CHAPTER I
INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significance, conceptual framework, and previous study.

A. Research Background

To help students learn more effectively, teachers should have a solid understanding of the different types of human intelligence. By using the theory of multiple intelligences, teachers can tailor their teaching methods to meet the needs of students with different intellectual strengths. This can involve incorporating various activities and assessments that address various intelligences. According to Ghaznavi et al. (2021), one reason for incorporating the theory of multiple intelligences in teaching physically disabled students is to aid teachers, students, and parents in comprehending different learning methods and nurturing a range of intellectual abilities and life skills. Based on teachers' awareness of various types of intelligences and how they relate to language learning, this research explores the teacher's teaching process based on the theory of multiple intelligences. In addition, this research aims to investigate teachers' perceptions of multiple intelligences in English to young learners' lessons. By identifying how the teacher carries out the teaching process based on the theory of multiple intelligences, this research sheds light on how this theory is applied in teaching English to young learners and contributes to developing practical language teaching practices that address the diverse learning needs of Students.

Alhamuddin and Bukhari (2016) state that the role of teachers is not only to transfer knowledge based on their competencies but also on student characteristics that reflect their teaching style. People have different levels of how their multiple intelligences are activated and combined to accomplish various activities, address various issues, and advance in various fields. Teachers have a responsibility to students who mirror their teaching styles. However, students have a variety of ways to learn and acquire information. They can learn in any form, such as visual,

kinesthetic, or auditory. This is a common thing known from the way students learn. Meanwhile, human intelligence is much broader than that. This level of intelligence is used to accomplish various activities, deal with problems, and develop in different areas between individuals.

A Psychologist and Professor, Howard Gardner in 1983 proposed eight types of human intelligences at Harvard University's Graduate School of Education. The eight types are visual-spatial, verbal-linguistic, musical, logical-mathematical, interpersonal, intrapersonal, naturalistic, and bodily-kinesthetics. He states that the various human bits of intelligence are called Multiple Intelligences (MI) (Nidhy & Tay, 2017). This theory represents innate talents and abilities. This theory also states that understanding the types of intelligence students have can assist teachers in choosing appropriate teaching strategies and guide students toward specific career paths. Morgan (2014) supports Gardner's theory, as he indicates that differentiated instruction benefits all students but must be presented by well-prepared, experienced, knowledgeable teachers. Therefore, by knowing the various kinds of human intelligence, teachers can give different instructions to their students and make it easy for them to understand the lessons given according to their intelligence.

English is a compulsory subject in several schools in Indonesia. English itself has been taught from elementary school and even kindergarten. Unfortunately, many schools still teach English by memorizing, translating, and focusing only on the language's structure. Many teachers need to teach well-formed and meaningful enough learners. This results in learners needing to be more interested in learning English.

The teaching process is observed conducting an English lesson for the English Regular Class of a Private School in Bekasi for the students aged 9-11. According to the teacher's assessment results, many students are only present in the class but still need help understanding the lessons given. This is not infrequently caused by the teachers who provide teaching methods that tend to be monotonous, diverse, and uneven. The teacher not fully aware of the diverse learning needs and preferences of the students in the age group of 9-11.

Based on the observations, it is revealed that the teacher uses a variety of teaching strategies and activities that cater to the learners' different learning styles and intelligences, such as using picture cards and flashcards to teach new vocabulary and language structures. Especially for English to Young Learners (EYL) who still do not know their learning style, the role of the teachers here is vital to help students find learning styles to make it easier for them to learn. Sometimes, teachers who teach EYL should focus more on visual and auditory using only media such as videos. At the same time, other intelligences need to be considered so all students can understand the lessons. Therefore, Ikawati (2017) says that by understanding how a teacher caters to the different learning styles and intelligences of young learners, teachers can identify effective teaching strategies and practices to enhance the learners' motivation, engagement, and language learning outcomes. This can help to improve the quality of English teaching for young learners and lead to better language proficiency.

Several studies relevant to the topic of the current research have been conducted by Agustin et al. (2021) aimed at detecting and stimulating multiple intelligences of kindergarten children early in school by applying collaborative action research by academics and practitioners. Another research was conducted by Prez et al. (2018) who described the Game to Learn Project, which intends to boost learning by promoting severe games and digital mini-games for multiple intelligences development. Gündüz and Ünal (2016) conducted other previous research that compared the growth of English writing in Turkish sixth-graders based on multiple intelligences activities and traditional methods.

However, the current research has several differences from those studies. The current research focuses on how teachers can evenly convey all their knowledge in EYL based on the multiple intelligences theory. It also focuses on the teacher and pays attention to the teaching process and the teacher's perception. On the other hand, most of the previous studies discussed how students respond through some method based on their multiple intelligences.

B. Research Questions

From the description above, this research is intended to answer the two following questions:

1. How is the process of teaching EYL based on multiple intelligences theory?
2. How does the teacher perceive multiple intelligences in EYL lessons?

C. Research Purposes

From the research question above, the aims of this research are:

1. To figure out the process of teaching EYL based on multiple intelligences theory.
2. To discover how the teacher perceives multiple intelligences in EYL lessons.

D. Research Significances

Theoretically, this research is expected to be one of the sources of further research that has a topic in multiple intelligences teaching theory. Practically, this research gives significance to the following:

1. Teachers

This research will help English teachers provide teaching knowledge based on the multiple intelligences theory.

2. Further research

This research is expected to be one of the sources of further research that has a topic in multiple intelligences teaching theory.

E. Conceptual Framework

1. Teaching English to Young Learners

Young learners have a short attention span, so it is essential to use engaging and interactive teaching methods to keep them interested. Pinter (2017) has argued that young learners have a limited attention span, enjoy playing and having fun, have much physical energy, have limited cognitive development, and have limited short-term memory. Young learners are often sociable and enjoy working with others. Although every child is different, and even two kids of the same age chronologically might have very different personalities, as Pinter (2017) notes.

Young learners learn through doing, by looking at and handling the things around them. Piccolo (2010), as cited by Mulyadi (2021) defined teaching EYL as teaching learners aged 3 to 11 years old. Teaching English to adults or even teenagers are different. Also, children are unique social beings with their own cultural conventions. Mulyadi (2021) also says that learning and teaching EYL heavily relies on their developmental stage. Young learners tend to react to language based on its functions and ability. Additionally, they are predisposed to imitate and are usually not self-conscious, making them receptive to activities provided by teachers.

As mentioned by Murtini (2019), educating young learners in English is a fundamental principle of thinking, reasoning, and behavior. According to Piaget (1995), as cited by Sulistyawikan (2014), there are three principles of teaching EYL. They are cognitive interactions principles, cognitive principles, and social interactions approach. The principle of cognitive interactions suggests that young learners acquire knowledge through hands-on experience and manipulating objects in their environment. In primary or elementary school settings, children tend to learn best by actively engaging in practical activities. The cognitive principle is that learners require opportunities to utilize and experiment with a different language. Additionally, this principle implies that making mistakes is a natural and inevitable aspect of the learning process. The social interactions approach posits that the organization of human language may have originated from its social-communicative purposes and its significance in human interactions. Consequently, in language learning, it is necessary for learners to engage in conversation with others and receive language input from different sources.

2. Multiple Intelligences

Howard Gardner, Ph.D., in 1983 introduced the multiple intelligences theory and classified this theory into eight intelligences: verbal-linguistic, logical-mathematical, spatial-visual, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalist (Nidhy & Tay, 2017). Howard Gardner is a Professor of Education at Harvard University. At first, Gardner developed six intelligences

when he worked on human cognition and human potential. Those eight intelligences relate to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities (Northern Illinois University Faculty Development and Instructional Design Center, 2012).

Verbal/linguistic intelligence is a cognitive ability encompassing a wide range of linguistic skills and is characterized by a high proficiency in language use, both in communication and thought processes (Gardner, 2006). According to Gardner (2006), logical/ mathematical Intelligence refers to the ability to reason logically, solve mathematical problems, and think abstractly.

Visual/Spatial Intelligence means having an accurate insight into the world, creating an individual visual experience, and inspecting color, pattern, shape, and structure, such as drawing and pattern design Gardner (1983). Bodily/ Kinaesthetic Intelligence uses the body to express emotions, play games, or create new products (Gardner, 1983, p.19).

Musical intelligence means the sharp awareness when one is in a particular environment and the ability to use a series of musical elements, such as pitch, rhythm, and intonation (Bellanca et al., 2004). According to Gardner (2006), Intrapersonal Intelligence refers to the ability to understand oneself, one's thoughts, and emotions.

According to Gardner (2006), interpersonal intelligence refers to the ability to understand and interact effectively with other people. Naturalist intelligence is the eighth intelligence by Gardner (1995) after his other seven intelligences. It means abilities to identify animal and plant species in the surrounding environment and classify natural creatures.

3. Multiple Intelligences in ELT

The multiple intelligences theory can provide a new approach to language teaching that considers students' diverse learning needs. Altan (2012) explains that English Language Teaching (ELT) teachers who incorporate multiple intelligences in their classroom instruction will frequently alter their teaching methods and techniques, transitioning from one intelligence area to another, such as language,

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music, or logical-mathematical, while imaginatively combining all the intelligences. To provide direct and engaging experiences for their learners, MI-based ELT teachers might ask students to move around the classroom, pass an object, or build something tangible to help them better comprehend the topic. In addition, they may encourage cooperative learning among their students by prompting them to interact in various ways.

4. Teachers' Perception

Teachers' perceptions of their profession are shaped by a variety of factors, including the broader cultural background, pedagogical principles, and personal experiences. These influences contribute to the varied and complex nature of teachers' perspectives. Darling-Hammond (2000) claims that teachers often see themselves as acting as stimuli for both intellectual and moral development in addition to just imparting knowledge. They play a crucial role in the transmission of knowledge and ideals, making a significant contribution to the growth of present and future leaders. Because of this, instructors frequently believe that they are influencing society's very structure rather than just being knowledge providers. Teachers have the important task of developing students' minds, creating values, and promoting critical thinking abilities, all of which are crucial in determining how the world will develop in the future. As a result, their understanding of this incredible profession is frequently characterized by a strong sense of purpose and dedication.

F. Previous Study

Several previous studies regarding multiple intelligences theory in English classes exist. The first previous research conducted by Agustin et al. (2021) focuses on efforts to detect early and stimulate the multiple intelligences of kindergarten children by applying collaborative action research of academic practitioners. This research was conducted using a qualitative approach using collaborative action research between researchers and teachers. The subjects in this research were 40 kindergarten children in groups 1 and 2. The results showed that all the children's plural intelligence indicators could be significantly improved after using a learning

model designed by the researchers. All kindergarten institutions can use this instrument to detect children's growth and development at the beginning of the year or during learning, and this study is relevant to the current research. However, the current research focuses on the teacher and pays attention to the teaching process, not giving a test to the students and comparing what one gets.

Another previous research was conducted by Prez et al. (2018) who used game-based learning intervention to increase the logical-mathematical, naturalistic, and linguistic learning levels of 60 primary school students from a public school in Spain. The previous research design used in this study is quasi-experimental, with a pretest-posttest control group design. The students were divided into two groups: an experimental group and a control group. The experimental group consisted of 30 students, while the control group had 30 students. This previous research focuses on the description of the Game to Learn Project, which aims not only to promote the use of serious games and digital mini-games for developing multiple intelligences but also to analyze whether this methodology results in increased learning. The results of the previous research show that there have been noticeable advances in both boys' and girls' naturalistic intelligence, as well as in boys' linguistic intelligence and girls' logical-mathematical intelligence, and this study is relevant to the current research. However, the current research finds out how to teach English effectively to young learners with diverse intelligences, not to notice the media enhancement of multiple intelligences. The current research also uses a case study. It focuses on the teacher's perception of multiple intelligences in EYL lessons. The previous study uses quasi-experimental and focuses on the description of the Game to Learn Project.

In the other research, Gündüz, Z. E. et al. (2016) explored the effects of multiple intelligences activities versus traditional methods on the English writing development of sixth-grade students in Turkey. The research shows the pre-and post-test results from both groups (multiple intelligences activities and traditional methods). Multiple intelligences-based activities were more successful than conventional methods of instruction at helping sixth-graders write more effectively for the current research. It was challenging for the students to apply their knowledge

to writing traditionally because they were not taught English in a context and had to recall some grammar rules and vocabulary on their own. This study is relevant to the current research. However, the current research does not compare activities based on multiple intelligences with other methods but discusses how the teacher can reach all the students' multiple intelligences.

However, the current research has several differences from those studies. The current research focuses on how teacher's process and perspective in teaching English to young learner based on the multiple intelligences theory. On the other hand, most of the previous studies discussed how students respond through some method based on their multiple intelligences. Also, the current research use case study while the previous studies use the pre-and post-test.