CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, purposes of the study, and statements of the problem. In addition, this section elaborates the scope of the study, significance of the study, a brief explanation of research method, clarification of terms, and the organization of the paper.

1.1. Background

Multiple Intelligences (MI) in the classroom are not a new topic in education. Many teachers, whether they realize it or not, have applied the theory of MI proposed by Howard Gardner in their teaching steps (Currie, 2003), especially in teaching English as foreign language. Although multiple intelligences theory has been accepted and applied by teachers, there are still gaps appeared in the process of its application (Liu, 2008, p. 75). MI distribution in the classroom raises some issues (Sternberg & William, 1998, cited in Liu, 2008, p. 75) whether the teacher should equally try to nurture all of the intelligences or focus on identify and develop students' abilities. On the other hand, in implementing MI in the classroom, teachers should be able to offer or provide more variety activities which engage students with the topic. Although various learning theories have been adapted in teaching English in the classroom, there will always be different students' characteristics in the classroom. This is considered as one of the reasons why some learning theories which have been adapted in the classroom do not work successfully.

Multiple Intelligences (MI) theory which is proposed by Howard Gardner (1983) emphasized that people have different combination of intelligences. In other words, each student would have different ways in solving many problems they face during the learning process. Gardner (1983) formed his thought in his theory of Multiple Intelligences, which stated that there exist the eight basic

intelligences in each student. Gardner provided a means of grouping abilities that students possess according to their capabilities into eight comprehensive intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (Armstrong, 2009, p. 6). By implying these multiple intelligences, Gardner (1983) believes that teacher could teach students in eight ways and students could learn in many ways. However, it is not always clear as to how this theory could be used in the classroom in order to improve the learning of English as a foreign language.

In considering effective learning, teachers need to look at the content of the learning material as well as the way they teach the material. For this reason, unfortunately, the learning material which is taught by teachers is only based on the National Curriculum, while what students need for their future through the today's lesson is something that teachers need to look more widely, not only to fulfill the curriculum (Dean, 2000:51). In order to achieve effective learning, the influence of MI-based learning approach was described by Armstrong (2009, p. 103-109). Armstrong, then, added that MI theory which is proposed by Howard Gardner (1983) provides a helpful perspective on this problem.

For the above reasons, this research, based on the various excess which may be obtained from applying multiple intelligences in the learning process as mentioned above, is expected to find the influence of the implementation of multiple intelligences in the process of learning. This research is conducted in senior high school while most of previous research involved young learner students. Students in high school age are in the era of needs for variation of methods in learning which requires teachers to consider that the students should be able to know what they enhance and like to do the most. Therefore, this study is expected to find the students' responses towards MI-based approach in their learning activities.

1.2. Statements of the Problem

The study, then, addresses the following questions:

1. Does multiple intelligences based-approach influence students' effective EFL learning?

1.3. Purposes of the Study

From the background of the study aforementioned, the study is aimed at:

1. finding out whether multiple intelligence based approach influence students' ability in learning English, and

1.4. Scope of the Study

This research focuses on whether the implementation of multiple intelligences aspect in the learning process contributes to student's learning ability in terms of effective EFL Learning. In addition, it focuses on students in one class of a state senior high school in Cimahi. This research is limited to the activities involving multiple intelligences proposed by Gardner (1983) to group students into their MI category.

1.5. Significance of the Study

Theoretically, this study is expected to enrich previous research about implementing multiple intelligences used in English learning process in EFL context. This research is also expected to make contribution to the understanding of basic principles of multiple intelligence classrooms in Indonesia. It is also hoped that further research can give contribution to taking advantages of students' multiple intelligences to the learning process of English in the classroom to help students learn English.

Practically, this research can provide an explanation of how multiple intelligences give a significant influence in the English learning process. It does not only help students to achieve learning objectives, but also helps students in memorizing the learning materials that they have learnt so that they can use them in their everyday life. Additionally, this research is also meant to demonstrate the importance of giving variations in the learning activities and to understand the

different characteristics of students' learning behavior according to their dominant intelligence(s).

1.6. Research Methodology

This study employed a case study research design. Case study is appropriate for this research sin this study is going investigate students' responses towards MI-based approach. The participants of this research are eight students which were selected to be interviewed as the representative from each multiple intelligence group. The interview is one of the analysis steps after observation and video transcription of classroom activity during English lesson was held. The analysis is a combination of the three steps of data collection results processing then drawn into the conclusion that fits all three. The students' responses towards the approach were also identified through interview focusing on the learning process using multiple intelligences based approach in general, the use of learning material or sources during the learning process and the teaching steps in multiple intelligences based approach that helped students learning.

1.7. Clarification of Terms

Multiple Intelligences: Gardner (1983) has provided the wide range of abilities or intelligences those human posses by grouping their capabilities into: linguistic, visual-spatial, musical, kinesthetic, logical-deductive, interpersonal, intrapersonal, naturalist.

Teaching Strategy: Murray & Christison (2011) refer teaching strategy as a plan, methods or series of activities designed to achieve a particular educational goal.

Effective Learning: the effective learning from the students' achievement as mentioned by Perrot (1982, cited in Dean, 2000, p. 51) that students usually show the knowledge and understanding, skills, and attitudes intended by the curriculum. Moreover, students often exhibit independent behavior, positive attitudes towards teachers and peers as well as school and curriculum contents.

1.8. Organization of the Paper

The research is comprised of five chapters as follow:

CHAPTER I is the introduction of the study. It has elaborated the background of the study, the purposes of the study, statements of the problem, the scope of the study, the significance of the study, and the organization of the paper.

CHAPTER II is the theoretical foundations of the study consisting of the review of approaches to teaching English in EFL class; multiple intelligence based approach; effective learning and brief over view towards adolescent type of learner. The conclusion of the chapter is presented in this chapter.

CHAPTER III is the research methodology. In this chapter, research site and participants, research design and method, data collection and data analysis techniques are put forward.

CHAPTER IV is the findings and discussions of the data collected. The findings and discussions of the data were obtained from observation and learning activities of multiple intelligence based approach. In addition, the results from students interview used in the study are discussed. The concluding remark ends the chapter.

CHAPTER V is the conclusion and suggestions from the findings and discussions. It elaborates the conclusion of the research and what suggestions given to future research.

Finally, bibliography and appendices are at the end of the paper.