CHAPTER 1

INTRODUCTION

The aim of this research is to find out whether there is correlation between students' multiple intelligences and students' proposal writing score or not. This chapter presents the background of the study, research question, objective of the research, hypothesis, significance of the research, scope and limits of the research, and definition of key terms. Each section is presented as follows.

A. Background of the Study

According to Gardner, the term "Multiple Intelligences" refers to the kinds of people abilities in finding and solving the problem, the capability in responding to new situations successfully, and the ability in learning one's past experience[1]. There are seven kinds of Multiple Intelligences. Those are linguistic intelligence, logical-mathematical intelligence, spatial-intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal-intelligence.

Multiple intelligences theory is widely applied to education in Indonesia, especially in formal school. As the researcher finds that Multiple Intelligences

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[1]Howard Gardner, *"Theory of Multiple Intelligences"* (facdev@niu.edu, accessed on January 01, 2015)

theory has been applied to SMP Muhammadiyah 9 Surabaya since 2010[2]. SMP Muhammadiyah 9 Surabaya is one of the example of the schools which implements Multiple Intelligences theory as one of the visions of the school. Therefore, every student who enroll the school have to join Multiple Intelligences (MI) test. Besides, the teachers also apply Multiple Intelligence strategy in learning process. Thus, the classroom management in this school has been conducted based on Multiple Intelligences strategy. That is a good choice for increasing the effectiveness classroom management. Because the teacher and students have been familiar with Multiple Intelligences which is needed for knowing students' intelligences and preparing the lesson based on students' intelligences.

However, the researcher does not find a kind of Multiple Intelligence which is applied for students in University. Since Multiple Intelligences test can indicate the students' dominant intelligences and recognize their intelligences earlier, it can increase the students' awareness of their intelligences thus they will be able to optimize it well in learning.

Multiple Intelligences (MI) test is different from Intelligence Quotient (IQ) test. MI test is more complex than IQ test. IQ test only measures the linguistics intelligence and mathematical intelligence, while MI test measures the seven

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[2] A'yunul Fauziyah "The Correlation between Multiple Intelligences Score and English National Examination Score of The Students in Year Nine of SMP Muhammadiyah 9 Surabaya" (Surabaya: IAIN Sunan Ampel Surabaya, 2012), 6.

kinds of intelligence, linguistic intelligence, logical- mathematical intelligence, spatial-intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal-intelligence. Gardner uses the term *Profile of Intelligences* to refer to the intelligences strength level. Intelligences are involved and integrated to carry out different task, solve diverse problems, and progress in various areas[3]. Hence, intelligences have an essential role for people to face the problems in many sectors of life especially in learning language. As stated by Armstrong, intelligence is one of the causes which affect students success in learning the second or foreign language[4]. It can be implied that in learning English, the intelligence is involved as the factor of students success. Besides, Multiple Intelligence test is designed to figure out what the type of learner's intelligence. After knowing that information, it will help the teacher to teach the students based on their type[5].

Multiple Intelligences (MI) test are still rarely used in UIN Sunan Ampel Surabaya. Therefore, the researcher conducts the research in this university. Several researchers only uses this test for students in the school not for students

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[3]Howard Gardner, *The Unschooled Mind: How Children Think and How School Should Teach*, Twentieth-Anniversary Edition (New York: Basic Books, 2011), 12.

[4] Thomas, Armstrong. *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences.* Minneapolis, MN: Free Spirit, 2002. 65.

[5] The purpose of Multiple Intelligences test (http://thecatutoringsolution.com/465/the-purpose-of-the-multiple-intelligence-test/ accessed on July 08, 2015)

in this university. Hence, the researcher conducts the research by using Multiple Intelligence (MI) test in UIN Sunan Ampel Surabaya.

For instance, the researcher finds the problem in the fifth semester students. The fifth semester students of English Teacher Education Department got low score in their proposal writing class. Proposal writing is one of the continually subject in English Teacher Education Department Curriculum, especially for the fifth semester. The researcher has conducted a survey to the fifth semester students about the decreased subject score in the previous semester. The subject here refers to the four language skills, they are listening, speaking, reading and writing. From the result of the survey shows that 37, 5 % of students answered writing, 28, 1% answered reading, 21, 8 % answered speaking, and 12, 5 % answered listening. The result shows that most of the students got decreased score in writing skill. The researcher chooses four language skills as the object, because those are the continually subject which have to be taken by students in every semester. Therefore, this reserch focuses on writing skill, especially proposal writing at the fifth semester students of English Teacher Education Department. If the researcher chooses the other semester, it will be hard to do because they have not obtained the score progress of four language skills. Thus, it is easier for the researcher to measure and conduct the research in the fifth semester students.

As Brown states in his book, proposal writing is productive skill which the students are not only asked to write grammatically and correctly, but also they

are asked to develop their ideas logically[6]. Since the goal of proposal writing is to propose a research, the logically thinking is needed, how they develop their logic reason to make sure the research is important. Logically thinking is one of logical-mathematical intelligences sign. Therefore, this research examines whether the students who have dominant intelligences in logical-mathematical are also good at proposal writing or not. To answer that question, MI test can help to prove it.

Thus, the researcher tends to correlate between students' Multiple Intelligences and students' proposal writing score. Besides that, it is necessary to be conducted because in this University the other researchers mostly investigate and research the external factors which affect writing skill, such as: teaching method, teaching strategy, and so on. Meanwhile, a few of them who investigate from the internal factor, such as: learning style, intelligences, self efficacy and so on. But in this case, the researcher will investigate the internal factors namely multiple intelligences.

The researcher finds two researches which discuss about MI and writing. The first is the relationship between Multiple Intelligences and Writing Ability of Iranian EFL Learners by Karim Sadeghi and Bahareh Farzizadeh[7]. It is almost similar with this research, but they do the research in Urnia University with 55 participants. The research finds that result there is no significant relationship

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[6] . Douglas Brown, *Language Assessment Principles........* 220
[7] Karim Sadegi- Bahareh Farzizadeh, "The Relationship between Multiple Intelligences and Writing Ability of Iranian EFL Learners".*English Language Teaching*. Vol. 5 N0. 11, 2012, 136.

between MI and writing ability. The second research entitles the correlation between undergraduate EFL student's MI and their writing achievement by Beni Wijaya[8]. It is almost similar with this research, but Beni does the research in Sriwijaya University with different sample and population. The result from this research shows that there is significant correlation between MI and writing achievement; linguistic intelligence with coefficients (r) is 0,409 which is signifcant at 0,01 level (2-tailed) and interpersonal intelligence with coefficients (r) is 0,354 which is significant at 0,05 (2-tailed). Linguistic intelligence is the strongest one.

Yet, there is no research about Multiple Intelligence conducted in English Teacher Education Department. Therefore, this research aims to find out whether there is correlation between students' multiple intelligence and students' proposal writing score at the fifth semester students of English Teacher Education Department in UIN Sunan Ampel Surabaya or not.

B. Research Questions

What is the correlation between students' multiple intelligences and students' proposal writing score?

C. Objective of the Research

To find out the correlation between students' multiple intelligences and students' proposal writing score.

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[8] Beni, Wijaya. *The Correlation between Undergraduate EFL Student's Multiple Intelligence and Their Writing Achievement*. (Indonesia: Sriwijaya University, 2014.)

D. Hypothesis

The statement of the hypothesis of this study is as follow.

The Hypothesis of this research is "there is significant correlation between students' Multiple Intelligences and students' writing proposal score.

E. Significance of the Research

The result of the study is expected to give benefit for students and lecturers in English Teacher Education Department.

1. For the students, the result of this research provides information about their multiple intelligences, thus they understand more about their intelligences. By knowing that, they will be aware of theirselve to optimize their study based on their intelligences, thus a good score will be achieved easily.

2. For the lecturer, the result of this research provides information of students' multiple intelligences which is able to be a resource of the lecturer in providing appropriate method and materials, especially in proposal writing class by considering students' multiple intelligences in order to help students being enjoyed and motivated, thus the proposal writing class more effective.

F. Scope and Limits of the Research

In this research, the researcher only focuses on the correlation between multiple intelligences for the student's proposal writing score. The researcher does not intend to investigate what factors that cause of decreasing score of proposal writing, but only investigate whether multiple intelligences that

cause the decreasing score of proposal writing. Besides that, the researcher will do the research only for the fifth semester students of English Teacher Education Department at proposal writing class.

G. Definition of Key Terms

1. Multiple Intelligences

   Gardner as cited in Jensen says that multiple intelligences is the knowledge or ability to fashion a product or use a skill in a way that is valued by the culture in which we live[9]. In this research, the researcher defines as the kinds of human intelligences which are gathered from MI test and from the test will show the most predominant intelligence of individual person.

2. Correlation

   A relationship between two ideas, facts etc, especially which one may be the cause of the other[10]. Correlation is also defined one of the most widely measured of association between two or more variables, that is whether an increase in one variable results in the increase of the other variable[11]. In this research, the researcher defines as relations of two things or variables which are related or not.
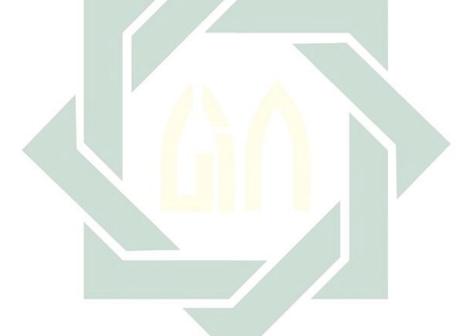
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[9] Eric Jensen. *Enriching the brain*. (San Fransisco. CA: Jossy-Bass, 2006), 25.
[10] Longman Advanced American Dictionary, 2000, Pearson Limited: U.S.
[11] Yoges Kumar Singh. *Fundamental Research Methodology and Statistics*. (New Delhi: New Age International (p) limited, publishers. 2006), 304

3. Proposal writing Score

   Proposal writing includes in types of extensive writing which the writer focuses on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety[12]. In this research, the researcher defines as the score which is obtained from the lecturer of proposal writing.

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[12]H. Douglas Brown, *Language Assessment Principles And Classroom Practice,* (California: Pearson Longman, San Fransisco State University, 2003), 220.