

CRAFTING AN ENGLISH WORKBOOK BASED ON STUDENTS' NEEDS AND MULTIPLE INTELLIGENCES

Samsudin R. Ishak

SMP Negeri 4 Randangan Satu Atap, Kabupaten Pohuwato, Gorontalo, Indonesia.
Email: ishaksambayang89@gmail.com

Rasuna R. Talib

Universitas Negeri Gorontalo, Gorontalo, Indonesia
Email: rasunatalib@ung.ac.id

Suleman Bouti

Universitas Negeri Gorontalo, Gorontalo, Indonesia.
Email: s_bouti@ung.ac.id

APA Citation: Ishak, S. R., Talib, R. R., & Bouti, S. (2023). Crafting an English workbook based on students' needs and multiple intelligences. *Indonesian EFL Journal*, 9(2), 141-150. <https://doi.org/10.25134/ieflj.v9i2.8752>.

Received: 23-03-2023

Accepted: 25-05-2023

Published: 30-07-2023

Abstract: This study, as a part of the need assessment for developing a Multiple Intelligences-based English Workbook, aims to explore the diversified needs of seventh graders learning English in a rural area, specifically at SMP Negeri 4 Randangan Satu Atap, Pohuwato, Gorontalo, Indonesia. These students face unique challenges, having not been exposed to English education in their elementary years. Employing a needs assessment questionnaire, this research focused on analysing both target and learning needs of 27 students. The online questionnaire revealed that students prioritize learning English for communication purposes, identifying writing, speaking, and pronunciation as essential skills. Regarding learning preferences, students favoured the integration of current online contents such as those available on platforms like YouTube, TikTok, and Instagram, expressing a preference for small-group discussions to facilitate personal expression and minimize teacher-dominated interactions. Key findings emphasize the significance of incorporating authentic materials that embody diverse representations of gender, occupations, and religions, along with easily accessible embedded links to original sources, aligning with the diagnostic assessment strategies promoted by the Emancipated Curriculum.

Keywords: *diversity; emancipated curriculum; need analysis; target needs; learning needs; multiple intelligences, workbook.*

INTRODUCTION

The right resources are chosen to create a classroom environment that is efficient, effective, and relevant while also making teaching and learning valuable activities (Sakkir et al., 2021). Since textbooks are utilized in language classes, they frequently have a significant impact on whether students succeed or fail (Syatriana, 2020). It can help standardize education, maintain quality, offer a variety of learning resources, give useful language models and feedback, train teachers, and provide the structure and syllabus for a program (Rahayu, 2019). It is important to pay close attention to how well the textbook materials align with the three elements and learning objectives (Umar et al., 2019).

Every student's demands and differences have an impact on the learning activities they require to achieve success and increase learning effectiveness (Mahmudi et al., 2019). Therefore,

the material should be able to accommodate their wide range of skills (Luthfiana et al., 2018).

ELT textbooks, as demonstrated by Sakkir & Dollah (2019), can be crucial to students' learning skill. There should be appropriate materials by taking into account (1) teacher factors, such as teacher language proficiency, training and experience, cultural background, and preferred teaching style; (2) learner factors, such as learning learner style preferences, their language learning needs, interests, and motivations; and (3) contextual factors, such as school culture, language learning needs, and motivations (Sakkir, 2018).

Crafting an English workbook that is thoughtfully designed to cater to students' individual needs and diverse intelligences represents a paramount endeavor in modern language education. This introduction delves into the compelling realm of developing an English

workbook grounded in the principles of multiple intelligences theory. It draws upon a substantial body of research and scholarship to underscore the significance of this innovative approach and its potential to revolutionize the field of language learning.

The landscape of English language education is continuously evolving, demanding creative and inclusive methods to meet the unique requirements and cognitive profiles of learners. In response to this challenge, educators and researchers have increasingly turned to the integration of multiple intelligences theory in the development of English language teaching materials (Mahmoud & Alaraj, 2019).

Multiple intelligences theory, initially conceptualized by Gardner (2011), posits that intelligence is a multifaceted construct, comprising various dimensions such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. It is one effective strategy for students to fulfill learning objectives (Sibanda, 2022). Gardner departed from the conventional one-dimensional description of the mind by pluralizing intelligence and presented fresh ideas that reconstructed the educational process (Sogutlu, 2018). For example, out of the eight recognized intelligences, Gardner stated that interpersonal, intra-personal, and linguistic intelligences best describe a personality (Wilson, 2018).

A common presumption among educators is that when we take into account students' different intelligences and learning styles (visual, aural, tangible, literal, logical, collective, and individual (Sener and Cokcaliskan (2018)) in our lesson plans, our students will obtain the best possible results in terms of meeting the course objectives (Alrabah et al., 2018; Yavich & Rotnitsky, 2020). As stated by Jena (2018), learning outcomes, academic performance, and teaching tactics are all impacted by the learners' learning processes. Thus, instead of being discounted and discouraged, multiple intelligences must be fostered (Perveen, 2018). This theoretical framework challenges conventional, uniform teaching methods and encourages educators to acknowledge and nurture the diverse intellectual strengths of their students (Baaqeel, 2020), such as: aptitude, extroversion, motivation, empathy, anxiety, self-confidence, self-regulation, inhibition, and a host of other traits (Arulselvi, 2018).

The core of this discussion centers on the integration of multiple intelligences theory into the development of an English workbook, particularly within diverse educational contexts. Scholars and practitioners have embarked on this journey, investigating how English language course materials can be carefully crafted to engage students with distinct cognitive profiles (Gürkaynak, 2015).

Finding out whether teachers and textbook authors use multiple intelligences in their teaching and learning activities has gained popularity over the past three decades (Ernawati et al., 2019; Gonzalez-Trevino et al., 2020). Numerous studies have scrutinized the alignment between English language teaching materials and multiple intelligences theory. They have probed various aspects of this integration, including its influence on student motivation, learning outcomes, and overall language proficiency (Alrabah, Wu, & Alotaibi, 2018). These studies span across diverse geographic regions and educational levels, encompassing research conducted in Kuwait, Iran, Jordan, and beyond (Ansarin & Khatibi, 2018; Al-Qatawneh et al., 2021).

Through these research endeavors, we gain invaluable insights into the practical application of multiple intelligences theory in English language education. This body of work addresses essential questions: How can an English workbook be meticulously crafted to resonate with and engage students with diverse intelligences? What teaching models and strategies effectively integrate multiple intelligences into English language instruction? To what extent does this integration enhance student motivation, engagement, and language learning outcomes (Ghaznavi, Haddad Narafshan, & Tajadini, 2021)?

This comprehensive review of the literature serves as an exploration of the integration of multiple intelligences theory into English language teaching materials. It offers a nuanced understanding of the implications of this approach for educators and curriculum developers. As we traverse this rich tapestry of research (Tai in Allibaih, 2020), we uncover potential pathways for the development of English workbooks that not only cater to students' needs but also celebrate the diverse forms of human intelligence, ultimately fostering a more inclusive and effective language learning environment (Allibaih, 2020).

Nonetheless, within the expanding body of research, there remains an opportunity for innovation and further exploration. While

numerous studies have delved into the integration of multiple intelligences theory into English language teaching materials, there exists a need for a comprehensive synthesis and critical analysis of these findings. A systematic review that consolidates and evaluates existing literature can provide valuable insights into the overall impact and effectiveness of this approach.

Moreover, the novelty of this review lies in its intention not only to compile and summarize existing research but also to identify emerging trends and challenges in the field of English language education. By critically examining the methodologies, results, and implications of the studies included in this review, we aim to pinpoint areas where further investigation is warranted. This will guide educators, curriculum developers, and researchers in advancing the integration of multiple intelligences theory into English language teaching materials, ultimately enhancing the quality and inclusivity of language education. As we embark on this academic exploration, it becomes evident that the integration of multiple intelligences theory into English language teaching materials is not merely a theoretical construct but a practical framework with the potential to reshape language education for the better.

METHOD

Twenty-seven grade seven students (eight males and 19 females) during the 2021-2022 academic year participated in this study. These students were purposively selected due to the research problem's relevance to this group. They come from diverse backgrounds, with varying characteristics, economic backgrounds, and transportation means to school, reflecting the community's diversity.

Multiple Intelligences Inventory (MI Inventory): Adapted from Ishak (2013) and guided by an MI checklist developed based on Armstrong (2009) and McKenzie (2005), the MI Inventory was employed for MI profiling. Validity scores from previous MI Inventory

applications were included, indicating significant aspect-to-total correlation values ($r = 0.654-0.822$) at a 99% significance level. Additionally, a reliability analysis involved omitting nine criticized items ($r = 0.532-0.653$) through a Cronbach's alpha test, resulting in an improved alpha value (Ishak, 2013, pp. 76-78).

Administered online, this questionnaire consisted of 20 items presented in multiple-choice and Likert scale formats. Descriptive statistics were used for analysis due to the Likert scale. The results were presented in tables and graphs, following Creswell and Creswell's (2018) data analysis steps, including data organization, coding, generating descriptions and themes, and representation in narrative passages and visuals.

A new English workbook was designed, considering students' diverse intelligences profiles identified through the MI Inventory (Arıkan et al., 2017; Wahyanti et al., 2018). The workbook underwent pilot testing, and feedback from a representative student sample was collected, both qualitatively and quantitatively (Gürkaynak, 2015; Ghaznavi, Narafshan, & Tajadini, 2021).

Data from the pilot test were analyzed, including pre- and post-test score comparisons (Al-Qatawneh et al., 2021). Insights from the pilot test were used to refine and enhance the workbook (Arıkan et al., 2017; Wahyanti et al., 2018).

Findings, results, and the workbook's design and development process were thoroughly documented for reporting (Gürkaynak, 2015; Ghaznavi et al., 2021). This research method aimed to address the study's objectives by creating an English workbook tailored to students' diverse needs and intelligences profiles, as identified through the MI Inventory.

The need analysis, as the second part of the need assessment, starts with the administration of Need Assessment Questionnaire consists of 20 items presented in multiple choice and Likert's scale. The instrument was administered online to ease the administration process.

Table 1. *The blue-print of need assessment questionnaire*

No.	Needs	Goals	References
Target Needs			
1.	Necessities	To determine students' view about necessary level and skill to have.	Hutchinson and Waters (1991)
2.	Lacks	To determine students' current level of English proficiency compared to target level.	
3.	Wants	To determine students' wants related to English learning.	
Learning Needs			

4.	Input	To determine spoken, written, and visual data students need in English learning.	Nunan (2004)
5.	Procedure	To determine what students should do with the tasks.	
6.	Settings	To determine classroom management specified in the task.	
7.	Teacher's role	To determine preferred teacher's role	
8.	Learner's role	To determine preferred student's role	

The data were analysed by using descriptive statistics due to the use of Likert Scale in the instruments. The results, then, were presented in table and graph. The data analysis process was following steps suggested by (Creswell & Creswell, 2018): (1) Organize and prepare the data for analysis; (2) Read or look at all the data; (3) Start coding all the data; (4) Generate a description and themes. Description involves detailed information about document analysis and objectives formulation; and (5) Representing the description and themes in forms of narrative passage strengthen with visuals, figures, or table. The data from such instruments were analysed back and forth to gain information to be interpreted.

RESULTS AND DISCUSSION

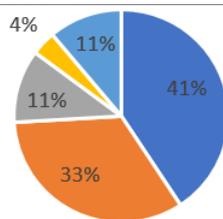
The need-assessment questionnaire was designed in Microsoft Form to ease the administration process due to its Likert's scales and comprehensive analysis features. The questionnaire was administered on May 26th 2022 toward 27 respondents by using Chromebook facilities provided by school institution of *SMP Negeri 4 Randangan Satu Atap*.

The results on target needs

The first target needs explored in the questionnaire was students' view about necessary level and skill to have, covering students' goal to learn English, students' view about necessary level to have to support their higher education, and students' view about necessary skill to have for subsequent years at junior high school. The data can be summarised as follow:

Table 2. *Students' goal to learn English*

No	Items	f	Percentage
1	Gaining experience learning foreign languages.	11	41%
2	Able to master both spoken and written English for the benefit of my future work.	9	33%
3	Get grades and move up a grade.	3	11%
4	Make it easier to understand English-language movies or games.	1	4%
5	Other (write)	3	11%



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Figure 1. *Students' goal to learn English*

Two of those who wrote in "other" tab wanted to learn English to understand English subject, while one respondent wrote that she/he wanted to learn English to be able to communicate with foreigner in the future.

Forty four percent of the respondents thought that intermediate level of English is enough to support their study at higher level of education; 37% of ones preferred advanced level, and 19% beginner level. Meanwhile, regarding preferred language skills, sorted descending from the most responded item to the least, preferred language skills are writing (67%), speaking, and pronunciation (56%); reading, and vocabulary (44%); and listening (37%).

In terms of "students' current level of English proficiency compared to target level", the respondents responded positively only in items related to simple English conversation. The rest of topics were responded negatively by more than 50% of the respondents which implied lacks or poor comprehension.

Going further to "students' wants" related to English learning, 100% of respondents wanted to master general vocabulary and descriptive text-related vocabulary. However, when it comes to grammar, conversation, listening, reading, and writing, the responses were variative.

Most of the respondents responded positively with some other gave the opposite responses. There were 11.1% highly not interested and 7.4% not interested to writing with good grammar. The similar result happened in items related to listening, reading, and writing short essay where more than 20% of respondents responded negatively.

The results on learning needs

The second part of the need assessment instrument was focusing on an exploration toward *students' view on their learning needs*. This part was divided into five main parts determining respondents' view on learning input, procedure, settings, teacher's role, and student's role.

First item in learning needs was exploring learning input preferences to determine spoken, written, and visual data students need in English learning. From seven options provided, short stories and poetry were the least responded by only preferred by 22% and 11% consecutively. Furthermore, the internet-based input are much preferred as presented below.

Table 3. *Students' view on learning input*

No	Items	f	Percentage
1	Student book.	14	52%
2	Articles from newspaper or internet	14	52%
3	YouTube videos	21	78%
4	TikTok videos	15	56%
5	Short stories/fairy tales.	6	22%
6.	English poetry	3	11%
7.	English song	14	52%
8.	Other	3	11%

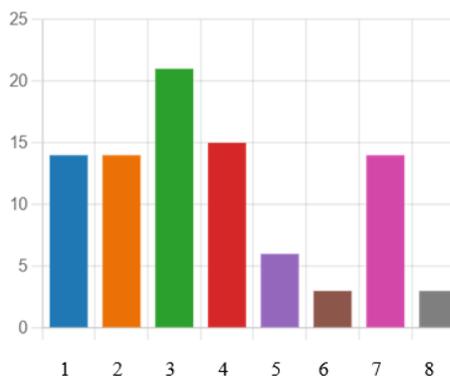


Figure 2. *Students' view on learning input*

The results were in line with ones in the indicator of learning procedures. The internet based input and English song still preferable for listening activities; while reading aloud the authentic texts, as well as listen and repeat were most positively responded for reading, speaking, and even more for specific pronunciation activities.

In addition, the responses on writing, vocabulary, and grammar activities seems suitable for the application of Genre-Based Approach since students find a text modelling, paragraph gap-filling, visual-inspired writing activity, and sentence grammar pattern interesting. Specifically for vocabulary, grouping new vocabularies in a table and finding the meaning in dictionary were also positively responded. Moreover, error recognition, and grammar exercises were also preferred.

The third learning needs being explored was “learning settings to determine students' view about better place for learning, better way to do the tasks, classroom settings they preferred, and how tasks submitted”. The statistics of the results can be summarised as follow:

Table 4. *Students' view on learning settings*

No	Indicators	Items	f	Percent-age
1.	Students' view about better place for learning	In the classroom	6	22%
		Outside the classroom	4	15%
		In the library	1	4%
		In the multimedia room	15	56%
		Other	1	4%
2.	Students' view about better way to do the tasks	Individual	5	19%
		In pair	6	22%
		Small group (3-4 people)	14	52%
		Large group projects.	0	0%
		Cooperation with all classmates	2	7%
3.	Students' view about classroom settings they preferred	Pairs	18	67%
		Grid	2	7%
		Presentation	2	7%

		Group of four	4	15%
		Corner work	0	0%
		U-Shape	1	4%
		Double U-Shape	0	0%
		U-Shape Large Classroom	0	0%
		Conference Small Classroom	0	0%
		Online (via Kaizala, WA, or email)	11	41%
4.	Students' view about how tasks submitted	Offline (submitting the assignment book to the teacher)	16	59%
		Other	0	0%

Putting the most responded items into consideration, it can be summarised that most students (56%) consider multimedia room as a better place for learning, classroom was the second (22%) while one respondent liked studying English at home. Fifty-two percent preferred to do the tasks in small group of 3 or 4; 67% preferred pairs classroom setting, and 59% chose to submit the task offline as the learning has been held in face-to-face mode, while another 41% still preferred online submission via Kaizala, WhatsApp, or email applications as they did previously in remote learning during pandemic outbreak.

The fourth learning needs indicator was to determine "preferred teacher's role." In general, respondents responded positively to the teacher's role presented in the survey; this was indicated by the high percentage of responses to the "interested" and "highly interested".

Nevertheless, there were items that negatively responded ("highly not interested" and "not interested") by at least 18% of the respondents. Those of which related to the role of "helping students organize things that have already been learned in the form of notes or charts that can make it easier for you to learn; facilitating to interact in class in English; asking to work on a task using references (example: using a dictionary to find the meaning of a new vocabulary in the text); comparing contexts in English with similar contexts in Indonesian or regional languages. (For example: comparing tenses in English with Gorontalo); help realising the interrelationships between words, sounds, and sentence structures so that you can guess and/or understand the meaning of words/sentences in English; and briefly describing the differences in the use of English in different countries that use English as the first language (English, American, Australian).

Like those results, there were responses on the fifth learning needs indicator which were negatively responded by at least 20% of the respondents. The indicator was to determine preferred student's role. Thirty-three percent of

the respondents negatively responded an item related to the way they make notes or graph that can help organizing what they learn during the lesson. Other items are related to student's role in acquiring the language input. More than 20% of the respondents tend to not interested to talk to friends in English; using a dictionary to find the meaning of a new vocabulary; using mnemonic to remember new information/lessons; and asking and giving opinions in English. Below is the summary of the result on respondents' view toward their roles in English learning.

Table 5. *Students' view on their role in learning*

Listening to the teacher's instructions for doing the task.
Making notes or graphs that can help the learning process.
Talking to friends in English.
Using a dictionary to find the meaning of a new vocabulary.
Using mnemonic to remember new information/lessons.
Using a device (smartphone/tablet/Chromebook) as a learning aid.
Discussing mistakes encountered in the practice of speaking English.
Asking and giving opinions in English.
Engaging in group discussions and work on assignments together.

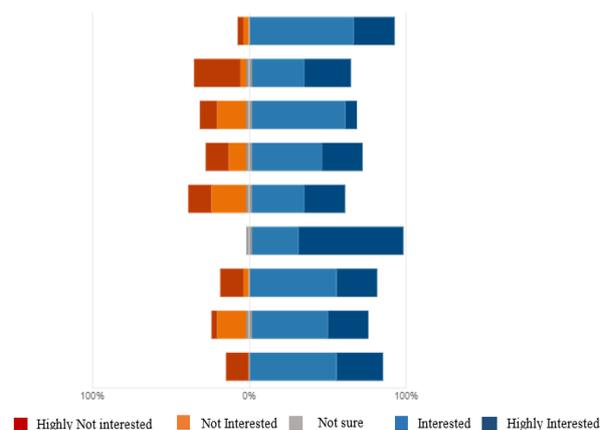


Figure 3. *Students' view on their role in learning*

Students' views on the target needs and learning needs

On the target needs, several items could be highlighted related to students' goal to learn English, expected level of proficiency, preferred language skills, current level of English proficiency, and preferred English learning; that are: (1) instead of getting grades in English subject to move to the higher level, students wanted to gain experience learning foreign language to be able to communicate with foreigner, and to cope with job requirements in the future; (2) to do so, students perceived that writing, speaking, and pronunciation are the most required skills to have with intermediate level; (3) realising that they were only good in performing simple conversation, students responded positively to items related to preferred English learning.

Harun (2018) reported similar result to the present study in terms of students' learning goal, where 71.87% of the respondents wanted to be able to communicate with foreigner, putting more emphasis on speaking skill. In different settings like one in Purnamasari (2015), the target needs suggested different results in terms of level of proficiency and students' wants. Because of having a higher level of education, Purnamasari's respondents perceived that advanced level was required for them to support their future job in beauty field. Therefore, the respondents gave positive response to the reading topic related to beauty trend, including make-up and hairstyles.

In the aspect of learning needs, several items could be highlighted related to learning input preferences, learning procedure, learning settings, preferred teacher's role, and preferred student's role. (1) Students preferred to have inputs related to internet and digital sources such as YouTube, TikTok, Instagram, TV shows, videos, radio, podcast, and English songs; the only printed material preferred was student book; (2) Because of having dominant tendency in interpersonal, naturalist, and verbal-linguistics intelligence, students like to have challenging and fun activities like having audio clue to guess an object, person, or place that is being described, listening to teacher to acquire new vocabularies related to description, and having a listen-and-repeat activity to practice pronunciation and speaking as soon as they listen to those new vocabularies or sentences; (3) In speaking, reading and pronunciation activities, the respondents prefer to have reading-aloud and listen-and-repeat activities. The activities provide

chance for students to imitate the sound and be expressive in learning the new language. This is in line with the MI inventory results revealing that the respondents are good in verbal-linguistics intelligence which make ones communicate in highly verbal and expressive ways. The listen-and-repeat activity also provide an opportunity for those who tend to be better in bodily-kinaesthetic intelligence to use their body to remember new vocabularies by imitating the pronunciations; (4) Students' views on learning settings were also in line with the MI tendency and preferred learning input. Having more preferences in internet and digital sources, students chose multimedia room where they can access multimedia material as better place for learning; being highly interpersonal and verbal-linguistics made them preferred small group of 3 or 4 as a better way to do the tasks, pairs shape as the classroom setting, and offline submission for the task. The tendency described students' want in face-to-face interaction with friends, partner, and teacher through group activities and discussion with teacher during the task submission; and (5) In terms of teacher's role, students responded positively except for items that were possible to increase teacher's talk duration within the class. Meanwhile, in terms of student's roles, items related to the use of logical-mathematical and visual-spatial such as making notes or graphs or using mnemonics, got fewer positive responses. In addition, there was indication of anxiety in learning English when students responded negatively in items related to the use of English in oral and written form.

The findings differ from those of Harun (2018) and Gayatri (2019) because the target needs and learning needs being explored in the present study were about the views on the English learning, while that of the previous studies focused on specific language skills (speaking & writing).

The assessment was in line with that of Purnamasari (2015) where the target and learning were explored to develop a coursebook or workbook covering all aspects of language learning involved in the curriculum as being covered in the results of syllabus analysis.

The findings indicate the importance of the inclusion of authentic internet-based materials represented by Instagram and TikTok Post; various authentic audio-visual input from TV shows, videos, radio, and even podcast; and learning settings that enable students to be more active during the class. Some aspects like representation of gender, occupation, and religion

including the accessibility of the embedded link to the original sources need to be carefully considered in order not to violate any rules, sensitive, and copyright issues.

In the extend of crafting an MI-based English workbook, considering the aforementioned target and learning needs combining with the data from MI profiling helps the researcher mind-map the unit and its possible contents. The construction of all units in the workbook needs to be grounded from the target needs to provide more nuanced input, more options for the activities, and differentiated product to fashion at the end of each activity. Those of which will help the developer not only to deal with the multi facet learning input as representation of multiple intelligences tendency accommodation, but also with the scaffolding of workbook construction so that differentiation could be started and built upon students need.

CONCLUSION

This study constitutes the second phase of the research and development (R&D) process for the MI-Based English Workbook, building upon the previously published investigation into students' Multiple Intelligences profiles and gender-based differences. The outcomes of this study reveal a clear inclination among students towards internet-based materials for listening and speaking exercises, as well as a preference for text modeling to improve their writing skills. Additionally, students exhibit a stronger preference for visual-based activities when it comes to acquiring vocabulary. These preferences underscore their motivation to learn English for effective communication, with a particular emphasis on enhancing their writing, speaking, and pronunciation skills to succeed in higher education.

The research findings from the prior examination of MI profiles using the MI inventory, alongside the insights gained through target needs analysis in this study, offer valuable insights for English teachers in developing tailored learning modules. These modules align with the newly introduced Emancipated Curriculum. The combination of diagnostic assessments and the exploration of students' characteristics through MI inventories and needs assessments serves as a foundational dataset for teachers to construct individualized learning profiles. These profiles are dynamic and can evolve as students progress in their learning

journey, adapting to real-life challenges they encounter.

Moreover, when the specific needs and MI profiles of students are comprehensively identified and integrated, the MI-Based workbook can be enriched with a wider array of options, authentic and preferred activities, and differentiated learning materials. This approach ensures that the workbook effectively caters to students' diverse learning preferences and needs.

In essence, this study contributes to the ongoing development of the MI-Based English Workbook by offering insights into students' learning preferences, needs, and MI profiles, which in turn inform the creation of a more versatile and effective learning resource.

REFERENCES

- Allibaih, M. (2020). Qur'anic maps and the theory of multiple intelligences: A better understanding of the holy Qur'an. *Journal of Arts and Humanities*, 9(1), 64-90.
- Al-Qatawneh, S. S., Alsalhi, N. R., Eltahir, M. E., & Siddig, O. A. (2021). The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them.
- Arabah, S., Wu, S. H., & Alotaibi, A. M. (2018). The learning styles and multiple intelligences of EFL college students in Kuwait. *International Education Studies*, 11(3), 38-47.
- Ansarin, A. A., & Khatibi, S. P. (2018). The relationship between multiple intelligences and language learning strategies and gender. *English Language Teaching*, 11(5), 84-94.
- Arıkan, A., Soydan, E., & İşler, Ö. (2017). A study of two English language coursebooks in Turkey: Focus on multiple intelligences. *Başkent University Journal of Education*, 1(1), 27-33.
- Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11th ed.). Kogan Page Limited.
- Arulselvi, E. (2018). Incorporating multiple intelligences in the English classroom. *Excellence in Education Journal*, 7(2), 101-121.
- Baaqeel, N. A. (2020). Improving student motivation and attitudes in learning English as a second language; literature as pleasurable reading: applying Garner's theory of multiple intelligences and Krashen's filter hypothesis. *AWEJ for Translation & Literary Studies*, 4(1), 137-151.
- Creswell, J. W., & J. D. Creswell. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Edn.). Los Angeles: SAGE.
- Ernawati., Tsurayya, H., & Ghani, A. R. (2019). Multiple intelligence assessment in teaching

- English for young learners. *Research and Evaluation in Education*, 5(1), 21-29.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences (tenth-anniversary edition)*. Basic Books.
- Gayatri, B.R.I. (2019). *Developing English writing materials for X Grade based on learner's learning styles (VAK)*. Yogyakarta State University.
- Ghaznavi, N., Haddad Narafshan, M., & Tajadini, M. (2021). The implementation of a multiple intelligences teaching approach: Classroom engagement and physically disabled learners. *Cogent Psychology*, 8(1), 1880258.
- Gonzalez-Trevino, M., Núñez-Rocha, G. M. M., Valencia-Hernandez, J. M., Arrona-Palacios, A. (2020). Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study. *Heliyon*, 6, 1-5.
- Gürkaynak, E. (2015). A textbook adaptation using data gathered by a multiple intelligence inventory. *Procedia-Social and Behavioral Sciences*, 199, 285-292.
- Harun, P. A. (2018). *developing students' worksheet for speaking based on constructivism learning theory in SMPN 1 Telaga* (Thesis). Gorontalo State University.
- Hutchinson, T. & A. Waters. (1991). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Ishak, S. R. (2013). *MI inventory: A survey on multiple intelligences tendency of first-grade students of SMA N 1 Paguyaman (Minithesis)*. Gorontalo State University
- Jena, R.K. (2018). Predicting students' learning style using learning analytics: A case study of business management students from India. *Behavior & Information Technology*, 37(10-11), 978-992.
<https://doi.org/10.1080/0144929X.2018.1482369>
- Luthfiana, A., Alben A., & Suwarjo. (2018). Developing worksheet based on multiple intelligences to optimize the creative thinking students. *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 7(1), 1-12.
[doi:10.25273/jipm.v7i1.2430](https://doi.org/10.25273/jipm.v7i1.2430)
- Mahmoud, S. S., & Alaraj, M. M. (2019). Integrating multiple intelligences in the EFL syllabus: Content analysis. *Theory and Practice in Language Studies*, 9(11), 1410-1417.
- Mahmudi, A., Febriani, S. R., Hasanah, M., & Arifa, Z. (2019). Classroom management and Arabic learning process based on multiple intelligences in elementary school. *Arabiyat: Journal of Arabic Education and Arabic Studies*, 6(2), 222-237.
- McKenzie, W. L. (2005). *Multiple intelligences and instructional technology* (2nd ed.). ISTE Publications
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press
- Perveen, A. (2018). Facilitating multiple intelligences through multimodal learning analytics. *Turkish Online Journal of Distance Education*, 19(1), 18-30.
- Purnamasari, Y. D. R. (2015). *Developing English materials for grade X students of beauty study program* (thesis). State University of Yogyakarta.
- Rahayu, N. S. (2019). The representative activities of multiple intelligences in English textbook 'When English Rings A Bell' for 8th graders. *E-Link Journal*, 6(1), 138-147.
- Sakkir, G. (2018). *Writing: Beginner*. Deepublish.
- Sakkir, G., & Dollah, S. (2019). Facebook-based writing instructional material in English class: Lecturers' perception. *Seltics*, 2(2), 76-83.
- Sakkir, G., S. Dollah, S. Arsyad, & J. Ahmad. (2021). Need analysis for developing writing skill materials using Facebook for English undergraduate students. *International journal of Language Education*, 5(1), 542-551.
<https://doi.org/10.26858/ijole.v5i1.14856>
- Sener, S & Cokcaliskan, A (2018) An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies*, 6(2), 125-132.
<https://doi.org/10.11114/jets.v6i2.2643>
- Sibanda, L. (2022). The extent to which grade 4 English first additional language workbooks cater for learners' multiple intelligences. *Universal Journal of Educational Research*, 10(3), 185-194.
- Sogutlu, E. (2018). Multiple intelligences and foreign language learning: Possible relationship. *Proceedings of the 3rd International Conference on New Findings in Humanities and Social Sciences*, 1-10.
[10.33422/3hsconf.2018.09.01](https://doi.org/10.33422/3hsconf.2018.09.01)
- Syatriana, E., Sakkir, G., Faculty, T., & Makassar, U. N. (2020). Implementing learning model based on interactive learning community for EFL students of Muhammadiyah Students, *EFLJ*, 7(1), 24-30.
- Umar, A., Amrin, Madani, M., Farida, U., Yusriadi, Y., Tamsa, H., Bahtiar, Ansar, Yahya, M., Nurnaningsih, Alam, S., Gunawan, H., Darwis, Sahabuddin, C., Jamaluddin, Misbahuddin, Elpisah, Akbar, Z., Sakkir, G., Misnawati, M. (2019). One-stop service policy as a bureaucratic reform in Indonesia. *Academy of Strategic Management Journal*, 18(2), 1-12.
- Wahyanti, C. M., Saleh, M., Warsono, W., & Rukmini, D. (2018). Developing a model of multiple intelligence-based materials for teaching English in elementary school. *The Journal of Educational Development*, 6(1), 102-109.
- Wilson, S. D. (2018). Implementing co-creation and multiple intelligence practices to transform the

Samsudin R. Ishak, Rasuna R. Talib, & Suleman Bouti

Crafting an English workbook based on students' needs and multiple intelligences

classroom experience. *Contemporary Issues in Education Research (CIER)*, 11(4), 127-132.
<https://doi.org/10.19030/cier.v11i4.10206>

Yavich, R., & Rotnitsky, I. (2020). Multiple Intelligences and Success in School Studies. *International Journal of Higher Education*, 9(6), 107-117.