

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Since several years ago, some experts had studied the relation between human brain, cognition, consciousness and how these parts contribute human communication. A convincing result of the researches is that human beings are the best and brightest of all animal kingdoms all over the world. From the researches, they argued that such statement is true because it appears that only homo-sapiens acquires language<sup>1</sup>.

Considering that humans are the only creature who acquires language, there might be a question from the theory. It is confusing on how the human kinds have their own languages in their social communities. In this case, it might be possible for someone or some people to communicate with the language used by other communities. As a result, there will be a terminology in terms of such cases. Experts call them as first language (which is natural language) and second (foreign language). It is not debatable that all of normal individual humans acquire first language. Otherwise, there is a view that some human beings appear not to be able to learn additional languages (second languages). Some people have even proposed that every individual can learn to speak a new language, but only as a child, and that adult people

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<sup>1</sup> Charles A.S. Heinle. "Human Intelligence and Second Language Learning" *Copyright © 2006 Modern Media*, (<http://www.homeschoolnewslink.com/homeschool/articles/vol3iss6/language.shtml> accessed on January 10, 2012)

cannot learn to speak a second language. This controversial statement needs a research whether it is true. Certainly, the difference between the acquisition of the first and second language becomes essential for us to understand these differences in terms of acquiring second languages for adult learners.

Leaving the debatable statement, it is interesting to focus on the way to acquire additional language for young and adult learners. It might be difficult for some learners to learn a new language. They can assume that their disability in learning a new language because of the lack of their interests in learning a new language. Others can assume that they don't have enough mental abilities to solve a problem related to a new language. In this case, teachers, which have important roles in language learning, need to find out the most efficient way for their students to learn language personally.

Focusing on the way to learn a new language efficiently, Howard Gardner from Harvard University introduced his theory about Multiple Intelligence (MI). On his theory of Multiple Intelligences, he states that there are seven distinct learning intelligences in human's brain<sup>2</sup>. It means that people learn a language in seven distinct ways: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Each kind of intelligences has its own characteristics in acquiring a second language. The important thing is that everyone uses every intelligence, to some degree. The differences lie in the degrees of strength in

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<sup>2</sup> "Language Learning With the Theory of Multiple Intelligences"  
(<http://www.liveinasiablog.com/2011/04/1919/> accessed on January 10, 2012)

each learning intelligence<sup>3</sup>. Gardner uses the term *Profile of Intelligences* to refer to the degrees of strength of these intelligences in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains<sup>4</sup>. For instance, a student does better when he learns a language through grammatical rules, individual tasks and picture/chart analysis. It indicates that the profile of intelligences of such person is logical-mathematical, intrapersonal, and visual/spatial intelligence. In other word, such person is weak in musical thinking, understanding of other individuals, or using the body to solve the problems.

The Multiple Intelligence Theory proposed by Howard Gardner should be taken into consideration in language teaching. Language teachers need to be aware of what so-called the classical method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises<sup>5</sup>. Language teachers need to consider that students have different potentials, styles and differences in intelligence profiles. From these factors, one of important role of a language teacher is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teacher's understanding of how the learner learns will determine the philosophy of education, teaching style, approaches,

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<sup>3</sup> *Ibid.*,

<sup>4</sup> Howard Gardner, *The Unschooled Mind; How Children Think and How School Should Teach*, Twentieth-Anniversary Edition (New York: Basic Books, 2011), 12.

<sup>5</sup> H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (California: Pearson Longman, San Francisco State University, 2007), 16.

methods, and classroom techniques<sup>6</sup>. Thus, MI theory can contribute greatly to language teaching both in EFL and ESL contexts<sup>7</sup>. Language teacher can combine the current methods and approaches associated with the principles of MI theory. In this case, the purpose of language teaching will be more effective because students learn a language in their strengths and preferences and they can also develop their weaknesses while learning a language.

Since Howard Gardner proposed his theory of Multiple Intelligences, some researches had been developed by the experts concerning to the application of Multiple Intelligence in ELT, especially the foreign-language textbooks used by learners. Having experience in learning English at school, English teachers certainly felt how the textbooks contributed their preferences in learning English. In this case, analyzing the textbooks is an important thing “since it cannot cater equally to the requirements of every classroom setting”<sup>8</sup>. It means that textbooks used by students are not certainly in accordance with students’ profiles of intelligence. In other words, classroom activities adapted from textbooks are incompatible with students’ preferences. Botelho<sup>9</sup> had accomplished a research focusing on how ELT textbooks respond to MI theory and to what extent they include all the intelligences in the activities provided. This study was

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<sup>6</sup> *ibid.* p. 8.

<sup>7</sup> Maria Do Rozario De Lima Botelho, Thesis for the Degree Master of Arts: “*Multiple Intelligences Theory in English Language Teaching; An Analysis of Current Textbooks, Materials and Teachers’ Perceptions*” (Ohio: Ohio University, November 2003), 14.

<sup>8</sup> David Williams, “Developing Criteria for Textbook Evaluation”. *ELT Journal*. Vol. 37/3 July 1983, 251.

<sup>9</sup> Maria Do Rozario De Lima Botelho, *op. cit.*, 18.

mainly limited to the textbook analysis based on MI theory with regard for students' profiles of intelligence. However, a recent study by Nigera Ibragimova in January, 2011 had included students as his subjects of the research to identify the MI profiles of the students and the materials and how they correspond to each other<sup>10</sup>. The analyzed materials was a combination of two textbooks used by students of English Preparatory School (EPS) at Eastern Mediterranean University (EMU) in Turkish Republic of Northern Cyprus (TRNC); *Success Intermediate Students' Book* and *Success Intermediate Workbook*. Unfortunately, the result just explained the Multiple Intelligence Profiles of students and the combination of mentioned textbooks in which the total number of activities was combined. Thereby, the result could not explain how much each textbook contributed to the students' needs. Whereas, most Indonesian school institution are using Students' Workbook (*Lembar Kerja Siswa*) and Supplementary Book (*Buku Penunjang*) to help students in English learning. Therefore, this research was mainly designed for evaluating the role of Students' Workbook (*Lembar Kerja Siswa*) and Supplementary Book (*Buku Penunjang*) based on Multiple Intelligence Theory.

In this case, the researcher needs to get the data of Multiple Intelligences from students at SMA Wachid Hasyim 2 Taman and how the used textbooks correspond to

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<sup>10</sup> Nigera Ibragimova, Thesis for the Degree of Master of Arts in English Language Teaching: "*Multiple Intelligences Theory in Action in EFL Classes: A Case Study*" (Gazimağusa, North Cyprus: Eastern Mediterranean University, January 2011), 6.

students MI profiles. The researcher has some reasons on why the school is considered as a subject of the data: 1) it is a senior high school that is not concerned on the purpose of improving students' skills to get a current job in the future as a vocational high school has. 2) Students of SMA Wachid Hasyim 2 Taman have been classified into 3 classes based on their abilities and interests: Intensive, Aliyah (Islamic-based class) and Regular. These categories enable the researcher to get the various data of Multiple Intelligence from their different educational backgrounds. 3) SMA Wachid Hasyim 2 Taman is one of a great senior high school in Sidoarjo that always motivates their students to get as many as possible achievement both on an academic and non-academic competition. This school is not worse than any states school on students' achievement around Sidoarjo Regency even on a national competition. This makes SMA Wachid Hasyim 2 Taman considered as a popular and favourite school in local circumstances. The school institution responds this great development by improving students' abilities in foreign languages especially English so that the school will be considered as an international school in the future. Ultimately, the important thing to choose the school is that two kinds of textbooks are used by this school to help students in learning a language. Thus, this study can at least help the teachers to determine which textbook is recommended based on MI theory, especially for catering students' MI profiles.

In addition, the school has some professional English teachers who are high-educated person and have a lot of experiences on English Language Teaching. They have been associated in an English Teachers Association or refer to as MGMP (Musyawarah Guru Mata Pelajaran) in which enables all of English teachers to share the development of English language teaching and learning at this school for the sake of students' success in English learning. Moreover, MGMP is the best way to equalize the teacher's perception on MI so that MI theory will be completely applied in ELT especially for determining an appropriate textbook used for catering students' MI profiles.

Because of the importance of this information, it is the best choice to consider students in SMA Wachid Hasyim 2 Taman Sidoarjo as the subject of the data. It is possible to help the teachers in such school to find out their students' intelligences in learning a new language. Knowing the profiles of foreign-language textbooks is also important for the teacher to determine whether the textbooks catered for students' intelligences. For students, it enables them to empower their less-preferred intelligence and "to increase their confidence since they can count on their own strength and understand their potentials"<sup>11</sup>. It is expected for students to use their stronger intelligences and strengthen their weaknesses in order to be better language learners.

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<sup>11</sup> *ibid.*, 14.

As a national-standardized school, it is important for the teachers to know the profiles of students and textbooks and how these matters correspond to each other. Armstrong believes that before we apply any model of learning in the classroom, we should apply it to ourselves as educators. Therefore, the first step in using Multiple Intelligence Theory is to determine our own Multiple Intelligence Profile. The purpose of the inventory is to connect life's experience of the teachers to the idea of Multiple Intelligences. He also believes that the types of learning activities chosen by teachers are often directly related to the totality of teachers' experiences and in turn affect the Multiple Intelligence Profile of the students.

Furthermore, knowing students' Multiple Intelligence Profiles is important for the teachers to help students who have some problems in learning language. The students must have some strengths and weaknesses when they are learning a language. For example, the new unit covers the vocabulary for body parts. The teacher typically uses a matching activity worksheet and vocabulary lists to teach the students the new words. In this situation, a student who has a high-logical-mathematical intelligence is very successful, but others are not. Such kind of student is most likely successful when his strength is ultimately required to the activities. Other students who have weaknesses in matching and listing activities are probably unsuccessful in this area. Therefore, teachers of SMA Wachid Hasyim 2 Taman Sidoarjo need to determine the textbooks which are appropriate to the students' MI profiles. Teachers also need to



balance various kinds of students' intelligences in a classroom to help and accommodate their Multiple Intelligence Profiles.

### **B. Statement of Research Problem**

1. To what type of intelligence are the MI Profiles of Supplementary Book (*Buku Penunjang*) in accordance with Students' MI Profiles?
2. To what type of intelligence are the MI profiles of Students' Workbook (*Lembar Kerja Siswa*) in accordance with Students' MI Profiles?

### **C. Significance of the Study**

1. Teachers know the kinds of intelligence of students in SMA Wachid Hasyim 2 Taman Sidoarjo in terms of language learning.
2. Teachers have an ability to determine how to make effective language learning in the classroom.
3. Knowing Multiple Intelligence Profiles enables the teachers to know the students' problems in language learning.
4. Teachers have an ability to determine which textbooks cater for students' MI profiles.

### **D. Objective of the Study**

1. To know if any types of intelligences in Supplementary Book (*Buku Penunjang*) are in accordance with the Multiple Intelligences Profiles of students.

2. To know if any types of intelligences in Students' Workbook (*Lembar Kerja Siswa*) are in accordance with the Multiple Intelligences Profiles of students.

#### **E. Limitations of the Study**

This study mainly focuses on the analysis of the foreign language textbooks used by first graders at SMA Wachid Hasyim 2 Taman Sidoarjo. In this case, there were 2 kinds of textbooks used by students; Students' Workbook (*Lembar Kerja Siswa*) and *Supplementary Book (Buku Penunjang)*. It is not validated to generalize this research to other school institution in Indonesia since either Students' Workbook (*Lembar Kerja Siswa*) or *Supplementary Book (Buku Penunjang)* is not in the same publication. In this case, each school institution has its own policy to adapt some materials so that the used textbooks in each school will be different.

Meanwhile, the research was delimited to the students of class X-1 Intensive Class at SMA Wachid Hasyim 2 Taman Sidoarjo. The students were the main subject of this research in relation to identification of students' MI profiles. The results really described the most predominant intelligences among the students at this class. Therefore, the results of this analysis can not be generalized to other students since individual students have their own strengths and preferences on each type of intelligence especially for their Multiple Intelligence Profiles.

## F. Definition of Key Terms

**Language Learning Intelligence** : the abilities of students at SMA Wachid Hasyim 2 Taman Sidoarjo for abstract thought, understanding, communication, reasoning, learning, retaining, planning, and problem solving on the process of studying additional languages such as English, Arabic, etc.

**Multiple Intelligence Profiles** : the most predominant intelligence of individual person in which two or more intelligences are stronger than other types of intelligences.

**Foreign-Language Textbooks** : an integrated skills general English course books used for teaching EFL at SMA Wachid Hasyim 2 Taman Sidoarjo. There were 2 kinds of textbooks used by the students: *Students' Workbook* (Lembar Kerja Siswa) **BAHASA INGGRIS KREATIF** (Kreasi Belajar Siswa Aktif) written by Nuning Widyaningsih, S. S. and published by Viva Pakarindo, Klaten, Jawa Tengah and *Supplementary Book* (Buku Penunjang) entitled **ENGLISH ZONE** for Senior High School Students Year X and published by Penerbit Erlangga, Jakarta in 2010. These textbooks would be analyzed by the researcher to identify the their Multiple Intelligence Profiles.