

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is one of languages which is used in many countries in the world. In Indonesia English is as Foreign Language. Indonesian people need English to face the era which always grows up. To prepare people who have English skill well, the government makes English as one of the language lessons which is learned by students in school.

In High School, English is one of lessons which is tested in National Examination, now it is called School Examination. On the other hand, English in Elementary School is as local content. It is like Standard of Content from National Education Standard Corporation (BSNP) (n.d., p.135) it is needed standard of competence of English for Elementary Schools/Islamic Elementary Schools which conduct English as local content. The students who graduated should have skills which have advantages in the next level.

Teaching English in Elementary School is minimalized by the ministry in Indonesia. In [max.delotbiniere@theguardian.com](mailto:max.delotbiniere@theguardian.com) said that the ministry plan to focus more teaching on religion and Indonesian culture at the expense of science and social studies. English Language classes will start from Junior High School. So, it is why English lesson in Elementary School as local content.

Local content itself is conducted according to every institution policy which has minimal rule from standard of Content of Elementary School. Especially English must be given to students in grade four.

Many schools English is delivered begin in Junior High School. It is linear with Deputy education and culture minister Musliar Kasim said in Jakarta Post Tuesday 13 November 2012. He said that Elementary schools will not have English lessons because [students] haven't learned to understand the Indonesian language. It is different from *Lazuardi Kamila GIS Surakarta*. In this school, English is transferred starting from grade one. Every teacher should be able to have all English skills. In this school, every day almost all of the conversation between students and teachers use English. Moreover, it uses Multiple Intelligences to make the lesson different.

Multiple intelligences is intended to give a brief ideas central to multiple intelligence theory which is currently attract the attention of many educators all over the world, including second language educators. MI also tries to suggest its pedagogical implication by giving suggestion of what teachers are supposed to do in the classroom with regards for the multiple intelligences of their students. (Fauziati, 2009: p. 106)

Multiple intelligences is a theory proposed by Howard Gardner which is cultivated of his research at Harvard University in 1983. According to Gardner (1985), everyone is smart and unique. The theory endeavor to create that people has not only one but they have much intelligence. According to this theory every person in this world has at least eight intelligences although differ in strength and

weaknesses which divided in some parts and each intelligence cannot exist by itself. The characteristics of intelligences which exist highest is determine the intelligence profile.

Multiple intelligences broke the traditional notion of intelligence called I.Q. (Intelligence Quotient). In I.Q. testing is shown just by one scale. If a person reaches 85 to 115 is regarded as a normal intelligence. Then, if the score is below 85 is a low intelligence. The last, if someone achieve more that 115 is considered as superior or genius. Because of the test the people who get low score are looked as a foolish person. So, it is show the reason that too limit to measure the intelligence of people.

On the other hand, multiple intelligences measure the intelligence of people by at least eight intelligences. If one intelligence has a low score, someone still has seven intelligences which can be developed by the educator. Beside offering teachers with more choices in teaching and assessment methods, multiple intelligences also allow students to demonstrate what they have learned in many different ways. Then, multiple intelligences is taught as a means for students to explore their intelligence strengths. Since the diverse style of learning proposed by multiple intelligences theory can expose the strengths and weaknesses of students, it helps the instructors understand each student better and provide specific support where necessary.

This theory also helps the teachers to avoid the student's bored with their lesson. They can choose the suitable method to the students according to their learning style which is measured by multiple intelligence research. Then, the teacher can develop the skill to make a product based on their intelligences. It has eight

comprehensive criteria or also called as the intelligences. They are linguistic Intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal, intrapersonal intelligence, and naturalistic intelligence (Gardner: 1985). The Naturalistic Intelligence was later added after Gardner's original seven intelligences. Then, one of the schools which apply this theory is *Lazuardi Kamila GIS* (Global Islamic School) Elementary school.

*Lazuardi Kamila GIS* (Global Islamic School) Elementary school lies at the center of Solo, precisely in near 45 Monument, located at Jln. Monumen 45 no. 10 and 17 Kestalan Banjarsari, Solo, Central Java 57133. It is the one of the islamic elementary schools that has established in 2006. It itself is part of Lazuardi Hayati school which is centered in Jakarta. Throughout the year, the school has become a pioneer as one of the Islamic elementary school that can apply Multiple Intelligences theory. Regarding to the goals, it is called for several preparations for improving quality such as providing school facilities and expand the quality of teachers and students. Furthermore, as the school is located in the center of the town. This school is definitely coupled by means of life skills such as information technology that still based on the islamic fundamental base.

These circumstances require teaching English using Multiple Intelligences Approach in *Lazuardi Kamila GIS* in achieving the goals to become one of the best and favourite schools and it can be the solution of problems education in Indonesia. Regarding these issues the researcher is interested to analyzing the Multiple

Intelligences Approach is implemented in *Lazuardi Kamila GIS* Elementary School in 2014 - 2015.

## **B. Problem Statements**

The major research problem of this research is “how to ascertain teaching English using Multiple Intelligence Approach at *Lazuardi Kamila*?” It is broken down into the following detailed problems:

1. What is the syllabus in the implementation of Multiple Intelligence Approach in *Lazuardi Kamila GIS* Surakarta?
2. What are the learning objectives in the implementation of Multiple Intelligence Approach in *Lazuardi Kamila GIS* Surakarta?
3. What are the procedures in the implementation of Multiple Intelligence Approach in *Lazuardi Kamila GIS* Surakarta?
4. How is the assessment in the implementation of Multiple Intelligence Approach in *Lazuardi Kamila GIS* Surakarta?
5. How are the teachers’ roles in applying the Multiple Intelligences Theory in the classroom setting?
6. How do students response to the Multiple Intelligence Approach?
7. What is the benefit and challeges using Multiple intelligence Approach in *Lazuardi Kamila GIS*?

### **C. Research Objectives**

The major research objective of this research is to ascertain teaching English using Multiple Intelligence Approach at *Lazuardi Kamila*. It is completed into the following detailed aims:

1. to explain the syllabus in implementation of Multiple Intelligence Approach in Lazuardi Kamila GIS Surakarta,
2. to explain the learning objectives in implementation of Multiple Intelligence Approach in Lazuardi Kamila GIS Surakarta,
3. to explain the procedures implementation of Multiple Intelligence Approach in Lazuardi Kamila GIS Surakarta,
4. to explain the assessment implementation of Multiple Intelligence Approach in Lazuardi Kamila GIS Surakarta,
5. to describe the teachers in the field applying the Multiple Intelligences Theory in the classroom setting, and
6. to explain the students' response to the Multiple Intelligence Approach.
7. to explain the benefits and challenges using Multiple Intelligence Approach in *Lazuardi Kamila GIS*.

### **D. Limitation of the Study**

The researcher limits the study about learning objectives, the syllabus, the procedures, the assessment, the teachers' treatments in the field, and the

students' response. It is done because to make the research more focus and detail in teaching learning process in the classroom.

### **E. Benefits of the Study**

By this research, it hopefully can give theoretical and practical benefit as follows:

1. Theoretical benefit

Reference is material for parties or institutions involved in education in policy making in order to improve the quality or the quality of education.

2. Practical benefit

a. For school organizers, it may be considered for increasing the quality of Multiple Intelligence Approach

b. For stakeholders, the result of as an input in support of schools in the implementation of Multiple Intelligence Approach.

c. For the teacher, this study is expected to make enjoyable teaching learning process and can be more creative to set interesting teaching learning process.

d. For the students, it is expected to be able to enrich enjoyable classroom environment and to develop the multiple Intelligence of the students.

- e. For the other researcher, this study is expected to give the researcher a valuable experience which can be used for doing a better action research in the future.