

# CHAPTER 1

## INTRODUCTION

### 1. 1. Background

Teaching English to young learners is a new issue in recent years. Many English courses for children are established. Moreover, English is integrated into preschool curriculum as a local content. However, there is still some confusion on how to implement it. As in an interview with Margaret Lo about teaching English to young learners, one of the interviewers asked how to deal and to manage the children, especially the naughty one.

For a long time, the children have been taught using teacher-centered approach. The children, most of the time, just listen to the teacher explanation. Whereas, one of children characteristics that should be taken into account when teaching them is that young learners have their own nature and characteristics dealing with their physical growth and cognitive development. It means teaching children is different from teaching adult and it is not an easy job. The teacher has to set a particular activity based on their characteristics. The teacher also has to be well prepared and to know with whom they are dealing. If the teacher does not think about it, the children will easily get bored and will not have any interest to learn. Then, it is not surprising if the class is noisy and the children run here and there.

In early 1900s, Alfred Binet was asked to develop a tool to identify children with slow mental and needed extra assistance. Hoerr (2007:8) stated that

since then, the first standard intelligence quotient test was well known. Then, idea that the intelligence can be measured objectively and reported with scores was finally rooted. Until present, there are so many standard tests available for many intentions and they are all based on Binet thought which states that a test and its scores can describe all ability and skill of someone.

However, those tests are hesitated by many teachers and public. Specifically, Rose and Nicholl (2003: 57) explain that IQ test only measures individual ability with linguistic and logical-mathematical questions besides some visual-spatial questions. Dewi (2004) said that practitioners and scholars in intelligence field had realized that IQ test only could describe small part of one's intelligences.

Gardner who is a psychologist also has the similar thought with the practitioners and scholars above. After analyzing various studies about genius children, talented people, brain-damaged patients, down syndrome people, normal children, normal adult, experts in many field, and men from different cultures; Gardner developed his theory about intelligences so called multiple intelligences. Gardner concluded that all men have their own intelligences but differ in strength.

Gardner as cited in Rachmani (2003: 8) identified that there were eight intelligences existed in human being. Those intelligences are linguistic intelligence that deals with ability in using words creatively whether it is oral or written; logical-mathematical intelligence that involves an ability to analyze a problem logically, to find or create theory of mathematic patterns, and to analyze something scientifically; spatial intelligence that is related with an ability to

imagine geometrical or three dimensions shapes; bodily-kinesthetic intelligence that is an ability to control movement, balance, cleverness and style in moving; musical intelligence that deals with the ability to think or to process music, to pay attention to pattern, to recognize and presumably to conjure up composition or to manipulate it; interpersonal intelligence is an ability to be able not only to understand and to communicate with other but to see other's differences from mood, temperament, and motivation as well; intrapersonal intelligence is an ability to understand himself, to know himself, to know what he can do, to know what he wants to do, to know how he will react to one situation; and the last intelligence is natural intelligence which deals with an ability to recognize and to classify plants, rocks and animals, and all variety of flora and fauna.

Though Gardner theory at the beginning was dedicated for psychology field, but many educators were interested in his theory. Many schools in the United States have implemented this theory. One of them is New City School in St. Louis, Missouri. After applying this theory in their school, the students became more involve in school activity and loved to go to school. There was also improvement in students' test scores. The changes were not only the students but the teachers and parents as well. The teachers worked and discussed more about their students, while the parents were engaged more in their children activity in school.

In Indonesia, there are also some schools that have implemented multiple intelligences. Furthermore, some research has been conducted related to multiple intelligences. In 2007, Klara Andriana and Yani Marliani conducted research

about multiple intelligences in English teaching and learning. The result of both researches were similar, namely students felt the researcher's way of teaching using multiple intelligences was fun, good and motivated learning. The students' understanding of the lesson was also improved.

Referring to the explanation above, the theories and previous researches about multiple intelligences, the researcher also wants to conduct research related to multiple intelligences. Specifically, the researcher wants to conduct a research related to the implementation of multiple intelligences in teaching English to young learners.

## **1.2. Statements of Problem**

Referring to the explanation above, the writer has formulated some questions as the groundwork for conducting this research as follow:

1. What did teacher at *TK Pondok Anak Pintar* know about multiple intelligences?
2. What were the activities regarding multiple intelligences applied in the classroom?
3. How did the teacher implement multiple intelligences in teaching English to young learners?
4. What were the difficulties faced in implementing multiple intelligences in teaching English to young learners?

### **1.3. Aims of the Study**

Based on the statements of the problem above, this research was conducted in order to meet the following aims:

1. To find out teacher's knowledge about multiple intelligences.
2. To find out the activities regarding multiple intelligences applied in the classroom.
3. To find out how the teacher implemented multiple intelligences in teaching English to young learners.
4. To find out the difficulties faced in implementing multiple intelligences in teaching English to young learners.

### **1.4. The Significance of the Study**

This study is expected to find out the implementation of multiple intelligences in the classroom. According to Armstrong (2002: 92), there is no absolute standard in implementing multiple intelligences. Thus, this research is conducted to give a model in implementing multiple intelligences in English teaching and learning, specifically in teaching English to young learners. It is hoped that the result can give a new insight for the preschool teacher and improve conducive situation in teaching and learning process. This research also expected to enrich the reference of the study of teaching English to young learners. Using multiple intelligences, young learners are hoped to be able to learn English easily, enjoy and feel fun to learn it.

### **1.5. Scope of the Study**

The scope of this study is limited to investigating the implementation of multiple intelligences theory in kindergarten. This study will only identify the nature of the learning process using multiple intelligences in the kindergarten classroom in *TK Pondok Anak Pintar (PAPI)*, Cimahi. The research is going to be conducted several times involving one Indonesian female teacher and her students.

### **1.6. Sample**

This study is conducted in one of the kindergartens located in Kota Baru Parahyangan, Cimahi, namely *TK Pondok Anak Pintar*. The kindergarten was chosen since multiple intelligences had been chosen and implemented in their teaching and learning since last year. The sample of this study is English young learners, especially kindergarten students, and the teacher.

### **1.7. Research Method**

#### **1.7.1. Research Design**

According to the data collection, the writer analyzes the data using descriptive qualitative method to describe or to interpret the natural phenomena being studied. In analyzing the data, the writer uses Miles and Huberman model as cited in Sugiyono (2007).

### **1.7.2. Data Collecting Procedures**

In conducting the study, the writer employs the following procedures:

#### **1. Data Collection**

The data is taken from the learning activities of *TK Pondok Anak Pintar*, Cimahi, by conducting observation, administering questionnaire, conducting interview and collecting documents.

##### **a. Observation**

The writer will observe the class to investigate the implementation and the activities of multiple intelligences in the classroom, and to find out the difficulties faced by the teacher in implementing it.

##### **b. Questionnaire**

The writer will distribute questionnaire to the teachers to find out teacher's knowledge about multiple intelligences. The questionnaire is closed-ended type.

##### **c. Interview**

The writer uses interview in order to get the information about the difficulties in implementing multiple. The interviewed are audio taped and transcribed.

##### **d. Collecting documents**

This is conducted to collect lesson plan and students' worksheet during the observation.



## **1.8. Clarification of the Key Terms**

The following key terms are presented to assist in understanding several terms in this research:

1. Teaching English for Young Learners is teaching English to kindergarten students.
2. Multiple intelligences are educational theory proposing that there are eight intelligences – linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, natural intelligence -- exist in human beings.

## **1.9. Organization of The Paper**

This paper will be organized as follow:

### **Chapter I Introduction**

This chapter provides background, statements of the problem, research methodology, and several other aspects which are related to this study.

### **Chapter II Theoretical Foundation**

This chapter describes in detail the literature review, which is relevant to this study such namely multiple intelligences and theory of teaching English to young learners.



Chapter III Research Methodology

This chapter discusses methodology of the research, procedures in collecting data, reliability and validity of the data, and data analysis.

Chapter IV Findings and Discussion

After analyzing the data, the result of the data is presented and interpreted in this chapter.

Chapter V Conclusion and Suggestion

The conclusion of the study is presented and suggestions are given in this last chapter.

