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THE REPRESENTATION OF MULTIPLE INTELLIGENCES ON ENGLISH TEXTBOOKS IN INDONESIA

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Abstract
Textbook has significant roles in the teaching-learning process. A lot of teaching-learning processes throughout the world are conducted with extensive textbooks usage. It occurs because textbooks hold several roles for teaching-learning activity. On the other hand, a theory named Multiple Intelligence Theory (MI Theory) considers that human is born with a fixed amount of intelligence. By applying MI Theory to the English language teaching, the teaching-learning process is expected to accommodate and stimulate students' intelligence types well, so the students learning output will increase. The objective of the research was to figure out the representation of Multiple Intelligences in the Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture. This research was a content analysis since it was aimed to investigate Multiple Intelligences implementation in the activities of the textbooks. The instrument of this research was a checklist devised by the researchers based on the theoretical and conceptual framework of MI Theory as well as other checklists had made by previous researchers. A careful analysis of the activities resulted that the textbooks mostly catering to verbal/linguistic, interpersonal, musical, and visual/spatial intelligence. The least dominant intelligences were bodily/kinaesthetic, logical/mathematical, intrapersonal, and naturalist intelligence.

Keywords: Content Analysis, English Textbook, Multiple Intelligence Theory

Introduction

Through a book entitled Frames of Mind published in the early 1980s; Howard Gardener proposed an evolutionary theory of human intelligence named Multiple Intelligence Theory (MI Theory). Contrary to the traditional notion considering that human is born with a fixed amount of intelligence also could be measured and stated by IQ Testing whereas a test based on a single measure, MI Theory proposed by Gardner claimed intelligence as numerous rather than unitary in nature, so it could not be measured by using a single matric (Aydin, 2019). MI Theory considers that all human being possesses all nine intelligences, and every single human has a unique combination of intelligences levels. The intelligences classified based on this theory are verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily/kinaesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence.

MI Theory by Gardner represents the pluralist appearance of intelligence domains and the diversity of ways of expressing the skillfulness and skills of the individual within the scope of their own culture (Aydin, 2019). At first, *Frames of Mind* explained that every human possessed at least seven intelligences. He then added an eighth and discussed the possibility of a ninth. As of today, based on this theory, there are nine intelligences; those are verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, musical-rhythmic intelligence, bodily/kinaesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence.

Gardner's *Frames of Minds* (1983) proposed that humans possess eight intelligences, as follows:

1) Verbal/linguistic Intelligence
   This intelligence type deals with the mastery of language whereas can be indicated with the ability to deliver and receive messages by using language whether written or spoken.
2) Logical/mathematical Intelligence

This intelligence type is related to the ability to number processing, detect patterns, sequencing, make predictions and reason deductively, and think logically.

3) Spatial-Visual Intelligence
   This intelligence type is a manifestation of the potential of using shapes, graphics, colors, and space. It encompasses abilities to recognize instances of the same element, transform or to recognize a transformation of one element into another, conjure up mental imagery, and then to transform that imagery, produce a graphic likeness of spatial information, and the like.
4) Bodily/kinesthetic Intelligence
   This intelligence type involves the capability of problem-solving by using the body and expressing emotions, thoughts, and ideas through gestures or body movements. Three types of object-related intelligence comprise this intelligence: logical/mathematical intelligence, which utilizes numerical patterns to extract information from objects; spatial intelligence, designed to connect objects in the environment, and bodily intelligence, created to translate the spatial world into action on the objects.
5) Musical Intelligence
   This intelligence type deals with music elements such as tune, pitch, rhythm, timbre, pulse, tempo, harmony, emotional side of sound, etc.
6) Interpersonal Intelligence
   Interpersonal intelligence stating by Gardner (1993) is the ability to know other people by recognizing their faces, their voices, and their persons, to react appropriately to them, and to engage in activities with them.
7) Intrapersonal Intelligence
   This intelligence type is related to the sensitivity to our own feelings, our own wants, and fears, our own personal histories.
8) Naturalist Intelligence
   This intelligence type deals with our attunement with the environment by recognizing, classifying, categorizing species found in nature such as plants, animals, and minerals.

In the educational field, MI Theory has significant roles regarding Gardner's belief that intelligences owned by learners create the diversity of characters, talents, and preferences on how the way learners learn and respond to learning situations, and they thus differ in their preferences for learning strategies and methods (Fasko, 2001). Meanwhile, students' learning successes are strongly affected by the degree of students' intelligence. MI gives teachers a new paradigm in viewing their students. By applying MI Theory to the teaching-learning process, it is expected that the process of delivering English materials appropriate to the students' intelligence types (Ma'mun, 2012). When teaching materials are taught in traditional practice, it only stimulates certain intelligences, but when materials are taught with MI principles, more or even all intelligences can be stimulated well. The implementation of MI Theory in education needs to be considered in order to improve students' learning performance to a greater extent because it encompasses all types of intelligences.

Several reasons for the importance of the implementation of MI Theory in education are (Arulselvi, 2008):

1) Intelligences can be taught or increased through teaching.
2) Intelligences can change throughout life.
3) Different learners possess different intelligences, resulting in different learning styles and needs. Draw three implications of intelligence.

Activities are one of the teaching-learning elements holding important roles in the process of learning in the classroom. Activities are defined as what students will actually perform with input, such as listening to recordings, writing a sentence, answering questions, etc (Nunan, 1999). The definition of activity by Jack C. Richards is described as any type of

purposeful classroom procedure aimed at helping learners to achieve the objectives of the course (Jack C. Richards & Theodore S. Rodgers, 2001).

In ideal classrooms, teachers should include learning activities that learners enjoy, and which encourage motivation and help create an enjoyable learning environment. In order to create successful classes, teaching strategies should be directed toward the students' learning styles as much as possible (Oxford, 2001). In accordance with MI Theory, Many experts formulate a list of activities that can be done by the teacher to apply in their classroom. The activities are grouped according to suitability for each type of intelligence based on MI Theory.

Christison and Armstrong gave examples of activities that fit each type of intelligence, those are (Christison, 1996):

1) Linguistics Intelligence: reading, writing, telling stories, playing a word game, note-taking, debates.
2) Logical/mathematical Intelligence: puzzles and games, logical, sequential presentations, classifications, and categorizations.
3) Musical Intelligence: singing, playing music, jazz, chants.
4) Bodily/kinesthetic Intelligence: hands-on activities, field trips, pantomime, dancing, gesturing.
5) Spatial/visual Intelligence: designing, visualizing, charts and grids, videos, drawing.
6) Interpersonal Intelligence: pairwork, project work, group problem-solving, leading, organizing, relating, and mediating.
7) Intrapersonal Intelligence: self-evaluation, journal keeping, options for homework, setting goals, meditating, dreaming, planning, and reflecting.
8) Naturalist Intelligence: gardening, caring for the earth, playing with pets, raising animals.

On the other hand, no one can deny the significant roles of textbooks in the teaching-learning process. It can be shown the massive use of textbooks as one of the learning tools in the teaching-learning process both formal or informal all over the world. It occurs because textbooks hold several roles for teaching-learning activity.

Jack C. Richard, as cited in Hanita Masithoh composes the functions of the textbook as follow (Fadhilah, 2017):

1) They provide structure and syllabus for a program. The absence of textbooks in the teaching-learning program may make it impossible to have a core curriculum well-structured, planned, and developed.
2) They help equalization instruction. The utilization of a textbook in a program can assure that the students in diverse lessons get hold of similar content and consequently, may be examined in the same way.
3) They maintain quality. If a well-developed textbook is used, students are offered materials that have been attempted and tested based on learning standards, and that are paced appropriately.
4) They provide a variety of learning resources. A textbook is often followed by workbooks, CDs and tapes, recording, CD ROMs, and comprehensive teaching guides, offering wealthy and shifted assets for teachers and students.
5) They are efficient. They spare teachers' time, allowing teachers to devote time to teaching instead of producing materials.
6) They give compelling language models and input. Textbooks can offer to assist teachers whose first language is not English and who could be not able to generate accurate language contributions on their own.
7) They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual book can serve as a medium of initial teacher training.

It can be assumed that in the classroom, textbooks have important functions for teachers and students. For the students, they provide students with maintenance, traceback, or even

prepare their learning input. While for the teachers, textbooks provide guidance to conduct an appropriate teaching-learning process. They also help less experienced teachers to gain confidence and security in teaching-learning activities. Textbooks provoke the teaching-learning to keep track in accordance with the curriculum.

In Indonesia's education, the role of textbooks has been regulated in government regulation. Regulation of the Minister of National Education Number 11 in 2005 states that textbooks play a significant role in the context of educational quality improvement. Textbooks are obligatory reference books compiled based on the national education standards and used in schools that contain learning materials in order to increase students' faith and piety, character, and personality, the ability to master knowledge and technology, sensitivity and aesthetic ability, also physical potential (Permendiknas, 2005).

In ELT, English textbooks have long been considered as its' central. English textbooks not only act as a source of knowledge by teachers to prepare and deliver lessons but also act as the basic tools to develop students' language insight apart from the teachers. Studies of the importance of English textbooks show that English textbooks help in achieving learning goals for instance on learners' academic literacy development, curriculum implementation, or test preparation (Zhang, 2017). Furthermore, textbooks provide the language content and also present a balance between language skills and sub-skills taught in ELT classes, and highlight the pedagogical model that is being used. In addition, they can present the main language content students are exposed to, and they can help teachers to decide on planning and teaching their lessons (Richard, 2001).

In response to the textbooks which play many important roles in English Teaching Learning, The Ministry of Education and Culture of the Republic of Indonesia has published an English textbook for every grade in junior high school. The textbook for seventh-grade students is entitled *When English Rings a Bell*, for eighth-grade students is entitled *When English Rings a Bell* also, and for ninth-grade students, it is entitled *Think Globally Act Locally*. At the first, the first edition of the textbooks was published in 2014. But in 2014 and 2015, the second edition of the textbooks was published.

Since students with different learning styles and personality types possess a variety of intelligences, textbooks must provide as many intelligence types as possible to meet their needs. Utilizing MIs in schoolbooks and teaching means that learners are taught and can demonstrate their comprehension in several different ways. As we know, textbooks are among the most commonly utilized academic resources and supply high-quality elements for the successful delivery of education in any part of the world. Many schools began to center their curricula on the theory of MI after the publication of Gardner's Frames of Mind in 1983. MI Theory perspective has motivated teachers to find new ways to help all students in their classes (Sami Sulieman Al-Qatawneh, 2021).

The needs and potential of learners should be taken into account when designing textbooks. This purpose is perfectly served by MI theory, which can greatly contribute to language teaching and learning since it allows for the inclusion and consideration of learners' needs, potentials, styles, and intelligences. Several schools around the world have integrated MI theory into their mission, education system, education content, and teaching methods (Lie-Qi Chen, Seana Moran, & Howard Gardner, 2009). Thus, analyzing textbooks in the light of MI Theory is essentially useful since textbooks are the primary and most applicable source used by teachers to transfer curriculum objectives to students in classrooms.

As for the implications of MI theory in EFL textbooks, Berman was the first to apply MI theory to ELT in his book "A Multiple Intelligences Road to an ELT Classroom". There aren't many empirical studies about the implications of MI theory in EFL textbooks as a result of its recent integration into the classroom. Moreover, the relationship between curriculum and instruction is dynamic and constant, and it revolves around assessment based on student demographics, societal needs, and technological requirements.

Investigating The Representation of Multiple Intelligences Theory in TPSOL Textbooks by Saman Ebadi & Maryam Beigzadeh from Razi University and Zabansara Language Institute, Kermanshah, Iran in 2016 was purposing to investigate one series of commonly used TPSOL textbooks in light of Multiple Intelligences Theory. It revealed that the textbooks mostly catered for verbal/linguistic, visual/spatial, logical/mathematical, and interpersonal intelligences. The least dominant intelligence was intrapersonal, musical, and naturalist intelligence types. No examples of activities of bodily/kinesthetic intelligence were encountered. In addition, the results of the research did not show any significant effect of proficiency level on the application of intelligence types in textbooks (Saman Ebadi & Maryam Beigzadeh, 2016).

Another content analysis study was conducted by Al-Omari, Bataineh, and Smadi to investigate whether the principles of MI theory could be incorporated into the Jordanian Action Pack textbook for the first, fourth, eighth, and eleventh grades. Results showed that verbal/linguistic, intrapersonal, and spatial/visual intelligences were well incorporated. Contrastively, moral, existential, and spiritual intelligences were not incorporated at all in the activities of the textbooks. In addition, the results revealed a lack of balance among intelligences among the four levels of textbooks (Taghrid Al-Omari, Ruba Bataineh, & Oklah Smadi, 2015).

Studies entail the increasing interest for analyzing English textbooks in the light of MI Theory; Said (2021), Ebadi & Beigzadeh (2016), Ebadi & Ashtarian (2015), and Ramzjoo & Jozaghi (2010). Despite this, in Indonesia, there is a lack of studies of MI Theory in English textbooks. Considering the importance of English textbooks and the significance attached to the role of multiple inteligences in enhancing students' learning output, this study was carried out to touch upon this issue.

This study was an attempt to answer the main question, which is "How is the representation of Multiple Intelligences on the revised edition of Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture?"

Method

This research is research with content analysis as the design. In accordance with qualitative usage as the approach, this research used the method of qualitative content analysis. The data source of this research is the revised edition of Junior High School English Textbooks published by the Ministry of Education and Culture. The number of textbooks is three, where each textbook is purposed for each grade in Junior High School educational level. For seventh-grade students, the textbook is entitled When English Rings a Bell. For the eighth-grade students, it is entitled When English Rings a Bell also. For the ninth-grade students, it is entitled Think Globally Act Locally. The method of collecting data for this research is document analysis. The instrument used in this research is a checklist devised by the researcher based on the theories and concepts related to the MI Theory as well as other checklists made by prior researchers mentioned in the literature review. This checklist contains sample activities and the types of intelligence. Reviewing the literature, the procedure to conduct the research in order to reach the objective of the research is divided into several steps; 1) Studied the activities of the chosen chapters the textbooks, 2) Count the frequencies of intelligence type implementation in the activities, 3) Number the total activities, 4) Place the data to the chart, 5) Number and percentage intelligence types implementation, 6) Make description, and 7) Make an agreement.

Findings and Discussions

Findings

From the three textbooks, twelve chapters were purposefully selected and analyzed in order to investigate the intelligence types and the activities addressed. After the selected data were

collected, the representation of chapters and activities contained in the textbooks is presented in table 1.

Table 1. The Representation of the Collected Data from the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture.

Textbook	Chpater	Pages	Number of Activities
When English Rings a Bell for seventh-grade students	Chapter 1: How are You?	1 – 23	22
	Chapter 2: It's Me.	24 – 41	18
	Chapter 10: Attention, Please!	177 – 189	12
	Chapter 11: I am Proud of My Teacher	190 – 202	16
	Total		**68**
When English Rings a Bell for eighth-grade students	Chapter 1: It's English time!	2 – 18	7
	Chapter 2:Can you play the guitar?	19 – 32	7
	Chapter 12: Don't forget it, please!	197 – 216	12
	Chapter 13: We got a lot of histories	217 – 222	3
	Total		**29**
Think Globally Act Locally for ninth-grade student	Chapter 1: Congratulations!	1 – 16	7
	Chapter 2:Let's start our wall magazine!	17 – 34	9
	Chapter 13: Come and visit us!	251 – 262	6
	Chapter 14:You can always come back home.	263 – 270	3
	Total		**25**
	Total Activities of the Textbooks		**122**

In accordance with the objective of the research, a checklist devised by the researcher based on the points mentioned in the theoretical and conceptual framework which are related to the MI Theory as well as other checklists made by researchers mentioned in the literature review was used. The Multiple Intelligences implemented in the activities from textbooks were depicted in percentage and the representations were presented by providing examples of analysis of each intelligence type based on Gardner and Ramzjoo's theory. Percentages were calculated by dividing the frequency of the intelligence types by the total activities. It was then multiplied by 100%. The result of the analysis thus was made with an agreement by the researcher in order to make the data easier to read by the readers. The results are presented as follows:

The Representation of Verbal/linguistic Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing VL intelligence was displayed in table 2.

Table 2. Number and Percentage of the Activities Representing VL Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of VL Activities	Number of the Total Activities	Percentages of VL Activities
	1	18	22	81.81 %
Seventh Grade	2	15	18	83.33 %
English	10	8	12	66.66 %
Textbook	11	13	16	81.25 %
	Total	**54**	**68**	**79.41 %**
	1	6	7	85.71 %
Eighth Grade	2	7	7	100 %
English	12	12	12	100 %
Textbook	13	3	3	100 %
	Total	**28**	**29**	**96.55 %**
	1	7	7	100 %
Ninth Grade	2	9	9	100 %
English	10	6	6	100 %
Textbook	11	3	3	100 %
	Total	**25**	**25**	**100 %**
	Total	**107**	**122**	**87.70 %**

The representation of VL activities in classroom consists all activities using language in written or oral (Alsalhi, 2020). Activities to perceive language patterns is also one of the indications of this intelligence type's representative. A sample of VL activity in these textbooks can be seen in activity 6 of Chapter 11: "I am Proud of My Teacher" of the 7th-grade students' English textbook as displayed in figure 1. One of the example activities that employ verbal/linguistic ability is reading. When reading, students are assigned to understand text whereas the message that the writer wants to convey is in writing. Through this activity, students' VL intelligence will stimulated well.

Figure 1. The Representation of VL activity

The Representation of Logical/mathematical Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing LM intelligence was displayed in table 3.

Table 3. Number and Percentage of the Activities Representing LM Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of LM Activities	Number of the Total Activities	Percentages of LM Activities
Seventh Grade English Textbook	1	3	22	13.63 %
	2	6	18	33.33 %
	10	3	12	25.00 %
	11	3	16	18.75 %
	Total	**15**	**68**	**22.05 %**
Eighth Grade English Textbook	1	1	7	14.28 %
	2	4	7	57.14 %
	12	1	12	8.33 %
	13	0	3	0.0 %
	Total	**6**	**29**	**20.68 %**
Ninth Grade English Textbook	1	2	7	28.57 %
	2	2	9	22.22 %
	10	3	6	50.00 %
	11	1	3	3.33 %
	Total	**8**	**25**	**32.00 %**
Total		**29**	**122**	**23.77 %**

The representation of LM activities in classroom consists all activities related to the ability to use numbers and reason well. It also involves activities of problem-solving skills such as scientific investigating and recognizing abstract thinking (Saman Ebadi & Soroor Ashtarian, 2015). A sample of logical/mathematical activity in these textbooks can be seen in activity 2 of Chapter 2: "We can do it, and we will do it" of the 8th-grade students' English textbook as displayed in figure 2. Figure 2 includes the activity of step learning experience of collecting information. Examples activities that employ logical/mathematical ability are activities to understand the context, categorize facts or information, and activities of collecting informations. The instruction "We will use the guide to write what each speaker can do and can't do" indicates that in this activity, students are assigned to categorize informations from the collected informations. So, the activities implement LM intelligence.

Figure 2. The Representation of LM activity

The Representation of Visual/spatial Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing VS intelligence was displayed in table 4.

Table 4. Number and Percentage of the Activities Representing VS Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of VS Activities	Number of the Total Activities	Percentages of VS Activities
Seventh Grade English Textbook	1	14	22	63.63 %
	2	5	18	27.77 %
	10	10	12	83.33 %
	11	5	16	31.25 %
	Total	**34**	**68**	**50.00 %**
Eighth Grade English Textbook	1	4	7	57.14 %
	2	3	7	42.85 %
	12	0	12	0.00 %
	13	0	3	0.00 %
	Total	**7**	**29**	**24.13 %**
Ninth Grade English Textbook	1	0	7	0.00 %
	2	0	9	0.00 %
	10	3	6	50.00 %
	11	1	3	33.33 %
	Total	**4**	**25**	**16.00 %**
Total		**45**	**122**	**36.88 %**

The representation of VS activities in clasroom consists all activities representing mental and graphical ability to visualize things and ideas in space, color, form, and shapes (Gardner, 2010). A sample of visual/spatial activity in these textbooks can be seen in activity 2 of Chapter 2: "How are You?" of the 7th-grade students' English textbook as displayed in figure 3. According to Ramzjoo (2010) and Ebadi (2015), one of the example activities that employ visual/spatial ability is an activity to make up a story based on some pictures. Figure 3 presented activity with the instruction "Observe the expressions of greeting below" which is supported by pictures of conversations between two people indicates. It indicates that this activity assigned students to observe the greetings used in the pictures and propose the probabilities of how the situations of the pictures are. The activity would be stumulates students' VS intelligence well.

Figure 3. The Representation of VS activity

The Representation of Bodily/kinesthetic Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing BK intelligence was displayed in table 5.

Table 5. Number and Percentage of the Activities Representing BK Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of BK Activities	Number of the Total Activities	Percentages of BK Activities
Seventh Grade English Textbook	1	1	22	4.54 %
	2	1	18	5.55 %
	10	1	12	8.33 %
	11	0	16	0.00 %
	Total	**3**	**68**	**4.41 %**
Eighth Grade English Textbook	1	4	7	57.14 %
	2	4	7	57.14 %
	12	6	12	50.00 %
	13	1	3	33.33 %
	Total	**15**	**29**	**51.72 %**
Ninth Grade English Textbook	1	4	7	57.14 %
	2	5	9	55.55 %
	10	2	6	33.33 %
	11	2	3	66.66 %
	Total	**13**	**25**	**52.00 %**
Total		**31**	**122**	**25.40 %**

The representation of BK activities in classroom consists all activities using the ability to effectively use movement and gesture to express thoughts, emotions, and ideas or use whole or parts of the body to solve problems (Saman Ebadi & Soroor Ashtarian, 2005). A sample of BK activity in these textbooks can be seen in activity 2 of Chapter 2: "How are You?" of the 7th-grade students' English textbook as displayed in figure 4. From figure 4, it can bee seen that in the activities contain an activity of playing roles. Role playing a story or acting out words is one of the sample of activity employs BK intelligence. The activity use the partial or whole body to express ideas and feelings.

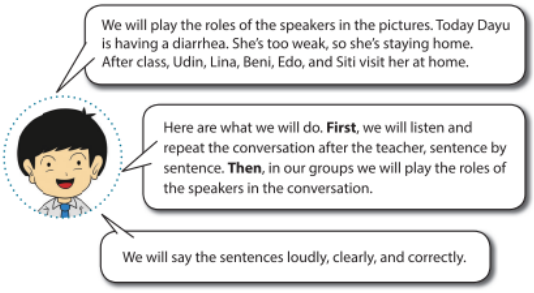

Figure 4. The Representation of BK activity

The Representation of Musical Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing musical intelligence was displayed in table 6.

Table 6. Number and Percentage of the Activities Representing Musical Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of Musical Activities	Number of the Total Activities	Percentages of Musical Activities
Seventh Grade English Textbook	1	4	22	18.18 %
	2	6	18	33.33 %
	10	2	12	16.66 %
	11	2	16	12.50 %
	Total	**14**	**68**	**20.58 %**
Eighth Grade English Textbook	1	5	7	71.42 %
	2	6	7	85.71 %
	12	10	12	83.33 %
	13	2	3	66.66 %
	Total	**23**	**29**	**79.31 %**
Ninth Grade English Textbook	1	5	7	71.42 %
	2	7	9	77.77 %
	10	5	6	83.33 %
	11	2	3	66.66 %
	Total	**19**	**25**	**76.00 %**
Total		**53**	**122**	**43.44 %**

The representation of musical intelligence activities in classroom consists all activities using sensitivity to rhythm, pitch, and melody and effective use of music to express emotions, feelings and thoughts (Sayyed A. Ramzjoo & Zahra Jozaghi, 2010). A sample of Musical Intelligence activity in these textbooks can be seen in activity 1 of Chapter 11: "You can always come back home" of the 9th-grade students' English textbook as displayed in figure 5. Figure 5 presented an activity assigned to students to observe the song. The activity gives a chance to students to use their sensitivity to identify sound patterns, create, communicate, and understand meanings made out of sound. With instruction "We will discuss to find the parts of the lyric that contain the given messages" allowed students to understand the meaning of a song. That includes musical intelligence activity.

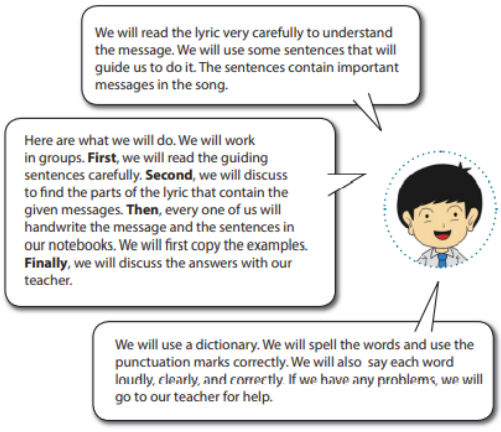

Figure 5. The Representation of Musical activity

The Representation of Interpersonal Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing IP intelligence was displayed in table 7.

Table 7. Number and Percentage of the Activities Representing IP Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of IP Activities	Number of the Total Activities	Percentages of IP Activities
Seventh Grade English Textbook	1	7	22	31.81 %
	2	5	18	27.77 %
	10	0	12	0.00 %
	11	2	16	12.50 %
	Total	**14**	**68**	**20.58 %**
Eighth Grade English Textbook	1	5	7	71.42 %
	2	6	7	85.71 %
	12	11	12	91.66 %
	13	2	3	66.66 %
	Total	**24**	**29**	**82.57 %**
Ninth Grade English Textbook	1	5	7	71.422 %
	2	7	9	77.77 %
	10	4	6	66.6 %
	11	2	3	66.6 %
	Total	**18**	**25**	**72.00 %**
		56	**122**	**45.90 %**

The representation of IP activities in classroom consists all activities related to the ability to interact with others to understand their feelings, motivations, and intentions and to respond effectively to those emotions (Sayyed A. Ramzjoo & Zahra Jozaghi, 2010). A sample of interpersonal activity in these textbooks can be seen in activity 1 of Chapter 12: "Don't forget it, please" of the 8th-grade students' English textbook as displayed in figure 6. According to Ramzjoo (2010) and Ebadi (2015), pair-work activity and group-work activity are examples of activities employing the ability to know how to work effectively with others. Figure 6 presents the activity which assigned students to work in a group, so that was a sample of interpersonal activity.

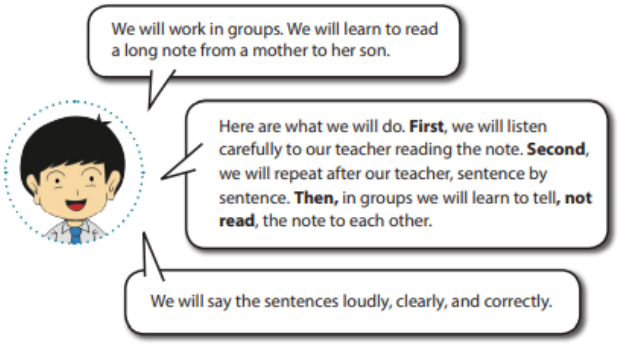

Figure 6. The Representation of IP activity

The Representation of Intrapersonal Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing IR intelligence was displayed in table 8.

Table 8. Number and Percentage of the Activities Representing IR Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of IR Activities	Number of the Total Activities	Percentages of IR Activities
Seventh Grade English Textbook	1	2	22	9.09 %
	2	5	18	27.77 %
	10	3	12	25.00 %
	11	3	16	18.75 %
	Total	**13**	**68**	**19.11 %**
Eighth Grade English Textbook	1	1	7	14.28 %
	2	1	7	14.28 %
	12	2	12	16.66 %
	13	1	3	33.33 %
	Total	**5**	**29**	**17.24 %**
Ninth Grade English Textbook	1	1	7	14.28 %
	2	1	9	11.11 %
	10	1	6	16.66 %
	11	1	3	33.33 %
	Total	**4**	**25**	**16.00 %**
		22	**122**	**18.03 %**

Intrapersonal intelligence is an intelligence type that 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 regulates one's own life (Gardner, Intelligence reframed: Multiple intelligences for the 21st century, 1999). A sample of intrapersonal activity in these textbooks can be seen in activity 9 of Chapter 2: "Let's live a healthy life!" of the 9th-grade students' English textbook as displayed in figure 4. According to Ramzjoo (2010) and Ebadi (2015), one of the example activities that employ intrapersonal ability is keeping a journal. Figure 7 shows an activity that assigned students to reflect their understanding of the material of the chapter they have learned by writing a journal. This activity is the sample of the implementation of intrapersonal intelligence in the classroom activity. This type of activity is shown in all chapters of the textbooks.

Figure 7. The Representation of IP activity

The Representation of Naturalist Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing naturalist intelligence s displayed in table 9.

Table 9. Number and Percentage of the Activities Representing Naturalist Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

Textbook	Chapter Number	Number of N Activities	Number of the Total Activities	Percentages of N Activities
Seventh Grade	1	0	22	0.0 %

English		2	0	18	0.0 %
Textbook		10	2	12	16.66 %
		11	3	16	25.00 %
		Total	**5**	**68**	**7.35 %**
		1	0	7	0.0 %
Eighth	**Grade**	2	0	7	0.0 %
English		12	0	12	0.0 %
Textbook		13	0	3	0.0 %
		Total	**0**	**29**	**0.0 %**
		1	0	7	0.0 %
Ninth	**Grade**	2	0	9	0.0 %
English		10	0	6	0.0 %
Textbook		11	0	3	0.0 %
		Total	**0**	**25**	**0.0 %**
			5	**122**	**4.09 %**

The representation of naturalist activities in English textbooks consists of all activities using the ability to perceive the natural world and environment effectively and the ability to distinguish patterns in nature (Saman Ebadi & Soroor Ashtarian, 2015). A sample of naturalist activity in these textbooks can be seen in activity 2 of Chapter 11: "I am Proud of My Teacher" of the 7th-grade students' English textbook as displayed in figure 8. According to Mohammed Hadj Said, one of the example activities that employ naturalist ability are talking about pets or natural places to classmates and collecting natural things like leaves, flowers to show and describe to others (Said, 2021). Figure 8 presented with the instruction "Please describe your cute pet". It indicates that this activity assigned students to talk about natural parties, which in this term is animal. This activity is an example of naturalist activity implementation.

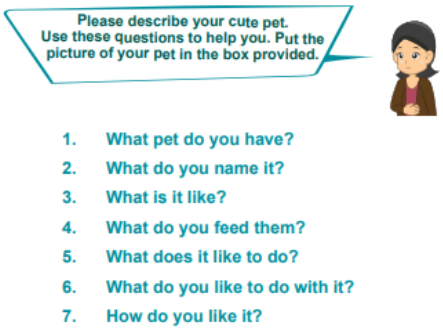

Figure 8. The Representation of Naturalist activity

The Representation of Multiple Intelligences on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From analyzing the activities contained in the three textbooks in light of MI Theory, the findings were delivered in detail by dividing the findings of the analysis based on the Multiple Intelligences distribution of each textbook. The percentages are provided in table 12 and figure 9.

Table 10. The Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

Intelligence Type	**Textbook**		
	When English Rings a Bell for Seventh	*When English Rings a Bell* for Eight Grade Student	*Think Globally Act Locally* for Ninth

	Grade Student						Grade Student		
	f	**n**	**%**	**F**	**n**	**%**	**F**	**n**	**%**
VL	54	68	**79.41 %**	28	29	**96.55 %**	25	25	**100 %**
LM	15	68	**22.05 %**	6	29	**20.68 %**	8	25	**32 %**
VS	34	68	**50.00 %**	7	29	**24.13 %**	4	25	**16 %**
BK	3	68	**4.41 %**	15	29	**51.72 %**	13	25	**52 %**
M	14	68	**20.58 %**	23	29	**79.31 %**	19	25	**76 %**
IP	14	68	**20.58 %**	24	29	**82.57 %**	18	25	**72 %**
IR	13	68	**19.11 %**	5	29	**17.24%**	4	25	**16 %**
N	5	68	**7.35**	0	29	**0%**	0	25	**0 %**

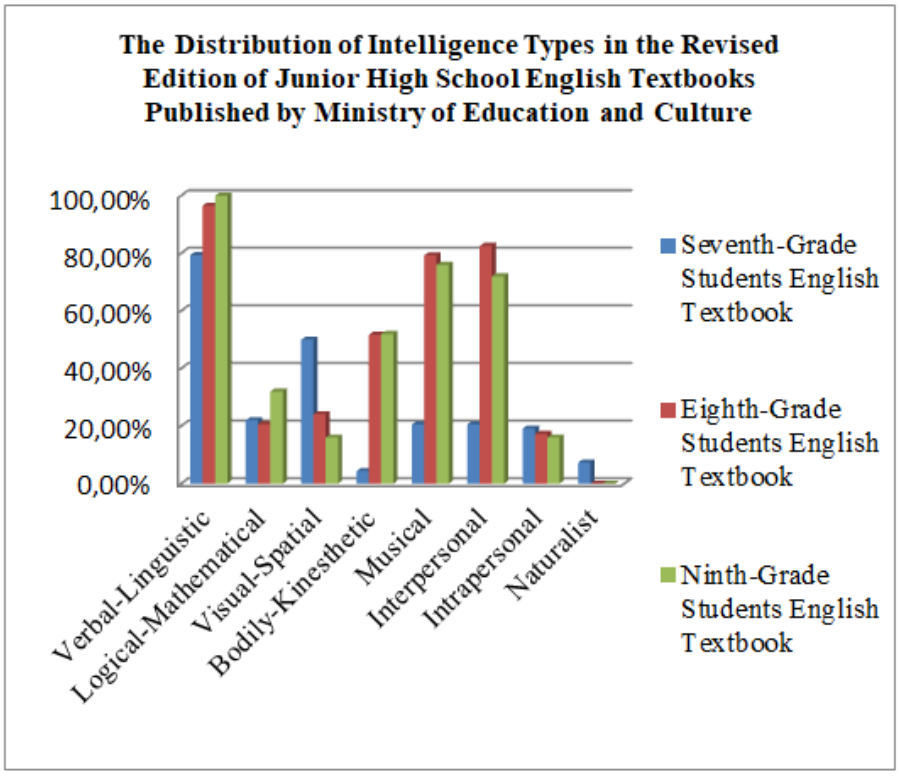

Figure 9. The Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by Ministry of Education and Culture

As it is obviously displayed in figure 9, the representation of Multiple Intelligences in activities of the Eighth and Ninth-grade students' textbooks is roughly similar. Although all textbooks catered predominantly for verbal/linguistic intelligence, there are significant differences with the Multiple Intelligences proposition between the eighth and ninth-grade students' English textbooks with the seventh-grade students' English textbooks. When in the eighth and ninth-grade students English textbooks the second, third and fourth most frequently used intelligence types were musical, interpersonal, and bodily/kinesthetic, in the seventh-grade students' English textbooks those ranks were positioned by visual/spatial, logical/mathematical, interpersonal and musical intelligence (interpersonal and musical positioning the same rank). In the eighth and ninth-grade students' English textbooks, the

following intelligence types addressed were logical/mathematical, visual/spatial, and intrapersonal. There was no activity addressing naturalist intelligence in both. In the seventh-grade students' English textbook, the least predominant intelligence types are intrapersonal and bodily/kinesthetic. In this textbook, there are a few activities that represent the implementation of naturalist intelligence.

From the analysis of the three textbooks, the findings of the general representation of Multiple Intelligences' existence in activities contained in the revised edition of Junior High School English Textbooks published by the Ministry of Education and Culture were displayed in table 11 and figure 10.

Table 11. General Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

Intelligence Types	Frequncy/Number	Percentages
Verbal/linguistic	107/122	87.70 %
Logical/mathematical	29/122	23.77 %
Visual/spatial	45/122	36.88 %
Bodily/kinesthetic	31/122	25.40 %
Musical	53/122	43.44 %
Interpersonal	56/122	45.90 %
Intrapersonal	22/122	18.03 %
Naturalist	5/122	4.09 %

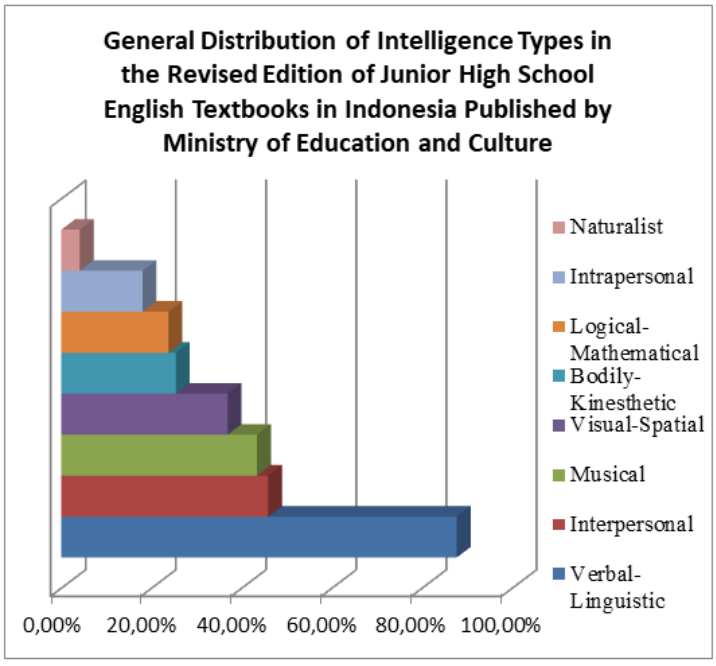

Figure 10. General Distribution of Intelligence Types in the Revised Edition of Junior High School English Textbooks Published by Ministry of Education and Culture

Based on table 13, from 122 activities, 107 activities (87.70%) presented verbal/linguistic intelligence followed by 45.90% interpersonal intelligence type, 43.44% musical intelligence type, 36.88% visual/spatial intelligence type, 25.40% bodily/kinaesthetic intelligence type, 23.77% logical/mathematical intelligence type, and 18.03% intrapersonal intelligence type. Naturalist intelligence type was the less predominant intelligence type presented in the textbooks with the percentage amount of 4.09%. Figure 10 graphically represents the general distribution and percentages of intelligence types in the three textbooks.

Discussions

The result of this content analysis revealed that all types of intelligence are applied in textbooks. This analysis of the textbooks in terms of MI Theory revealed a huge range of distribution of the eight intelligences in textbooks activities (4.09-87.70%). Based on the findings, 87.70% of the 122 activities in the three textbooks catered for verbal/linguistic intelligence. This is maybe due to fact that language textbooks mostly embedded various activities relating to reading, writing, speaking, and listening. Vocabulary and grammar sections were also designed with the purpose to develop students' linguistic capability. The domination of this type of intelligence in the textbooks was rather predictable. Other than that, it is correlated with the findings of several previous pieces of research such as research from Ebadi (2015), Ebadi (2016), and Said (2021).

Interpersonal intelligence (45.90%) and musical Intelligence (43.44%) were the next most frequently applied intelligence types as well. A reasonable justification for these dominations is the fact that the textbooks are 2013 Curriculum-based textbooks whereas based on the curriculum, the teaching-learning process is not only prioritizing knowledge skill. But also the balance between attitudinal, knowledge, and skill competencies. So, many activities in these textbooks are pair-work and group-work which is involving the interaction among students and teachers. As Nigera Ibragimova had stated, more group-work activities are required to stimulate students' communicative competence (Ibragimova, 2011). Moreover, group-work activities provide various situations and affective opportunities, so the students can associate their linguistic interaction and responsibility in their learning process. This result is in line with previous research conducted by Said (2021).

From the analyzed activities, visual/spatial and bodily/kinesthetic were presented at 36.88% and 25.40%. As a reasonable explanation for the common representation of visual/spatial intelligence, language textbooks tend to use pictures, graphs, charts, and tables to illustrate different situations presented in dialogues, reading passages, listening activities, and vocabulary sections. Other than that, visual illustrations are usually integrated into textbook activities to increase students' comprehension.

The least common types of intelligences in analyzed textbooks' activities were logical/mathematical and intrapersonal. These intelligences were presented in less than 25% of the analyzed textbooks' activities. Logical/mathematical was positioning the sith rank with a percentage of 23.70% and intrapersonal ranked seventh with 18.03%. The analysis of the textbooks revealed a shortage of activities that address the personal opinions and self-evaluation component. It also revealed a shortage of activities that address logical-thinking competence.

Naturalist intelligence was the least common type of intelligences in analyzed textbooks' activities. It seemed that activities related to the natural world, environment, and living things were not encouraged maximally. This finding is consistent with prior research which was conducted by Taase (2012).

Analysis of the textbooks revealed that there was not a balanced distribution of the intelligence types addressed in the revised edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture. These findings illustrate that the textbooks designers and curriculum policy-makers are not sufficiently incorporating MI theory. Even in the field of ELT, Botelho (2003) in Ebadi (2016) mentioned that many textbooks are not intended to apply MI theory, but there are resource books that teachers can use to incorporate MI theory into classroom instruction.

Conclusion

The present study reported on the analysis of Multiple Intelligences implementation in the revised edition of Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture. The results suggested that the three textbooks are rich in addressing verbal/linguistic, thus followed by interpersonal and musical intelligence. Visual/spatial was the intelligence type positioning the fourth rank. However, the least dominant intelligences were bodily/kinesthetic, logical/mathematical, intrapersonal, and naturalist intelligences. A wide range of the distribution of the eight intelligences in the activities of the textbooks was also encountered (4.09-87.70%). It implies that there is no balance distribution of different intelligence types.

From the research's findings, it is hoped that this study will have an impact on policymakers and material writers regarding ELT curriculum development. Therefore, the authors or textbooks developers in the Ministry of Education and Culture may resort to the findings of this study to revise the textbooks periodically so that they include all intelligence types or most of them to accommodate the differences of the students' intelligence preferences. Another suggestion is that English teachers should tap into more than one type of intelligence that students may use predominantly in the learning process. English teachers also need to adapt the existing textbooks or adopt the ones that cater to more intelligence types to accommodate the diversity among students. Regarding future research, other researchers are recommended to analyze more closely other English textbooks in terms of the same theory and to shed more light on the issue. It is necessary to conduct further research to find out whether English textbooks cater to the students' intelligence profiles. Additionally, these textbooks might also be evaluated based on other theories or approaches.

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