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They use *t*-test to analyze the data and a descriptive and ex post facto is employed to accomplish the objectives of the study and to identify the relationship among two variables. It is found that there is a statistically significant difference in the mean of musical-rhythmic intelligence scores of the low achievers and the high achievers which is positive and stronger among the low achievers. Accordingly, it seems that the high achievers may have lower musical intelligence, which also found between the mean bodily-kinesthetic intelligence scores of the two genders which was positive and stronger the females. And the conclusion revealed that there is no significant correlation between MI and Reading Competency of Iranian EFL Students (both of male and female).

The strength of this research is the more participants, the more representative the research. And Karim and friends collect the data from 128 male and female pre-university students (54 males, 74 females). The difference between the Karim and friends' research with this research is from the participants, locus and methodology, since this research uses correlation technique and collects the data from 83 participants, but Karim and friends does not use it.





















multiple intelligences and their writing achievement. The data are obtained from questionnaire and writing test. The questionnaire determines the students' multiple intelligence. Then writing determines their writing achievement. Thus, two variables above are correlated by using SPSS. Then, the results from correlation analysis shows that there are two types of intelligence and interpersonal intelligence, in which linguistics intelligence is the most influential one.

The differences Beni's research and this research are the participants, locus and how to collect the data. The researcher conducts the research at the fifth semester students of English Teacher Education Department in UIN Sunan Ampel Surabaya. But, Beni does the research in Sriwijaya University. He also does writing test for the participants.

From that research, it can be inferred that the researcher will not correlate with writing achievement which is gathered by the previous researcher in each semester, but in this case the researcher will correlate with proposal writing score which is the score obtained from the lecturer. Since, the researcher assumes that the score from the lecturer is more valid than the researcher gather the proposal writing score by herself for doing proposal writing test.

The previous studies above discusses about the correlation between Multiple Intelligences score and some certain variables (the use of learning strategy, reading proficiency, text-book, English national examination, writing ability and writing

