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## THE REPRESENTATION OF MULTIPLE INTELLIGENCES IN PRIMARY ENGLISH TEXTBOOKS: A CONTENT ANALYSIS

by

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(Article History: Received:28-11-2023;Reviewed1:10-01-2024;Reviewed2:20-01-2024: Accepted:02-02-2024;Published:23-02-2024)

### Abstract:

Each student has individual differences, including intelligence profiles, that teachers must consider. The recent curriculum, Kurikulum Merdeka, emphasizes the freedom for the teacher to plan the lesson based on students' needs and abilities. Since teachers widely use textbooks as a source and guidance to conduct an appropriate teaching-learning process, it is essential to have textbooks that accommodate students' multiple intelligences. This study aimed to determine the representation of Multiple Intelligences in primary school textbooks titled My Next Words. This study used content analysis as the research method. Eight units were chosen, with two randomly selected from each of the four textbooks. The data were gathered by administering a coding sheet and analyzed by calculating the frequency of occurrence. The results indicated that My Next Words textbooks accommodate all types of intelligences to a certain degree. The most frequently occurring types of intelligence are verbal/linguistic and visual/spatial intelligence. This study can serve as a source for teachers to recognize and address various intelligences, helping them to adapt their teaching material. Besides, it can inform textbook developers to enhance the content of textbooks to provide more diverse material that caters to different intelligences.

**Keywords:** Content analysis, Multiple Intelligences, My Next Words, Textbook

### Abstrak:

Setiap siswa memiliki perbedaan individual, termasuk profil kecerdasan yang harus dipertimbangkan oleh guru. Kurikulum terbaru, Kurikulum Merdeka, menekankan kebebasan bagi guru untuk merencanakan pembelajaran sesuai dengan kebutuhan dan kemampuan siswa. Mengingat buku pelajaran banyak digunakan oleh guru sebagai sumber dan panduan untuk melakukan proses belajar-mengajar yang sesuai, maka penting untuk memiliki buku pelajaran yang mengakomodasi kecerdasan majemuk siswa. Penelitian ini bertujuan untuk mengetahui representasi kecerdasan majemuk dalam buku pelajaran bahasa Inggris sekolah dasar yang berjudul My Next Words. Penelitian ini menggunakan analisis konten sebagai metode penelitian. Terdapat delapan unit yang dipilih, dengan dua unit yang dipilih secara acak dari masing-masing empat buku teks. Data dikumpulkan dengan memberikan lembar koding dan dianalisis dengan menghitung frekuensi kemunculan. Hasil penelitian menunjukkan bahwa buku pelajaran My Next Words mengakomodasi semua jenis kecerdasan sampai tingkat tertentu. Jenis kecerdasan yang paling sering muncul adalah kecerdasan verbal/linguistik dan visual/spasial. Penelitian ini dapat menjadi sumber bagi para guru untuk mengenali dan menangani berbagai kecerdasan, sehingga dapat membantu mereka dalam mengadaptasi materi pengajaran. Selain

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### How to cite this article:

Martins, L. F & Mukarto, F.X. (2024). The representation of multiple intelligences in primary English Textbooks: A content analysis. *Premise: Journal of English Education and Applied Linguistics*, 13(1), 147-169. <https://doi.org/10.24127/pj.v13i1.9130>

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*itu, penelitian ini juga dapat menjadi masukan bagi para pengembang buku pelajaran untuk meningkatkan konten buku pelajaran agar lebih beragam dan dapat memenuhi berbagai jenis kecerdasan.*

**Kata Kunci:** Analisis Konten, Kecerdasan Majemuk, My Next Words, Buku Teks

## INTRODUCTION

The textbook is one of the essential resources in the teaching-learning process in general. It is a primary learning reference and instrument for instruction and learning (Graves, 2000; Ripalga & Fitrawati, 2023; Senowarsito et al., 2023). Besides, textbooks also function as intermediaries in communicating curriculum objectives to students with the assistance of teachers. Many academic institutions adopt the syllabi presented in textbooks as the fundamental framework for organizing courses and assessments, focusing on advancing through the prescribed materials (Harmer, 2015). There are no mandated or nationally endorsed English curriculum guidelines for elementary schools in Indonesia. Following the segments, the government has provided learning outcomes. There are three phases for primary schools: phase A for first and second grade, phase B for third and fourth grade, and phase C for fifth and sixth grade. However, the descriptions of each phase are overly general. Consequently, teachers frequently rely on textbooks in the learning and teaching process.

The object of this study is the English textbook entitled My Next Words, released in 2021 by the Indonesian Ministry of Education and Culture. The textbooks are designed to align with the learning outcomes in the latest Indonesian Curriculum, *Kurikulum Merdeka*. Although not all schools have extensively and widely adopted it, *Kurikulum Merdeka* has been implemented in some selected schools, known as *Sekolah Penggerak*. It differs from the previous curriculum regarding the freedom and flexibility for the teachers to plan lessons creatively based on the student's needs and abilities (Rizki & Fahkrunisa, 2022). Therefore, textbooks should cater to the diverse range of intelligence possessed by students with varying learning styles and personality types (Fitriyani & Ma'mun, 2022). This can be achieved by incorporating multiple intelligence types within the textbook content to address all students' needs effectively. Textbooks catering to diverse intelligences could help students acquire knowledge through their preferred learning mode.

This book is designed for young learners during their cognitive development. According to Scott and Ytreberg (1993), there are several considerations that a language teacher should take into account when teaching young learners: 1) The language activities

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should involve movement and senses; 2) Allow children to experiment with the language; 3) Let children be aware of the language; 4) Variety is essential due to short concentration and attention spans; 5) Make room for shared experiences 6) Children absorb language quickly through play and other activities they enjoy. Piaget's theory (as cited in Cameron, 2001) suggests that children's thinking undergoes a gradual progression, leading to the development of knowledge and intellectual skills toward the final stage of formal, logical thinking. They are active learners and thinkers, engaging with objects and ideas in the surroundings to construct their knowledge. Teachers should ensure that classroom activities are designed to foster and facilitate children's learning. Teachers need to expose students to a range of intelligence in their learning materials. This helps promote cognitive growth and allows students to explore different learning styles.

The theory of Multiple Intelligences was introduced by Howard Gardner in 1983 through his book *Frames of Mind*. This theory was designed primarily for psychologists but has been extensively applied in education to comprehend students' diverse individual abilities. The traditional view of intelligence was narrowly determined by paper-and-pencil tests (Bornstein & Gardner, 1986). This traditional view of intelligence significantly impacted schools' teaching, learning, and assessment practices. For instance, students are taught the same material in the same manner and are similarly evaluated. This approach possesses the potential issues of fairness. Fairness lies in equal treatment to all students, but the potential inequity may arise due to the varying strengths of individuals (Omer, 2017). Therefore, Gardner introduced the Multiple Intelligences theory that challenges the traditional view of intelligence in three ways: 1) One can have several intelligences; 2) Intelligence is expressed through performances, products, and ideas; 3) How intelligences are shown is based on culture (Baum et al., 2005).

As cited in Armstrong (2009), Gardner distinguishes humans' capabilities into eight categories of intelligence. Verbal linguistic intelligence involves communicating effectively through spoken or written means. Logical-mathematical intelligence entails the capacity to use numbers effectively and logically. People with visual-spatial intelligence can accurately perceive the world through visual means and transform those perceptions. It encompasses the ability to mentally visualize and depict visual or spatial concepts through graphical means. Bodily-kinesthetic intelligence involves utilising bodily movements to convey emotions and concepts and using one's hands to produce or transform things. Musical intelligence

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encompasses perceiving, assessing, transforming, and expressing musical forms. Interpersonal intelligence entails perceiving and distinguishing between other people's moods, intentions, motivations, and feelings. Based on this understanding, people with intrapersonal intelligence can comprehend themselves and act adaptively. It involves learning their strengths and limitations and being conscious of their inner emotions, intentions, motivation, and desires. Lastly, naturalist intelligence pertains to identifying and categorising various species within an individual's surroundings, including the flora and fauna. Gardner (2006) stated that to master a concept or theory, students should be exposed to materials in various guises and contexts. Therefore, the optimal approach to achieve this objective is to utilize all intelligence relevant to the topic in as many legitimate ways as possible.

There are very few studies that have been conducted regarding the representation of Multiple Intelligences in English textbooks in Indonesia and the development of modules and textbooks based on Multiple Intelligences theory (Arnez & Ishartiwi, 2021; Fahrunnisa et al., 2023; Fitriyani & Ma'mun, 2022; Siswanti et al., 2022). Fitriyani & Ma'mun (2022) conducted a study on integrating Multiple intelligences theory in English textbooks entitled *When English Rings a Bell* for seventh and eighth-grade students and *Think Globally Act Locally* for ninth-grade students. The findings revealed the inequitable distribution of intelligence types addressed in the selected units. Verbal/linguistic intelligence, as the most accommodated type, is predictable because the textbooks provide language-focused learning activities (Fitriyani & Ma'mun, 2022). Furthermore, the study did not include activities catering to logical-mathematical, intrapersonal, and Naturalist intelligences in the textbooks, limiting students' self-evaluation, logical thinking, and environmental exploration opportunities. Siswanti et al. (2022) provided a solution to address individual differences and an unbalanced distribution of multiple intelligence in the activities by developing a prototype of an English textbook for eighth-grade Junior High School students. The prototype they developed, incorporating diverse learning activities, received excellent feedback and was recommended as a supplementary English textbook from field testing and experts' validation (Siswanti et al., 2022). In addition, they emphasized the importance of teachers incorporating various activities that cater to multiple intelligences to assist students in enhancing their learning experience and remaining engaged throughout the teaching-learning process,

The initial study described above focused on analyzing the government's English textbooks for Junior High Schools based on the previous curriculum, *Kurikulum 2013*. The

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present study is significant as it delves into the analysis of English textbooks for primary schools provided by the government that remain limited in their scope. In addition, this study can be used to ensure that the material presented in the textbooks is in line with the objectives of the current curriculum. This is important because *Kurikulum Merdeka* emphasizes the significance of considering students' differences when providing learning materials. The second study was conducted due to the researchers' concern regarding the lack of existing English textbooks that cater to multiple intelligences. Thus, the present study's findings can be valuable for textbook developers seeking to improve and diversify the materials in the textbooks, catering to more types of intelligence. In addition, the present study can help teachers who use the textbooks being analyzed as the primary source to modify or incorporate learning materials to address the less accommodated types of intelligence, thus catering to the diverse types of students' intelligence.

This study aims to determine the representation of Multiple Intelligences in English textbooks for primary school students. This study focuses on finding the representation of Multiple Intelligences in the English textbook *My Next Words*, intended for primary school students in the first, second, fourth, and fifth grades. The significance of this study lies in its potential use to evaluate the current books provided by the government before they are widely distributed and used by all the schools as a primary source. The scope of this study is limited to investigating the representation of Multiple Intelligences exclusively within English textbooks utilized in primary school settings. It attempts to answer the question: **To what extent do *My Next Words* textbooks represent Multiple Intelligences in their instructional materials?**

## METHOD

### *Design*

This study aims to determine to what extent the English textbook for primary school entitled *My Next Words* accommodates students' multiple intelligences. Therefore, this study adopted content analysis to achieve this objective. Content or document analysis is a research method used to identify particular characteristics of written or visual materials (Ary et al., 2010). According to Drisko and Maschi (2016), content analysis is commonly utilized to analyze the distribution of specific topics within a text or set of materials. It enables researchers to make meaningful comparisons and evaluations based on established standards

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or goals. Content analysis is suitable for this study as it focuses on identifying and categorizing specific aspects of instructional material, mainly English textbooks. The categorization and coding of content allow researchers to identify recurring patterns related to representing multiple intelligences in English textbooks. In addition, this research method provides an objective and systematic examination, which helps avoid any subjective biases that may arise during the study.

***The subject of the study***

The data source for this study is English textbooks for primary school entitled *My Next Words*. *My Next Words* are English textbooks published by the Indonesian Ministry of Education and Culture in 2021 to schools that have already applied *Kurikulum Merdeka*. The textbooks from all grade levels except the third and sixth are utilized in this study because they are not yet available. Teacher books are also used as they provide instructions on adequately executing the learning activities. Since the selected textbooks are too large to be examined, it is essential to limit the data. Therefore, the data were gathered using a stratified random sampling technique. Stratified random sampling enables the study of differences between various population subgroups. Stratified random sampling is appropriate because the data for this study were taken from English textbooks titled *My Next Words* in different grade levels. Two units of each grade were chosen randomly as the samples. Eight units were randomly selected and analyzed from four textbooks to determine the representation of multiple intelligence in *My Next Words* textbooks. The chosen units and their activities are presented in Table 1.

**Table 1.** The selected units and activities of *My Next Words* textbooks

Grade	Units	Page number	Number of activities
<b>Grade 1</b>	Unit 7: It is a big circle	63-71	7
	Unit 9: At Cici's farm	79-88	9
<b>Grade 2</b>	Unit 1: Do you like apples?	2-11	9
	Unit 6: It is my family	67-75	8
<b>Grade 4</b>	Unit 2: There are 67 English books	15-20	7
	Unit 11: How do you go to school?	119-126	7
<b>Grade 5</b>	Unit 4: I have got a stomachache	39-45	8
	Unit 10: I like playing "balap karung"	100-111	12
<b>Total number of activities</b>			<b>67</b>

***Instrument***

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the coding scheme consisting of the indicators was used To identify and code the collected data. The indicators describing the activities of each of the intelligences were adopted from the study conducted by Al-Qatawneh et al. (2021). It encompasses eight indicators aligned with the eight types of intelligence, describing various learning activities tailored to accommodate each specific intelligence category. Each indicator outlines the learning activities, texts, techniques, materials, and descriptions of activities designed to cater to each type of intelligence.

***Data collection technique***

The data consists of all learning activities provided in the selected units. The following is the content analysis steps for collecting data adopted from Fraenkel et al. (2012): 1) articulate the research question and the objectives of the content analysis, 2) select the representative samples from the units in *My Next Words* textbooks, 3) adopt a comprehensive coding scheme that reflects the categories of activities based on each intelligence, 4) apply the coding scheme to the selected units of analysis within the textbooks, 5) comparing the results of coding between the researchers to ensure the consistency in coding.

***Data analysis technique***

One prevalent technique for interpreting data obtained through content analysis is analyzing frequencies and calculating the percentage or proportion of particular occurrences to the total occurrences (Fraenkel, Jack R., Wallen, 2009). After obtaining the coding result, the coded data were analyzed to identify the frequency of multiple intelligences in the sample and calculate the percentage. The data were organized and analyzed using Microsoft Excel. The percentages were calculated by dividing the number of activities that accommodate a type of intelligence by the total number of activities, then multiplied by 100%. Since one activity could cater to more than one type of intelligence, the results were discussed based on each type. The finding presented the frequency of occurrence, followed by its description. Further explanation and interpretation as a whole were presented in the discussion.

## **RESULT AND DISCUSSION**

The explanation of the result is divided into two: findings and discussion. Findings presented the result of the data calculation, whereas the discussion presented the analysis of the findings. The analysis of the findings was divided based on the type of intelligence.

***Findings***

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The following table presents the activities contained in *My Next Words* English textbooks in the light of Multiple Intelligence theory:

**Table 2.** The Frequency of Intelligence Types in *My Next Words* English Textbooks

MI	Grade 1		Grade 2		Grade 4		Grade 5		Total
	Unit 7	Unit 9	Unit 1	Unit 6	Unit 2	Unit 11	Unit 4	Unit 10	
VL	5	5	8	6	4	5	7	10	50
LM	2	4	1	0	6	1	0	1	15
BK	2	1	4	0	0	1	0	1	9
M	0	0	1	0	0	1	0	0	2
IP	0	0	3	0	2	2	1	1	9
IR	0	0	0	1	0	0	2	1	4
N	1	8	1	0	1	0	0	0	11
VS	7	8	4	7	5	4	5	9	49

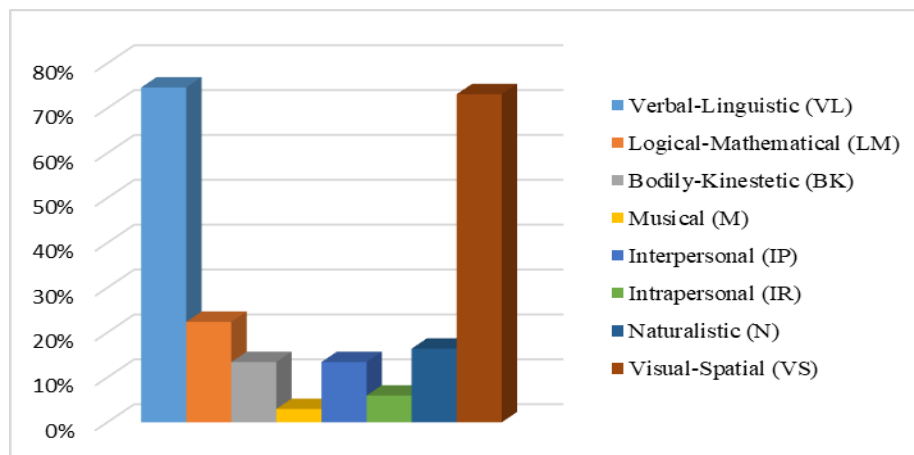
Table 2 shows that activities in the selected units of *My Next Words* English textbooks for the first, second, fourth, and fifth grades accommodate all multiple intelligences to some extent. The selected units in *My Next Words* for the first grade predominantly cater to Visual-Spatial, verbal, Linguistic, and Naturalist intelligences. There is an absence of activities that cater to Musical, Interpersonal, and Intrapersonal intelligences. The activities provided in the selected units in the *My Next Words* textbook for second grade mainly accommodate Verbal-Linguistic, Visual-Spatial, and Bodily-Kinesthetic intelligence students. There is a lack of activities addressing the Logical-Mathematical, Musical, Intrapersonal, and Naturalist intelligences. For the fourth grade, the types of intelligence accommodated are Verbal-Linguistic, Visual-Spatial, and Logical-Mathematical intelligence. The last type of intelligence being accommodated is Intrapersonal. The activities in the selected unit in *My Next Words* for the fifth grade accommodate Verbal-Linguistic, Visual-Spatial, and Intrapersonal intelligence. These two units chosen lack activities that accommodate students with Musical and Naturalist intelligences. Based on the result presented in Table 2, the findings of the general representation of Multiple intelligences in activities contained in the selected unit in *My Next Words* English textbooks are displayed in Table 3 and Figure 1.

**Table 3.** General Distribution of Multiple Intelligences in the Selected Units

Intelligence Type	Frequency/Number	Percentage
Verbal-Linguistic (VL)	50/67	74.62%
Logical-Mathematical (LM)	15/67	22.38%
Bodily-Kinesthetic (BK)	9/67	13.43%
Musical (M)	2/67	2.98%
Interpersonal (IP)	9/67	13.43%
Intrapersonal (IR)	4/67	5.97%
Naturalist (N)	11/67	11.34%
Visual-Spatial (VS)	49/67	73.13%

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Table 3 shows that the dominant distributions are by Verbal Linguistics and Visual-Spatial while the rest of the categories are equal to or less than 22.38% by Logical-Mathematical and others.



**Figure 1.** General Distribution of Multiple Intelligences in the Selected Units

The following are the results of the calculation based on each type of intelligence presented in Table 3 and Figure 1:

**Verbal-linguistic intelligence represented in *My Next Words* textbooks**

Table 3 above shows that 74.62% of the total activities in the selected units are aimed at stimulating students’ verbal/linguistic intelligence. Almost all the activities in each unit are used to develop students’ language skills. A sample of activities that employed verbal/linguistics intelligence is activity 1, *Look and Say*, from unit 6 in *My Next Words* textbook for second grade.



**Figure 2.** The example of VL activity

The aim of this activity is for students to understand the concept of pronouns (my, he, he, his, and her) through family pictures provided in the textbook. Students are asked to observe the

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pictures and repeat the sentences the teacher speaks (EYLC Team, 2022). Through this activity, students’ language skills in terms of listening and speaking are developed, and it eventually stimulates their verbal-linguistic intelligence as well.

**Logical-Mathematical intelligence represented in *My Next Words* textbooks**

Based on Table 3, 22.38% of the total activities in the selected units accommodate students with logical-mathematical intelligence. It can be observed in Table 2 that Unit 6 of the second-grade textbook and Unit 11 of the fourth-grade textbook do not include logical/mathematical activities. The highest frequency of Logical/Mathematical activities among all selected units is unit 2 in *My Next Words* for fourth grade. It is because students specifically learn to identify numbers and count in English in this unit. A sample of an activity that caters to logical-mathematical intelligence in this unit is activity 2, *Look and Answer*.



**Figure 3.** The example of LM activity

In this activity, the teacher introduces addition and subtraction in English (EYLC Team, 2021). This activity stimulates students with logical/mathematical intelligence even though they are learning a language.

**Bodily-kinesthetic intelligence is represented in *My Next Words* textbooks.**

Only 13.43% of the total selected units involve bodily-kinesthetic activities. Table 2 shows that only five of the eight selected units include bodily-kinesthetic activities. The highest frequency is in unit 1 of the second-grade textbook, with four activities that involve using the

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body to learn. An example of an activity that accommodates students with bodily-kinesthetic intelligence is Activity 4, *Let's Play*, on page 5.



**Figure 4.** The example of BK activity

In this activity, students are asked to mention the names of fruits while playing a ball game (EYLC Team, 2022). This activity requires students to move around while learning.

**Musical intelligence is represented in *My Next Words* textbooks.**

Musical is the least intelligence catered to the activities in the selected units, with 2.98% of the total activities. Table 2 shows that only two out of eight selected units include activities catering to students with musical intelligence. The musical activity incorporated in both units is singing a song at the beginning of the class activities. An example of musical activity is Activity 1, *Let's Sing*, from unit 11 in *My Next Words* for fourth grade.



**Figure 5.** The example of M activity

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In this unit, students are learning about transportation and the song used to begin the class activities is related to the topic (EYLC Team, 2021).

**Interpersonal intelligence is represented in *My Next Words* textbooks.**

Table 3 shows that 13.43% of the total activities in the selected units accommodate students with interpersonal intelligence. It can be observed in Table 2 that five out of eight selected units include interpersonal activities. All interpersonal activities in the selected units are group activities such as games, dialogue, and surveys, which require students to interact with their peers. An example of interpersonal activity is activity 5, Pair-work, from unit 4 in *My Next Words* for fifth grade.



**Figure 6.** An example of IP activity

Students are asked to work in pairs to observe and act out the cards related to sickness (EYLC Team, 2021). This activity stimulates students with interpersonal intelligence because they can learn from their peers and vice versa.

**Intrapersonal intelligence is represented in *My Next Words* textbooks.**

Only 5.97% of the total activities evoke intrapersonal intelligence in the selected unit. Table 2 presented that only three of the eight selected units provide intrapersonal activities. The intrapersonal activities provided in these units are primarily in the form of self-reflection sheets that students have to fill out at the end of the class activities (EYLC Team, 2021). An example of intrapersonal activity is activity 12, *Refleksi Peserta Didik*, from unit 10 in *My Next Words* for fifth grade.

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**Refleksi Peserta Didik**

<b>Saya senang</b>	☹️	😐	😊
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru untuk menyebutkan bulaan dan tanggal.			
3. menulis kalimat dengan keterangan tanggal dan bulan.			
<b>Saya dapat</b>	☹️	😐	😊
1. menggunakan kosakata baru untuk menyebutkan tanggal dan bulan.			
2. menanyakan dan menjawab pertanyaan mengenai tanggal dan bulan.			

**Figure 7.** An example of IR activity

This self-reflection sheet is also used as a self-assessment in which students assess how well they absorb the materials and enjoy the activities throughout the class.

**Naturalist intelligence is represented in *My Next Words* textbooks.**

Table 3 presents that 11.34% of the activities in the selected units accommodate students with naturalist intelligence. It can be observed in Table 2 that half of the selected units incorporate naturalist activities. The highest frequency of occurrences is in unit 9 of the first-grade textbook, with eight activities. This is because the unit specifically discusses animals. An example of naturalist activity in this unit is activity 8, Listen to the Story, in which students are asked to listen to the Story read by the teacher and then identify the animals based on the picture provided in students’ textbook (EYLC Team, 2021).



**Figure 8.** The example of N activity

**Visual-spatial intelligence is represented in *My Next Words* textbooks**

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Table 3 shows that 73.13% of the total activities in the chosen units accommodate students with visual-spatial intelligence. Table 2 shows that all selected units incorporated visual-spatial activities. The highest frequency of occurrence is in unit 7 of the first-grade textbook, with all the activities accommodating visual-spatial learners. An example of visual/spatial activity is activity 4, Point and Say, in this unit, which requires students to move around the school or class and observe the shapes of things (EYLC Team, 2021).



**Figure 9.** The example of VS activity

This activity stimulates students with visual-spatial intelligence by observing things around them and using their imagination to identify the shapes of things being observed.

### ***Discussion***

One of the implications of the Theory of Multiple Intelligence is that educational institutions are responsible for fostering and nurturing each student's intelligence. Every student should discover at least an area of strength that ignites their joy for learning and fuels their persistence and effort for disciplinary mastery (Campbell et al., 2004). Besides, Gardner emphasizes the significance of Multiple intelligence in education, highlighting that every learner possesses individual characteristics, talents, and preferences for learning and responding to learning situations, leading to variations in their preferred learning strategies and methods (Al-Qatawneh et al., 2021; Fasko, 2001). Due to its significance, multiple intelligences have been promoted and incorporated into the curriculum, particularly in school textbooks and teaching methods. The present study investigated the extent to which Multiple Intelligences have been integrated into the activities in English textbooks for primary school titled *My Next Words*. This content analysis revealed that *My Next Words* textbooks

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accommodate all types of intelligences. The most occurring types of intelligence are verbal-linguistic intelligence and visual-spatial intelligence.

Students with verbal-linguistic intelligence learn best when engaging in activities that relate to using words, such as discussion, word games, storytelling, reading, writing, journal writing, etc. (Armstrong, 2009). Verbal-linguistics activities aim to develop learners' language skills, including listening, speaking, reading, and writing. Predictably, verbal/linguistics activities will always be catered to in each unit since students use these textbooks to learn a language. Therefore, almost all activities aim to enhance students' language skills: listening, speaking, reading, and writing. The findings of this study are aligned with the results of several previous studies investigating the representation of Multiple Intelligence in English textbooks (Fitriyani & Ma'mun, 2022; Hamza, 2021; Estaji & Nafisi, 2014; Omer, 2017; Taase et al., 2014). Besides, the title of these books, *My Next Words*, shows that these books focus on enhancing students' vocabulary. Each unit ends with a summary of vocabulary learned throughout the whole activity.

Visual-spatial activities are also found to be dominant in the selected units. This result aligns with the previous studies by Kia-Ahmadi and Arabmofrad (2015). Students with visual-spatial intelligence benefit most when they learn through visual presentations, art activities, imagination, etc. Activities that accommodate visual-spatial students include pictures, videos, crafts, painting, and imaginative storytelling (Armstrong, 2009). This is because *My Next Words* are textbooks that accommodate English language learning in primary school. Most of the activities require students to observe pictures provided in the textbooks. Besides, some activities require students to observe things in their surroundings. Based on the description and instruction provided in the teacher's book, all the selected units include and encourage teachers to use visual aids, such as flashcards, pictures, posters, etc., to help students comprehend the material being learned. Visual-spatial activities are crucial, especially for young learners, to capture students' attention and make them more engaged with the topic being discussed. Thus, they become more participative and interactive (Pateşan et al., 2018). In addition, according to Piaget's stages of Cognitive Development, elementary school students are currently in the concrete operational stage. During this stage, they develop ideas through reasoning and focus on concrete objects and events (Mooney, 2013). They progressively establish the connection between real-world concrete items and symbols like

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words, pictures, and photos (Karpov, 2003). It can be said that incorporating visual-spatial activities is advantageous not only for students with visual-spatial intelligence but also for young learners in general.

*My Next Words* textbooks divide each unit based on the topic. Consequently, two intelligences, namely logical/mathematical and Naturalist, are predominantly catered to in some units because of the discussed topic. Students with logical/mathematical intelligence learn the best about numerical reasoning and logical problem-solving. Activities that can accommodate students with logical/mathematical intelligence are number or math games, games or activities to recognize order or pattern, puzzles, experiments, etc. (Armstrong, 2009). Unit 2 of *My Next Words* textbook for the fourth grade includes almost all activities that cater to logical/mathematical because this unit specifically discusses numbers, addition, and subtraction. Activities that cater to logical-mathematical intelligence do not necessarily relate to numbers. In learning language, activities such as reading text to solve a problem, classifying or categorizing things based on specific aspects, or experimenting can accommodate students with logical-mathematical intelligence (Šafranĵ, 2016). The result is consistent with the study conducted by Estaji and Nafisi (2014) and Hamzah (2021), as activities such as matching, categorizing, predicting, ordering, etc., are categorized as activities that accommodate students with logical/mathematical intelligence. However, the results differ from the study by Fitriyani and Ma'mun (2022), in which a lack of activities in the textbooks that focus on logical/mathematical intelligence is found. Students with naturalist intelligence learn most effectively through activities connected to living things and natural phenomena, such as observation, nature walks, experiments, classifying flora/fauna, gardening, etc. (Baum et al., 2005). Unit 9 of *My Next Words* textbook for the first grade accommodates students with naturalist intelligence in all activities because this unit mainly discusses animals. In the study conducted by Pradana et al. (2018), students who possess naturalist intelligence show enthusiasm and interest when they engage in English language learning activities that revolve around nature and the environment. These activities may include participating in outdoor activities, taking notes about physical activities and plants, or developing their vocabularies by drawing the plants and animals. The finding contradicts the study conducted by Sabzevari and Ebadi (2020), which revealed that naturalist intelligence is the least type of intelligence being catered to in the EFL children's course book.

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Bodily-kinesthetic and interpersonal activities in the selected units are mainly games that allow students to move around and interact with their peers. Students with bodily/kinesthetic intelligence benefit most if the activities involve using the body to solve problems, such as dance, crafts, games that allow students to move around, crafts, role-play, arts, etc. (Baum et al., 2005). Most physical movement learning activities are used to maintain students' attention and motivation and make them enjoy and be actively involved in the teaching and learning process (Nuraeni, 2019). Students with interpersonal intelligence benefit well when learning through activities requiring students to work with their peers or in groups. Activities that accommodate students with interpersonal intelligence include group games, board games, role-plays, and peer tutoring (Armstrong, 2009). Working in groups benefits students with interpersonal intelligence and helps them develop communication skills by interacting with their peers and working collaboratively (Tahrin, 2019). The result is similar to Wattanborwornwong & Klavinitchai (2016), who found that the English textbooks' activities moderately address bodily-kinesthetic and interpersonal intelligence.

Lastly, intrapersonal intelligence and musical intelligence are the least prioritized types of intelligence in the activities presented in the textbooks. Students with intrapersonal intelligence learn best when engaging in activities that allow them to work independently, such as self-checking material, journals, independent study, etc. (Armstrong, 2009). In the selected units, it also can be observed that intrapersonal activities are minimal because they are only in the form of self-reflection. Most activities in the selected units do not require students to relate the discussed topic to the students themselves. Therefore, interpersonal intelligence is barely being accommodated in those activities. It is reasonable, considering that elementary school students are still lacking the capacity to evaluate or reflect on the lessons they have learned. Musical intelligence has the lowest rate of occurrence in the selected units because of the limited activities that require students to express themselves through music or rhythm. Students with musical intelligence learn most effectively when engaged in activities that involve understanding sound patterns and creating and performing music (Baum et al., 2005). Activities that accommodate students with musical intelligence are creating and performing songs, rhythmic poems, jingles, etc. Musical activities prepare students at the beginning of the class, make the learning process alive and enjoyable, and help students with musical intelligence develop and enhance their knowledge through music

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(Millington, 2011). The study conducted by Omer (2017) and Sibanda (2022) revealed consistent results indicating that musical intelligence is the least emphasized and even is not catered to in the activities provided in the English textbooks. Unfortunately, English textbooks designed for young learners did not provide enough activities to nurture their musical intelligence. The effectiveness of using music in English Language Teaching in elementary school has been proven to capture students' interest, motivation, and attention. Additionally, it can be utilized to introduce basic English concepts such as the alphabet, numbers, and vocabulary (Fitriana, 2021; Murtiningsih et al., 2023).

The finding of this study showed that almost all of the activities in the selected units accommodate more than one type of intelligence. This is because one activity could use more than one way to learn. This study also revealed that although *My Next Words* English textbooks accommodate all types of intelligence, they are not equally distributed in each unit. Therefore, in some units, students with intelligence other than verbal-linguistic and visual-spatial could find it challenging to be engaged in the activities provided in the textbooks. Properly distributed activities that accommodate students' multiple intelligences can significantly enhance students' language learning. Students can recognize their strengths in learning since their intelligence profile influences their learning style (Nuzulina & Margana, 2019).

## CONCLUSION AND IMPLICATION

### *Conclusion*

The present study investigated the extent to which multiple intelligences are represented in English textbooks for primary school published by the Ministry of Education and Culture. Following the issue proposed, the present study concluded that there is an imbalance in the distribution, even though *My Next Word* English textbooks cater to all types of intelligence. Most of the activities accommodate students with verbal-linguistic and visual-spatial intelligence. It is understandable due to the textbooks' purpose of facilitating language acquisition for primary school students and using visual aids in the activities to enhance learning, stimulate student interest, and capture their attention. Logical-mathematical and naturalist intelligence moderately cater to learning activities because of the topic discussed in some selected units. The availability of activities that cater to students with bodily-kinesthetic and interpersonal intelligence is relatively limited because the activities typically involve

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games that encourage students to engage in physical movement and interact with their classmates. Intrapersonal and musical intelligence are the least addressed intelligence in the selected units. Understandably, there is a lack of activities that cater to students with Intrapersonal intelligence, as self-evaluation and reflection can be challenging for primary school students. The insufficiency of activities designed to accommodate students with musical intelligence is a matter of concern, considering the essential role of music in the education of young learners.

***Limitation***

The present research examined the degree to which multiple intelligences are represented in learning activities provided in *My Next Words English* textbooks. While conducting the research, several limitations were encountered. Units were selected for this study using a sampling technique, as *My Next Words* comprises four books that cover various grade levels (first, second, fourth, and fifth), each containing numerous units. Additional investigation is required to examine all the units presented in each book. Additionally, *My Next Words English* textbooks for third and sixth grade are unavailable. Consequently, additional research must be conducted to analyze textbooks for all grade levels to obtain more comprehensive results. Finally, the findings drawn from this research could be strengthened by providing empirical evidence regarding the effects of the textbook's unbalanced distribution of multiple intelligences on the teaching and learning process and students' overall academic performance.

***Implication***

English Language Teaching in elementary school heavily relies on textbooks because no curriculum guidelines are available for teachers. It is crucial for textbooks to offer a range of learning activities that cater to the diverse needs of students, taking into account their differences, including their intelligence. The results of the present study implied the unbalanced distribution of different types of intelligence. The teaching and learning process can be successful depending on how the teacher manages the learning. Therefore, the results can be used by teachers, specifically those who use *My Next Words* textbooks as the primary resources, as a guide to tapping more into the less addressed type of intelligence by adapting or adopting the activities from the existing textbooks or other resources. In addition, because *My Next Words* textbooks are still undergoing development and are not yet widely used by all

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elementary schools in Indonesia, the findings of this study could be helpful for material and textbook developers to consider incorporating the less addressed intelligence into future textbooks, and therefore more effectively accommodating of students' diversity in terms of intelligence.

#### **ACKNOWLEDGEMENT**

I want to express my sincere gratitude to F. X. Mukarto, PhD and Irma Damayanti from Sanata Dharma University for their guidance and support throughout the process of writing this journal. I truly appreciate the time and effort they dedicated to providing constructive feedback, which significantly contributed to the improvement of the quality of this journal.

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