CHAPTER I
INTRODUCTION

1.1 Background Of The Study

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it's important, English is taught widely at formal schools starting from elementary school up to universities. There are four English skills to learn, namely speaking, reading, writing, and listening skill. The real goal of teaching English to pupils in Indonesia is to enable the Indonesians to communicate in writen and oral English well.

In English Language Teaching (ELT) classroom, an approach or method is tends to be used in conjunctions with a syllabus, which is an inventory of things the learner should master; this inventory is sometimes presented in a recommended sequence and is used to design courses and teaching materials (Murcia, 1991:9). Moreover, Richards & Rodgers (2001: 71-72) provide some alternative approaches and methods for langue teaching classroom, as follows: Total Physical Response, The Silent Way, Community Language Learning, Suggestopedia, Whole Language, Multiple Intelligence, Neurilinguistic Programming, The Lexical Approach, and Competency Based Language Learning. Thesealternative approaches and methods can be applied in English Language Teaching classroom as a guide for teachers in teaching their students in english language classroom.

Multiple Intelligence Approach is introduced by Gardner (1983). He stated that intelligence refers to human ability to solve problems or to make something that is valued in one or more cultures (Gardner, 1983: 64). Furthermore, Gardner in Amstrong (2000: 2)mentionns eight distinct forms of human intelligence,namely*Verbal or Linguistic Intelligence*asthe capacity to use words effectively, whether orally or in writing*; Logical-Mathematical Intelligence*asthe capacity to use numbers effectively and to reason well*; Spatial Intelligence*asthe ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions;*Bodily-Kinesthetic Intelligence*asthe

expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things;*Musical Intelligence*asthe capacity to perceive, discriminate, transform, and express musical forms*;Interpersonal Intelligence*as the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people;*Intrapersonal Intelligence*asself-knowledge and the ability to act adaptively on the basis of that knowledge; and *Naturalist Intelligence*as the expertise in the recognition and classification of the numerous species— the flora and fauna—of an individual's environment**.**

In terms of teaching English, Multiple Intelligence can be used as a learner centered approach which gives importance to the abilities-importances in each individual. It presents a wide variety of teaching strategies that can be implemented in the classroom to support the existing ones. The principle in Multiple Intelligence Approach is to meet individual students' different needs. Multiple Intelligence may provide a framework to English Language Teaching (ELT) class and the monotony of a traditional English learning class can be broken with activities.

In English Language Teaching (ELT) classroom atSMPSSt.YosefMaubesi, the writer found that the situation in English class is closely linked to Multiple Intelligences. It clearly seen by the English teachers in SMPsSt.YosefMaubesiIhave induce their student's intelligences to learn English through many different ways such as games that including bodily activities, interpersonal relationships, music, pictures in the classroom, etc.

Based on the consideration above, the writer interests to conduct a research entitled: "***AN ANALYSISOF MULTIPLE INTELLIGENCES IN EFLCLASSROOM".***

1.2 Statement of the Problem

Based on the background that the writer mentioned previously, the writer will conduct the study in order to answer the following questions:

1.2.1 How is the Analysis of theMultiple Intelligences in EFL at SMPSSt.YosefMaubesi ?

1.2.2 What are the activities made by EFL teachers to induce student's eight distinct forms of Intelligences?

1.3 Objective of the Study

The objective of this study can stated as follows:

1.3.1 To know the Analysis of theMultiple Intelligences in EFL at SMPSSt.YosefMaubesi

1.3.2 To know the activities made by EFL teachers to induce student's eight distinct forms of Intelligences

1.4 The Significances of Study

The results of this study are expected to be of any use theoretically and practically. The significance of this study is presented into two ways, they are:

1.4.1 Implication

This researh is suported by Gardner in Richards that it is an important contribution to cognitive science and constitutes a learner-based philosophy which is "an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards et al, 2001: 123)

1.4.2 Application

The result of this study is expected to give valuable information to:

a. Teacher, as Multiple Intelligences teacher are to introduce student's distinct forms of Intelligences.

b. Students, as participants of learning will be better in performing their skills by being facilitated in class through the Multiple Intelligence.

c. Researchers, the result of this research may provides a reference to those who are interested to conduct further on related topic.

1.5 Scope and Limitation of the Study

This study is limited on the an Analysis on Multiple Intelligences in EFL

SMP St.Yosef Maubesi.

1.6 Defenitions of the Terms

Avoiding some incorrect interpretations of this research title the writer wants to clarity and explains the terms. They are as follows:

a) **Multiple Intelligence**

Multiple intelligence refers tohuman' intelligence profiles that consist of combinations of eight different intelligence types. These intelligences are: verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical-rhythmic intelligence, intrapersonal intelligence, interpersonal intelligence, and Gardner later added an eighth intelligence type to the list, that of naturalist intelligence (Amstrong, 2009: 6).

b) **English Language Teaching (ELT)**

English Language Teaching (ELT)refers to process of transfering English language knowledge from teachers to students through teaching and learning process in classroom.

1.7 Organization of the Writing

This writing is devided into five chapters. Chapter I is Introduction which presents background, research problems, aims of study, limitation of study, significan of the study, defenition of terms, and the organization of writing. Chapter II is Literature Review which presents some theories related to the topic. Chapter III is Research Method which presents research design, research subject, research instrument and research procedureChapter VI is research Findings and Discussion which presents research findings observation and discussion Chapter V is conclusion and suggestion that concludes and suggestion