CHAPTER ONE

INTRODUCTION

This chapter provides some information regarding this study. Presented below are Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitation of the Study, and Organization of the Study.

1.1 Background of the Study

As one of the most spoken languages in the world, the interest of teaching and learning English is increasing among people in Indonesia. It is even more popular now that English is taught as one of the mandatory subjects in most schools in Indonesia, as mentioned in the following statement, regarding the Indonesian curriculum:

"Bahan kajian bahasa mencangkup: bahasa Indonesia yang merupakan bahasa nasional, bahasa daerah yang merupakan bahasa ibu peserta didik, dan bahasa asing terutama bahasa Inggris yang merupakan bahasa Internasional yang sangat

penting kegunaannya dalam pergaulan global" (Departemen Pendidikan Nasional, 2013, p. 28).

Besides this, English has been taught to learners since their childhood. Teaching young learners is believed to be more challenging than teaching adults. Unlike adults, who have a longer attention span and are able to learn directly, young learners learn from what they see, hear, and touch (Harmer, 2007b, pp. 82-83). This means that they learn indirectly. "They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught" (Harmer, 2007b, p. 82). On top of that, they have a limited attention span.

To acquire each of the four English skills of reading, speaking, listening, and writing, there are some components that need to be paid attention to, namely vocabulary and grammar. Between those two components, vocabulary is the more fundamental in language learning because without sufficient vocabulary, learners cannot express their own ideas or communicate with others using English. David Wilkins states that "[t]here is no much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Thornburry, 2002, p. 13). This implies that vocabulary is even more important than grammar.

Singleton mentions that learners who learn English vocabulary since they are young are guaranteed to be more successful in learning English (as cited in Moon, 2005, p. 30). Jayne Moon also mentions that although adolescents and adults can learn a language faster than young learners, especially its grammar, young

learners have a long-term memory, which can make the language learning more effective if they have already learned the vocabulary of the target language since they are young (p. 31). Consequently, it is believed that the most suitable time to teach vocabulary to learners is since they are at a young age. The fact that Harmer (2007b, p. 82) mentions that young learners have a short attention span, suggests that teachers should be more creative in teaching vocabulary to young learners.

Various teaching methods and approaches can be used in teaching language as a second or foreign language, especially English. One of the new approaches is Multiple Intelligence Approach, which is thought to be more enjoyable and easier for young learners. Today, the study of Multiple Intelligences (MI) is not only a theory but has also developed into a teaching and learning process. According to Howard Gardner (1993), everyone is unique in their own ways and has a blend of intelligences, namely Verbal-Linguistic, Logical-Mathematical, Musical, Visual-Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Naturalist Intelligence (p. 17). In order to apply MI in teaching and learning process, it is advisable for teachers to know learners' MI.

In order to apply the MI Approach, the researcher also refers to two previous studies entitled "The Implementation of Multiple Intelligences on the Process of Teaching and Learning English (A Case Study on Fourth Grade Students of SD Kristen 3 Klaten in the Academic Year of 2012/2013)" and "The Effectiveness of Multiple Intelligence Based Teaching in Teaching English for Primary School Students". The researcher finds the gaps that both of the studies did not concern about the learners' responses during the teaching and learning process, they only focused on the final score of the learners. In both of the researches, the process of

learning was not included as the data of the research. On top of that, both of the studies focus on applying the MI Approach in the primary schools. Therefore, the researcher wants to apply the MI Approach in the Kindergarten levels as nowadays, English has been taught to learners since they are in the Kindergarten levels.

The researcher is interested in applying MI Approach in teaching English vocabulary to young learners because of the awareness of the importance of teaching English vocabulary since the learners are still young, as mentioned before. Owing to the fact that young learners have a short attention span, MI Approach can be one of the alternatives to vary the teaching methods. Knowing the dominant MI of each person is important so as to find out the most suitable teaching techniques in the teaching and learning process. Through the appropriate application of the MI Approach, the process of teaching and learning English vocabulary is expected to be more exciting and effective for the young learners.

1.2 Statement of the Problem

Based on the topic of this study, the problems are formulated as follows:

1. What are the young learners' dominant Multiple Intelligences at B1 Class X Kindergarten in Bandung?

2. How do learners in this class respond to the application of Multiple Intelligence Approach in teaching English vocabulary?

1.3 Purpose of the Study

This study is conducted to find:

1. the young learners' dominant Multiple Intelligences at B1 Class X Kindergarten in Bandung;

2. the learners' response towards the application of Multiple Intelligence Approach in teaching English vocabulary.

1.4 Significance of the Study

The researcher hopes that this study will provide theoretical and practical aspects of significance for kindergarten teachers about the application of MI Approach in teaching English vocabulary to young learners. Theoretically, this study aims to explain the importance of applying MI Approach in teaching English vocabulary to young learners. Practically, this study offers findings and discussion, as well as the conclusion and recommendation about the MI Approach that can be used to teach English vocabulary to young learners, especially kindergarten learners.

1.5 Limitation of the Study

This study is only limited to the research of the dominant MI which can be found in young learners between the age of five and six years old at B1 Class X Kindergarten in Bandung. This study should not be generalized to other kindergartens.

1.6 Organization of the Study

This study is divided into five chapters. Chapter One is Introduction, which consists of six parts: Background of the Study, Statement of the Problem, Purpose

of the Study, Significance of the Study, Limitation of the Study, and Organization of the Study. Chapter Two is Theoretical Foundation, which offers some theories from education experts to support the researcher's analysis. Chapter Three is Research Methodology, which discusses the method that is used for the research and how the researcher collects the data to complete this study. Chapter Four is Findings and Discussion, which presents the findings of this study and how the researcher analyzes the data. Chapter Five is Conclusion and Recommendation. In addition to these chapters, there is Bibliography, a list of references that the researcher refers to for this study. The last is Appendices, which consists of the consent form for parents, the sample of the questionnaire for young learners' parents, the result of the questionnaire, and five field notes.