CHAPTER I

INTRODUCTION

1.1 Background

A learning instruction plays an important part in delivering material and a set of learning activities to students. Instruction is aimed to attain the objectives that have been formulated before. In the process of teaching and learning, teachers have a main role in helping their students to learn through a set of instruction. They should have strategies reflected in an instruction that are not only well accepted by the students but also could aid to attain the objectives of the learning.

One of the instructional sequences in a teaching and learning process is the instructional activities. The instructional activities create the elements of human interaction— as a process of instructional accomplishment. Within it, a teacher often tries to create a conducive and enjoyable environment for the students. Theories and experiences are integrated to support a better instruction. One of the main things that always take into consideration in teaching is the position of a method. As cited by Bahri and Zain (1995) in *Strategi Belajar Mengajar*, method has been placed as an extrinsic motivation, instructional strategy and as a tool to accomplish the objectives.

Current researches on the brain, learning and human intelligence from variety of disciplines have provided information with big implications to education. Various learning theories have been adapted in teaching second or

foreign language especially English. One of them is by implementing multiple intelligences. Recently, multiple intelligences have been placed more than just a theory but it has been developed into a teaching and learning model. By using multiple intelligences, teacher could teach students in eight ways and students could learn in many ways. Gardner (1999) has formed his thought in his theory of Multiple Intelligences. The eight intelligences are: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Gardner's Multiple Intelligences model has been showing a good effect for students.

Several researches have been conducted in using multiple intelligences as a teaching strategy. Campbell (1986) describes that the strategy based on multiple intelligences approach could increase multimodal skills; improve attitudes and behaviors, and other benefits and the students enjoyed the learning process. Ribot (2004) who implemented multiple intelligences in teaching English as a second language found that multiple intelligences learning model had allowed each student to draw from his or her own strengths to approach learning. While Yusuf and Paridawati (2007) found that the implementation of multiple intelligences principles in learning could enrich and enhance students' vocabulary mastery and accommodate their different learning styles.

Talking about young learners, they are in the era of need for variation of methods in learning. In the other hand young learners are the most crucial moment in learning development stages. All things that have been learned in this stage will be a basis for their development in the next stage. Piaget (1963) states that young

learner's foundations of thinking, language, vision, attitudes, aptitudes, and other characteristics develop through the direct interaction with things and environment around them. In this case, foreign language instruction must consider the needs and characteristics of young learners in order to be successful in learning. Schmitt (1997) also suggests introducing children to a range of strategies are enabling for learners to choose as suits their individual learning styles.

Based on the above considerations, this study investigated the implementation of multiple intelligences theory in teaching English for young learners class at Mutiara Hati elementary school.

1.2   Research Questions

This study carries out to find the answer to the following questions:

1. How does the teacher implement multiple intelligences-based instruction in the classroom?

2. What are the barriers faced by the teacher in implementing multiple intelligences-based instruction?

1.3   Aims of the Study

The aims of the study are:

1. To find out the teaching strategies through the use of multiple intelligences-based instruction.

2. To find out the barriers that might be faced by the teacher in implementing multiple intelligences-based instruction

1.4 Significance of the Study

This study is important in giving a description of English teaching strategies which employs multiple intelligences as an integrated instruction in a classroom and the barriers that might be faced by the teacher. Therefore, the English teaching strategies can be varied and more creative in encouraging the students to learn. It is also expected that the teaching strategies which use Multiple Intelligence as part of the instruction can be an alternative way in handling various children behaviors and gives a contribution to English teaching and learning.

1.5 Limitation of the Study

The scope of the study is limited to the use of strategies by the teacher in the instructional activities. Discussion of the study focuses on analyzing the English teaching strategies in the event of instructional activities which applies multiple intelligences-based instruction that proposes by Gardner (1999) and Armstrong (2002). This study was conducted at Mutiara Hati elementary school located in Antapani, Bandung. The study was conducted within three sessions of English lesson.

1.6 Methods of the Study

For the purposes of the study, the design, site and respondents, data collection and procedure of the study are presented as follows:

1.6.1 Research Design

This study uses qualitative-descriptive method in which the study was conducted in a natural setting during English language classroom. The design is expected to find out the problems and strategies used by the English teacher in implementing the multiple intelligences-based instruction. In presenting the data, the descriptive method was employed to describe or to interpret the natural phenomenon appeared during the classroom lesson.

1.6.2 Site and Respondents

This study was conducted at Mutiara Hati, a private elementary school located in Antapani, Bandung. The respondent was a female English teacher. She was selected purposively to be the subject of the study.

1.6.3 Data Collection

1.6.3.1 Instruments

Since this study is qualitative, the data collecting of natural spoken classroom discourse involved several techniques: video recordings and semi-structured interviews in separate session. The video recordings are aimed to observe the teaching-learning activities. While the interviews are aimed to get the depth information about the problems being observed.

1.6.3.2 Procedures

In an attempt to collect valid data, this study employs an audio-visual (video-taped), this is in line with Suherdi (2000) that states videotaping is relevant to the research on language teaching because it could represent the data of natural spoken discourse comprehensively.

The teacher was interviewed to gain a number of clarifications of the result of the transcription in the context of multiple intelligences based-instruction that used by the teacher during the teaching and learning process.

The video recorded teaching and learning process and audio taped interviews was transcribed, coded, and described.

1.7 Data Analysis

To analyze the data gained, the coding of the data used the system of analysis based on Suherdi's classroom discourse analysis framework (2006). The coded data gained were sorted out based on theories of Multiple Intelligences proposes by Gardner (1999) and then sorted out based on multiple intelligences' strategies purposes by Armstrong (2002).

1.8 Clarification of the Key Terms

Some terms are clarified as follows:

Multiple Intelligences-based instruction: a set of instruction in that has been developed from Gardner's (1999) Multiple Intelligences (MI) theory. It includes the eighth intelligences as the methods to teach.

Young learners: For the purposes of this study, Young Learners (YLs) refers to children in the second grade aged of 7.

Teaching strategy is defined as a plan, methods, or series of activities designed to achieve a particular educational goal (David, 1976)

I. Organization of the Paper

The paper will be presented into five chapters. They are:

I. Introduction, which will talk about the background of the study

II. Theoretical foundation, which will provide the theories and the findings of the previous studies in relevant to the study

III. Methodology, which will describe the research methodology that has been briefly introduced in chapter 1

IV. Findings and discussion, which will cover the data collected, data analysis and the interpretation of the findings from the study

V. Conclusion and suggestion, which will explore the conclusion of the study and also suggestion for further better study.