

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

In this section, the researcher conclude some important things regarding to the current study.

1. The Multiple Intelligence Profiles of students at class X-1 were interpersonal intelligence with 30.77% of frequency. Intrapersonal and musical intelligence were also considered as predominant intelligences with 23.08% for each.
2. The Multiple Intelligence Profiles of Supplementary Book entitled *English Zone* by Penerbit Erlangga were linguistic and logical-mathematical intelligence with 99.5% and 44.2% respectively.
3. The Multiple Intelligence Profiles of Supplementary Book showed inconsistency with students' MI profiles. There were no types of intelligence which showed equivalence between supplementary book and students' MI profiles. Hence, it could be considered that supplementary book did not catered for students' types of intelligence.
4. The Multiple Intelligence Profiles of Students' Workbook entitled *Bahasa Inggris Kreatif* and arranged by Nuning Widyaningsih, S. S. and published by Viva Pakarindo were linguistic and logical-mathematical intelligence with 100% and 43% respectively.

5. The Multiple Intelligence Profiles of Students' Workbook showed inconsistency with students' MI profiles. There were no types of intelligence which showed equivalence between Students' Workbook and students' MI profiles. Therefore, MI profiles of students at class X-1 were not catered by Students' Workbook.

## **B. Suggestions**

### **1. Suggestions for Students**

Although the results of the current research show that textbooks used by students do not address students' MI profiles, it does not mean that the textbooks they used are useless. Students may find some difficulties to adapt some activities in the textbooks which do not cater for their ways and preferences. But then, students can do some parts of the activities as their own ways and preferences. Besides, students need to work hard on some parts they do not prefer. Hence, they are expected to use their strong intelligences and strengthen the types they are weak in to be a better language learner.

### **2. Suggestions for Teachers**

Regarding to the results that textbooks used by students do not address their multiple intelligence profiles, teachers need to modify the activities in the textbooks so that students are surely facilitated as their own ways and preferences. However, teachers may find some problems in case of the distribution of students' intelligence since the percentages of seven kinds of intelligence are balanced. Most students may

be facilitated and some others are possibly not. If so, teachers should wisely provide some choice of tasks/activities which reflect seven kinds of intelligence and let them to choose one of some activities provided. Hence, students will do the tasks/activities comfortably as their own ways and preferences.

### **3. Suggestions for Further Research**

In this study, the researcher obtained the data of Multiple Intelligences from class X-1 at Intensive Classes and evaluated the textbooks used by students. In this case, it is expected that the next researcher will conduct similar research but with a wider subject of the research. The current study was only focuses on intensive classes at one school. It will be much better for the next researcher to involve two or more schools with a different background such as private school (sekolah swasta) and public school (sekolah negeri) so that the data will have many variation.