

CHAPTER I

INTRODUCTION

This chapter describes the reason for conducting the research and it deals with several points: introduction that concerns with background of the problem, research questions, research purposes, significant of the research, conceptual research, research methodology, data collection, and data analysis.

A. Background

The term multiple intelligence refers to the kinds of people abilities in finding and solving the problem, the capability in responding to new situation successfully, and ability in learning one's past experience (Gardner, 1983). There are eight kinds of Multiple Intelligence. Those are linguistics intelligence, logical-mathematical intelligence, spatial-intelligence, bodily-kinesthetic intelligence, musical-intelligence, interpersonal-intelligence, intrapersonal-intelligence, and natural intelligence.

Each student interprets information in different ways. The way students process the information that they receive in their preferred way is known as learning styles. According to Nida and Haris (cited Tarigan, 1998) there are language skills, namely listening, writing reading, and speaking, it is a unity that cannot be separate. It means they have connection with one component and another. Most of students find it as hard to understand the concept. This may make these students lost their interest for the subject.

In order to make the students learn better, the teacher plays an important role to modify their teaching methods according to student's preference. When students are interested to learn the subject, this can avoid certain problems such as

lack of motivation, dropouts, failures, disinterest of students in particular subject, IQ problems, and examination phobia among students. So, the teacher needs guidance and feedback to identify their student's interest. It is important for teachers to identify each of their students need so that they can adapt their teaching to students need.

In fact, the quality of education in Indonesia is still low. Therefore, the teacher should be able to improve the quality of education. Knowing students' multiple intelligence can be the right way for a teacher to know the appropriate learning style for students. Multiple intelligence is the latest breakthrough in the world of education in Indonesia. Teachers in Indonesia are still fixated on the learning process that has not optimized the entire intelligence of students. Riyan (2014) claims that there are still many challenges in the application of Multiple Intelligence. For example, curriculum implementation that is not in line with the final evaluation and also misunderstanding of the meaning of excellent schools in Indonesia.

According to Rayesh (2016) if a teacher teaches with inappropriate learning strategies, the learning process will be uninterested for the students so that the outcomes may not fulfill the expectation. For example, learners do not know the proper learning style for themselves and the teacher does not try to explore the proper learning style for them. The next example, the teacher does not know the relationship between multiple intelligence and learning style. These two factors are very tight and important to optimize the students' intelligence.

So far, multiple intelligence and learning style have been discussed by researcher such as (Rayesh, 2016) about the relationship between learning style and multiple intelligence of students achieved in grade IV and V. The findings reveal that students' intelligence and have a different characteristic. The other researcher (Sayson, 2016) investigate the correlation of dominant multiple intelligence and preferred learning styles among the college freshmen students of Northwestern Mindanao. There is high correlation between students' dominant Multiple Intelligence and preferred Learning Style. And then, the other researcher (Kian & Sahar, 2015) showed that there was a significant between learning Kolb's learning style and multiple intelligence. It is worth noting that so far, that there has been no study yet which describes students' intelligence of the English Education Department freshmen student. This gap needs to fill so that the lecturers has prior data about their students' intelligence. This may lead them to know what appropriate strategy to conduct in the learning process. This may also raise intense curiosity about the result as it is assumed that the most important in teaching English is not only of the method but also the awareness of the strategies which appropriate to the students' learning style.

Given the description above this research is aimed at exploring students' intelligence to assess their learning style. Thus, the researcher entitles "The Investigation of multiple intelligence students' to assess their learning style (a case study at the first semester students' in English Education Department UIN Sunan Gunung Djati Bandung).

B. Research Questions

Based on the background above, the researcher formulated the problems as:

1. What are kinds of Multiple Intelligence among freshmen English Education Department students?
2. What are their learning styles based on Multiple Intelligence analysis?

C. Research Purposes

This study is intended:

1. To determine kinds of multiple intelligence among freshmen English Education Department students
2. To analysis their learning style based on Multiple intelligence

D. Significances of The Research

Theoretically, this study is to provide enormous and valuable sources on their learning style. More understand to investigate teaching method or strategy that may enhance learner achievement.

Practically, this study is to give information for lecturers to decide the alternative appropriate learning strategies and to solve students' problems in learning process with knowing learning style and students Multiple Intelligence.

E. Conceptual Framework

Multiple intelligence theory is very helpful to recognize that people have aptitude in different subject areas, but it still requires the application of different kinds of learning strategies to be effective. Gardner defines intelligence as “the capacity to solve problems or fashion products that are valued in one or more cultural setting (Gardner & Hatch: 1989)

According to Gardner (2006) types of multiple intelligence are Verbal/Linguistics, Logical/Mathematical, Musical/Rhythmic, Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal, and Naturalistic. Every learner has each the intelligence. That is, the condition should be provided for students with all types of intelligences so that they would be able to enhance the intelligence types in which they are weak (Moran, Kornhaber, & Gardner, 2006).

The concept of learning style is used to describe individual differences in the way people learn (Kian & Sahar: 2015). Each person has a unique way to absorb and process experiences and information. According to Kolb (1984) types of learning style are Diverging, Assimilating, Converging, and Accommodating.

In addition to Multiple Intelligence as a factor of individual differences, Learning Styles are also correlated with language acquisition. These two factors have sometimes been confused with one another. Yet they are quite different concepts, and the psychological construct of Multiple Intelligence Test is fundamentally different from that of Learning Styles. Intelligence refers to our psychobiological potential in which certain kinds of information are processed in certain kinds of ways. This is a kind of capacity that exists in each person, and each intelligence type can be used in different domains, but LSs refer to the way individuals perceive information (Krechevsky & Seidel, 1998). Because of their psychological and biological differences, different students learn in many different ways. Some learners are likely to learn in groups; others prefer to learn alone and at home; some learners are likely to experience something and learn it, others may learn it randomly; some learners think carefully and logically in decision making, while others use their feelings for deciding; visually-oriented learners learn best

through watching graphs, pictures, and charts; Auditory-oriented learners learn by listening to lectures and reading, etc (Ismail, Raja Hussain & Jamaluddin, 2010). These different ways in which an individual acquires, retains, and retrieves information are called the individual's learning style (Felder & Henriques, 1995). In other words, LSs can be described as the means of perceiving, processing, storing, and recalling attempts in the learning process (James & Gardner, 1995).

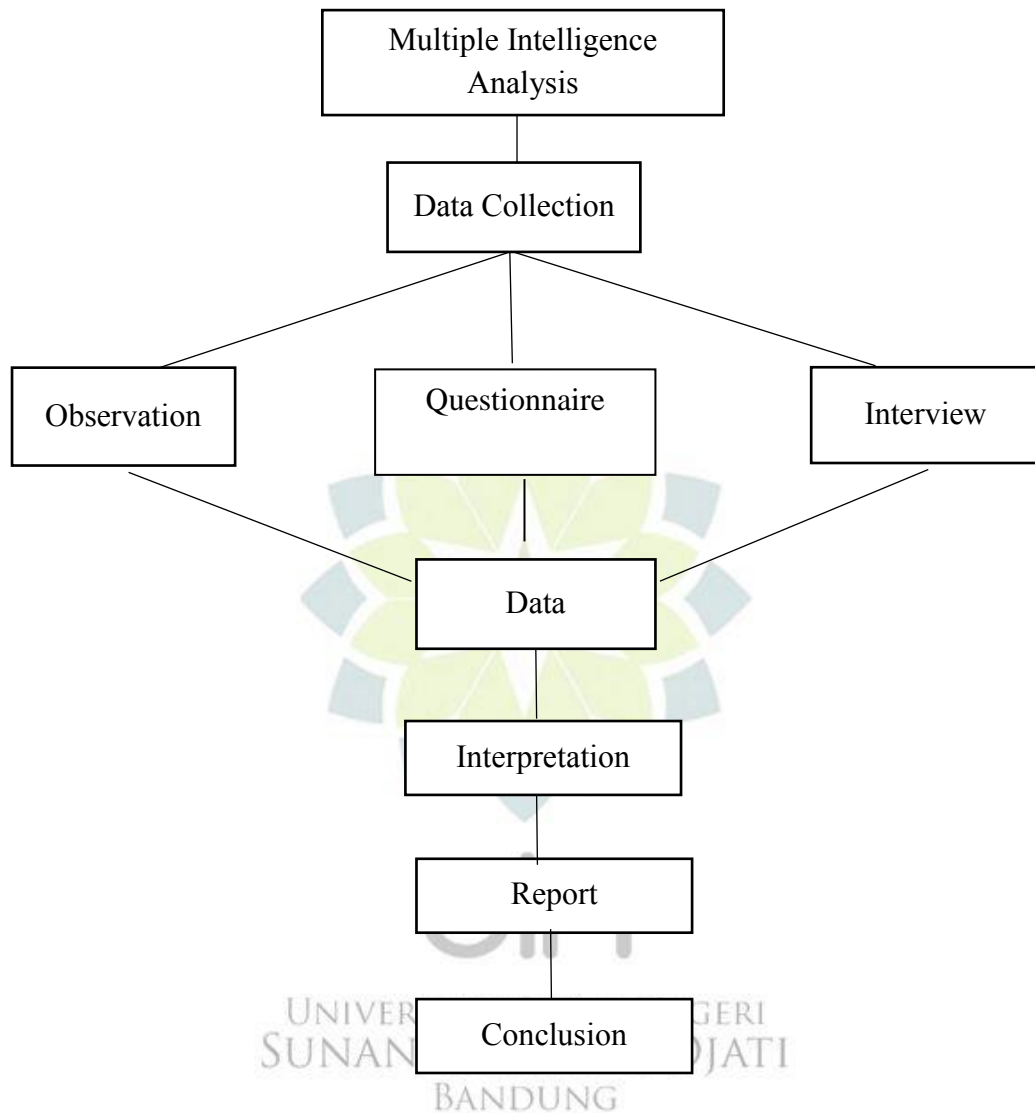
F. RESEARCH METHODOLOGY

1. The Research Design

In conducting this study, the qualitative research approach is used in order to observe the problem that would be investigated in this research. Creswell (2012) states qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. Specifically, this research will use case study. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. The research will describe the research findings of the research in this study. The data was taken from observation, questionnaires, and interview.

2. Research Procedure

Figure 1.1 Scheme of Research



The Steps in conducting data of this research are: firstly, analyzing the problem of the research and secondly, taking the data through questionnaire, interview and observation at English Education Department of Tarbiyah Faculty in State Islamic University of Sunan Gunung Djati Bandung.

After permission has gotten from that part to do research in English Education Department, several steps to conduct the data at the university have been organized, as follows:

- a. First meeting, questionnaires are given to English Education students.
- b. Second meeting, interview is done to 6 students of English Education Department.
- c. Third meeting, observes is done the process of teaching in English Education Department.

After gaining the data from the questionnaires, interview and observation, the next processes are transcribed the data and analyzed it to become the result of this research.

G. DATA COLLECTION

1. The Research Site

The data of this study will be collected in UIN Sunan Gunung Djati Bandung at Jl. Raya A.H. Nasution No.105 Bandung, especially at 1st semester of English Education Department of Tarbiyah Faculty. Teacher and students are available to be sources of the research data. Moreover, the lecturer in English Education has been no prior data yet about their students' intelligence.

2. Participant

The participant of this research is related to English Education Department who learn English. The participant is part characteristics and number that are owned by population (Sugiyono, 2012). So, this study took 1st semester of English Education Department.

This study used purposive sampling. According to Creswell (2014, p. 185) states that "purposive sampling refers to a selection of sites or participants that will best help the researcher understand the problem and the research question; they

must be willing to reflect and share this knowledge”. Additionally, Yin (2011, p. 311) defined “purposive sampling is the selection of participants or source of data to be used in a study, based on their anticipated richness and relevance of information in relation to study’s research questions. In the population this study will be collecting the people, items, or even about which the researcher wants to make inference. The population of this research will be conducted in the first level (first semester) of English Education Department.

According to Lincoln and Guba (as cited in Patton, 1990), in purposeful sampling the size of the sample is determined by informational considerations. The sources data of this study is giving questionnaire for 1 class from 3 at English Education Department and the class consist of 40 students. Then the interview is done to 6 students. The last is observing the phenomenon of the classroom and of all their activity in learning English.

Furthermore, questionnaire test of Multiple Intelligence was given to the students and then interviewed the students, and the observation to the class. The aim of these activities is to achieve the purpose of this research and to answer the research questions.

3. Instrument of The Research

This research uses three instruments. The instruments are:

a. Observation

Observation is the method used to gain qualitative data from the learners which is intended to observe the phenomenon of multiple intelligence. The data from observation is to support the data from questionnaire and interview. The

observation does not intend to generalize to population, but to develop an in-depth exploration of a central phenomenon, Creswell (2012). Therefore, the data is collected based on phenomenon in the classroom, and it observes all of their activity in learning English, how they response to the subject, to know the number of students who participate in the learning process. Non participant student is used by the researcher.

b. Questionnaires

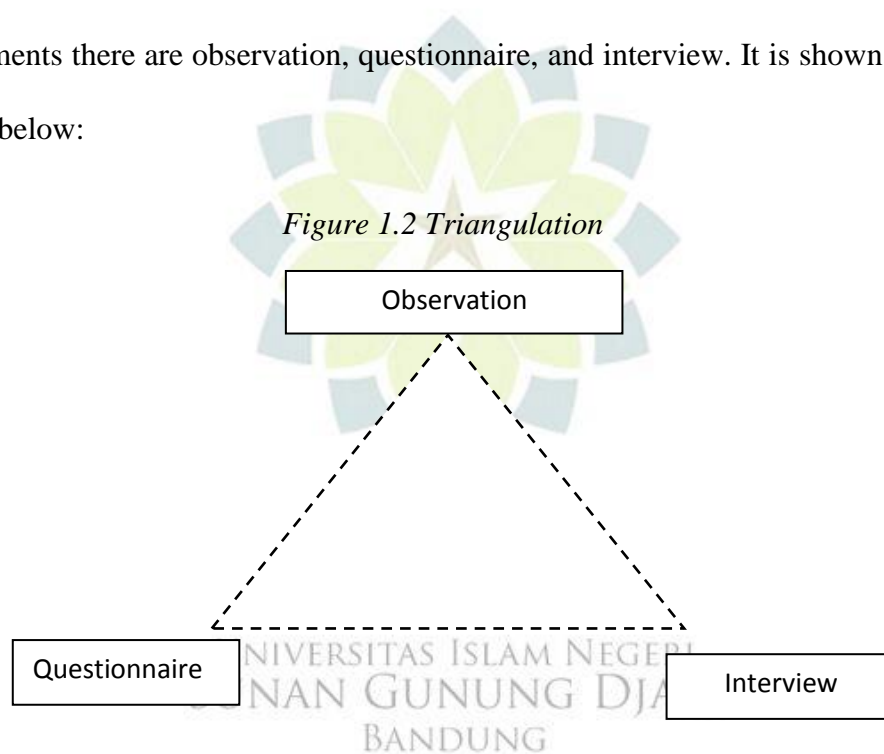
Questionnaire is one of techniques to collect the data. It is intended to obtain the data to know the kinds of students' Multiple Intelligence. It will be taken from the learners' opinion about their feeling when they do process the study in the classroom. The method of this technique is giving 70 questions in a set of paper using Multiple Intelligence test based on Howard Gardner. According to Creswell (2012) there are two kinds of questionnaire; open- ended and closed- ended questions. In this research, the questionnaire used is closed-ended question in aim for taking complete information which is useful for the research.

c. Interview

The interview is designed in structure format. Moleong (2007) states that structured interview is when the interviewer arrange the question and the problems by itself. This kind of interview is used when the interviewees are asked them the same question and aspect. In this study the students from first semester in English Education Department are asked some question around their opinions about their learning style, start from how they learn, where they learn, etc.

H. Data Analysis

The data analysis is an attempt to coverage the two data bases, and the researcher forms the result and interpretation into information that sheds light on the research problem (Creswell, 2012). Data analysis in qualitative research is proceeding hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings (Creswell,2014) in this data analysis, to find out the student's intelligence where is looked from three research instruments there are observation, questionnaire, and interview. It is shown on the figure below:



The step in this research divided into several steps, such as:

a. Collecting the Data

In this step, all the data taken both from data analysis and questionnaires will be organized. The document analysis will be done first and then completed by the data from questionnaires.

b. Reading Through All the Data

After preparing and organizing the data from document analysis and questionnaires, it will be read thoroughly to obtain the general information about students' citation in the final papers.

c. Exploring and Coding the Database

This stage will help the researcher in analyzing process, after the data are explored, all of the data begin the process of coding the document. This process the data are identified involves the type of citation used in the final paper.

d. Describing Findings and Forming Theme

After the data were code, the data will be described and form based on each theme, this theme actually same as codes, themes have labels that typically consist of no more than two to four words. In this process, try to create a labels based on the theme of each data.

e. Representing and Reporting Findings

In representing and reporting the finding, the writer applies the descriptive approach which is familiar in qualitative research (Creswell, 2009). This stage includes description, such as chronological event, theme, and connection of the research theme that described by table, picture or visual.

f. Interpreting the Meaning of the Finding

In this step, the interpretation of the meaning of all data were obtained. After obtaining the meaning of the data, the result of this research will be made into conclusion.

This explanation are according to Creswell (2012,p.237). From the steps above, it is expected to make the researcher more easily to know the result and conclusion. The processes were described below:

Figure 1.3: Data Analysis Process by Creswell (2012, p.237)

