

DEVELOPING ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL BY ACCOMMODATING MULTIPLE INTELLIGENCES THEORY

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Abstract

Recently a student-centered teaching model has been found more useful among teachers following current trends in English Language Teaching (ELT). However, each student has different intelligences. One of the solutions is by using textbook containing activities that lead to Multiple Intelligences for the students. This study aims at developing English Textbook by Accommodating Multiple Intelligences Theory. It was conducted to develop the prototype of English textbook for Junior High School students by accommodating Multiple Intelligences Theory and to describe the quality of the prototype of English textbook for Junior High School students by accommodating Multiple Intelligences Theory. This study is a Research and Development (R & D) study. This study proposes some steps in designing an English textbook. It consisted of three phases such as exploring, developing and validating phase. The output of this study was the final product namely “*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*”. According to the result of field-testing and experts’ validation, the prototype textbook can be used as supplementary English textbook for eighth grade students because the mean score is 85,52% and it is categorized into excellent.

Keywords: English Textbook, prototype, Multiple Intelligences, student-centered

Introduction

Textbook always will be favorite learning material. Although there are a lot of new kinds of learning material, textbook will always be useful in teaching learning process. Recently, the current trends in English Language Teaching (ELT) is a student-centered teaching model. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. The textbook used should be appropriate with the school mission and also with the curriculum.

Lately, through Government Regulation No. 034/H/KR/2022 the educational system of Indonesia has launched Kurikulum Merdeka. However, this curriculum applied gradually starting 2022. The Government provides flexibility for school to implement the suitable curriculum. The school is permitted to use 2013 curriculum. However, this Kurikulum Merdeka hopefully can be applied massively in 2024. Therefore, material that suitable for this condition is urgently needed. Kurikulum

Merdeka purposes to focus on each student's ability and intelligence. Thus, one of theory that is suitable to be applied is Multiple Intelligences Theory. Despite of the number of published English Textbook, there were no English Textbook that accommodating Multiple Intelligences Theory to base the activities in the textbook. Accordingly, this study was done to fulfill students' need that not ready to applicate Kurikulum Merdeka and still used 2013 curriculum in their learning process. The textbook was produced based on 2013 curriculum by Accommodating Multiple Intelligences Theory.

The Notion of Textbook

Textbook has important role in teaching-learning process. It is used as a guide for classroom instruction. In Indonesia, the existence of textbook is widely recognized.

Greene and Petty (Handoyo, 2019) explain that there are ten criteria of a good textbook.

1. The textbook must be interesting and attractive to the learners, so the learners will be interested in using the textbook for study.
2. The textbook must be able to motivate the learners to use it.
3. The content of the textbook must be illustrative, being attractive to the learners.
4. The textbook should consider the linguistic aspect so it will be suitable for the learners' ability.
5. The content of the textbook must be related to other branches of science.
6. The textbook must stimulate the personal activity of the learners.
7. The content of the textbook must be clear in writing to avoid the learners being confused in using the textbook.
8. The textbook must have a clear point of view.
9. The textbook must be able to provide balance and emphasize the values to the learners.
10. The textbook must be able to respect individual differences of each other.

Recently, the current trends in English Language Teaching (ELT) is a student-centered teaching model. One of the most important components of student-centered teaching is "Needs Analysis (NA)". It gives the teachers the opportunity to learn about their students clearly, scientifically, and in a detailed way. Furthermore, the textbooks used might fall short in tapping into students' learning needs; since the prime material of teaching is "human" and since this requires a multidimensional way of thinking. In this manner, one of the prerequisite for teachers is working on a detailed analysis of needs. Moreover, another must to provoke students' strengths and enhance weaker traits is adapting current materials and designing supplementary materials. This work is one of those studies setting its goals to draw the general profile of the participants in terms of developing supplementary English Textbook that can provoke students' strengths based on their own intelligences. Lately, through Government Regulation No. 034/H/KR/2022 the educational system of Indonesia has launched Kurikulum Merdeka. This curriculum purposes to focus on each student's ability and intelligence.

Many teachers are unaware of their students' different potentials, intelligences, and preferences when teaching English as a Foreign Language (EFL). They still teach in the traditional view, "one size fits all". This philosophy results in fruitless and unsuccessful teaching styles in many cases. So it becomes difficult for such teachers to motivate or reach their students in the classroom. In other words, due to specific teaching styles adopted by teachers, achieving better learning become difficult to the students. Before embarking on any teaching program, it would be better if the teacher being aware of students' different intelligences and needs. One of the solutions is by using textbook containing activities that lead to multiple intelligences for the students.

Multiple Intelligences Theory

The concept of intelligence has been traditionally interpreted as something inherited and unchanged or developed by age. It was limited to two types of intelligence, namely logical mathematical and linguistic. This encouraged scientists to look for other alternatives for interpreting and defining the concept of intelligence (Gardner, 2006). In Multiple Intelligences Theory, Gardner ascertained that "all human beings possess different levels of eight types of intelligence, linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic".

Armstrong (2009) elaborated the types of intelligences proposed by Gardner, which enable humans to interact in different ways with the world they live in. These include:

1. **Linguistic Intelligence**

Linguistic intelligence refers to the use of words effectively. It can be seen through telling a story orally or in writing. It includes the ability to use language in different everyday situations and to deal with different aspects of a language. It is best represented by novelist, writers, lawyers, poets, teachers, linguists, story tellers, preachers, etc.

2. **Logical – Mathematical Intelligence**

Logical-Mathematical Intelligence is about how to use numbers effectively. It also includes sensitivity to logical patterns, relationships, statements, propositions, and functions. The processes used in this service subsume categorization, classification, inference, generalization, calculation, and hypothesis testing. It is best represented by mathematicians, accountants, scientists, etc.

3. **Spatial Intelligence**

Spatial intelligence refers to understand and to visualize the world accurately. It also refers to the ability to design, decorate, paint, or invent. It has the sensitivity to line, color, and the relationship that exists between these elements. This intelligences refers to the ability to represent new ideas and adapt oneself appropriately in a spatial matrix. It is represented by decorators, artists, etc.

4. **Bodily – Kinesthetic Intelligence**

Bodily-Kinesthetic intelligence focuses on using the whole body to express ideas and feelings. This intelligence is important for making messages clear when talking to others. It is represented by dancers, athletes, sculptor, actors, etc.

5. **Musical Intelligence**

Musical intelligence is about the way to respond to music in different ways such as listening to, composing, and discriminating sounds. People with a developed musical intelligence can make use of being in a world of beat, tone, rhythm, volume, pitch, and directionality of sound. It is represented by singers, composers, musicians, performers, etc.

6. Interpersonal Intelligence

Interpersonal intelligence refers to the ability to approach other people, and understand them through facial expressions, voice, and gestures. People with developed interpersonal intelligence can talk to, and discuss with other people effectively. This type of intelligence is represented by negotiators, counselors, political leaders, etc.

7. Intrapersonal Intelligence

Intrapersonal intelligence is about understanding one's self and one's abilities, and awareness of inner moods. It accounts for self-control. Meta cognitive skills are exercised through this intelligence. It is represented by religious leaders, psychotherapists, etc.

8. Naturalistic Intelligence

Naturalistic intelligence is about how to be in harmony with nature. It shows the ability to recognize and to distinguish different types of trees, plants, animals, and species in nature, mountain, and cloud formation. It is represented by biologist, naturalists, explorers, animal activists, etc.

Due to the role of Multiple Intelligences Theory in enhancing teaching-learning English as foreign language, a number of studies were conducted on the role of Multiple Intelligences Theory in improving students' different language skills. Multiple Intelligences Theory has triggered higher educators to develop their skills because the essence of Multiple Intelligences Theory is to search for such differences prevalent and diversity among them. Moreover, since educational institutions aim to build all the learners and educators' intelligences in a society, this aligns with the potential of Multiple Intelligences Theory to develop students' intelligences and achieve better learning.

Dealing with the problem above, this study came with three objectives. They are (1) to investigate the quality of course book entitled *Bahasa Inggris "When English Rings a Bell"* used by students of eighth grade of Junior High School (2) develop the proposal prototype of textbook for the students of eighth grade of Junior High School (3) to describe the quality of proposal prototype of textbook for the students of eighth grade of Junior High School. Related to the previous objectives, this study focused in designing multiple intelligence English textbook. The study developed the prototype English textbook by accommodating Multiple Intelligences Theory. This is a Research and Development (R & D) study proposed by Borg and Gall (1983).

Method

This study belongs to educational Research and Development. There was a process to develop and validate the educational research product in this research. The research method consisted of research type and research procedures. There were three phases in the research procedure; exploration phase, development phase, and field-testing or validation phase.

Exploration Phase

The first step of this study was exploration. It was the beginning stage in R & D research. This study analyzed the existing document, the existing book (*Bahasa Inggris "When English Rings a Bell" untuk SMP/MTs Kelas VIII*) in order to find the quality of the book. Besides, this study also analyzed the factors affecting multiple intelligence of the students in order to find the students' need related to multiple intelligence textbook. This phase investigated the existence and the quality of specific product by using several activities such as observation, interview, and document analysis.

The data in this phase were the information of the existing textbook, curriculum 2013 revision 2017. The study involved eighth grade students' opinion and two teachers who were teaching eighth grade students. The pieces of information were useful to develop the draft. In the exploration phase, the researcher collected the data taken from observation, interview, document analysis, and questionnaires. The data collected were information related to the teaching and learning process by observing the application of existing textbook. In this phase, the researcher was a passive participant in teaching learning process conducted in eighth grade.

This phase analyze the data both qualitatively and quantitatively. The qualitative method was used to describe the real condition, problem, and interpreted the research to several conclusions. Quantitative method used to analyze the percentage of activities of each Intelligence in the existing textbook. The data were analyzed by using descriptive technique analysis. It means that the way of analyzing data is to know the percentage only. The data are analyzed by using the formula as explained below.

$$P = \frac{X}{X_i} \times 100\%$$

Note:

P = Percentage
 X = Score Obtained
 X_i = Maximum Score
 100% = Constanta

Explanation:

Table 1. Explanation of the formula

Percentage	Explanation
80% - 100 %	Excellent/can be used
60% - 79%	Good/can be used
50% - 59%	Quite Good/should be revised
< 50%	Bad/should be revised

In this phase, the researcher establishing credibility as trustworthiness by using Triangulation technique. This technique was used to get the valid result through the same kind of data gathered from various resources. In triangulation

method, the researcher compared the technique of collecting data with various theories on the same point. The result of data analysis was presented in the form of descriptive existing problems and interpreting into general conclusion. It was the result of evaluation of existing textbook and need analysis developed by this study. The output used to propose the prototype of the textbook in the development phase.

Development Phase

In development phase, the researcher developed a prototype or draft. That prototype or draft evaluated by expert judgments in order to find the quality of the prototype and to find out whether or not it met the specific needs. Besides, the prototype or draft also evaluated by eighth grade students. The researcher designed an effective proposed Multiple Intelligences English teaching materials for eighth grade of Junior High School through several ways such as developing draft, expert judgments evaluation, revision, try out, and developing final draft. Documents were being analyzed to know the complete needs of learning material deals with curriculum 2013 revision edition 2017 considering the developing textbook. The example documents were government regulation and curriculum. Questionnaires were delivered to eighth grade students as the respondents to find out students' need. The questionnaire consisted of two parts. The first part was an alternative assessment of Multiple Intelligences. There were eight indicators and 38 statements related to students' need. In part two, there was a box for respondents to deliver their comments and opinion about the existing textbook.

In development phase, qualitative method used to analyze the data. The data taken from document analysis and observation were analyzed by using qualitative method and quantitative method. The output of this phase was prototype of English Textbook "*Bahasa Inggris Multiple Intelligence Version Untuk SMP/MTs Kelas VIII*".

Field-Testing and Validation Phase

The designed product were validated and be tried out for the next development. The validation and tryout are done based on adaptation from Borg and Gall (1983, p. 775) and Sukmadinata (2007, p. 184) which covers expert judgment and field testing. The expert judgments were used to test the feasibility of the product before it was tried out in the field. In the phase of field testing, the prototype was tried out to eighth grade students. So, the product was revised based on the result of experts' judgement and suggestion and the 10 eighth grade students' opinion to produce the final product. The output of this phase was the final product namely "*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*". This phase was done to found out the implementation of the prototype, effectiveness, and the result of teaching material using the current textbook. After being judged by the experts and being tried out by 10 eighth grade students, the researcher evaluated the textbook through discussion and revises the prototype to get qualified product. The data in this phase were the information taken from the subject of this study and the implementation of prototype in teaching learning process. The researcher gathered the information from the experts to evaluate the prototype textbook. Here, the experts give review, evaluation, and critic to the prototype developed by the researcher. The data also gathered by field-testing. The

10 students gave feedback for the field-testing of prototype textbook. It is used to revise and validate the prototype textbook.

In this phase, the researcher collected the data through doing interview and giving questionnaire. The interview was done in two ways. The first way was a face-to-face interview. The researcher did a face-to-face interview with the experts who judged this study. The second way was done in writing by giving the questions to the experts who judged the final product. The questions containing the questions related to the current textbook. The form consisted of three parts. The first part contains experts' responses regarding the suitability of the English Textbook (Multiple Intelligences Version) with 2013 curriculum. The second part contains experts' responses regarding the suitability of English Textbook (Multiple Intelligences Version) with Multiple Intelligences Theory. Then, the last part contains experts' responses toward the implementation of the product. The questionnaire is used to collect the data about the students' response and interest in using the product. The questionnaire consisted of two parts. The first part was an alternative assessment of the English Textbook (Multiple Intelligences Version). There were four indicators and six statements related to the English Textbook (Multiple Intelligences Version). In part two, there was a box for respondents to deliver their comments and opinion about the English Textbook (Multiple Intelligences Version). In this phase, the researcher found the effectiveness of the product. The researcher obtained the data from the judgment and interview. Qualitative method were used to analyze the data from the result of expert judgment and interview. These data is analyzed by using descriptive technique. It is used as the guidance of the researcher in revising the product. The output of this phase was the final product namely "*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*".

Findings and Discussion

This part presented the exploration phase consisted of three parts of finding; (1) the description of the quality of existing textbooks, and (2) the need analysis and (3) description of product or the final draft.

1. Exploration Phase

The first phase was investigation on existing textbook. Its purpose was to know the strengths and the weaknesses of the existing textbook. The existing textbook was evaluated based on three benchmarks. The existing textbook was evaluated using construct of textbook evaluation by Cunningsworth (1995). There are eight principles to evaluate textbook, they are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book, and practical consideration. Based on the principles above, the researcher took four principles to evaluate the existing textbook. The following were the result of existing textbook evaluation.

Aims and Approach

It does not really match with the need of the teaching and learning in School that provide Multiple Intelligence as its vision in teaching learning process. It aims to help the students to mastery English language in daily communication.

Design and organization

The textbook is not completed with recording for listening activity. To test student's listening ability, the students should listen to what the teacher said or read. The illustrations used in the textbook are characters of junior high school students. However, the illustrations more look like elementary students.

Skills

The activities in the textbook are varied but they have almost the same pattern so they look boring. The activity is started with listening to the teacher, practice the dialogue, and present the dialogue.

Methodology

The activities are less suitable for the class which applied multiple intelligences in their study.

The next step is analyzing the existing textbook. It purposes to know the representation of multiple intelligences types in the existing textbook. The existing textbook was evaluated using Multiple Intelligence Theory by Gardner. The result of analysis is presented in Table 2.

Table 2. Multiple Intelligence in English Textbook "When English Rings a Bell"

Type of Multiple Intelligences	%
Linguistic Intelligence	64,04
Logical-Mathematical Intelligence	3,38
Spatial Intelligence	7,87
Bodily-Kinesthetic Intelligence	1,12
Musical Intelligence	2,24
Interpersonal Intelligence	7,87
Intrapersonal Intelligence	8,98
Naturalistic Intelligence	4,5
Total	100%

In order to know the students need, this study conducted a need analysis. Need analysis was conducted by doing interview to the English teacher and students in grade eight of Junior High School. The interview was held at SMP Al Azhar Syifa Budi Solo. The interviewee was English teacher for eighth grade at SMP Al Azhar Syifa Budi Solo. The following are the result of the interview.

- a. The supplementary English textbook is needed. It should contain various activity that support every student's intelligences. The teacher need to improvise the activity in the book, so that all the students can show up their ability. For students who like to speak in front of the others they can easily follow the instruction on the existing book. However, for students who are not too interested in speaking, the teacher should improvise to find another activity and learning sources. Therefore, supplementary English textbook that contain various activities is needed to support the learning process.
- b. Multiple intelligences-based learning is important to the students. The students have their own learning style, skills, and intelligences. Therefore, multiple intelligences-based learning helps the students to optimize their

ability. It can be assumed that the students need to learn English through various activities. Every student has different kind of intelligence, so that Multiple Intelligences-Based activity will help the students to optimize the skill based on their own interest.

- c. By having multiple intelligences-based English textbook, it helps the teacher to teach the students that still based on 2013 curriculum but also in line with the school vision.

2. Development Phase

Data gathered from the exploration phase was used and is analyzed as foundation to conduct the next phase. It was found that the existing textbook is unable to cover specific needs of students in SMP Al Azhar Syifa Budi Solo as it is lack of multiple intelligences-based activity. It is related to the result of field research taken from the interview that the multiple intelligences-based activity is not fully accommodated in the existing textbook. Therefore, the researcher developed the blueprint prototype through several activities; syllabus analysis, blueprint preparation, material selection and prototype organization.

Syllabus Analysis

Setting basic competence is important before designing the prototype. It served as direction guideline in developing the prototype. The prototype was developed based on 2013 curriculum for eighth grade for Junior High School. This study focused to provide supplementary material in multiple intelligences-based activities. However, the activities are stick to the 2013 curriculum. There are two core competences and 13 basic competences in learning English for eighth grade for Junior High School. One basic competence was delivered in one chapter. Therefore, the prototype textbook consists of 13 chapter.

Blueprint Preparation

The supplementary textbook was designed through several stage. One of the stage was blueprint preparation. It was designed based on students need. Besides, it also designed base on the existing textbook analysis. The textbook is designed based on 2013 curriculum and multiple intelligences theory. From those reason, the researcher develops English Supplementary English textbook with multiple intelligences-based activities.

The book title is “*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*”. The cover of the textbook was designed as interesting as possible. It illustrates kinds of intelligences that the students will find in the textbook. The picture of multiple intelligences in the cover was made as clear as possible to attract students’ interest and to represent the content of the textbook clearly. The layout of the textbook was designed as clear as possible so that the students can find what they look for easily. It is also completed with pictures and illustration to help the students get better understanding about the activities in the textbook. The textbook is also easy to use because it is completed with table of content that will help the students find the material they want to learn easily.

The total page is 143 pages. It consist of cover, table of content, 13 chapters, bibliography, and notes for the students. This book consists of 13 chapter. Each chapter consist of six features, the aim of the study (You Will Learn), Warming Up,

Build Your Knowledge, Amplify Your Knowledge, Activity, Share Your Work, and Dear Diary.

- a. You Will Learn
This part will help the students to understand the aims of the study. Every chapter has its own aims and goals. Therefore, this feature will help the students to be ready learning the material in the chapter. It is completed with chapter's title and picture that illustrates the material.
- b. Warming Up
In Warming Up, the students will be ready to study to learn the material in the chapter. The function of warming up is to make the students not being sleepy and uplifting enthusiasm to learn English.
- c. Build Your Knowledge
In this feature the students will develop self-knowledge. It can be listening, reading, or another activity.
- d. Amplify Your Knowledge
In this feature the students will expand their knowledge about the material in the chapter. It can be doing activity that will strengthen their knowledge after building the knowledge.
- e. Activity
It this feature, the students will do activity to apply the knowledge they get in the previous features.
- f. Share Your Work
In this feature the students will share their understanding after learning the material in front of their friends and teacher.
- g. Dear Diary
In this feature the students will write a diary or journal. The students will handwrite reflections on the learning process.

The textbook includes four language skills. The language skills are presented in an integrated manner in every activity, they are listening, speaking, reading, and writing. The language structure used in the textbook are quite effective for the students in multiple intelligences-based school. It is adjusted to the students' ability that have learn English since Elementary School. The material selected in the supplementary textbook was based on 2013 curriculum in order to stay in line with the government curriculum. The designed activities in *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook are intended to develop students' ability in every intelligence. Then, the activities in the supplementary textbook was designed based on multiple intelligences theory in order to stay in line with the school vision. There are eight intelligences that used in the textbook.

- a. Linguistic Intelligence
The following figures are activities in the textbook that will improve students' linguistic intelligence.

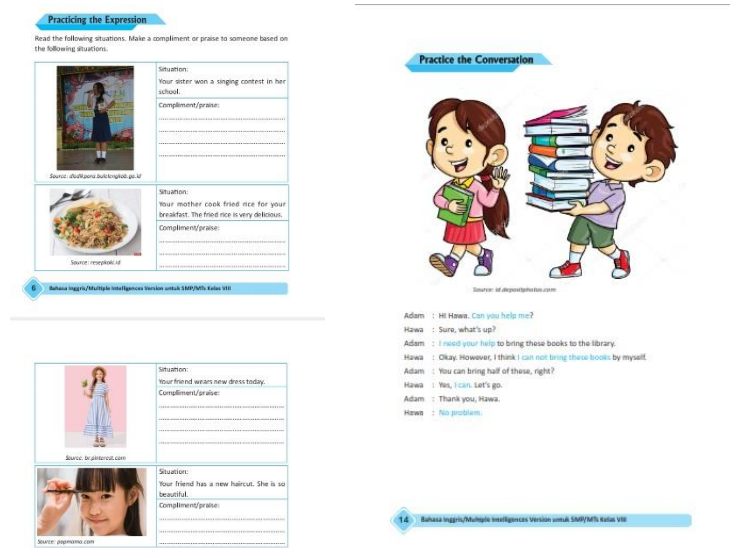


Figure 1. Linguistic intelligence-based activities in the textbook

b. **Logical-Mathematical Intelligence**

The following figures are activities in the textbook that will improve students' Logical Mathematical intelligence.

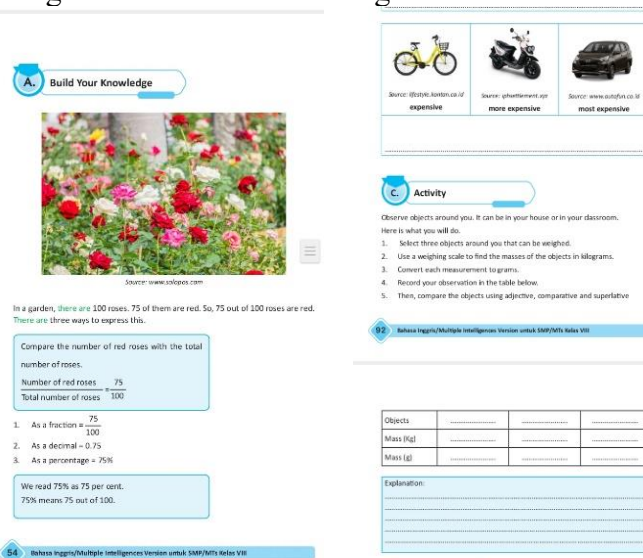


Figure 2. Logical Mathematical intelligence-based activities in the textbook

c. **Spatial Intelligence**

The following figures are activities in the textbook that will improve students' spatial intelligence.

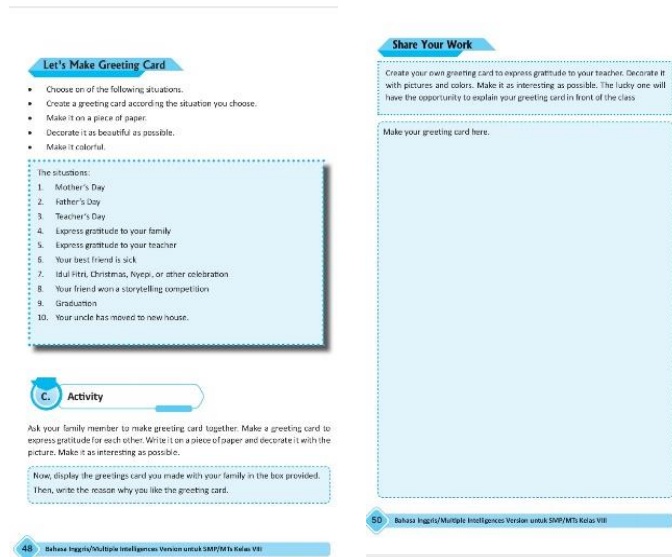


Figure 3. Spatial intelligence-based activities in the textbook

d. **Bodily-Kinesthetic Intelligence**

The following figures is activity in the textbook that will improve students' Bodily-Kinesthetic intelligence.

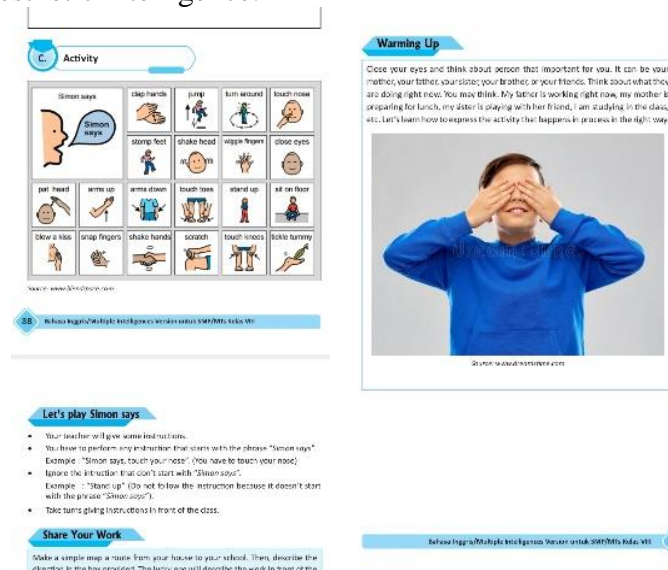


Figure 4. Bodily-kinesthetic intelligence-based activities in the textbook

e. **Musical Intelligence**

The following figures are activities in the textbook that will improve students' musical intelligence.

A. Build Your Knowledge

If You're Happy and You Know It

Source: www.photostock.com

Bahasa Inggris/Multiple Intelligences Version untuk SMP/MTs Kelas VIII

B. Amplify Your Knowledge

To the Sky

By: Indriyati

Whisper in a sea of faces
There's a dreamy world up there
Dear friends in higher places
Carry me away from here
Time flies, let the sun replace you
Cause your flight is about to leave
And there's more to this brave
adventure
Than you'd ever believe
Birds-eye view, wake the stars' laze
Fire 'n' all around you
Wide eyes will always brighten the
skies
Chase your dreams, and remember me, sweet bravery
Cause after all those wings will take you, so so high
So bid the forest floor goodbye as you soar the wind
And take to the sky (you take to the sky)
On the heels of war and wonder
There's a stormy world up there
You can't whisper above the thunder
But you can fly anywhere
Purple heart of paper birds
This picture paints a thousand words
To take a breath of much and mystery
And don't look back
There's a realm above the trees
Where the best are truly found
Touch your feathers to the breeze
And leave the ground

Source: www.indriyati.com

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Analyze the Song

Do you know the song about? If no, try to find some information about the song. Here are what you should do:

- Work in group of four.
- Find some information about the song above.
- You can stream in music platform or download the song to listen to it.
- Find the story or meaning of the lyrics of the song above.
- Write some information you found and the story in the box provided.

Figure 5. Musical intelligence-based activities in the textbook

f. **Interpersonal Intelligence**

The following figures are activities in the textbook that will improve students' interpersonal intelligence.

What do you think of Sila?

I think she's smart, but she is a bit talkative.

Then, make your own conversations based on the situation below:

- In pairs, you will create a dialogue based on the following situation.
- read the situations carefully.
- choose one of the situations you like most.
- Then, create a conversation based on the situation you choose.
- Last, practice the conversation you made with your partner.

- You and your friend are making a handicraft. Your friend makes a beautiful flower from colored paper. Make a conversation to compliment your friend's work.
Your conversation:
- You and your friend have Math homework. Your friend does the homework earlier than you. She can do a measurement from a smaller unit to a larger unit faster than you. Make a conversation to compliment you friend.
Your conversation:

Bahasa Inggris/Multiple Intelligences Version untuk SMP/MTs Kelas VIII

10. (your sister – me – reading)

C. Activity

Write some activities you always do. Ask 5 of your classmates or your neighborhood friends about the activities. Put check for the activities they do. Ask your teacher for help if you find any difficulties.

You should move diligently to do this task. Move around to your friend's seat in the class. You may also ask your teacher. Report your information in the table below.

Bahasa Inggris/Multiple Intelligences Version untuk SMP/MTs Kelas VIII

NO	Activities	Name of Your Friends				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Figure 6. Interpersonal intelligence-based activities in the textbook

g. **Intrapersonal Intelligence**

The following figures are activities in the textbook that will improve students' intrapersonal intelligence.

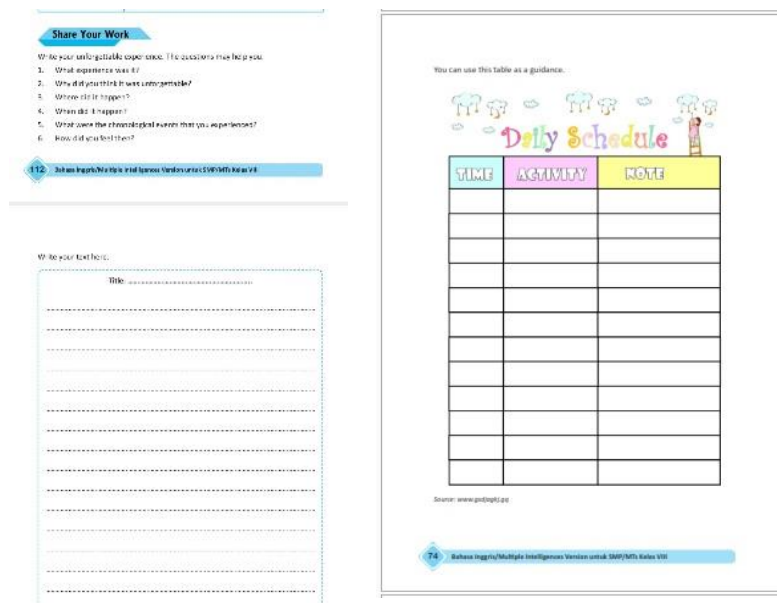


Figure 7. Intrapersonal intelligence-based activities in the textbook

h. Naturalistic Intelligence

The following figures are activities in the textbook that will improve students' naturalistic intelligence.



Figure 8. Naturalistic intelligence-based activities in the textbook

3. Field-Testing and Expert Validation

The Field-Testing was done by trying out the textbook to the eighth grade students as participants. The students studied the textbook and tried the activities in the textbook. Then, the students was given a form containing some aspects related to the textbook. This phase was done to find the students' responses toward "*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*" English textbook. The result of Field-Testing presents in the Table 3. below.

Table 3. Result of Field-Testing

Indicators	Measurements	%
Content/Explanation	This textbook helps me in understanding English material.	95
	The content in this textbook does not offend me.	87,5
Example	The examples in this textbook are easy to understand.	90
Activities	Activities in this textbook are varied.	90
Appearance/Format	Illustrations in this textbook are interesting.	85
	There are bibliography and sources in this textbook that help me to find the references.	87,5

Based on the table above, it can be seen that the percentage of every aspect is above 80%. It means the textbook is categorized as excellent or can be used. There was a box for respondents to deliver their comments and opinion about “*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*” English Textbook. Most of the students stated that the textbook is easy to understand and interesting. As one of the students stated “*Bukunya sangat menarik, jadi saya nggak bosan buat belajar*” (The textbook is very interesting, so that I do not get bored when studying). The other student also stated “*Materinya mudah dipahami, contohnya jelas*” (The materials are easy to understand, the examples are clear).

The validation form was delivered to the experts containing some aspects in a table and a column for the strength and weaknesses of the prototype textbook. The aspects that should be evaluated by the experts are activities and material in the prototype textbook based on Multiple Intelligences Theory and 2013 Curriculum. In addition, the strength and weakness column is used as input for revising the prototype textbook. The following tables is the result of validation from the experts.

Table 4. Result of validation based on Multiple Intelligences Theory

Type of Intelligences	First Expert	Second Expert	Highest Score
Linguistic Intelligence	5	5	5
Logical-Mathematical Intelligence	5	3	7
Spatial Intelligence	5	3	5
Bodily-Kinesthetic Intelligence	3	3	3
Musical Intelligence	3	3	3
Interpersonal Intelligence	4	4	4
Intrapersonal Intelligence	5	5	5
Naturalistic Intelligence	6	3	6
Total	36	29	38
Percentage	94,73%	76,32%	100%
Percentage Mean	85,52%		

The percentage is 85,52% and it is categorized into excellent. Then, the two experts also concluded that the prototype textbook is in accordance with 2013 curriculum. It means that the prototype textbook can be used as teaching material.

Besides, the experts also evaluate the strength and the weakness of the prototype textbook. The first experts stated that the design and layout of prototype textbook is interesting. It will attract the students to learn the material in it. The first expert also said that the activities in the prototype textbook can help the students to develop four language skills. While the second expert stated that the activities in the prototype textbook help the teacher to understand the intelligences of each students. Furthermore, the two experts also judge the weakness of the prototype textbook. The first expert and the second expert stated that there were no detail information about tenses in the prototype textbook. It could be better if there is more material about tenses so that it can help the students to understand the sentences easily. The recommendations were very beneficial for the researcher to do revision and to develop the prototype textbook. Based on the suggestion, the researcher indeed revised and develop the prototype textbook. The researcher add more detail information about the tenses. The researcher also colors the letters in the sentences to differentiate whether the form is affirmative, negative, or interrogative.

Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII English Textbook was developed as supplementary material in learning English for eighth grade students. The development was based on need analysis of eighth grade students. From the need analysis, it was found that the existing textbook was less evenly in displaying in applying intelligences in each activities. The activities were dominated by linguistic intelligence. Therefore, *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook was developed to cover the specific need of students in Junior High School that apply Multiple Intelligences_Based Learning. *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook fulfill ten criteria of good textbook based on Greene and Petty Theory. It means that the prototype textbook can be used as teaching material. The use of this textbook can be adapted to each teacher and students' condition. The teacher may use this textbook as a supplementary English textbook in addition to the English textbook provided by the government.

Conclusion

This study aims at developing learning material based on Multiple Intelligences Theory and 2013 Curriculum. This study, therefore belongs to the Research and Development (R&D). Within this study, there is a process to develop and to validate an educational product. The prototype textbook was validated by the experts. The experts' validation was used to test the feasibility of the product. According to the result of field-testing and experts' validation, the prototype textbook can be used as supplementary English textbook for eighth grade students because the mean score is 85,52% and it is categorized into excellent. This study developed the supplementary English textbook to facilitate the English teacher to use various materials and learning style to support teaching-learning process. Thus, teaching process can becomes more effective. The use of textbook hopefully can attract student's interest to learn English. Besides, it helps the students to understand the material given. Furthermore, the implementation of various activities provided in the textbook can help the students to be more active in teaching-learning process. It helps the students to improve and engage during teaching-learning process based on their own intelligences.

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