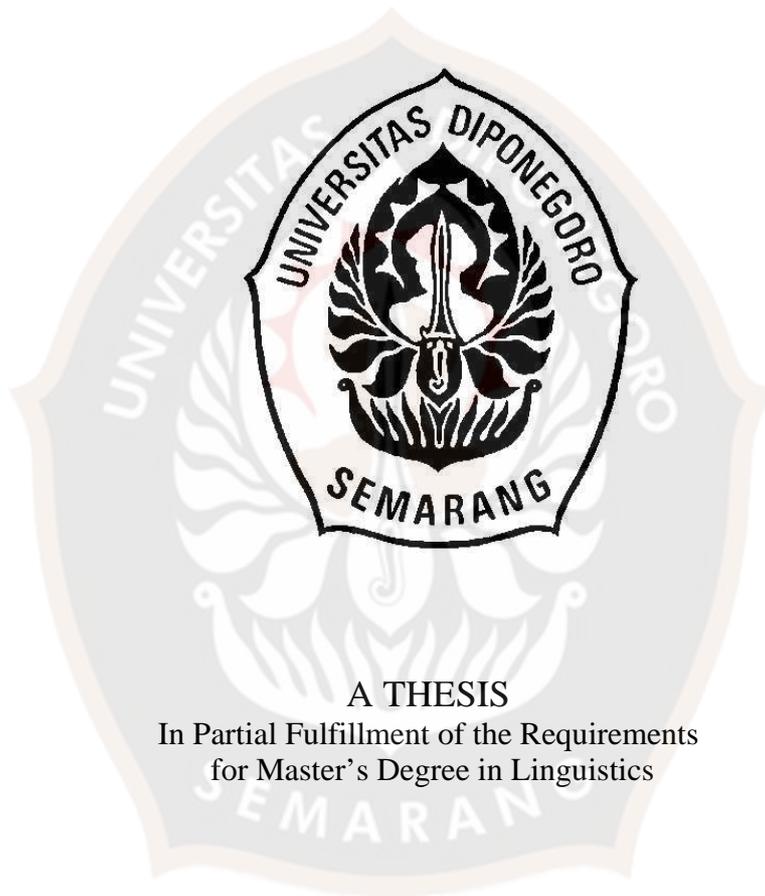


**A PROPOSED SYLLABUS BASED ON LEARNERS'
MULTIPLE INTELLIGENCE PROFILE AT KIDDYCEL
NATIONAL PLUS SCHOOL SEMARANG**



A THESIS
In Partial Fulfillment of the Requirements
for Master's Degree in Linguistics

Lyly Wuri Wijayanti
A4C 007 012

**POSTGRADUATE PROGRAM
DIPONEGORO UNIVERSITY
SEMARANG
2010**

A THESIS

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Submitted by

Lyly Wuri Wijayanti

A4C 007 012

Approved by

Advisor,

Drs. Widodo Agus Syahrir Syam, M.Ed.
NIP. 19470812 197501 1 001

Master's Program in Linguistics
Secretary,

Dra. Deli Nirmala, M.Hum.
NIP. 19611109 198703 2 001

Approval

This Thesis was examined by Board of Examiners
Master's Degree in Linguistics
Postgraduate Program Diponegoro University
on September 2, 2010

Chairman

Drs. Widodo Agus Syahrir Syam, M.Ed.

First Member

Dra. Deli Nirmala, M.Hum.

Second Member

Dr. Suwandi, M.Pd.

Third Member

Drs. Sunarwoto, M.S.,M.A.

CERTIFICATION OF ORIGINALITY

I certify that this thesis, entitled “ A Proposed Syllabus Based on Learners’ Multiple Intelligence Profile at Kiddycl National Plus School” is original. I am completely responsible for the content of the thesis. Other writers’ opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.

Semarang, September 2010

Lyly Wuri Wijayanti



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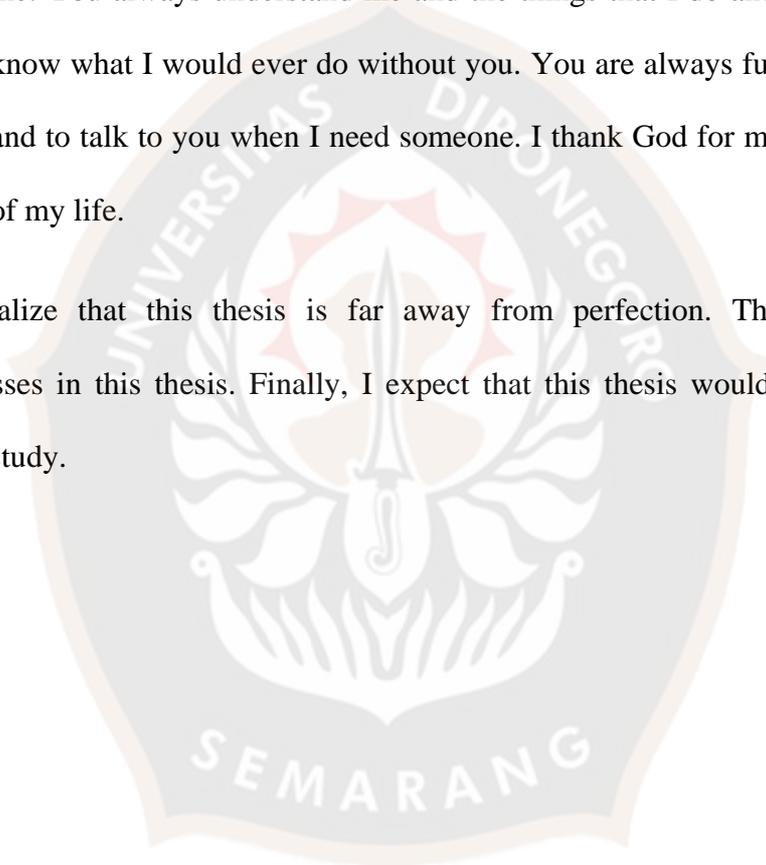
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I realize that this thesis is far away from perfection. There are many weaknesses in this thesis. Finally, I expect that this thesis would be useful for further study.



MOTTO AND DEDICATION

*Winners do not do different things,
Winners do things differently
(Anonim)*

*History not only teaches, it illuminates
and with illumination, we can penetrate
darkness of any problem that threatens us in the
months and years that lie ahead
(John F. Kennedy)*

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ABSTRACT

Teaching English to Young Learners is not as easy as teaching adults. Teachers at Kiddycel National Plus School face a problem in teaching the students. The teacher said that some of the learners can do their work better after seeing someone else do it first. Some of them can do their work better through music as the background or humming their favorite song. The phenomenon above shows that all learners are different in solve their problems in different ways. Learners' ability to solve their problems is known as an Intelligence. According to Gardner each individual has more than one intelligences. They are linguistic, logical-mathematic, spatial-visual, musical, interpersonal, intrapersonal and natural intelligences. Teachers at Kiddycel need a suitable syllabus in order to make those eight intelligences well developed. This research is aimed to design the syllabus based on learners' MI profile. The data are gathered from Kindergarten students by conducting need analysis. All of them are around 4-5 years old. The researcher collected the data by distributing questionnaire to the teacher observing and interviewing the learners. In analyzing the data the researcher used description. It means that the researcher analyzed the data using descriptive approach. From the questionnaire, the researcher found that learners at Kiddycel National Plus School have multiple intelligence. From 9 children, there were eight children have combination leading intelligences. In observing and interviewing the learners, the researcher found that their interest mostly the same, but they have various favorite dealing with certain topics asked. Dealing with the results, the researcher together with the class teacher designed a task-based syllabus. This syllabus focused on the activities as the basic unit of the syllabus. The activities were designed in order to help the learners in developing their multiple intelligences.

Key Words : *Need Analysis, MI (Multiple Intelligences), A task-based syllabus.*

ABSTRAKSI

Mengajar bahasa Inggris pada anak usia dini tidak semudah mengajar orang dewasa. Para pengajar di Kiddycel National Plus School mengalami kesulitan dalam mengajar siswa-siswanya. Mereka mengatakan, beberapa siswanya akan mengerjakan aktivitas lebih baik setelah melihat pekerjaan teman terlebih dahulu. Bahkan beberapa dari mereka akan mengerjakan aktivitas lebih baik dengan musik melantun sebagai pengantar mereka belajar. Kenyataan tersebut menunjukkan bahwa tiap siswa memiliki kemampuan yang berbeda dalam menyelesaikan persoalan mereka. Kemampuan siswa dalam memecahkan persoalan disebut kecerdasan. Menurut Gardner tiap siswa memiliki kecerdasan lebih dari satu, kecerdasan tersebut meliputi: kecerdasan bahasa, kecerdasan logika, kecerdasan visual, kecerdasan gerak, kecerdasan musik, kecerdasan sosial, kecerdasan diri, dan kecerdasan alam. Dalam programnya memperkenalkan bahasa Inggris kepada para siswa, para pengajar di Kiddycel memerlukan silabus pengajaran yang sesuai agar kedelapan kecerdasan tersebut dapat berkembang dengan baik. Penelitian ini ditujukan untuk menyusun silabus berdasarkan profil kecerdasan majemuk siswa di Kiddycel. Data dikumpulkan dari siswa TK yang berumur antara 4-5 tahun dengan melakukan analisa kebutuhan. Pengumpulan data dilakukan dengan cara memberi kuisioner kepada guru kelas TK, mengobservasi kelas dan wawancara. Dalam menganalisa data, peneliti menggunakan pendekatan deskripsi. Dari kuisioner, peneliti menemukan kenyataan bahwa siswa di Kiddycel memiliki kecerdasan yang majemuk. Delapan dari sembilan siswa disana memiliki lebih perpaduan kecerdasan yang menonjol. Dari observasi dan wawancara, peneliti menemukan bahwa minat dan ketertarikan yang hampir sama. Melihat kenyataan tersebut maka peneliti bersama dengan guru kelas menyusun silabus dengan aktivitas sebagai fokus utama. Silabus tersebut dikenal dengan nama *a task-based syllabus*. Silabus tersebut ditujukan untuk dapat membantu siswa dalam mengembangkan kecerdasan majemuk mereka.

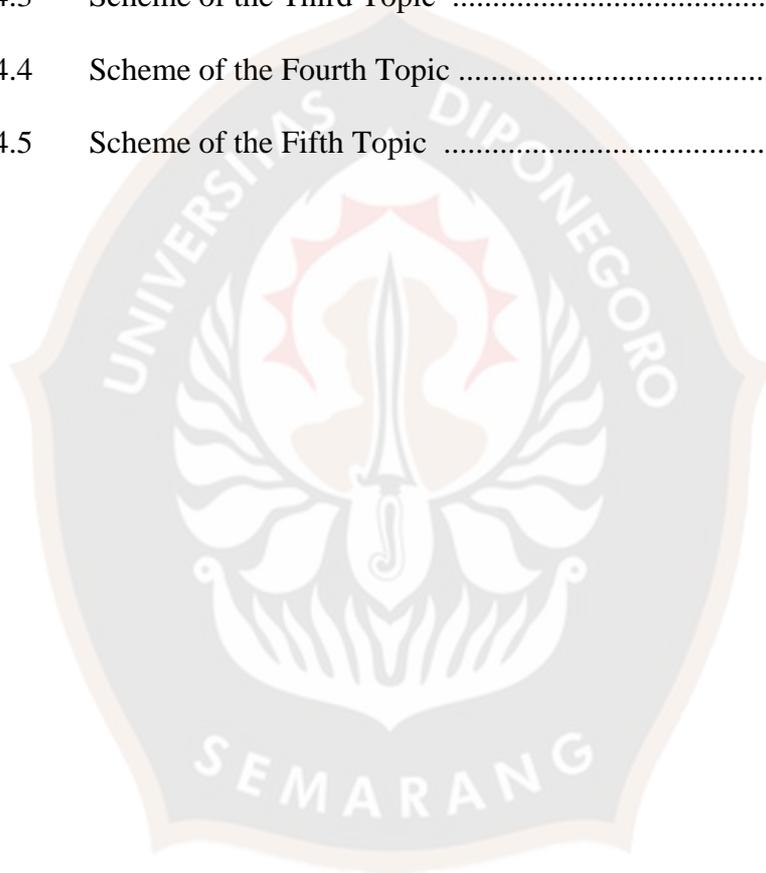
Kata Kunci : Analisa Kebutuhan, Kecerdasan Majemuk Profil, a task-based silabus

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Since English has become an international language, more and more people learn English. The importance of English as a world language has made people to learn English as early as possible. This phenomena have made teaching English to young learners (TEYL) become increasingly famous. Every school teaches English as one of the main subjects.

In Indonesia, for example, English is taught even before the children enter playgroup. There is a special class for children who are still around two or three years old. This is supported by the fact that optimum age for children to learn a foreign language is when they are still in a very young age.

In fact, teaching English to young learners is not easy, because young learners are different from other language learners. They are developing physically, intellectually and socially. In addition, they need activities to help them develop in all the ways. They also need whole activities that engage not only their minds, but also their bodies, hearts and emotions.

Mostly, teaching English to very young learners in Indonesia has been a challenge for the teachers in Pre-School since English has been suggested to be taught in every Non-Bilingual School. Teachers at Pre-School face the problems of teaching young learners because most of them have been trained to teach English for general purposes to learners without regarding the level and age groups.

One of the problems of teaching English to young learners is related with the right materials to be taught. It is connected with the syllabus design to teach them. Sometimes, the syllabus is not appropriate for the students. It means that the syllabus designer does not concern with the learners characteristics and needs. Actually, it is better for syllabus designer to observe the learners' needs and their characteristic first before designing the English syllabus. The procedures used to collect information about learners' needs are known as needs analysis (Richards, 2001:51).

In some cases, learners' language needs are easy to be determined, such as learners's need to learn English for specific purposes (like nursing, secretary or tourism). In other cases, learners's needs are not easy to be determined, for example English as a school subject in an EFL context. It means that English is one of the major subjects should be taught and it is a part of a child's general education. Even though the learners do not know the need to learn English but the syllabus designer can consult the stakeholder, teachers and parents to find out what they expect from learning English.

English at Kiddycl National Plus School is taught as one of the major subjects that should be taught. It is taught every day. In other words, it is taught five times a week. While teaching the learners, the teacher said that English is not easy to be taught or to be mastered by the learners. It is because the existing syllabus and the activities are not suitable with the learners cognitive development. It focuses on writing skill and most of the activities are behind the desk. The learners are getting bored soon with the lesson. As we know children aged between 4-5 years old are active learners. They like moving and doing activities that involve their minds and their bodies as well. She also noticed that some of the learners can do their work better after seeing someone else do it first. Some of them can do their work better through music as the background or humming their favorite song.

The reality above, shows that it is not easy to design English syllabus for very young learners. White(1989:84) stated that in designing syllabus, the syllabus designer should concern with some factors; one of those factors is learners' characteristics and their needs. In order to find out their characteristics and needs, the researcher conducted a needs analysis as the basic step in designing the syllabus.

Needs analysis was conducted in order to seek some information needed. Richards (2001:59-61) said that procedures for gathering information during a needs analysis(NA) can be selected from among the following: questionnaires, self-rating, interviews, meetings, observation, collecting learners' language samples, and task analysis.

In this research, the researcher is interested in designing syllabus for teaching English to very young learners. In designing syllabus, the researcher considers the learners' MI(Multiple Intelligences) profile. As a teacher, the researcher tries to propose a syllabus for filling MI of the children. This research is aimed to collect information about learners' Multiple Intelligences profile. Once aware of having to cater for different intelligences, teachers can make their activities more accessible to all children in the Kindergarten 1 classroom (4-5 years old) of Kiddycl National Plus School Semarang.

B. Reason for Choosing the Topic

Learners at Kiddycl National Plus School are different. They have various characteristics. From the phenomenon above, the researcher noticed that learners at Kiddycl are different and they are very unique. They have different ways in solving their problems. Learners' ability in solving their problems is known as an intelligence. And, according to Gardner (1983) each individual has more than one intelligences. They are

linguistic, logical-mathematic, spatial-visual, musical, interpersonal, intrapersonal and natural intelligences.

C. Problems of the Research

Due to the limitation of the problem, the problems of this research can be formulated as follows

1. What are the multiple intelligence profile of Kiddycl learners?
2. What are their needs according to the multiple intelligence profile?
3. How to design syllabus based on learners' needs?
4. How to plan activities that are suitable with learners' needs?

D. Purpose of the Research

The main purpose of the research is to design English Syllabus and related for Kindergarten students at Kiddycl National Plus School based on learners' needs in correspondence with their Multiple Intelligence Profile.

E. Significance of the Study

1. For teacher

The research results will hopefully help the english teachers to very young learners to plan the activities that are suitable with their needs.

2. For learners

The results of this research will make learning english fun for them.

They do not have to be bored because of the classroom activities.

3. For researcher

This research can develop the writer knowledge about designing english syllabus for very young learners.

4. For further researcher

The results can be used for further researchers which focus on the use of a task- based syllabus in order to increase the learners' weakness level of participation in the learning process.

F. Scope of the Study

The scope of the study was the classroom teacher and the learners of Kindergarten of Kiddycl National Plus School Semarang. The class consists of 9 students.

This research focused on collecting information about learners' characteristics and their needs. From the information collected, the

researcher discusses the learners' needs and their characteristics in order to design syllabus suitable with their own needs.

G. The Organization of Writing

This study is comprised of five chapters. In order to help the readers in comprehending the study, this study will be presented as follows.

Chapter one shows the background of the study, reason for choosing the topic, problem of the research, purpose of the research, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two presents the review of the related literature. It describes some theories used in developing the study. All of them will serve the fundamental references in conducting and analyzing the study.

Chapter three describes the method of investigation conducted by the researcher. It gives the description of the research design, the subject of the study, the research procedures, the instruments and the data analysis.

Chapter four discusses the main purpose of conducting this study. It provides an explanation of the syllabus design based on learners' multiple intelligence profile as the result of the study conducted by the

writer. Besides, it also provides the result about the learners' characteristics and their needs.

Chapter five presents an overall discussion of the study as the conclusion and followed by some suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter deals with the review of literature related to the study. The study was designed to analyze the needs of the learners as the basic of designing the syllabus. The review of the literature in this study discusses young learners' characteristic, needs analysis and syllabus design.

A. Previous Studies

The following studies have been reviewed in relation to the present study.

1. Multiple Intelligences Theory in English Language Teaching

Botelho (2003) conducted a research about an analysis of current textbooks, materials and teachers' perceptions. The study was analyzed the current application of Multiple Intelligence Theory in English language teaching in terms of textbooks and materials. Moreover, teachers' perceptions of issues related to MI theory, selection of textbooks and extra materials are discussed.

The study analyzed six current English textbooks in order to know how they respond to MI theory and to what extent the textbook activities help enhance language learners' intelligences. Two groups of ELT teachers, Brazilian and International, answered a survey about their teaching contexts, teaching experience, selection of textbooks and materials and MI theory.

The result of the study showed that MI is known and used by ELT teachers. In regards to textbooks, result showed that the activities in the textbooks analyzed mainly cater to 4 intelligences : verbal/linguistic, intrapersonal, spatial/visual and interpersonal.

2. English for Very Young Learners Based on Their Needs

In 2007, Samuel Lefever conducted the research to analyze and describe the English language instruction for children 5-8 years old in a pre-School and a Primary School in Iceland. The study discussed in this article observed English language programs at pre-School and Primary School run by an organization called the Hjalli model (Hjallastefnan).

The goals of the language instructions of the two schools are to engage learners, spark their interest in English and increase their overall self-confidence and participation in society by increasing their awareness of the rich use of English that surrounds them in their daily life. The English program is taught by a native English speaker who regularly comes to the schools and meets the children. The instruction is in the form of guided play within a theme which includes logical progression, the use of songs and music, visual clues, movement, and interpersonal and intrapersonal connections, usually all in an outside environment. The themes are geared to the age levels of the children and in most cases parallel to what is being taught in the general school

curriculum. The English teacher draws on the theories of Multiple Intelligence and different learning styles by Howard Gardner to compliment her teaching style and goals.

The result shows that in both cases the principals were very pleased with the English program and felt it was a beneficial part of the school curriculum. They stated that the objectives were to provide children with the opportunity to learn English when they are so open and interested.

B. Theoretical Background

1. Syllabus Design

The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearing can be taken (Widdowson, 1994: 26).

Moreover, Brumfit (1984: 302) pointed out that syllabus entails what to teach. It deals with the contents and the activities can be carried out in teaching. In addition, Richards (2001:152) pointed out that a syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content.

Richards (2001:152-164) pointed out that there are six types of syllabus.

The types of the syllabus are drawn as follow :

1. A structural (formal) syllabus.

The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

2. A notional/functional syllabus.

The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.

3. A situational syllabus.

The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations

include: seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.

4. A skill-based syllabus.

The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. While situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

5. A task-based syllabus.

The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second

language ability. Language learning is subordinate to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. Task-based teaching differs from situation-based teaching in that while situational teaching has the goal of teaching the specific language content that occurs in the situation (a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process). The students draw on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

6. A content-based-syllabus.

The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with

communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

There are many factors affecting the syllabus design. One of them is the participants. Participant in this paper is the learners aged 4-5 years old. In this research, the researcher identifies the learners' characteristic. It includes their cognitive development, their multiple intelligence profile and their needs/interest in learning English. To find out learners' characteristics, the syllabus designer needs to conduct a needs analysis.

2. Needs Analysis

Needs analysis (NA) is an information gathering process. White (1989:18) states that the term 'analysis of needs' first appeared in India in 1920.

One of the factors which contributed to the appearance of needs analysis as educational technology was the behavioural objective movement which emphasised precision and accountability in educational system by insisting on specification of goals in measurable form. Its emergence in language planning can be traced back to the 1970s and its widespread proliferation in the domain is attributable to its adoption by The Council of Europe's modern language project (Nunan 1988:43).

In designing a teaching program or modifying an existing one, it is generally desirable to collect and interpret data about the learners and the institution context in which they learn. This information may be gathered formally or informally before and at the time the course is begun. A various type of information can be gathered. Such information might include information about the learners, what they want to learn, how they want to learn the lesson etc. A variety of information can be collected through some instruments provides.

Here are some instrument that can be used to collect the information needed (Richards, 2001:60-62) :

1. Questionnaires

Questionnaires are the most common instrument to be used, because it is easy to prepare. They can be used with a large numbers of objects and relatively easy to be analyzed. They can be used to gather information about many kinds of issue, such as language use, preferred classroom activities, attitudes and beliefs. Questionnaires are designed base on structured items. It means that the questions designed base on what subject information that will be collected.

2. Self-ratings

This instrument consists of scales rating of students or others for their abilities.

3. Interviews

This instruments are used to get information by asking some questions.

Interview may often be useful at the preliminary stage of designing a questionnaire, since they will help the designer to get a sense of what topics or issues can be focused on in the questionnaire.

4. Meetings

A meeting allows a large amount of information to be collected in a very short time.

5. Observation

Observations of learners' behaviour in a target situation is another way of assessing their needs.

6. Collecting learner language samples

Collecting data on how well learners perform on different language tasks and documenting the typical problems they have is a useful and direct source of information about learners' needs.

7. Task analysis

This refers to analysis of the kinds of tasks the learners will have to carry out English in a future occupational or educational setting and assesment of the linguistic characteristics and demands of the tasks.

8. Case studies

With a case study, a single learner or a selected group of learners is followed through a relevant work or educational experience in order to determine the characteristics of the situation.

In planning the extent of learners' needs, one should be realistic. It means that in asking question to learners the researcher should consider with the activity that they have ever tried it before.

According to Brindly quoted by Nunan (1996: 24), there are basically three different approaches to needs analysis. They are language proficiency orientation, the psychological/humanistic orientation and the specific purpose orientation. The characteristics of the three approaches can be seen from the table below.

Table 2. 1 Approaches to needs analysis

<i>Language proficiency orientation</i>	<i>Psychological/humanistic orientation</i>	<i>Specific purpose orientation</i>
<i>Educational rationale</i> Learners learn more effectively if grouped according to proficiency.	Learners learn more effectively if involved in the learning process.	Learners learn more effectively if content is relevant to their specific areas of needs/interest.
<i>Type of information</i> Language proficiency/language difficulties.	Attitudes, motivation, learning strategy preferences.	Information on native speaker use of language in learners' target communication situation.
<i>Method of collection</i> Standardized forms/test observation	Observation, interviews and surveys	Language analysis Survey of learners' patterns of language use
<i>Purpose</i> So learners can be placed in groups of homogenous language proficiency So teachers can plan language content relevant to learners' proficiency level	So learners' individual characteristics as learners can be given due consideration. So learners can be helped to become self-directing by being involved in decision making about their learning.	So that learners will be presented with language data relevant to their communication goals. So motivation will be enhanced by relativeness of language content.

Furthermore, Brindley (1989) stated that those three approaches can be differentiated through their educational rationale, the types of information collected, the method of data collection and the purposes for which the data are collected.

In designing a small-scale needs analysis, just like a teacher or group of teachers assessing the needs of new groups of students in a language program, the procedures of needs analysis may consist of :

- Initial questionnaire
- Follow- up individual and group interviews
- Meetings with students
- Meetings with other teachers
- Ongoing classroom observation
- Tests

The result of a needs analysis generally consists of information taken from several different sources and summarized in the form of different kinds. After the informations obtained, then they are analyzed. In presenting the finding it may also vary. Here are the example of the format for reporting the findings (Richards, 2001: 67) :

- Full written document
- A short summary document
- A meeting
- A group discussion
- A newsletter

From the needs analysis, there are many information that can be used in different ways. One of them is “it may provide the basis for developing a syllabus and teaching materials for the program. Next are the information that can be gathered through a needs analysis.

Nunan (1988:19) pointed out that one of the information that should be collected before designing a syllabus was participant. Here are some informations collected from the needs analysis :

a. Young Learners

A young learner-who is he/she? This term covers a wide age range and this can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster but others need more time. Teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help a teacher to develop methods and a system of work that will be used in the process of teaching. Of course, it is not possible to say that every child of six will know this and that. But it is possible to pick out some characteristics which a teacher should know and should be aware of.

The writer has decided to focus on young learners-age group 4 years old. The writer has chosen this age group because the writer thinks that young learners are very special and unique. From her own personal experience the writer has to admit that learners at this age are grateful when someone invests time in them. The results are seen quite easy and of course teachers demand this kind of satisfaction. These children still want to learn something new. When they know it, they are happy to present it and they feel more important.

It is generally known that Indonesia's Education System allows children to start learning a foreign language in early age. In my opinion, the sooner they start, the better for them. Their brain and memory are ready for learning and most of them can learn quite well. There have been many disputes and discussions over this. The writer thinks these debates will be run over and over because nobody is able to say the exact time for beginning to learn foreign languages. From my personal experience, the writer achieved quite good results with Kindergarten children so she does not see any problems for older learners. The writer thinks if very young learners are able to achieve good results, the older ones can do it too.

Some psycholinguists say that one of the factors to be successful in language learning is young age. There are some explanations for better learning at young age. First, the brain is more adaptable before puberty than after, and that acquisition of languages is possible without selfconsciousness at an early age and also because young children have more opportunities than adults. The children are learning all the time without having the worries and responsibility of adults (Brumfit, 1994).

The nature of children is that they like to play and have fun than to study. Cameron stated that play is a need of every child and it is an important childhood activity that helps children master all

developmental needs (2001). Play is the work of childhood and is important for learning and development.

Pinter (2006:7) pointed out some characteristics about this age group:

- They are happy when they can play
- They have to share their experiences, they love when people pay attention to them and their talking.
- They are able to talk about what they are doing.
- They use imagination a lot.
- They can think, argue, discuss and they are able to interact with both children and adults. They are able to concentrate for certain time.
- They understand situations and through situations-they use several senses.
- They are able to use language skills not even realizing them.
- Sometimes, they do not realize what fact is and what fiction is.
- They want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learnt something. They can show off a little bit.
- Often they “teach” each other.
- Very often they pretend they understand everything and they know everything.

There are some advantages that young learners have over older ones. Young learners are sensitive to the sounds and rhythm of new

languages and they enjoy copying new sounds and patterns of intonations. In addition, younger learners are usually less anxious and less inhibited than older learners.

b. Language and Cognitive Development

Piaget (Cameron, 2001:2) set up various experiments to identify how children thought in and about different situations and how they cognitively developed. It seems he was particularly trying to understand how, going through life experiences, children solved problems and how this changed as they got older. His assumption was that children actively constructed knowledge from their experiences. Based on the results from this work, he suggested that children develop through specific stages. These stages are the Sensorimotor Stage (from birth to 2 years old.). During the sensorimotor, infant and toddlers 'think' with their eyes, ears, hands and other sensorimotor equipments. The next stage was Preoperational Thought (from 2 to 6 years old). This stage, according to Piaget, children acquire represent skills in the area of imagery. The next stage is, Concrete Operational Stage (from 6 to 12 years old). Children at this stage are able to take into account another person's point of view and their thought process being more logical, flexible and organized. Then, they move to more abstract thought within the final stage, the Formal Operational Stage. At this stage, they are capable of thinking logically and abstractly.

Based on the explanation above, It can be concluded that Kindergarten aged between 4-6 years old are learning through their experiences and interactions with objects in the environments.

...what happens on with concrete objects continues to happen in the mind, as problems are confronted internally, and action taken to solve them through. In this way thought is seen as deriving from action; action is internalized, or carried out mentally in the imagination, and this way thinking develop... (Cameron, 2002:3)

Furthermore, from Piaget's theory, it can be concluded that children are active learners and thinkers, sense makers. They are constructing their own knowledge by thriving with objects and ideas as we often see children are continually interacting with the things around them. They solve problems which are presented by the environment and then learning will occur through taking action to solve the problems. Therefore, the practitioners of early childhood education should create classroom settings and activities as creating as possible so that they offer opportunities for children to learn.

Other psycholinguist, Vygotsky (Cameron, 2001: 5) pointed out that children's cognitions are developed through their interaction with their parents and other people. Adults use language to teach children about their world by talking to them about everyday routines, naming objects together and teaching them about appropriate behaviours. Based on Vygotsky's view, language is a means of influencing later cognitive development. In other words, through language used by themselves and the people around them, children learn to interpret new

experiences that further develop their ability to think. For example, children who have some control over their language will initiate questions so as to make sense of things they see or hear; they also enjoy listening to stories and talking about characters in the stories.

Based on the explanation above, the writer concludes that Vygotsky's main concern is the social interaction and social context. Other people, who interact with the child from birth onward are essential in their cognitive development. Vygotsky (Cameron, 2001:6) also pointed out that the potential for cognitive development is limited to a certain span, which he named the ZPD (Zone of Proximal Development). It can be defined as "the distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers".

In addition, full development during ZPD depends upon full social interaction. Therefore, other people play important roles in helping children to learn, providing objects and ideas to their attention, talking while playing and sharing while playing, reading stories and asking questions. In wide range of ways, adults mediate the world for children and make it possible for them to get access to it. The ability to learn through instructions and mediation is characteristic of human intelligence. By the help of adults, children can do and understand

more than they can on their own (Cameron, 2002:7). Actually, Vygotsky proposed the notion of Zone of Proximal Development (ZPD) to give a new meaning to “intelligence”. Instead of measuring intelligence by what a child can do alone, Vygotsky suggested that intelligence could be better be measured by what a child can do with skilled help.

Therefore, it can be concluded that language and cognitive development are interrelated process. Cognitive development of a child is not mainly determined by his/her innate factor. The language used by people around him/her in social interaction influences it. In the process of cognitive development, language is a crucial tool for determining how the child will learn how to think. Children’s involvement in the communication with people around them, especially with adults or more capable persons, for example with their parents or teachers create opportunities for their learning process and significantly impacts their ways of thinking. In other words, the children observe, listen, imitate and participate in playing or other activities with more capable members of the community. For example, when children are engaged in a family dinner time, they often hear a conversation, actually the students learn vocabularies and the grammatical patterns of the phrases in the conversation. Then, unconsciously they memorize words by words. Here, the ability of

children in solving, interacting, imitating and participating is called intelligence.

In classroom context, however, the teacher plays important roles in the learning process. How he/she provides help for the students, through language and the kinds of activities he/she provides for language learning will affect the student's language and cognitive development. The activities that the teachers make should provide opportunities for the students to participate actively in the teaching and learning process in the classroom.

Foreign language preschool teachers, for example, should know the characteristics of children as foreign language learners because preschool students learn differently from other learners. In addition, they should create activities which are suitable with children's cognitive development. Other theories are theories about children language and cognitive development from the experts such as Piaget, Vygotsky and Bruner. Their theories are beneficial for teachers to be used as guidance in providing lesson material and activities which are suitable with children's language and cognitive development.

c. Multiple Intelligence Profile

What is intelligence actually? Intelligence is an ability to solve a problem. Many psychologists have argued for the need to take such differences in individuals into account when assessing children's intelligence.

Howard Gardner revolutionized the view of intelligence when his book *Frames of Mind* was published in 1983. He proposed a new theory called multiple intelligences. He believes that intelligence cannot be measured by traditional tests such as IQ tests and his view of intelligence differs from the traditional view. Gardner also claimed that each individual has at least eight intelligences and the intelligences are combined in different manners, so each individual has a different intelligence profile, which is a combination of all the intelligences. It means that each person has some strong intelligences (strengths) and some are not well developed (weakness). Gardner also believes that the intelligence profile can be changed and improved through education. He states that each person's potential can be activated depending on several aspects such as values of a particular culture, the opportunities available in that culture, and the personal decisions made by individual and/or their families, school teachers and others. This is supported by the statement from Amstrong (2000:1-2).

Every child is a genius...but every child is genius according to the original meanings of the word "genius"... educators and parents, help preserve these genius characteristics of children as they mature into adulthood, so those capacities can be made available to the broader culture at a time of incredible change.

From the quotation above, we can conclude that each child has an opportunity to develop those eight intelligences as they grow and through education. It means that they need help from others to develop their intelligences.

Here are the descriptions of the intelligences suggested by Gardner (1983:2-5) :

1. **Verbal/Linguistic (VL)** represents the capacity to use language in an effective manner in speech and writing. It also includes being able to use language for convincing others, understanding patterns of a language (in terms of grammar use or appropriateness of language). This intelligence is involved in using the language to remember information, tell stories, jokes, write letters or poetry.
2. **Logical/Mathematical (LM)** represents the skill to use numbers effectively and reason well. This intelligence is involved in recognizing abstract patterns, making predictions, sequencing, problem solving and scientific investigation. This intelligence is often associated with what we call 'scientific thinking'. People who are strong in this intelligence are mathematicians, engineers, accountants, logicians, computer programmers and scientist.
3. **Spatial/Visual(SV)** involves 'the sensitivity to form, space, color, line and shape'. It also involves visualizing things either mentally or graphically. The ability to solve problems related to the notion of space such as using a map to locate a place in a city or drawing a floor plan are examples of SV intelligence. Some people who are strong in spatial/visual intelligence are architects, navigators, painters, sculptors and graphic artist.

- 4. Bodily/Kinesthetic(BK)** involves the ability to solve problems using the body and being able to express thoughts, ideas and emotions through movements and gestures. Sample skills are coordination, flexibility, speed and balance. Activities such as riding a bike, typing, cooking, building things, driving a car, miming, dancing and playing sports are examples of using this intelligence. Some professionals who are strong in BK are athletes, dancers and actors.
- 5. Musical(M)** involves the ability to express emotions and feelings through music showing “sensitivity to rhythm, pitch and melody. It also entails the ability to hum, whistle or sing a tune. Composing songs, playing musical instruments and even creating music from objects that are not intended to be a musical instrument are some examples of using musical intelligence. Musicians, composers, conductors and singers are professionals whose musical intelligence is strong. However, this intelligence is not limited to professions related to music, common people also have strength on musical intelligence, for instance, those who usually enjoy singing in the shower, singing along with a song, listening to music or creating new songs based on a familiar tune.
- 6. Interpersonal(IR)** is the ability to interact with people effectively, for instance, while working on a team, playing on a sports team, or being part of a community. It involves the ability to understand

others, be sensitive to other people's feelings, moods, motivations and behavior. This intelligence utilizes our ability to engage in verbal and nonverbal communication and our capacity to notice distinctions among ourselves. It entails the ability to have empathy with others and care for other people. This intelligence has been valued more in job requirements since it is really important to jobs that require leaders who are able to motivate others in a respectful and successful manner. Professions such as religious leaders, teachers, salespeople, politicians, counselors, and all kinds of team leaders (coaches, coordinators, supervisors, directors) need interpersonal intelligence.

7. Intrapersonal (IA) involves the capacity to understand oneself, to have an effective working model of oneself-including one's own desires, fears and capacities- and to use such information effectively in regulating one's own life. This intelligence involves self-reflection, self-awareness, self-consciousness and introspection.

8. Naturalist(N) entails the ability to understand the natural world by recognizing, classifying and categorizing species found in nature such as plants, animals, and minerals. The ability to distinguish species that are harmful or beneficial to humans is one of the skills of a naturalist person(naturalist). A naturalist demonstrates expertise in the recognition and classification of the numerous

species-the flora and fauna of his/her environment. People such as biologists, environmentalists, ornithologists and geologists are strong in the natural intelligence.

d. Learners' Need

Teaching young children is a rewarding and enjoyable experience, but it is also challenging and often frustrating. Children's enthusiasm and energy is enormous, but their attention spans are very short. Changing an activity every 3-5 minutes helps to keep everyone interested. Children can easily get bored if a game or activity is too long, beyond their abilities, or even too easy for them. Teachers need to be ready to stop an activity and go on to the next thing in their lesson plan, or substitute a new activity for one that is not working. A lesson should also have a balance of active and quiet games and activities so that children don't become either too excited, or restless.

After a quiet activity, get children up and moving and vice versa. Activities with young children should be seen as an opportunity to help them develop cognitive and social skills, as well as language skill. Memory, matching, categorizing, guessing, finding and cooperation skills work alongside listening and conversation skills to help children develop in all ways. Small children are usually prepared to enjoy any activity the teacher has chosen for them, but a few things to keep in mind (Aleda, 2001: 6) :

1. The activities should be simple enough that children can easily understand what to do.
2. Always demonstrate how to do an activity rather than just explain it in words
3. the children must be able to achieve the task set for them, but it must be sufficiently difficult for them to get a sense of achievement
4. children this age love the familiar and will happily repeat a favorite activity many times
5. new activities may not be readily accepted the first time they are tried, but by the next time they will be familiar and often become favorite
6. activities that have winners and losers are less successful at this age than cooperative activities

Success creates motivation. If children are successful, they will want to continue learning and developing as English speakers.

From the reality above, it can be interpreted that young children are all unique learners. It means that each child enjoys different activities. Here are some of the examples. If we take working with stories, children who are musical often enjoy singing, dancing and expressing themselves through drama and ballet. At the same time, they may show very little interest in writing, drawing or coloring.

Other children might get embarrassed if asked to join in with singing and dancing but enjoy writing or drawing based on the story.

Many psychologists have argued for the need to take such differences in individuals into account when assessing children's intelligence. Howard Garner (theory of Multiple Intelligence : 1983) suggested that intelligence had no unitary character, rather, it manifested itself in many different ways in different children. He refers to these multiple intelligences as 'frames of mind'.

Eight Ways of Teaching and Learning

Gardner (1983: 5-8) stated on his book Multiple Intelligences offers eight ways of teaching and learning styles. In this regard, armed with the knowledge and application of the multiple intelligences, teacher can ensure they provide enough variety in the activities they use so that as much of their pupils' learning potential can be tapped as possible.

The younger the learners the more physical activity they tend to need and the more they need to make use of all their senses (Aleda, 2001: 5). If children can draw or visualise an image, hum it or move through it first, they may be able to more easily talk or write about it. On the basis of the theory of multiple intelligences in this regard, children can also draw a picture while listening to a description, act out a nursery rhyme, follow instructions or make a shape or simple model while they listen to a description of it. This draws on learning

by the ear and eye and is good for those with bodily-kinesthetic intelligence.

Words are not enough

Do not rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses, colours and sounds. The teachers will need to have plenty of objects and pictures to work with, and to make full use of the school and classroom and surroundings. Teachers should demonstrate what they want them to do. The balance will change as the children get older, but appealing to the senses, colours, sounds and movements will always help the pupils to learn (Cameron, 2001:29).

Telling Jokes in The Class

Think about children telling jokes. Four years old children laugh because everybody else does, but they do not always understand the joke. If they are asked to re-tell the joke, it will be useless. Seven-year-olds children think jokes are funny and they learn them off by heart. This means that they often get the punch line wrong or have to be prompted. Ten and eleven-year-olds remember jokes and can work out the punch line from the situation. The system of language and the understanding of it seems to fall into place for many children in the same way. Children, in this regard, can create puppets and then tell jokes to their peers. They can also compose a song for the joke and

and then act out the joke in the classroom. in this way, jokes not only practise language but also encourage children to think.

Play with the Language

Let the pupils talk to themselves. Make them play with the language by making up (rhymes, singing songs, telling stories, etc) in the classroom. children love songs, rhymes, stories and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning (Aleda, 2001:7).

Encouraging children to clap the beat as they go along or say rhymes will help to develop a sense of rhythm in English. Additionally, pupils draw (or colour) pictures of songs, rhymes and chants and then apply those to new atmospheres. As can be seen, songs, rhymes and chants can contribute to the child's atmospheres. As can be seen, songs, rhymes and chants can contribute to the child's global development in many different ways. The main overall purpose, however, is that singing, chanting and acting together is fun and it stimulates the child's sense of humor. So this helps children play with the target language in humorous and fun environment.

Cooperation not Competition

The ideology of theory Multiple Intelligences is based "cooperation" not on competition. So because of this reason, avoid

prizes and awards in the class. In this regard, make room for shared experiences that they are an invaluable source of language work and create an atmosphere of involvement and togetherness. Most of us enjoy the feeling of belonging and this is particularly true of young children.

Group the children together whenever and whenever possible. This does not mean that they have to work in groups all the time, but most children like to have other children around them, and also sitting with others encourages cooperation. Genuine cooperative pairwork or group work is usually the result of a long process. Also, working with dialogues with pairs or groups is a useful way to develop the cooperative atmosphere in the classroom. Pupils with their own peers can collaboratively work in the classroom. They can draw pictures, compose songs, rhymes and chants, play games (word, card games), act out drama together. So with this way, pupils are not afraid of a possible failure, or on the contrary of that, they work out in a fearless and reinforcing atmosphere in the classroom so that “learning” materials in a natural way.

Using storybooks

The educational value of using storybooks and storytelling has always been undisputed throughout the world. English teachers of young learners are now more familiar with an acquisition based on

methodology, and recognise the true value of using storybooks and storytelling as a way to create an acquisition rich environment and ideal learning conditions which provide “comprehensible input” or “language a little beyond child’s current level of competence” (Krashen, 1981:26). Children enjoy listening to stories in their L1 and understand the conventions of narrative. For this reason, storybooks can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child. Stories can also provide the starting point for a wide variety of related language and learning activities. Stories and storybooks have always been useful and rich in vocabulary and grammar patterns. Additionally, storybook provide games, competitions, quizzes, drama, songs, projects, book making, coloring etc.

Here are several activities which can follow on from regular book reading.

1. Drawing and colouring

Children can redraw the characters; create maps showing where the story takes place, think of other possible cover illustrations, and so on.

The results of their effects can be kept and then used as collages and posters to decorate appropriate areas of the book corner. Alternatively, pupils could make a folder of their own work.

2. Handicrafts

Craft activities are extremely useful as learners can develop their listening and reading skills while following the written or oral instructions. Teachers should always make the craft activity themselves before doing it with their class. The finished work should be shown to the learners to give them a general idea of what is expected from them. Teachers should have the necessary materials with them so that they can do the activity together with their students while also giving the instructions.

Students can be encouraged to create their own masks, hats, puppets, model of streets and buildings, inspired by the characters and places in the books they have enjoyed. Activities of this kind present an ideal opportunity for developing oral comprehension through the language used for giving instruction.

3. Song and Rhymes

Very often, the rhymes developed in stories are to be found in various songs and rhymes. Pupils can also compose songs for the storybooks they have read and then sing the song they have composed in the classroom. Children like songs, and they learn a lot of songs in their mother tongue anyways; hence, it is a medium that children are very comfortable with songs and music can add variety to the class. A song hides the nature of exercises making them look like fun when in reality students are working with the language in the way the teachers want them to. The use of song is flexible. A song can be used in any stage of

the class: as a presentation tool, as a practice exercise or as a production activity.

4. Vocabulary Activities

Pupils can create their own “picture dictionary”, based on words from the stories they have read or heard. They can work individually or pool their efforts to illustrate the words, either by drawing pictures or by cutting pictures out of magazines or catalogues. They can choose whether to arrange the words alphabetically or thematically. Pupils can also create card games in order to learn the newly learnt vocabulary. Also, pictures, cards and other sorts of materials can be used to present the vocabulary.

5. Drama

Pupils can act out the story in the storybooks or song they have read or listened to. They can organize a place and write, if they want, a different end for the story and then perform the story in the classroom. The pupils can also compose a song for the story and sing it in some parts of the drama if they wish.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. drama involves children at many levels, through their bodies, minds, emotions, language and social interactions.

6. Games

Children may wish to play games purely for fun. Teachers, however, need to make sure that whatever done in the classroom is for teaching and learning purposes. Teachers can use games in order to create a valuable atmosphere and develop students' linguistic awareness. In this regard, childrens can create games (such as card games) on the basis of the storybook or song they have read or listened to. Children can be put in the three or four(or more) groups and each group develops a new game and then introduces their games to the class. A pupil from each group joins a different group in the class and learns the game and then returns to his/her own group and teacheers the game to their friends in the group.

CHAPTER III

RESEARCH METHOD

The study focuses on collecting information about the learners' need. It includes their characteristics and their interest. The characteristics of the learners in this study were their best ways in learning English. It was aimed at seeking learners' ability in solving their problems or it was called multiple intelligence profile. Learners' interest in this study, included their preferred activities they like to do when learning English. This was a needs analysis study. From the analysis result, the writer designed the syllabus based on learners' multiple intelligence profile. The following procedures were adopted for collecting the informations.

A. Population

A population is the total number of research data (Soehartono, 1999:57). Moreover, (Best, 1981:267) stated population is anything on individual that have one or more characteristics in common that are interesting to the researcher.

The population as the source of the data in this research was the Kindergarten students aged 4-5 years old. The teacher and the students became the subjects of the research. There were 9 students and one classroom teacher, Ms. Luluk Idharotun.

B. Sample

In a research, a researcher usually takes sample to be analyzed. It is part of population that represents the population (Arikunto, 1996:117). Furthermore, Marzuki (1997:43) stated that using sampling method can generate a better research because it can make the research done more specifically. The technique to get the sample is called sampling (Soehartono, 1999:58). In this research, however, the writer took the population as the sample. Suhartono (1999:107) mentioned that in total sampling, the population is also used as the data sample.

C. Research Data and Data Collection Procedures

In this research the writer used observation, questionnaire and interview as the instruments to collect the data.

1. Questionnaire

Questionnaire technique is widely used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of the researcher (Wilson and McClean in Cohen et, al., 2007:317).

In this research, this technique is aimed at finding out the learners' Multiple Intelligences profile of the class. The researcher asked the classroom teacher at Kiddycl to fill up the questionnaires.

2. Observation

The researcher observed the situation of English time process. Besides, the researcher also observed the learners' attitude toward the materials and the activities conducted in teaching learning process.

The observation data were taken from Kindergarten class students of Kiddycel National Plus School Semarang. In order to obtain the data, the researcher took five days to notice the real situation of the English time teaching-learning process. The total time for observation in a classroom is more or less 30 minutes in each meeting.

3. Interview

An interview was used to obtain information about the learners' interest. This technique also used to support the questionnaire gave to the classroom teacher.

D. Research Design

The research involved needs analysis. The approach of this needs analysis was psychological/humanistic orientation. This needs analysis was aimed at determining the learners' characteristics. The type of information collected from this approach was learners' attitude, motivation and learning strategy preferred.

Besides, the research is classified into descriptive study. Hadi (2001:16) proposed that a qualitative research tends to be a descriptive study. It is the study in which the researcher needs to collect and analyze

the data to get a conclusion. It does not deal with numeric data or variable and its relationship.

E. Research Setting

The research was conducted at Kiddycl National Plus School. It is a kind of Pre-School. Kiddycl National Plus School is located at Pamularsih Raya 104, Semarang.

This research was conducted on October 19-23, 2009. The writer observed Kindergarten class students in Kiddycl National Plus School Semarang when they studied English. The English subject was taught five days a week.

F. Procedure of Data Analysis

In conducting needs analysis there is not an objective fact, but subjective interpretations of information collected from the sources (Stufflebeam quoted by Richards, 2001:66).

In this research, the writer used her interpretations of information about the real situation of teaching-learning process of English time, the learners' characteristics and their interest.

In reporting the finding, the writer used descriptive method. She used a short summary as the format of the reporting result. The writer also used table in presenting the findings. From the findings, the writer and the teacher discussed then finally decided to design the syllabus for the english subject due to the learners' needs.

CHAPTER IV

RESULTS AND DISCUSSION

This research was conducted involving needs analysis in order to find out the learners' characteristics and their interest in learning English, so the researcher could be able to propose a syllabus based on their characteristics. In this chapter, the researcher tries to describe in detail about the result of the needs analysis.

A. Results

1. Learners' Multiple Intelligence Profile

In identifying the learners' MI profile, the researcher used questionnaires for the class teacher. This questionnaire is used to investigate the multiple intelligences characteristics of the learners by ticking the right answers according to the relevant multiple intelligences which they are supposed to develop by seeing learners' cognitive stage.

What is easy for the learner to do at English Time and what they like?

Verbal Intelligence

1. to do what my teacher tells me.
2. to repeat English words from my teacher.
3. to listen to the stories from my teacher.
4. to answer simple questions (like "How are you?")

5. to speak some English with help.
6. to remember names of things we learned in class.

Logical Mathematical Intelligence

7. to do patterns activity.
8. to do activity with numbers.
9. to put things into categories.
10. to find the difference from two pictures.
11. to solve puzzles.

Spatial Intelligence

12. to color pictures according to the task.
13. to draw an object.
14. to work with pictures.

Kinesthetic Intelligence

15. to do crafts.
16. to participate in actions stories.
17. to play action games.
18. to participate in plays.

Musical Intelligence

19. to sing songs.
20. to guess sounds.

Interpersonal Intelligence

21. to work in group.

22. to work in pair.

23. to role-play.

Intrapersonal Intelligence

24. to do creative work.

25. to work individually.

Natural Intelligence

26. to learn English out side the class.

The Results from the questionnaire are presented with table:

Name	VL	LM	BK	SV	M	IN	IA	NA	Leading intelligences
Ardi	1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11	15, 16, 17, 18	12, 13, 14	19, 20	21, 22, 23	24, 25		VL, ML, BK, SP, M, IN, IA
Noel	3	8	15, 16, 17, 18	14		23	25		BK
Naufal	3	8	15, 16, 17, 18	14	19, 20	21, 22, 23	25		BK, M, IN
Daffa	1, 2, 3, 4, 5, 6	8,9, 10, 11	15, 16, 17, 18	12, 14	19, 20	21, 22, 23	25		VL, LM, BK SV, M, IN
Nanda	1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11	15, 16, 17, 18	12, 13, 14	19, 20	21, 22, 23	24, 25		VL, LM, BK, SV, M, IN, IA
Tasya	1, 2, 3, 4,	7, 8, 9, 10, 11	15, 16, 17,	12, 13,	19, 20	21, 22,	24, 25		VL, LM, BK, SV, M, IN, IA

	5	1	18	14		23			
Ois	1, 2, 3, 4, 5	8	15, 18	12, 14	19, 20	21, 22, 23	25		VL, BK, SV, M, IN
Meira	1, 3	7, 8, 9, 10, 11	15	12, 14			22, 25		VL, SV, IA
Abel	1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11	15, 17, 18	12, 13, 14	19, 20	21, 22, 23	24, 25		VL,LM, BK, SV, M, IN, IA

Note: VL = Verbal linguistic
 LM = Logical-Mathematical
 SV = Spatial-Visual
 BK = Bodily-Kinesthetic
 M = Musical
 IN = Interpersonal
 IA = Intrapersonal
 N = Natural

From the table above, the researcher interpreted the data as the following :

The most frequent multiple intelligences of the learners are; linguistic, logical, kinesthetic, visual, musical, interpersonal and intrapersonal. The less developed intelligence is nature. There is only one child demonstrates bodily-kinesthetic intelligence. It is interesting because only two of the learners have not got a developed linguistic intelligence.

Collected data provided us with the valuable information needed for identifying the learners characteristics. Generally, most of the learners have similar characteristics.

After identifying learners characteristics, the researcher observed the class in order to see the process of teaching-learning english. In

observation, the researcher also interviewed the learners. The researcher designed 15 questions dealing with learners interest. In interviewing the learners, the researcher used simple words question. She also used realia/visual aids in interviewing the learners to encourage them to answer the questions. Sometimes, she helped the learner who had difficulties in answering the questions. Certain topic were chosen as the basis of the English program.

2. Learners' Needs and Interest

a. Observation

Routine in the classroom, the teacher greeted the students as she came into the classroom. She set the classroom in a big circle. The teacher asked all the students to sit down on the floor to listen and watch the teacher explanation.

Role of the teacher : The teacher was the central and active. In addition, the teacher dominated the teaching- learning process. She was the one who lectured the students.

Role of the learners : The learners were the listener. In teaching-learning process, the learners were set as the listener.

Learners' attitudes : They were less paid attention toward teacher's explanation. They were easily get bored with the lesson. It might be caused by the contents of the materials inside the book.

The contents of the book provided some topics with no clear explanation setting. The content were merely served materials that not interesting for them. It is supported with the tasks provided, most of them were prompted the learners to write. They were getting bored soon, everytime they had to do the activities given to them. Some of the learners faced difficulties in doing the activities. There was a child, that always looking at his friend first before he was doing it. Some of the learners were talking with their friend about the activity they had to do. They discussed, gave opinion dealing with the activity. They discussed using their own language. One of them, mostly finished her activity alone. She never asked about the activity to the teacher or to her friends.

Learners' motivation : Basically, they were always pleasant to learn something new, including learnt a new language. They had high motivation in teaching-learning process, since the activities done engaged their whole body. But their motivation were very low, when the teacher gave them behind the desk activities especially writing activity.

Learners' interest : The learners were very enthusiast when the activities conducted encourage them were challenging and interesting. The activities that attracted learners' interest in the classroom, can be seen from the table below :

Table 4.43 Activities conducted

Days of Observation	Activity types	Descriptions
<i>First day</i>	Matching	Match the parts to complete the pictures.
<i>Second day</i>	Singing	Happy birthday song
<i>Third day</i>	puzzles	Doing name puzzle
<i>Fourth day</i>	Singing	ABC song
<i>Five day</i>	Singing	Do you have song

From the table above can be conclude that learners' at the classroom were interested in doing the activities that involved not only their mind but also their bodies. In addition, the activities were combination of some intelligences.

The researcher also found that there were three major intelligence's profiles of the learners. Those were: interpersonal, intrapersonal and bodily-kinesthetic profiles. The reality above showed that the learners at the class were various.

b. Interview

The researcher designed 15 questions dealing with learners interest. In interviewing the learners, the researcher used simple words question. She also used realia/visual aids in interviewing the learners to encourage them to answer the questions. Sometimes, she helped the learner who had difficulties in answering the questions.

They are 9 children (4 boys and 5 girls) in the classroom. in interviewing the children the researcher used two types of question. She used Yes/No and optional questions. The result of the interview can be seen from the table below:

Table 4. 44 Interview result

Questions	Ardi	Noel	Naufal	Daffa	Nanda	Tasya	Ois	Meira	Abel
1.Do you like English?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
2. Do you like drawing and coloring?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
3.Do you like craft?	yes	no	No	yes	yes	yes	No	yes	yes
4.Do you like games?	yes	no	No	yes	yes	yes	No	yes	yes
5.Do you like writing?	yes	no	No	no	yes	no	no	no	no
6.Do you like singing?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
7.Do you like playing computer?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
8. Do you like storybook ?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
9. Can you run?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
10.Can you jump?	yes	yes	Yes	yes	yes	yes	yes	yes	yes
11.Can you climb?	yes	yes	Yes	yes	yes	yes	no	no	yes

12. What is your favorite color? (the researcher shows the learners with folding papers).	blue	blue	Red	red	pink	pink	green	yellow	pink
13. What is your favorite animals? (the researcher shows pictures of animals).	rabbit	dog	Bird	turtle	fish	cat	rabbit	hamster	cat
14. What is your favorite food? (the researcher shows the learners pictures of some foods).	chicken	bread	Noodle	fish	chicken	bread	chicken	apple	chicken
15. What can you see out side the window? (the researcher asks the learners to look out side)	Tree, flower, rock	Tree	Tree, flower	Flower, leaf	flower	Tree, flower, rock	Tree, flower	Tree, flower	Tree, flower, rock

From the data collected, the researcher concluded that:

Most of the learners have the same interest. They like english, drawing, singing, coloring, dancing, craft, games and computer activities. It means that learners aged 4-5 years are interested in activities using the whole body. The famous color among the learners

are pink and blue. From the collected data, the researcher found that most of the learners have various favorite of animals. They are; rabbit, dog, bird, turtle, fish, cat and hamster. They also have various interest of foods. Most of the learners like chicken. The others like bread, noodle and apple. Learners have various favorite colors; some of the girls like pink, the others are blue, yellow, orange and green. The last questions informs the researcher about the things outside the class that attracted the learners interest. They are; tree, butterfly, bird and flower.

Moreover, from the interview result above, the researcher found many things attracted learners' interest. Those things came from their own environments. It can be concluded that learners interested in learning things that very close to them. Moreover, they liked activity that engaged their minds and bodies at the same time.

B. Data Interpretation

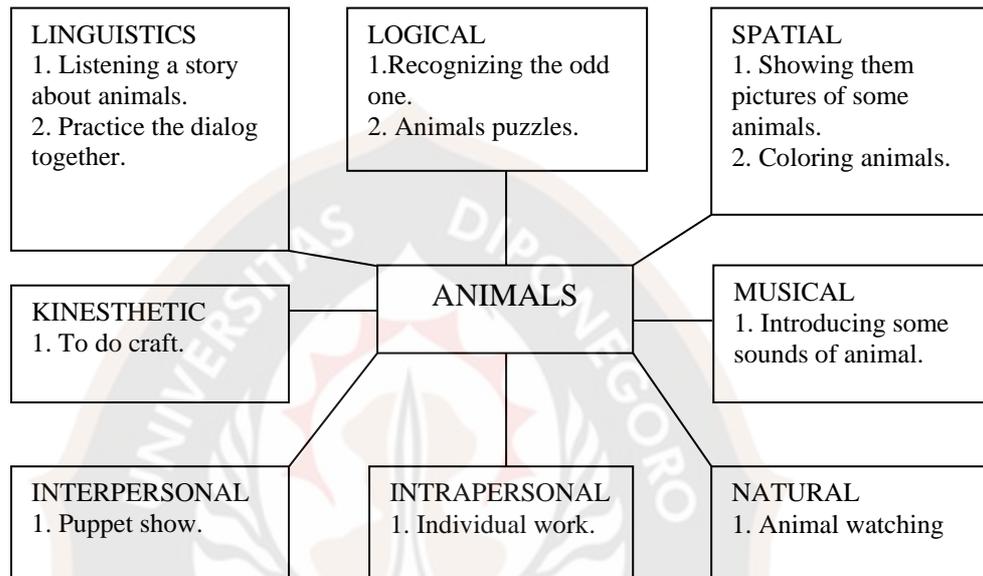
Dealing with the multiple intelligence characteristics of learners at Kiddycl National Plus School, and their interest, the researcher and the teacher discussed some decisions in order to design the syllabus for the learners. The suitable syllabus for the class is A Task-Based syllabus.

A task-based syllabus meets with the theory of Multiple Intelligences. both a task-based syllabus and multiple intelligences theory offer activities to

be done and those activities can be done in eight ways in teaching and learning.

The process of the designing syllabus are described as follow:

B.1 Scheme 4.1 First topic (Animals):



Description of the example activities as the following :

1. Listening a story : The teacher brings out a big book story with animals as the characters of the story.

Table 4.1 Listening activity

Activity	Intelligence (s)
Listening a story about the animals	Verbal/linguistic (through teacher) Visual

The table above shows a simple activity to develop listening ability. It is aimed to introduce some animals vocabulary. The class teacher can

ask the children to sit on the floor and make a big circle and listen to the teacher. From this kind of activity, students will use their verbal and visual intelligences at the same time.

2. Speaking : The teacher and the co-teacher will practice the dialog use their own name. Let the learners understand the dialog. Then, the teacher asks the learners one by one to practice.

This dialog is aimed for introduction.

A : Hi! I'm Cat. What's your name?

B : Hi! I'm rabbit.

Table 4.2 Speaking activity

Activity	Intelligence (s)
Practice the dialog	Verbal/Linguistic (through teacher and speaking) Interpersonal

This is a kind of linguistic activity. It is aimed to develop learners' linguistic through lecturer and speaking. It is also aimed to develop learners' interpersonal intelligence. The table above also describes a simple speaking activity to develop learners' speaking ability. In addition, learners also will be expected to be able to ask someone's name. the teacher can use hand-doll/animal puppets as the material to attract their attentions.

3. Recognizing the odd one : The teacher will show the learners with a series of animal pictures then ask them to find out which one is not the same.

Table 4.3 Logical activity

Activity	Intelligence (s)
Recognizing	Verbal/linguistic (through vocabulary learning) Visual, logical and intrapersonal.

This is a kind of logical activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' visual, logical and intrapersonal intelligences. The activity above shows a simple activity to develop learners' ability in recognizing something odd. The class teacher can use pictures from magazine/internet to support the materials.

4. To work with pictures : Animal flash cards. The teacher will show the learners with pictures of animals. Prompted them to notice the pictures.

Table 4.4 Flash Card activity

Activity	Intelligence (s)
Flash cards	Verbal/linguistic (through listening and speaking) Visual and logical

This is a kind of spatial activity. It is aimed to develop learners' linguistic through listening and speaking. It is also aimed to develop learners' visual and logical intelligences. Teacher will show picture of animals. The pictures will use to introduce name of certain animals (bird, fish, dog, cat, rabbit and hamster). Teacher will also play the cards together with the learners.

5. Craft work : making animal puppets.

Table 4.5 Craft activity

Activity	Intelligence (s)
Craft work	Verbal/linguistic (through speaking) and intrapersonal visual

This is a kind of bodily-kinesthetic activity. It is aimed to develop learners' linguistic through speaking. It is also aimed to develop learners' visual and intrapersonal intelligences. From this activity, learners will be asked to make an animal puppet. They will choose one of the pictures to do the puppet craft. Teacher can use some animal pictures. Those pictures can be found through internet/magazine.

6. Sounds awareness : The teacher will let the learners listen and guess the sounds of animals.

Table 4.6 Musical Activity

Activity	Intelligence (s)
Sound awareness	Verbal/linguistic (through listening and speaking) Musical and interpersonal.

This activity shows musical activity. It is aimed to develop learners' linguistic through listening and speaking. It is also aimed to develop learners' musical and interpersonal intelligences. They also will be asked to recognize and guess the sounds of some animals. Teacher can use recorded sounds animals/use her own voice.

7. Puppet show : The teacher ask the learners together with the whole class to do puppet show.

Table 4.7 Interpersonal activity

Activity	Intelligence (s)
Puppet show	Verbal/linguistic (through listening)

This is a kind of interpersonal activity. From the activity above, learners are expected to develop their linguistic through listening the puppet show from the teacher. Teacher can use the previous puppet they have made/other puppet as the supporting materials.

8. Individual work : The teacher will give a sheet of paper to each learner, let them find out the mystery of the paper by painting it out.

Table 4.8 Intrapersonal activity

Activity	Intelligence (s)
Individual work	Verbal/linguistic (through vocabulary learning) visual and intrapersonal.

This is a kind of intrapersonal activity. It is aimed to develop learners linguistic through vocabulary learning, visual through painting and intrapersonal intelligences. Teacher can use candle crayon to draw on drawing paper. Teacher draws an animal to each paper using candle crayon.

9. Animal watching : The teacher will give a fish to each learner and ask them to take care of it at school.

Table 4.9 Natural Activity

Activity	Intelligence (s)
Animal watching	Verbal/linguistic (through vocabulary learning) Visual and intrapersonal.

The activity shows a kind of natural activity. It is aimed to develop learners' natural intelligence. From this activity learners also will be expected to learn about responsibility to take care of their own pet.

Teacher can use fish as the animal. Teacher writes the name to each glass of fish.

From the Description above, the researcher notices that the first topic of the syllabus describes as follow:

ANIMALS

Language Functions
<ol style="list-style-type: none"> 1. Introduction 2. Ask someone's name. 3. Name pet animals. 4. Recognize simple commands.
Listening
<ol style="list-style-type: none"> 1. Listening to a story about a new friend. 2. Simple Commands (walk, jump, run, stop).
Speaking
<ol style="list-style-type: none"> 1. Simple Speaking Hi! I'm Cat. What's your name? Hi! I'm Rabbit.
Vocabulary
<ol style="list-style-type: none"> 1. Pets (cat, dog, rabbit, fish, hamster)

From the table above, the researcher proposes some points about the first topic. It talks about animal. In this topic, the researcher introduces animals vocabulary. The animals that will be introduced are the most famous animals among them. Those are rabbit, dog, cat, fish, hamster and bird. First topic also provides some language functions;

1. Introduction

A : Hi! I'm Cat. What's your name?

B : Hi! I'm Rabbit.

From the dialog above, the learners will be taught how to introduce themselves by saying Hi! I'm... (their name).

2. Ask someone's name,

From the dialog above, the learners also will be taught how to ask someone's name by saying What's your name?

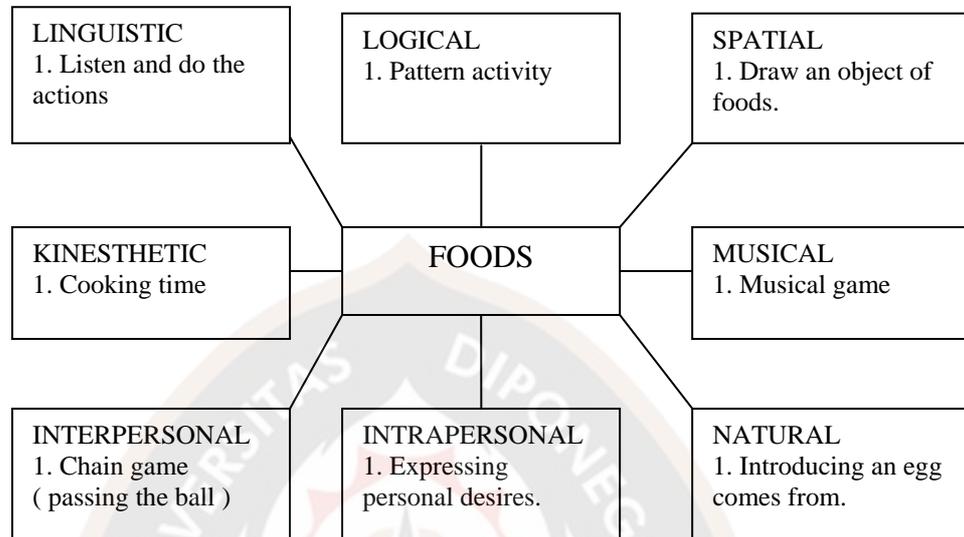
3. Name pet animals

Vocabulary that will be introduced are pet animals. In the first topic, they will be asked and named some pet animals based on their favorite.

4. Recognize simple commands.

Simple commands that will be introduced can be used as their daily commands. The commands are ; walk, jump, run and stop. Those are physical commands that easy and common for the learners.

B.2. Scheme 4. 2 Second topic (Foods)



The descriptions of the example activities :

1. Listen and do the actions : The teacher asks the learners to do some actions (eat the chicken, drink the juice).

Table 4. 10 Linguistic Activity of second topic

Activity	Intelligence (s)
Listen and Do	Verbal/linguistic (through listening) Intrapersonal and bodily.

This is a kind of linguistic activity. It is aimed to develop linguistic intelligence through listening to the commands of the teacher, bodily through doing the actions ordered. It is also aimed to develop learners' intrapersonal and bodily kinesthetic intelligences.

In this activity, learners will be asked to listen and recognize the teacher's commands. Teacher can use the real food/drink to support the materials.

2. Pattern activity : Cutting and sticking pictures of foods into the right order.

Table 4.11 Logical activity of second topic

Activity	Intelligence (s)
Pattern activity	Verbal/linguistic (through vocabulary learning) Logical, intrapersonal

This is a kind of Logical activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' logical through completing the pattern with the correct pictures, intrapersonal intelligence. In this activity, learners will be asked to complete the pattern with the correct pictures. Teacher can use paper to this kind of activity.

3. Draw an object : Draw one of the favorite food.

Table 4. 12 Spatial Activity of second topic

Activity	Intelligence (s)
Drawing activity	Verbal/linguistic (through vocabulary learning) Visual, intrapersonal

This is a kind of spatial activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' visual through drawing and intrapersonal intelligences. In this activity, learners will be asked to draw their favorite food on the drawing paper. Teacher will show some foods picture to encourage learners to choose and draw their favorite foods.

4. Cooking time : The teacher sets the class as a kitchen, ask them to watch and help the teacher while cooking a food (noodles).

Table 4. 13 Bodily activity of second topic

Activity	Intelligence (s)
Cooking activity	Verbal/linguistic (through vocabulary learning) Visual, bodily and interpersonal

This is a kind of bodily kinesthetic activity. From the activity above, learners are expected to develop their linguistics through vocabulary learning, visual intelligence through the real object of the foods, interpersonal. They watch and learn how to cook noodle. Teacher will bring the learners' to the cooking room/set the class as a kitchen to introduce vocabulary.

5. Musical game : Give the children with pictures of food then rolls the pictures around them as the music play. Let the children guess the food when the music stop.

Table 4.14 Musical activity of second topic

Activity	Intelligence (s)
Musical game	Verbal/linguistic (through speaking) Interpersonal, musical and bodily.

This is a kind of musical activity. From this activity, learners are expected to develop their linguistic through speaking. It is also aimed to develop learners' musical through music as the background of the game and interpersonal through cooperative game which involves the whole class. Teacher can use some food pictures/real object as supporting materials.

6. Chain game : The teacher sets the class in circle, then uses the ball to be passed around the circle.

Table 4. 15 Interpersonal activity of second topic

Activity	Intelligence (s)
Cooperative game	Verbal/linguistic (through speaking) Interpersonal, visual and bodily

This is a kind of interpersonal activity. From the activity above, learners are expected to develop their linguistic through speaking. It is

also aimed to develop learners' interpersonal, bodily and visual intelligences. This activity will let the children to guess the pictures as the time they catch the ball. In addition, they will pass the ball to the next children. Teacher can use pictures as supporting materials.

7. Expressing something : Let the children says food they like.

Table 4. 16 Intrapersonal activity of second topic

Activity	Intelligence (s)
Expressing I 'like'	Verbal/linguistic (through speaking) Visual, intrapersonal

This is a kind of intrapersonal activity. From this activity learners are expected to develop their linguistic through speaking. They are also expected to develop their visual and intrapersonal by saying their favorite foods. Teacher can use pictures to encourage learners' to express I like...(foods item).

8. Natural show : The teacher asks the learners to bring an egg to the class. Then the teacher tells a story about the egg. How does it come from.

Table 4.17 Natural activity of second topic

Activity	Intelligence (s)
Natural activity	Verbal/linguistic (through vocabulary learning) Natural, visual and interpersonal.

This is a kind of nature activity. From the activity above, learners will be expected to develop their linguistic through vocabulary learning. They are also expected to develop their knowledge about nature (how does an egg come?). Teacher will explain about an egg. Teacher can use storybook/audio-visual to support the activity.

From the description can be inferred that the second topic offers :

FOODS

Language Functions
<ol style="list-style-type: none"> 1. Ask what someone has 2. Name foods 3. Recognize meal time actions
Listening
<ol style="list-style-type: none"> 1. Simple commands Get your meal Eat the chicken Drink the juice
Speaking
<ol style="list-style-type: none"> 1. A : What do you have? B : Rice and Chicken
Vocabulary
<ol style="list-style-type: none"> 1. Foods (chicken, noodle, fish, bread, rice and grape)

From the table above, the researcher will introduce foods as the second topic. It is chosen because everyday the learners bring some foods to school. From this topic the learners will be taught some language functions .

1. Ask what someone has

There is a dialog between 2 children. The dialog will show to the learners how to ask what their friends have.

Here is the dialog;

A : What do you have?

B : Rice and chicken.

In this context, the learners will ask about what their friends have for their lunch. This dialog will be useful as their daily communication especially at meal time.

2. Name foods

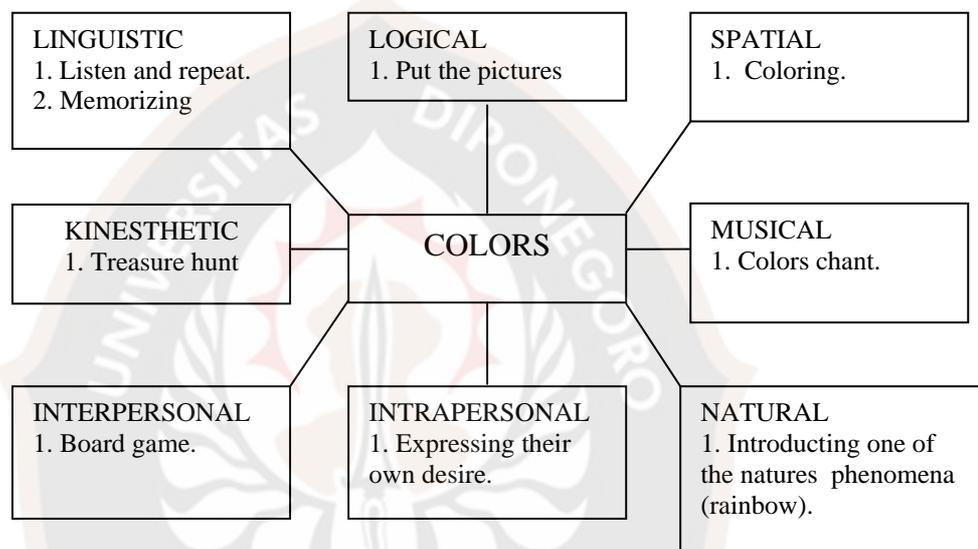
This topic also provides some vocabularies to be memorized. Those are their favorite foods (chicken, noodle, fish, bread, rice and grape). Those vocabularies chosen because those are foods that mostly they bring to school everyday.

3. Recognize meal time actions

Simple commands that will be introduced are meal time actions. The researcher uses the commands because those commands will be

useful for classroom instructions. Those commands are; get your meal, eat the chicken, drink the juice, clean up your table. Those instructions can be used everyday at meal time.

B.3. Scheme 4. 3 Third Topic (Colors)



Descriptions of the example activities:

1. Listen and repeat : let the children what the teacher says about colors

Table 4.18 Linguistic activity of third topic

Activity	Intelligence (s)
Listen and say	Verbal/linguistic (through listening and speaking) Visual, interpersonal.

This is a kind of linguistic activity. It is aimed to develop learners linguistic trough listening to watch teacher says about colors. Then the are going to be asked to repeat after teacher say. Learners are also

expected to develop their visual and interpersonal intelligences at the same time. Teacher can use pictures from magazine/books as supporting materials.

2. Memorizing : what's missing game? Let the children guess which color is missing.

Table 4.19 Memorizing activity

Activity	Intelligence (s)
Memorizing	Verbal/linguistic (through speaking) Visual, logical and interpersonal.

This is a kind of logical activity. From this activity, learners are expected to develop their linguistic through speaking. They are going to be asked to guess “what’s missing?”. In addition, they have to find out and memorize which picture is missing. They are also expected to develop their visual and interpersonal intelligences. Teacher can stick the pictures on the cards to make them easier to be used.

3. Coloring : ask each learner to color the picture of rainbow.

Table 4.20 Spatial Intelligence

Activity	Intelligence (s)
Coloring	Verbal/linguistic (through vocabulary learning) Visual, intrapersonal, natural.

This is a kind of spatial activity. From this activity learners are expected to develop their linguistic through vocabulary learning. This activity will introduce learners with some colors. Learners will be asked to color the picture of rainbow. They have to color the picture just like teacher did. They are also expected to develop their visual, intrapersonal and natural intelligence with this activity.

4. Treasure hunt : put things around the class and put colored bag in front of the class. Let the children search those things then put them in the bag in the same color.

Table 4.21 Bodily intelligence

Activity	Intelligence (s)
Treasure hunt	Verbal/linguistic (through vocabulary learning) Visual, bodily, interpersonal

This is a kind of bodily- kinesthetic activity. In this activity learners will be expected to develop their linguistic through vocabulary learning. They are going to be asked to search and collect the things hidden around the class according their color group. Then they will put the things into the plastic bag with the same color. Moreover, they are also expected to develop their visual, bodily and interpersonal

intelligences. Teacher will use things inside the class to be hidden around the class.

5. Sing and Chant : colors chant.

Table 4.22 Musical activity

Activity	Intelligence (s)
Sing and chant activity	Verbal/linguistic (through speaking) Interpersonal, musical, and bodily-kinesthetic.

This is a kind of musical activity. It is aimed to develop learners linguistic through speaking. This activity also will expect learners to develop their musical through sing and chant “Colors”

*“ one, two three... I like orange
Not me...
One two three... I like white
Not me...
One two three...I like pink
Not me...
One two three...I like blue
Me too... ”*

That is the sample of the simple lyrics to be used. Learners also will be expected to develop their bodily and interpersonal intelligences.

Teacher can ask to the learners to sing and and chant together with her.

6. Board game : ask the children to stick the big colored magnet on the board.

Table 4.23 Interpersonal activity

Activity	Intelligence (s)
Board game	Verbal/linguistic (through listening) Interpersonal, bodily and visual

This is a kind of interpersonal activity. It is aimed to develop their linguistic through listening. Learners are expected to stick the colored magnet on the white board. They are also expected to develop their interpersonal, bodily and visual through this game.

7. Expressing : let the children practice and say what color they don't like.

Table 4.24 Intrapersonal activity

Activity	Intelligence (s)
Expression dislike ' <i>I don't like black</i>	Verbal/linguistic (through speaking) Intrapersonal

This is a kind of intrapersonal activity. It is aimed to develop learners' linguistic through speaking . Moreover, from this activity learners are also will be expected to use their intrapersonal through expressing something they do not like. They have to say "*I don't like black....(Colors)*". Teacher can use colored folding paper, crayon, color pencil and other colored things as supporting materials.

8. Nature phenomena : show the children with the pictures of rainbow and tell about it.

Table 4.25 Natural activity

Activity	Intelligence (s)
Nature simulation	Verbal/linguistic (through lecturer) Natural, visual, interpersonal

This activity is a natural activity. It is aimed to develop learners' linguistic through the teacher. Teacher will tell about rainbow using book/television/magazine or others sources as supporting materials.

This activity also will develop learners' natural, visual and interpersonal intelligences.

From the description above, the researcher forms the third topic as follow :

COLORS

Language Functions
<ol style="list-style-type: none"> 1. Name colors (pink, blue, yellow, green) 2. Ask what color is something 3. Say what color they like 4. Recognize classroom actions
Listening
<ol style="list-style-type: none"> 1. Simple commands Take out your book Put down your book Open your book Close your book
Speaking
<ol style="list-style-type: none"> 1. A : What color is it?

B : Blue. 2. I like pink.
Vocabulary
1. Colors (red, yellow, blue, pink, green)

From the table above, the researcher will introduce colors as the third topic. The colors are chosen from learners' favorite. Those colors are ; pink, yellow, blue and green. This topic will also provides some language functions.

1. Name colors

Third topic provides colors vocabulary to be introduced. Those colors are; pink, yellow, green). From the vocabularies, learners are expected to recognize the colors introduced.

2. Ask what color is something

There is one dialog between two people. From the dialog children will be taught to speak simple question and response with simple words too.

A : What color is it?

B : Blue.

After practicing the dialog above, children will try to practice with other colored object.

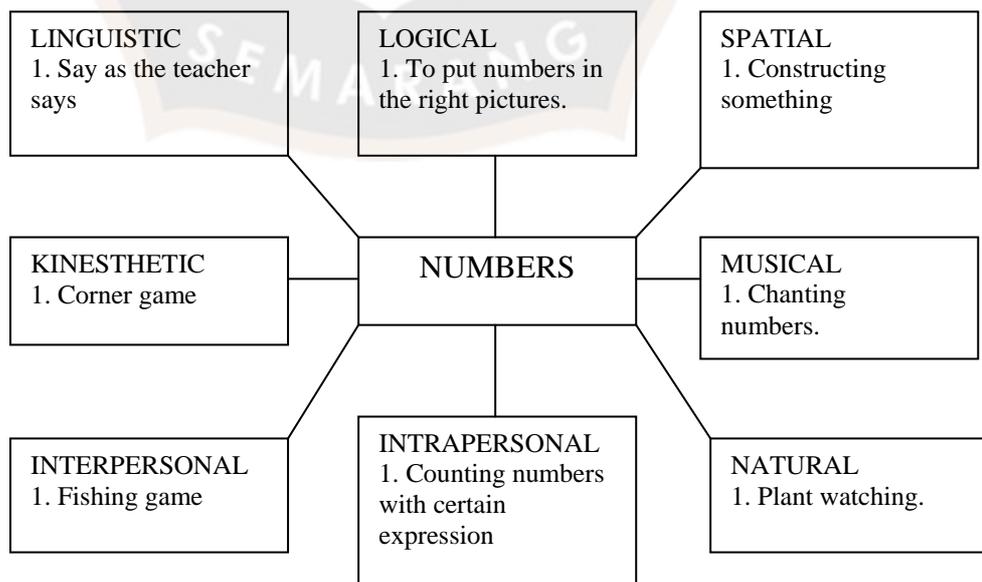
3. Say what color they like

There is a monodialog to say something they like. It tells about what color they like by saying I like (colors). From the monodialog above, children will try to say their personal interest involving with their favorite color.

4. Recognize classroom actions

Third topic also provides some simple commands to be used. Those are classroom actions. Here are the commands : take out your book, put down your book, open your book, close your book. Those simple commands can be used as classroom instructions for the teacher to the children. The children will try to do the actions through listening to the instructions given by the teacher. Indirectly, children will practice their listening skill.

B.4. Scheme 4.4 Fourth topic (Numbers)



Descriptions of the example activities:

1. Say as the teacher says : show the pictures of numbers. Let the children listen and repeat after the teacher.

Table 4.26 Linguistic activity

Activity	Intelligence (s)
Listen and repeat	Verbal/linguistic (through listening and speaking) Logical, visual and interpersonal

It is a kind of linguistic activity. It is aimed to develop learners' linguistic through listening and speaking. Learners are also will be expected to develop their logical, visual and interpersonal intelligences from this activity. Teacher will show numbered flags from 1-10 to the learners. Learners will listen and then repeat after teacher.

2. Put numbers in the right pictures : let the children stick the right numbers into the right pictures.

Table 4.27 Logical activity

Activity	Intelligence (s)
Matching activity	Verbal/linguistic (through vocabulary learning) Logical, visual, intrapersonal

This activity is a kind of logical activity. It is aimed to develop learners' linguistic through vocabulary learning. Learners are also will be expected to develop their logical, visual and intrapersonal

intelligences through this activity. Teacher will give a sheet of paper to each learner. She also will prepare some numbered circles to be stucked on the correct pictures.

3. Constructing something : let the children construct something using numbered blocks.

Table 4.28 Spatial activity

Activity	Intelligence (s)
Construct something	Verbal/linguistic (through listening) Logical, spatial and intrapersonal

This is a kind of spatial activity. It is aimed to develop learners' linguistic through listening. From this activity, learners are also will be expected to develop their logical, spatial and intrapersonal intelligences. In this activity, teacher will ask each learner to pick up different numbered block to build something.

4. Corner game : put numbered flags on the four corners of the class and ask the children to run and finish the game.

Table 4.29 Bodily activity

Activity	Intelligence (s)
Game	Verbal/linguistic (through listening) Logical, bodily, interpersonal

This is a kind of bodily-kinesthetic activity. It is aimed to develop learners' linguistic through listening. This activity also will develop learners' logical, bodily-kinesthetic and interpersonal intelligences. In this activity, teacher will put numbered flags on the four corners of the class. Then, teacher will order learners' to run and pick up the flags that teacher will ask.

5. Chanting : numbers chant (1-10)

Table 4.30 Musical activity

Activity	Intelligence (s)
Chanting number 1-10 with rhythmically. (faster and slowly)	Verbal/linguistic (through speaking) Musical, logical, interpersonal and bodily.

This is a kind of musical activity. It is aimed to develop learners' linguistic through speaking . This activity will also develop learners' musical, logical and interpersonal intelligences. In this activity, teacher will ask learners to chanting numbers 1-10 rhythmically. It can be done in group/in pairs.

6. Fishing game : ask the children to get numbers ordered by fishing the numbered fish.

Table 4.31 Interpersonal activity

Activity	Intelligence (s)
Fishing numbers	Verbal/linguistic (through listening) Visual, bodily-kinesthetic, logical and interpersonal.

This is a kind of interpersonal activity. It is aimed to develop learners' Linguistic through listening. This activity also will develop learners' visual, bodily-kinesthetic, logical and interpersonal intelligences. In this activity, teacher will ask learners to pick up numbers by fishing them. This can be done in pairs, each pair will be ordered to pick up different numbers.

7. Counting with expression : counting numbers using expression of happy, angry and sad.

Table 4.32 Intrapersonal activity

Activity	Intelligence (s)
Expression (sad, happy and angry)	Verbal/linguistic (through speaking) Intrapersonal, musical and logical

This is a kind of intrapersonal activity. It is aimed to develop learners' linguistic through speaking. This activity also will develop learners' intrapersonal, musical and logical intelligences. In this activity, teacher

will ask learners to count numbers 1-10 with certain expressions (sad, angry and happy). This can be done in group/in pairs.

8. Plant watching : give each children a numbered vase of plant to be watched everyday.

Table 4.34 Natural Activity

Activity	Intelligence (s)
Plant watching	Verbal/linguistic (through listening) Natural, intrapersonal and bodily-kinesthetic

This is a kind of natural activity. It is aimed to develop learners' linguistic through listening. This activity will also develop learners' natural, intrapersonal and bodily-kinesthetic intelligences. In this activity, teacher will give a numbered plant vase to each learners. They will be ordered to take care of this plant. They will learn about responsibility by taking care of the plant.

From the description above, the researcher forms the fourth topic as follow:

NUMBERS

Language Functions
<ol style="list-style-type: none"> 1. Recognize numbers (1-10) 2. Ask someone how many is something 3. Invite a friend to play 4. Recognize outdoor games actions
Listening

1. Simple commands Throw the ball Kick the ball Hop Hide
Speaking
1. A : How many balls? B : Two. 2. A : Let's play ball B : Okay.
Vocabulary
1. Numbers (1-10).

From the table above, the researcher will introduce the fourth topic with numbers (1-10). This topic also provides some language functions:

1. Recognize numbers of 1-10

Fourth topic will introduce numbers 1-10. In this topic, teacher will show to children to recognize numbers; one, two, three, four, five, six, seven, eight, nine and ten. They will asked to say those numbers too.

2. Ask someone how many is something

The topic also provides a dialog to show the children how to ask someone how many is. The dialog will give an example with ball as the object. This is the dialog :

A : How many balls?

B : Two.

After practicing that dialog, teacher can change the object with the others.

3. Invite a friend to play

There is also a dialog in fourth topic that will show to the children how to invite someone to play. This is the dialog :

A : Let's play ball

B : Okay.

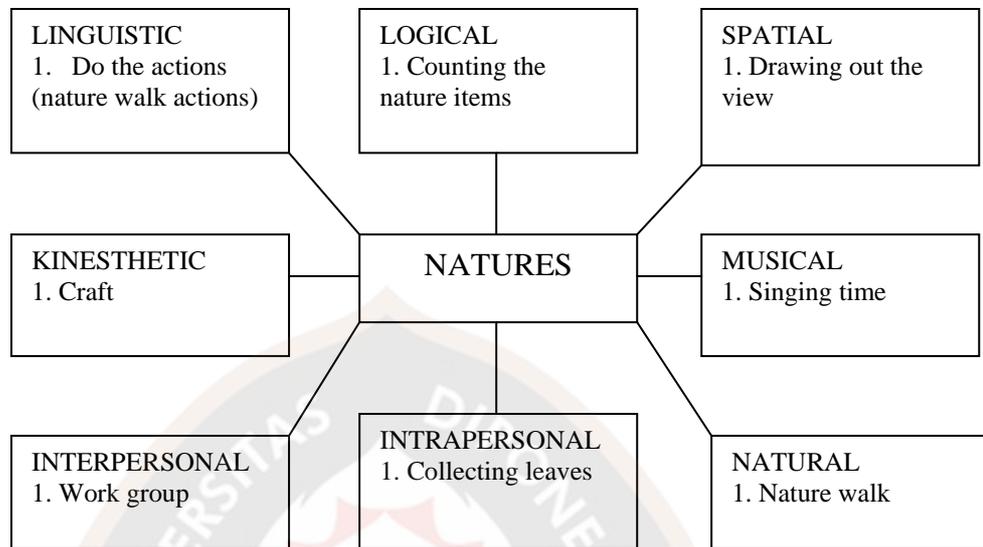
From the dialog above, children will try to practice the dialog together with friends and teacher.

4. Recognize outdoor games actions

The topic will also provives some outdoor games actions to be introduced. Those are : throw the ball, kick the ball, hop, hide.

Those games are chosen from out door activity that mostly done by the children. From the instructions, children will learn to response teacher's commands through doing the actions.

B.5. Scheme 4. 5 Fifth Topic (Natures)



Descriptions of the example activity:

1. Do the actions : let the children listen to the commands from the teacher (walk up the hill, run down the hill, climb over the rock and go under the bridge)

Table 4. 35 Linguistic Activity

Activity	Intelligence (s)
Recognize then do the nature walk actions together	Verbal/linguistic (through listening) Nature, visual, bodily and interpersonal

This is a kind of linguistic activity. It is aimed to develop learners' linguistic through listening. From this activity, learners are also expected to develop their nature, visual, bodily and interpersonal intelligences. In this activity, teacher will demonstrate the actions and

show them with the picture of the actions. Then learners will be asked to do the actions.

2. Count it: children are asked to find the nature items in the picture. Count them and write how many in each circle.

Table 4. 36 Logical Activity

Activity	Intelligence (s)
Counting activity	Verbal/linguistic (through vocabulary learning) Visual, intrapersonal, logical

This is a kind of logical activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' logical, visual and intrapersonal intelligences. In this activity, teacher will ask the learners to find the nature items, count them and finally write how many in the circle. Teacher will use work sheet for each child.

3. Drawing: ask the children to draw a view together with the teacher then color it.

Table 4. 37 Spatial Activity

Activity	Intelligence (s)
Drawing	Verbal/linguistic (through speaking) Visual, interpersonal and nature

This is a spatial activity. It is aimed to develop learners' linguistic through speaking. It is also aimed to develop learners' visual, nature and interpersonal intelligences. In this activity, learners will be asked to draw just like what the teacher draws on the board (a view). They can continue with color it the picture.

4. Craft : ask the children to find some leaves, cover the leaves with paper, rub a crayon over the paper, then cut out the leaf shapes and hang them with string.

Table 4. 38 Bodily-kinesthetic Activity

Activity	Intelligence (s)
Craft (make a nature mobil)	Verbal/linguistic (through listening) Bodily, visual, nature, intrapersonal

This is a kind of bodily-kinesthetic activity. It is aimed to develop learners' linguistic through listening. It is also aimed to develop learners' bodily, visual, nature and intrapersonal intelligences. In this activity learners will be asked to go outside to collect some different leaves, cover the leaves with paper, rub a crayon over the paper then cut out the leaf shapes and hang them with a string.

5. Singing time: singing about nature, where is the leaf song?.

Table 4. 39 Musical Activity

Activity	Intelligence (s)
Singing 'Where is the leaf song'	Verbal/linguistic (through speaking) Musical, interpersonal, bodily,

It is a kind of musical activity. It is aimed to develop learners' linguistic through speaking. It is also aimed to develop learners' musical, interpersonal and bodily intelligences. In this activity, learners will be asked to listen to the song from the teacher, then sing together with her in the class. Teacher will use picture of nature items to support the materials.

6. Work group: let the children decorate a small park in the class.

Table 4. 40 Interpersonal Activity

Activity	Intelligence (s)
Decorating a small park	Verbal/linguistic (through vocabulary learning) Visual, interpersonal, intrapersonal.

This is an interpersonal activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' visual, interpersonal and intrapersonal intelligences. From this activity, learners will be asked to decorate a small park using nature items. Teacher will use a box to create it as a small park. Then,

she will ask the children to color the box together. Finally, they decorate it with picture of nature items such as flower, bee, leaf etc.

7. Collecting leaves: ask the children to collect leaves then ask them to put the same shapes into the correct box.

Table 4. 41 Intrapersonal Activity

Activity	Intelligence (s)
Collecting leaves	Verbal/linguistic (through vocabulary learning) Visual, intrapersonal, logical.

It is a kind of intrapersonal activity. It is aimed to develop learners' linguistic through vocabulary learning. It is also aimed to develop learners' visual, intrapersonal and logical intelligences. From this activity, learners will be asked to go outside to collect different type of leaves. Teacher will mix all the leaves type. She will draw each type of leave the put the picture ion different box. Children will be asked to classify the leaves and put them into the correct box individually.

8. Nature walk: ask the children to go out side and recognize some nature items.

Table 4. 42 Nature Activity

Activity	Intelligence (s)
Nature walk	Verbal/linguistic (through listening & speaking) Nature, interpersonal

This is a kind of nature activity. It is aimed to develop learners' linguistic through listening & speaking. It is also aimed to develop learners' nature and interpersonal intelligences. From this activity, learners will be asked to have a nature walk around the school environment. Teacher will say what they can see while they walk. She will introduce them with things like flower, butterfly, tree etc. Children also will be asked to repeat what their teacher says.

From the description above, the researcher forms the fifth topic as follow :

NATURES

Language Functions
<ol style="list-style-type: none"> 1. Recognize nature items 2. Ask someone where something is 3. Recognize nature walk actions 4. Name nature items
Listening
<ol style="list-style-type: none"> 1. Simple commands Walk up the hill Run down the hill

Climb over the rock Go under the bridge
Speaking
1. A : Where is the leaf? B : I don't know/Over there.
Vocabulary
1. Nature items (flower, leaf, tree and rock)

From the table above, the researcher will give natures as the fifth topic.

From the topic above, children will be introduced with some nature items such as ; flower, leaf, tree and rock. The topic also provides some language functions. Those are ;

1. Recognize nature items

In this topic, children will be introduced with some nature items. they have to recognize those items. It means that children will be introduced with new vocabulary of flower, leaf, tree and rock.

2. Ask someone where something is

The topic provides the teacher to introduce the children with a simple dialog how to ask someone where something is. This is the dialog :

A : Where is the leaf?

B : I don't know/Over there.

From the dialog above, children will learn how to ask someone where something is. The example above shows the nature items.

After practicing, teacher can change the object with the others.

3. Recognize nature walk actions

This topic also provides some nature walk actions. The actions will help the teacher to give instructions to the children on their nature trip. Those actions are; walk up the hill, run down the hill, climb over the rock, go under the bridge. Children will try to listen and recognize the nature actions given by the teacher.

4. Name nature items

From the vocabulary of nature items, children will try to recognize and name the items. They will be stimulated with the real object/pictures of those items.

After describing the proposed syllabus, the researcher concludes that the syllabus consists of some activities that aimed to develop learners' multiple intelligence. The basic unit of the syllabus is the activities provides. Here are the activities that have been classified to each intelligence :

1. Verbal Linguistic Activities;

This type learns about words and language, written and spoken, retention, interpretation and explanation of ideas and information via language, understands relationship between communication meaning.

Here are example of the activities;

Listening a story about animals, practice the dialog together, listen and do the actions, listen and repeat, memorizing, say as the teacher say, do the actions.

2. Logical Mathematical Activities;

This learns about logical thinking, detecting, patterns, scientific reasoning, deduction, analyse problems, perform mathematical calculations, relationship between cause and effect toward a tangible or result.

Example of the activities;

Recognizing the odd one, animal puzzles, pattern activity, to put numbers in the right pictures, counting the nature items.

3. Spatial Visual Activities;

This type learns about Visual and spatial perception; interpretation and creation of visual image, pictorial imagination and expression, understands relations, including other people.

Example of the activities;

Showing animals pictures, coloring animals, draw an object of foods, coloring rainbow, drawing out the view.

4. Bodily Kinesthetic Activities;

This learns about body movement control, manual dexterity, physical agility and balance; eye and body coordination.

Here are example of the activities;

To do craft, cooking time, treasure hunt, corner game, nature mobile (craft).

5. Musical Activities;

It learns about musical ability awareness appreciation and use of sounds, recognition of tonal and rhythmic pattern, understands relationship between sound and feeling.

Example of the activities;

Introducing animal sounds, musical game, colors chant, chanting numbers, singing a “where is the lef song?”

6. Interpersonal activities;

It learns about perception of other people’s feelings; ability to others, interpretation of behaviour and communication, understand the relationships between people and their situations, including other people.

Example of the activities;

Puppet show, chain game (passing the ball), board game, fishing game, group work (decorating a small park).

7. Intrapersonal Activities;

It learns about Self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for and reaction to change.

Example of the activities;

Individual work, expressing something they like and dislike, expressing certain expressions (angry, sad, happy), collecting leaves.

8. Natural Activities

This type leans about nature awareness, ability to recognize and classify varieties of animals, minerals and plants.

Example of the activities;

Animal watching, talking about how does an egg come from, natural phenomena (rainbow), plant watching, nature walk.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the results of the study, following conclusion were drawn.

1. From the observation, the researcher found that there were three major multiple intelligence's profiles in the class. There were interpersonal, intrapersonal and bodily-kinesthetic profiles. From those three intelligences profile, the most dominant multiple intelligence's profile of the students was interpersonal. Students with this kind of profile, never had difficulty in doing any kind of activities. On the other side, students with intrapersonal profile did not enjoy with the activity that prompted them to do something in front of the whole class. In addition, this intelligence's profile closely with the shy students.
2. Most of the students enjoyed activities that encouraged them to move their whole body, such as games , drawing and coloring, song and chant, craft work and pretend (role play). They were never bored with challenging activities. Moreover, they did not like behind the desk activity. But from the existing syllabus content, most of the activities prompted the students to do behind the desk activities.

3. From the questionnaire, the researcher found that seven from nine students were good at their linguistic intelligence. There was only one student had only one leading intelligence. It was bodily kinesthetic intelligence. Most of the students had more than three leading intelligences.
4. From the students' interview, the researcher found that most of them like learning a new language. They were enthusiastic in learning it, as long as the activities were interesting for them. They liked to learn something close to them or around their environment. But they had various favorites dealing with the certain topics asked to them.
5. From the real fact above, the researcher together with the class teacher finally decided that the suitable syllabus for the students was a task-based syllabus. It focused on the activities which have meaning as their primary. This syllabus designed to facilitate language learning, in which activities were the basic units of syllabus designed.

B. Suggestions

1. Suggestions for the teacher

The results of the research indicate that students in the class were not the same. They had various intelligence's profiles. Moreover, their ability in solving their problems were different. It can be seen in teaching- learning process. Student with bodily kinesthetic profile was

not very enthusiast in doing activities that did not encourage him to move his whole body. He got bored soon with the activity given.

Students with good interpersonal intelligence, never had difficulty in any activity. But all the students were getting bored soon with the activity given. It was because the contents of the existing syllabus were prompted the teacher to give them behind the desk activities. From the reality above, here are some suggestions for the teacher to realize the importance of the students multiple intelligences profile in order to make the students enjoy the class more without getting bored soon.

The first thing to do is changing the existing syllabus with the new one. It is a task-based syllabus. This syllabus focuses on tasks/activities that will be given as the basic units of the syllabus. Here are some supporting suggestions for the teacher in order to use a task-based syllabus.

First, it is better for the teacher to switch the activity every time the students look bored. It is because their span attentions are very low. Basically learners aged 4-5 years old like all challenging activities. In addition, the class teacher needs to prepare back-up plan every day in order to cater learners' needs.

Second, it is better for the teacher to give additional activity for the children with bodily-kinesthetic leading intelligence. The teacher can ask him to help her in teaching learning process. It will make the student never bored with the class.

Third, it is better for the teacher to prepare the activities will be given by mapping them to each type of intelligences. It will make the activities more fun because the activities can reach all the students.

Fourth, in conducting the activities the teacher has to be the model of the activity. In addition, the teacher shows what has to do first before asking the students do the activity.

2. Suggestions for the next researcher

This is a kind of needs analysis study. It is aimed to get information about the learners' characteristic. In this study, the researcher was interested in identifying learners' multiple intelligence profile and what their interest/needs. From the needs analysis result, the researcher continued with proposing a task-based syllabus as the way to solve the occurred problems. Other researcher could carry out a research about the use of task-based syllabus in order to increase weak's learners level of participation in the learning process.

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Appendix 1

The Proposed Syllabus

Topic (ANIMALS)

Language Functions
<ol style="list-style-type: none">1. Introduction.2. Ask someone's name.3. Name pet animals.4. Recognize simple commands.
Listening
<ol style="list-style-type: none">1. Listening to a story about a new friend.2. Simple Commands (walk, jump, run, stop)
Speaking
<ol style="list-style-type: none">1. Simple Speaking (dialog) Hi! I'm Cat. What's your name? Hi! I'm Rabbit.
Vocabulary
<ol style="list-style-type: none">1. Pets (cat, dog, rabbit, fish, hamster)

Topic (FOODS)

Language Functions
<ol style="list-style-type: none">1. Ask what someone has2. Name foods3. Recognize meal time actions
Listening
<ol style="list-style-type: none">1. Simple Commands Get your meal Eat the chicken Drink the juice Clean up your table
Speaking
<ol style="list-style-type: none">1. What do you have? Rice and chicken.
Vocabulary
<ol style="list-style-type: none">1. Foods (Chicken, noodle, fish, bread, rice and grape)

Topic (COLORS)

Language Functions
<ol style="list-style-type: none">1. Name colors (pink, blue, yellow, green)2. Ask what color is something3. Say what color they like4. Recognize classroom actions
Listening
<ol style="list-style-type: none">1. Simple Commands Take out your book Put down your book open your book close your book
Speaking
<ol style="list-style-type: none">1. What color is it? Blue.2. I like pink.
Vocabulary
<ol style="list-style-type: none">1. Colors (red, yellow, blue, pink, yellow and green).

Topic (NUMBERS)

Language Functions
<ol style="list-style-type: none">1. Recognize numbers (1-10)2. Ask someone how many is something3. Invite a friend to play4. Recognize outdoor games actions
Listening
<ol style="list-style-type: none">1. Simple Commands Throw the ball Kick the ball Hop Hide
Speaking
<ol style="list-style-type: none">1. How many balls? Two.2. A : Let's play ball. B : Okay
Vocabulary
<ol style="list-style-type: none">1. Numbers (1-10).

Topic (Natures)

Language Functions
<ol style="list-style-type: none">1. Recognize nature items2. Ask someone where something is3. Recognize nature walk actions4. Name nature items
Listening
<ol style="list-style-type: none">1. Simple commands Walk up the hill Run down the hill Climb over the rock Go under the bridge
Speaking
<ol style="list-style-type: none">1. A : Where is the leaf? B : I don't know/Over there.
Vocabulary
<ol style="list-style-type: none">1. Nature items (flower, leaf, tree, rock).

Appendix 2

Questionnaire / Multiple Intelligence Checklist

Name : Ardi Kurniawan
Place/Date of Birth : Semarang, February 22nd, 2005

Verbal Intelligence

- 27. (√) to do what the teacher tells .
- 28. (√) to repeat English words from the teacher.
- 29. (√) to listen to the stories from the teacher.
- 30. (√) to answer simple questions (like “How are you?”)
- 31. (√) to speak some English with help.
- 32. (√) to remember names of things they learned in class.

Logical Mathematical Intelligence

- 33. (√) to do patterns activity.
- 34. (√) to do activity with numbers.
- 35. (√) to put things into categories.
- 36. (√) to find the difference from two pictures.
- 37. (√) to solve puzzles.

Spatial Intelligence

- 38. (√) to color pictures according to the task.
- 39. (√) to draw an object.
- 40. (√) to work with pictures.

Kinesthetic Intelligence

- 41. (√) to do crafts.
- 42. (√) to participate in actions stories.
- 43. (√) to play action games.
- 44. (√) to participate in plays.

Musical Intelligence

- 45. (√) to sing songs.

46. (✓) to guess sounds.

Interpersonal Intelligence

47. (✓) to work in group.

48. (✓) to work in pair.

49. (✓) to role-play.

Intrapersonal Intelligence

50. (✓) to do creative work.

51. (✓) to work individually.

Natural Intelligence

52. () to learn English out side the class.

Name :Immanuel Springrock Permono

Place/Date of Birth :Melbourne, November 22nd, 2005

Verbal Intelligence

1. () to do what the teacher tells .

2. () to repeat English words from the teacher.

3. (✓) to listen to the stories from the teacher.

4. () to answer simple questions (like “How are you?”)

5. () to speak some English with help.

6. () to remember names of things they learned in class.

Logical Mathematical Intelligence

7. () to do patterns activity.

8. (✓) to do activity with numbers.

9. () to put things into categories.

10. () to find the difference from two pictures.

11. () to solve puzzles.

Spatial Intelligence

12. () to color pictures according to the task.

13. () to draw an object.

14. (✓) to work with pictures.

Kinesthetic Intelligence

- 15. (✓) to do crafts.
- 16. (✓) to participate in actions stories.
- 17. (✓) to play action games.
- 18. (✓) to participate in plays.

Musical Intelligence

- 19. () to sing songs.
- 20. () to guess sounds.

Interpersonal Intelligence

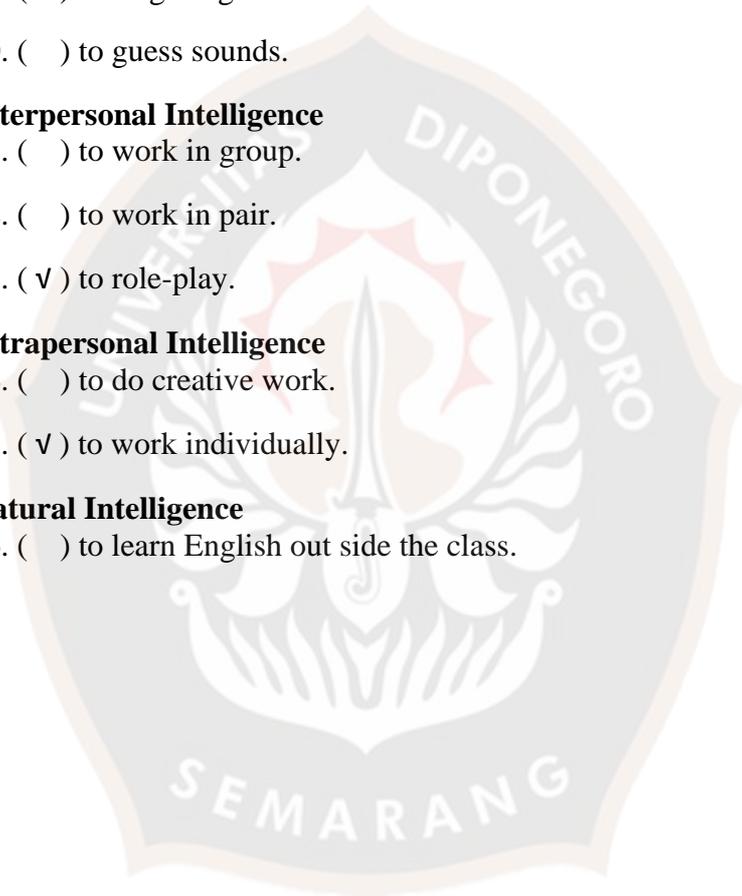
- 21. () to work in group.
- 22. () to work in pair.
- 23. (✓) to role-play.

Intrapersonal Intelligence

- 24. () to do creative work.
- 25. (✓) to work individually.

Natural Intelligence

- 26. () to learn English out side the class.



Name : Awal Muhammad Nauval Sinatra
Place/Date of Birth : Semarang, July 10th, 2005

Verbal Intelligence

1. () to do what the teacher tells .
2. () to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. () to answer simple questions (like “How are you?”)
5. () to speak some English with help.
6. () to remember names of things they learned in class.

Logical Mathematical Intelligence

7. () to do patterns activity.
8. (√) to do activity with numbers.
9. () to put things into categories.
10. () to find the difference from two pictures.
11. () to solve puzzles.

Spatial Intelligence

12. () to color pictures according to the task.
13. () to draw an object.
14. (√) to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. (√) to participate in actions stories.
17. (√) to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. () to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Daffa Nabel Adiwiyasa
Place/Date of Birth : Semarang, May 24th, 2005

Verbal Intelligence

1. (√) to do what the teacher tells .
2. (√) to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. (√) to answer simple questions (like “How are you?”)
5. (√) to speak some English with help.
6. (√) to remember names of things they learned in class.

Logical Mathematical Intelligence

7. () to do patterns activity.
8. (√) to do activity with numbers.
9. (√) to put things into categories.
10. (√) to find the difference from two pictures.
11. (√) to solve puzzles.

Spatial Intelligence

12. (√) to color pictures according to the task.
13. () to draw an object.
14. (√) to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. (√) to participate in actions stories.
17. (√) to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. () to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Salsa Aulia Syahrani Anastasya
Place/Date of Birth : Semarang, January 21st, 2005

Verbal Intelligence

1. (√) to do what the teacher tells .
2. (√) to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. (√) to answer simple questions (like “How are you?”)
5. (√) to speak some English with help.
6. () to remember names of things they learned in class.

Logical Mathematical Intelligence

7. (√) to do patterns activity.
8. (√) to do activity with numbers.
9. (√) to put things into categories.
10. (√) to find the difference from two pictures.
11. (√) to solve puzzles.

Spatial Intelligence

12. (√) to color pictures according to the task.
13. (√) to draw an object.
14. (√) to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. (√) to participate in actions stories.
17. (√) to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. (✓) to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Ananda Dini Fadila
Place/Date of Birth : Semarang, March 22nd

Verbal Intelligence

1. (√) to do what the teacher tells .
2. (√) to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. (√) to answer simple questions (like “How are you?”)
5. (√) to speak some English with help.
6. (√) to remember names of things they learned in class.

Logical Mathematical Intelligence

7. (√) to do patterns activity.
8. (√) to do activity with numbers.
9. (√) to put things into categories.
10. (√) to find the difference from two pictures.
11. (√) to solve puzzles.

Spatial Intelligence

12. (√) to color pictures according to the task.
13. (√) to draw an object.
14. (√) to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. (√) to participate in actions stories.
17. (√) to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. (✓) to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Talya Bellamy Azwa
Place/Date of Birth : Semarang, January 8th, 2006

Verbal Intelligence

1. (√) to do what the teacher tells .
2. (√) to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. (√) to answer simple questions (like “How are you?”)
5. (√) to speak some English with help.
6. (√) to remember names of things they learned in class.

Logical Mathematical Intelligence

7. (√) to do patterns activity.
8. (√) to do activity with numbers.
9. (√) to put things into categories.
10. (√) to find the difference from two pictures.
11. (√) to solve puzzles.

Spatial Intelligence

12. (√) to color pictures according to the task.
13. (√) to draw an object.
14. (√) to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. (√) to participate in actions stories.
17. (√) to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. (✓) to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Lois Mercy Kandou
Place/Date of Birth : Semarang, March 8th, 2006

Verbal Intelligence

1. (√) to do what the teacher tells .
2. (√) to repeat English words from the teacher.
3. (√) to listen to the stories from the teacher.
4. (√) to answer simple questions (like “How are you?”)
5. (√) to speak some English with help.
6. () to remember names of things they learned in class.

Logical Mathematical Intelligence

7. () to do patterns activity.
8. (√) to do activity with numbers.
9. () to put things into categories.
10. () to find the difference from two pictures.
11. () to solve puzzles.

Spatial Intelligence

12. (√) to color pictures according to the task.
13. () to draw an object.
14. () to work with pictures.

Kinesthetic Intelligence

15. (√) to do crafts.
16. () to participate in actions stories.
17. () to play action games.
18. (√) to participate in plays.

Musical Intelligence

19. (√) to sing songs.
20. (√) to guess sounds.

Interpersonal Intelligence

21. (√) to work in group.

22. (✓) to work in pair.

23. (✓) to role-play.

Intrapersonal Intelligence

24. () to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Name : Putri Meira Dynanti
Place/Date of Birth : Semarang, May 12th, 2005

Verbal Intelligence

1. () to do what the teacher tells .
2. () to repeat English words from the teacher.
3. () to listen to the stories from the teacher.
4. () to answer simple questions (like “How are you?”)
5. () to speak some English with help.
6. () to remember names of things they learned in class.

Logical Mathematical Intelligence

7. () to do patterns activity.
8. () to do activity with numbers.
9. () to put things into categories.
10. () to find the difference from two pictures.
11. () to solve puzzles.

Spatial Intelligence

12. () to color pictures according to the task.
13. () to draw an object.
14. () to work with pictures.

Kinesthetic Intelligence

15. () to do crafts.
16. () to participate in actions stories.
17. () to play action games.
18. () to participate in plays.

Musical Intelligence

19. () to sing songs.
20. () to guess sounds.

Interpersonal Intelligence

21. () to work in group.

22. (✓) to work in pair.

23. () to role-play.

Intrapersonal Intelligence

24. (✓) to do creative work.

25. (✓) to work individually.

Natural Intelligence

26. () to learn English out side the class.



Appendix 3

Questionnaire for the Learners

The following questions deal with learners ability and interest in english lesson.

a) answer the question with Yes/No

b) choose on of your favorite dealing with the certain topics

1. Do you like English? Yes/No
2. Do you like drawing? Yes/No
3. Do you like singing? Yes/No
4. Do you like coloring? Yes/No
5. Do you like dancing? Yes/No
6. Do you like craft? Yes/No
7. Do you like computer? Yes/No
8. Do you like games? Yes/No
9. Can you run? Yes/No
10. Can you jump? Yes/No
11. Can you climb? Yes/No

What is your favorite dealing with the certain topics

12. Which one do you like? (the researcher shows the learners with toys around the class).

13. What is your favorite animals? (the researcher shows pictures of animals).

14. What is your favorite food? (the researcher shows the learners pictures of some foods).

15. What can you see out side the window? (the researcher asks the learners to look out side).



