ABSTRACT

Nizar, Muchammad. 2013. *The Multiple Intelligence Profiles of Foreign-Language Textbooks for Catering Students' Language-Learning Intelligence at SMA Wachid Hasyim 2 Taman Sidoarjo.* A Thesis: English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Dr. Muhammad Salik, M. Ag., Rizka Safriyani, M. Pd.

Since Supplementary Book (*Buku Penunjang*) and Students' Workbook (*Lembar Kerja Siswa*) are common used by most high schools in Indonesia, the current research was aimed to evaluate the use of such textbooks in the light of MI theory proposed by Howard Gardner. The textbooks were identified to determine the profiles of Multiple Intelligence and how they correspond to the Multiple Intelligence Profiles of students.

This research constituted a qualitative descriptive study by using document/content analysis which involved just the frequencies and percentages in the various categories. In this case, this study was conducted at SMA Wachid Hasyim 2 Taman Sidoarjo for Intensive Classes. Firstly, the researcher identified the students' MI profiles through a questionnaire adapted from www.businessballs.com by V Chislett MSc and A Chapman (2005-06). Secondly, the researcher identified the MI profiles of Supplementary Book (b*uku Penunjang*) and Students' Workbook (*Lembar Kerja Siswa*) by using a checklist for

actvities evaluation adapted from many sources. Finally, the researcher identified whether the Supplementary Book (*Buku Penunjang*) and Students' Workbook (*Lembar Kerja Siswa*) correspond to each other.

The result showed that the students' MI profiles were interpersonal, intrapersonal, and musical intelligence. Meanwhile, the MI profiles of Supplementary Book (*Buku Penunjang*) were linguistic and logical-mathematical intelligence. Similarly, Students' Workbook (*Lembar Kerja Siswa*) showed much the same result. Therefore, the results showed inconsistency between students' MI profiles and the MI profiles of the textbooks. In other words, most activities in the textbooks used by students were not catered for their types of intelligence.

Hence, it is expected for language teachers to adapt the materials used by students which correspond to the students' Multiple Intelligence Profiles. It is very important to consider students' preferences to reach successful and effective learning although most textbooks are not designed based on Multiple Intelligence Theory. Therefore, language teachers need to have good capabilities to modify the activities in the classroom so that more students will participated and be facilitated in learning in respect of their Multiple Intelligence Profiles.