4.1.3 Data and Discussion from Document Analysis.....	50
4.2 The Advantages and Barriers of Implementing Multiple Intelligences Theory.....	52

4.2.1 Data and Discussion from Observation	52
4.2.2 Data and Discussion from Interviews	55
4.3 Concluding Remark	58
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	59
5.1 Conclusions.....	59
5.2 Suggestions	60
REFERENCES.....	61
APPENDICES	
ABOUT THE WRITER	



LIST OF TABLES

Table 3.1 Analysis of lesson plan	28
Table 4.1 The summary of the teaching strategies used	32



LIST OF APPENDICES

Appendix A: Observation and Interview Transcripts

Appendix B: Lesson Plan

Appendix C: Students' Tasks

Appendix D: Archive of Letters

