CHAPTER I
INTRODUCTION

In this chapter, the researcher provides some reasons for conducting this study. Those reasons are discussed in background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and the definition of the key terms. Each sections will be presented below:

1.1 Background of the Study

Teaching English as a foreign language in the early age is very essential in developing children’s language competence because they learn in the golden age. Children have strong memory in this development stage, they are capable of absorbing, remembering, analyzing, imitating every lesson effectively. They are better and faster in the teaching learning process as well as in the daily life. Children have a lot of opportunities to build up their personal ability in acquiring other languages. Some psychologists believed that teaching a second language to young learners is better than that to adult learners because the speech articulation of children that produce the sound is still developing well. Good pronunciation should rely on the ability to control the organ of speech. Therefore, it is easy for children to speak English as a foreign language. In brief, teaching language becomes easier when it is done in the early age because of the previous explanation.

Teaching English to young learners is diverge from that to adult learners in term of their abilities, language topics, methods, techniques and strategies. Sabilah
(2004) stated that teaching English to young learners prepares young learners using English as their international language communication. Teaching English to young learner can be done since the children in the elementary school or before, in the kindergarten. Teaching English to elementary school students aims to introduce them with vocabulary, how to spell or pronounce it correctly. It does not accentuate on teaching grammatical rules or defining sentence patterns. Elementary students have their own characteristic, personality, intelligence and psychology which need effective strategies to manage them in the teaching and learning process. To sum up, Teaching English to young learners is simpler than teaching English to adult learners. It introduces the English to the children. However it needs better teaching strategy to keep the class under control.

In the process of teaching and learning, there will be a wide range of students’ intelligence in the classroom. Even, a student can have more than one prominent intelligence. The phenomenon is called by multiple intelligences in a class. Multiple intelligences are a concept proposed by Howard Gardner, a psychologist from Harvard University. According to Chatib (2013:132), Gardner stated that “Intelligence is the ability to find and solve problems and create products of value in one’s own culture”. In addition, Gardner as cited in Chatib (2013) stated that a human intelligence is not only measured by standard psychological tests; but also, it can be seen from a human’s habit in solving the problems and creating new products with cultural values (creativity). Unconsciously, many parents and teachers ignored two sources of intelligence, namely problem solving skill and creativity. Therefore, the
process of teaching and learning will be affected by the students’ multiple intelligence in the classroom.

Based on the phenomena which occur in Indonesia’s schools, there are more than twenty students in a class. There will be a variety of students’ intelligences in a course. Therefore, a teacher must have proper strategies in teaching to deliver the material in order to have comprehension of it for all of the students in a class.

Teaching strategy plays an important role in teaching learning process. Brown (2007:119) writes, “Strategy refers to a specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designed for controlling and manipulating certain information”. Therefore, teaching strategy plays an important role in teaching learning process, because it is a specific strategy planned and used by the teacher for delivering the lesson or solving the problem in conveying the material in the class to achieve the aim of learning.

In a related study conducted by Kinanggi (2009), it was found that teachers used any kinds of teaching strategies based on the characteristic in it. The result showed that teaching strategy is one of the significant factors in education except teachers, learners, teaching methods and learning strategies. Another study conducted by Akyuni (2008) showed that teachers used fun strategies such as singing a song and playing a game in each skill when teaching English at SDN 1 Dinoyo Malang. The teachers taught based on young learners’ characteristics which need fun atmosphere and conducive environment. Based on related study above, it can be concluded that it is essential to have study on teaching strategy.
In this study, the researcher is interested to investigate the use of teaching strategy in SD plus Al-Kautsar Malang because the teaching strategies used in the school are based on students’ multiple intelligences. Based on the pre-observation that had been done, the researcher found that this school applied multiple intelligences system in the teaching and learning process. This statement is in line with Imam Syafi’i (2014), a chief of public relation of SD plus Al- Kautsar Malang, who stated that this school has already applied multiple intelligences system since 2006. Furthermore, based on the researcher’s pre-observation, it was found that the classes based on students’ multiple intelligences were the third grade up to the fifth grade. Finally, the teachers are required to compose the teaching strategy as creative as possible based on students’ multiple intelligences.

In this study, the researcher takes the third grade to be observed. The third grade was divided into four classes based on the tendency of students’ intelligences. The first class was 3A, which was based on the tendency of interpersonal intelligence. The second class was 3B, which was based on the tendency of kinesthetic and musical intelligences. The third class was 3C, which was based on the tendency of visual-spatial and musical intelligences. The fourth class was 3D, which was class based on the tendency of visual-spatial, logic-mathematic and naturalist intelligences. The chief of public relation of SD plus Al- Kautsar Malang said that the classes were divided because school curriculum department believed that it could create conducive atmosphere for the teaching and learning process. It also gave benefits for teachers in using the teaching strategies during the teaching and learning process.
In addition, the chief of public relation of SD plus Al-Kautsar Malang stated that the class division was done by giving multiple intelligences research (MIR) test to students and their parents. According to Chatib (2009), MIR is a research instrument which provides a description of the tendency from a person's intelligence. This test is used to know the tendency of students’ intelligence through the best learning style of students. The result of this test helps teachers classify students based on their intelligences, therefore, teachers will determine easily the effective teaching strategy in a class. In brief, the classification of the students’ intelligences is done by using MIR in this school.

Starting from the fact above, the researcher is willing to conduct a research in the field of teaching strategy used at SD plus Al-Kautsar Malang entitled “Teaching Strategies based on Students’ Multiple Intelligences used by English Teacher at SD plus Al-Kautsar Malang”.

1.2 Statement of the Problems

Based on the background of study presented above, the researcher formulates three research questions. Those are namely:

1. What teaching strategies do English teachers use in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang?

2. What problems do English teachers face in applying teaching strategies in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang?
3. How do the English teachers solve the problems they face in applying teaching strategies in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang?

1.3 Purpose of the Study

To answer the research questions, the researcher states the purposes of the study as below:

1. To describe teaching strategies use by English teachers in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang.
2. To describe the problems faced by English teachers in applying teaching strategies in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang.
3. To describe the solution of the problems faced by English teachers in applying teaching strategies in teaching English based on students’ multiple intelligences at SD plus Al-Kautsar Malang.

1.4 Significance of the Study

Practically, the researcher expects this study might help teachers teach English effectively and efficiently by creating attractive class using various strategies based on students’ multiple intelligences. It will give better understanding in explaining the materials by recognizing the students’ types of multiple intelligences. Moreover, other teachers may use those teaching strategies to help them in solving teaching-learning problems.
Furthermore, the result of the study gives some contribution for the school. Firstly, the school is capable to facilitate the teachers to create a creative teaching strategies based on the students’ intelligences in each class. Secondly, the school is expected to understand the problems faced by teachers; therefore, the school is able to facilitate the teachers to overcome the problems that emerge during the implementation of teaching strategies based on students’ multiple intelligences.

Finally, the researcher hopes that the result of this study will be useful for other researchers to conduct similar study and to use this study as a reference or source of information.

1.5 Scope and Limitation

This study is conducted in the field of language teaching. The scope of this study is on teaching strategies used by the teachers based on students’ multiple intelligences. The subjects of this study are limited on the English teachers who teach using strategies based on students’ multiple intelligences in the third grade at SD plus Al-Kautsar Malang.

1.6 Definition of the Key Terms

a. *Teaching strategy* refers to a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end, planned designed for controlling and manipulating certain information. (Brown, 2000:113)

b. According to Pritchard (2009), *multiple intelligences* are an idea proposed by Gardner in 1983, that we all have various levels of intelligences across a range
of intellectual areas, which emphasize that each person is genius by his own way.

In conclusion, this chapter has presented the background of the study that consists of the reasons of the researcher and the important to conduct a study in the field of teaching strategy. It also explained the statement of the problems and purposes of the study. The next chapter will review theoretical framework related to this study.