CHAPTER 1

INTRODUCTION

This chapter presents the introduction of this research paper. It covers the background of the research, research questions, aims of the study, significance of the study, clarification of terms, and organization of the research.

1.1. Background

During the last few years, the world of teaching witnessed the innovation of Teaching English for Young Learners. In Indonesia, as reported by Mustafa (2010) the governments make their own decision to put English as local content. This brings public awareness of learning English improved. English has been taught from Elementary School, even in Kindergarten.

Based on Pinter (2006), language development starts well before children are able to say anything. Cameron (2005) also has stated on her book that children learn a second language better than adults. These opinions bring many Kindergartens in Indonesia offer English as one of their subjects. Indonesian parents engage their children to learn English at an early age.

In teaching English to young learners, teachers use many different approaches. All of approaches have the same goal, to make an effective way in learning process. Therefore, teachers build some activities to maximize students' potential in learning language. Ironically, teaching English in most rural schools still use conventional method such as memorizing and translating. Many teachers

1

cannot afford to provide well-designed, meaningful exercises for students to use on a learning basis (Mustafa, 2001). As a result, students seem do not enjoy learning English. Based on the reasons above, teachers need to find the way in teaching English which provide interesting and enjoyable activities suited to children's interests and characteristics.

Students as the object in learning process have different nature. Some students enjoy singing, some other love drawing, while some of them like reading. According to Gardner as cited by Armstrong (2009), all humans exhibit the range of intelligences. They are linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and natural. These differences indicate that children have different ways to enjoy the learning process. Pinter (2006) states that it is important for teachers to take into account that all children have stronger and weaker aspects of their Multiple Intelligences and preferred learning style. In providing fun and enjoyable activities, teachers need to know about students' interests, characteristics, and abilities. Therefore, the Multiple Intelligence activities which provide various activities that cover interests of students are needed.

Multiple Intelligences theory has been reported to be effective in teaching English to young learners. Karna and Hasan (1999) who have conducted a study about An Application of Multiple Intelligences in Lebanese Kindergarten got the result that MI theory has successfully improve students' understanding in the learning process.

2

In order to explore the Multiple Intelligences activities are used by the teacher in classroom, this study was conducted. In detail, this study attempts to discover the Multiple Intelligence activities are used by the teacher and students' responses when involved in those activities.

This study is expected to contribute to the development of Multiple Intelligence implementations in learning process, especially in teaching English for young learners in Indonesia. In addition, it can give inspiration for teachers in order to make and create some activities that can help students to improve their ability in learning language and maximize their potential in learning process.

1.2. Research Questions

This study is conducted to answer these questions below:

1. What kind of Multiple Intelligence activities are used by the teacher in teaching English to young learners?
2. What are students' responses toward Multiple Intelligence activities?

1.3. Aims of the Study

According to the research questions, the purposes of this study are:

1. To explore the Multiple Intelligence activities are used by the teacher in teaching English to young learners.
2. To discover the students' responses toward Multiple Intelligence activities.

1.4. Significance of the Study

This study is expected to discover the Multiple Intelligence activities are used by the teacher in teaching English for young learners. This research is conducted to contribute to developing teaching strategies in teaching English to young learners. The results of this study are expected give a clearly description about Multiple Intelligence activities and the students' responses when involved in those activities.

1.5. Clarification of Terms

In order to avoid misinterpretation of this study, some terms are clarified as follows:

1. Young learners in this study are defined as learners in Kindergarten (4-5 years old). Children on this age have observable development especially in social, cognitive, and physical development. They tend to keen and enthusiastic, outspoken, imaginative and creative, active and like to move around, and interested in exploration (Kragen, 2004).

2. Multiple Intelligences is a theory from Gardner (2001) stating that someone may possess one intelligence or more; they are linguistics, logical-mathematic, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and natural intelligences.

3. Multiple Intelligence Activities are classroom activities that are covering one or more intelligences.

4. Students' response in this study is students act or reaction toward several activities given by the teacher.

1.7. Research Methodology

1.7.1. Design

This research focuses on the presenting a deep description of the Multiple-Intelligence activities that are used by teacher in teaching English for young learners. For this reason, the writer use descriptive-qualitative method.

Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail (Cresswell, 1994 quoted in Williams, 2007).

1.7.2. The Respondent

In this research, the respondent is a teacher of a Kindergarten in Bekasi. The research is conducted to discover the Multiple Intelligence activities are used by the teacher in teaching English for young learners and students' responses when involved in those activities.

1.7.3. Data Collection

The study is conducted at one of Kindergarten in Bekasi. In collecting the data, this study used several instruments: observation, interview, and document analysis.

5

Observation is conducted during the learning process to find out the Multiple Inteligence activities that are used by the teacher in teaching English for young learners. Interview is conducted to collect the information from teacher's perspective of using Multiple Intelligence activities and the students' response when involved in those activities. Document analysis is used to identify the goal of the classroom activities, such as lesson plan and syllabus.

1.7.4. Data Analysis

After collecting the data, the data of the study will be conducted by several steps. According to Huberman and Miles as cited by Basrowi and Suwandi (2008), there are three steps on analyzing the data: First, data reduction; the researcher reduces unnecessary information. Second, data analyzed; the data from observation and the information from interview are analyzed. The last is conclusion; this section can be done by describing the result about Multiple Intelligence activities that are used by the teacher; also provided by the students' responses when involved in those activities.

1.8. Organization of Paper

The organization of the research is divided into five parts. The first one is Introduction; this chapter consists of the background of the research, the research questions, the aims of the study, the significance of study, clarification of terms, and organization of paper. The second is Theoretical Framework; it consists of theoretical framework of the study. The third is Research Methodology; it contains the research

6

design, the site, the respondent and participants, data collection, and data analysis. The fourth is Findings and Discussion, it covers the finding and discussions of the data and the result of the study. The last is Conclusion and Suggestion, it covers the conclusion and suggestions are given based on this study.