CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the correlation between students' multiple intelligences and students' proposal writing score as the focus of the research. There some parts in this chapter, they are the review of related literature that contain some theories to strengthen the problem discussed here. Another part is the review of previous study which also discussed some previous studies that relates to this research.

A. Review of Related Literature

1. The Meaning of Intelligence

Many people are familiar with word "intelligence". In specific area or most of people defines that intelligence is the ability or capability of people in doing certain aspect. We can call "smart" if people have good score, the best performance or good achievement in any aspects. But the definition above is a traditional definition that might be true or false.

The earlier century showed that the theory of intelligence has become a controversial issue, according to Charles spearman introduced two categories of intelligence: g – as general intelligence which underlies all intellectual tasks and mental abilities and s – as specific factor of human

intelligence¹. This general and specific intelligence are positively correlated in mental ability of each person. Conversely, Louis Thurston defined intelligence as independent factors and these are equally important². From those two theories, it can be inferred that intelligence is an important mentality factor for each person. According to Louis cited in Ivana³, he introduces seven primary mental abilities: verbal comprehension, verbal fluency, number or arithmetic ability, memory, perceptual speed, inductive reasoning, and spatial visualization.

According to Gardner, intelligence is much more than IQ because a high IQ in the absence of productivity does not equate to intelligence. In his definition, "Intelligence is a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are value in a culture"⁴. Detterman defines as a general

¹Charles Spearman, "General Intelligence", objecttively determined and measured American Journal of Psychology 15, 1904, 201-293. (http://psychology.about.com/od/cognitivepsychology/p/intelligence.htm, accessed on March 23, 2015)

²Louis Thurstone. *Primary mental abilities*. Chicago: University of Chicago Press. 1938. (http://psychology.about.com/od/cognitivepsychology/p/intelligence.htm, accessed on March 23, 2015)

³Ivana Cimermanova, "Intelligence and Language Learning", (http://www.education.org, accessed on December 20, 2014)

⁴ Howard Gardner – J Kane (Eds.). Are there additional intelligences? The case of naturalist, spiritual and existential intelligences, in Education, information and transformation, (Prentice Hall.: Englewood Cliffs, NJ, 1999), 111-131

mental capability to give a reason, solve problems, think abstractly, learn and understand new material and profit from past experience⁵.

From several definitions above, the most popular is stated by Howard Gardner. He states that there are seven kinds of human's intelligences: linguistic-verbal, logical-mathematical, visual/spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. Then he had added 2 other kind of intelligences in the late 1999s- naturalistic and existential intelligence, but the researcher will not focus on these two areas since these types of intelligence are not included in the seven original types of intelligences proposed by Howard Gardner.

2. Multiple Intelligences Theory

Multiple Intelligences is the variety of someone's ability or potential to find and solve the problem, Gardner states. Many people has already known about how their ability or potential their selves in finding and solving the problem. But they do not know specifically about it. It means that, every people have different strengths and weakness in their intelligences.

Each individual person possibly has a combination of two or more intelligences. Where individuals differ is in the strength of these intelligences, so called *profile of intelligences* in which intelligences are involved and combined to carry out different tasks, solve diverse problems,

⁵Detterman, D.K. 2005. Intelligence. Encarta 2005.[CD-ROM] 1998-2004 Microsoft Corporation. Developed for Microsoft by Bloomsbury Publishing Plc. Cited by Ivana Cimermanova, "Intelligence and Language Learning" p.105

and progress in various sectors⁶. Nowadays, people are familiar with IQ (Intelligence Quotient) test. They assume that intelligence only can be measured by IQ test which two types (logical-mathematical and linguistic intelligence) that would be tested. But, the other kinds of intelligences are also important information and knowledge for people who join the intelligence test. By giving various intelligences would be measured in the test, hopefully the human beings behave in various way of learning would be known. The seven kinds of intelligence stated by Howard Gardner are shown below.

a. Verbal-linguistic intelligence

The ability of people while manipulating words and using language to express and understand complex meaning⁷. Gardner, Chapman and Freeman stated that the people who are strong in verbal-linguistic intelligence usually have a good vocabulary potential which allows them to read books and to be absorbed in the books and perform well⁸.

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⁷Nigera, Ibragimova. Thesis for the Degree of Master of Arts in English Language Teaching; "Multiple Intelligences Theory in Action in EFL Classes: A Case Study" (Gazamagusa, North Cyprus: Eastern Mediterrean University, January 2011), 14.

⁸ Carolyn Chapman - Lynn Freeman, *Multiple Intelligence: Centers and projects, Arlington Height*, (IL: IRI/Skylight Training and publishing, 1996), 15.

b. Logical-mathematical intelligence

The ability to detect patterns and reason deductively, think logically. They have good concept of mathematical operations, the ability to study problems, and conduct scientific investigations. According to Amstrong, this intelligence is "the understanding and use of the logical structures, statements and prepositions, through experimentation, quantification, conceptualization, and classification."

c. Visual -spatial intelligence

People who have visual spatial intelligence are able to learn visually and spatially. It encompasses the potential recognize and use the patterns of wide space and more confines areas as well. It means that, people who have this intelligence at most, usually easier to understand by watching, seeing, looking and observing than hearing or practicing. Therefore, those with a high level of this intelligence have the ability to use shapes, colors, graphics, space and their mental imagery in order to discern the space orientation¹⁰.

d. Musical-rhythmic intelligence

Musical-rhythmic intelligence is the capability of people who are able to recognize and compose musical pitches, tones, and

⁹ Tom Armstrong, *The Multiple Intelligences of Reading and Writing: Making the words come Alive*. (Alexandria, Va: The Association for Supervision and Curriculum Development, 2003), 153.

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James W. Mckenzie, Walking the Walk: Multiple Intelligences in Educator Professional Development. (Massachusetts Computer Using Educators, 2009) 11.

rhythms. Therefore, the mode or tools to utilize this intelligence are through instruments, environmental sounds, tonal association and the rhythmic possibilities of life.

e. Bodily-kinesthetic intelligence

This intelligence is the ability to use mental abilities to coordinate bodily movements. McKenzie says this intelligence allows us to learn through interaction with one's environment and he states that it is not a behavior that we called "overly active" learners since people who have this intelligence are usually do bodily movement more often than others. But this intelligence can be increased through concrete experience¹¹.

f. Interpersonal intelligence

People who have interpersonal intelligence are able to understand the intentions, motivations and desires of other people. This type is easier to interact with other people. Armstrong, considers this intelligence is the ability to tolerance and make distinctions between other individuals with respect to moods, temperaments, motivations, intentions and to use this information in pragmatic ways, such as to persuade, influence, mediate, or counsel individuals or groups of individuals toward some purpose¹².

g. Intrapersonal intelligence

The ability of people to appreciate and construct a perception of one self, this type is opposite to interpersonal intelligence. Intrapersonal intelligence is more spending their time to be alone and a little have interaction with other people or social. Weber says that this intelligence includes accurate self-knowledge¹³.

From those explanation above, seven intelligences have different way to maximize each of their intelligences, which is from seven intelligences can be applied for the basic curriculum in education. Armstrong states that, the theory of multiple intelligences can provide as a pattern in developing strategies for student success¹⁴. Thus, He also suggests for the educator is necessary to make lesson plan by preparing the right question first. Since, from the right question (comes from multiple intelligence theory), the effectiveness of learning process can be obtained through multiple intelligence theory. Although the educator do not use all of the questions in developing the lesson plan, but they can use one or two intelligences that they need in order to achieve their purpose well. Some questions mention as follows¹⁵:

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¹³ Weber E, *MI Strategies In The Classroom And Beyond: Using Roundtable Learning*. (USA: Pearson Education, Inc, 2005), 150.

¹⁴ Thomas Armstrong, "Multiple Intelligences: Seven Ways to Approach Curriculum". Strategies for Success. Vol. 52 No. 3, 1994, 27

Table 2.1,
The Right Questions

Multiple	The Right Questions
Intelligence	
Linguistic	How can I use the spoken or written word?
Logical-	How can I bring in numbers, calculation, logic,
Mathematical	classifications, or critical thinking?
Spatial-Visual	How can I use visual aids, visualization, color,
	art, metaphor, or visual organizers?
Musical	How can I bring in music or environmental sounds, or set key points in a rhytm or melody?
Bodily-Kinesthetic	How can I involve the whole body, or hands- on experiences?
Interpersonal	How can I engage students in peer or cross-age
	sharing, cooperative learning, or large-group simulation?
Intrapersonal	How can I evoke personal feelings or
	memories, or give students choices?

3. Multiple Intelligence Test

Before becoming MI (Multiple Intelligence) Test, In the 1900, a talented psychologist, his named Alfred Binet discovers successfully his discover, namely "intelligence test" and it's called the IQ for "intelligence quotient" test¹⁶. This test is attempted to over million American military recruits. Since using of the IQ Test by the U.S army in the conflict, Binet's invention has truly arrived. Ever since, the IQ test seems like psychology's biggest success and becomes a genuinely useful scientific tool.

After discovering the IQ Test, people are not only able to measure someone's actual or potential height, but also they are able measure someone's actual or potential intelligence. Besides the IQ Test, there is also another version, namely the SAT Test. The SAT is originally name for Scholastic Aptitude Test. Those two tests only measure verbal and math scores.

Moreover, in the 1980s, Gardner also introduces the theory about intelligence¹⁷. But Gardner's discovery is more complex than Binet's discovery. Gardner proposes a pluralistic of mind, recognizes many different and discrete aspect of cognition, acknowledges that every single have different cognitive strengths and contrasts cognitive styles which is called Multiple Intelligence Test. From this test, all normal individuals posses each

¹⁶ Howard Gardner, *Multiple Intelligence: new horizon*. (New York: Basic Books 2006), 3.

¹⁷ Howard Gardner, Multiple Intelligence......5

of skill, those are not only verbal and math scores tested, but also seven kinds intelligences (verbal-linguistic, logical-mathematical musical-rhythmic, bodily-kinesthetic, spatial-visual, interpersonal and intrapersonal).

4. Proposal Writing

Proposal writing is a kind of academic writing. This writing is always given by the students in university before writing up a thesis. Proposal writing also 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 variety¹⁸.

According to Brown, there are four types of writing performance. Those are imitative, intensive, responsive and extensive. Proposal writing include in extensive type. Since extensive writing is the implication of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research projects report, or even a thesis. Writer focuses on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft¹⁹.

It can be inferred that, the aim of proposal writing is more complex than others type. Since the assessment of proposal writing is not only for the spelling, collocations, idioms and connecting the sentences into a paragraph, but also the achieving a purpose, organizing and developing ideas logically are needed. Thus, for proposal writing is to build the understanding of the reader which is the writer should develop the writing with logical ideas, use the fact and details to support the writing itself.

B. Review of Previous Study

Concerning to the students' multiple intelligences and student's proposal writing score, there are several previous studies that relate to this research discusses as follows:

1. The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies²⁰

The research is conducted by Karim Hajahsemi in Islamic Azad University, Hesarak, Tehran, Iran which collects the data from the participants who are from different disciplines (17 humanities, 22 experimental sciences, 28 mathematics, and 162 others). This study focuses on correlation MI score and LLS (Language Learning Strategy). The instrument is used by the researcher to elicit information for this study are McKenxie's (1999) MI

²⁰ Karim Hajhashemi, "The Relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies". *English Language Teaching*. Vol. 4 No. 3, 2011, 214.

inventory and Strategy Inventory for Language Learning (SILL) questionnaire. The findings reveal that there is positive correlation between MI and different types. The highest correlation is seen between metacognitive strategies and MI, followed by compensation and cognitive strategies. Furthermore, the findings reveal that Iranian students mostly use meta-cognitive strategies followed by social strategies.

The strength of this research is in collecting the data which is not only from the similar disciplines but also in the other disciplines. A lot of participants are quite supported the result of the study. More participants will be more valid of a research. It is almost similar with the researcher wants to do in the research, but the previous researcher focused on MI score and LLS (Language Learning Strategy), and the researcher wants to correlate students' MI and students' Proposal writing score. Thus, the different is from the variable and also the participants.

 The Relationship between Multiple Intelligences and Reading Proficiency of Iranian EFL Students²¹

In this research, Karim and friends examined the relationship between MI and reading proficiency of Iranian EFL pre-university students and to look into the role that gender plays. It means, besides to investigate whether any correlation between MI and reading proficiency of students, the author also

Karim Hajhasemi, Kourosh Akef, Neil Anderson "The Relationship between Multiple Intelligences and Reading Proficiency of Iranian EFL Students" *World Applied Sciences Journal*. Vol. 19. No. 10, 2012, 1475.

have the purpose to differ from the result of gender (male and female) if from the gender also caused the relationship or not.

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.

 The Multiple Intelligences Profiles of Foreign-Language Text Books by First Graders at SMA Wachid Hasyim 2 Taman Sidoarjo by Nizar²²

The researcher analyzes the students' text book by using multiple intelligences profile. This research uses a qualitative descriptive study by using document/content analysis which involved just the frequencies and percentage in the various categories. Then, he analyzes students' multiple intelligences profile. Thus, the researcher does not correlate among two variables or more, but only analyzed if the students' text books in accordance with the students' multiple intelligence. The result of this research shows that inconsistency between students' MI profiles and the MI profiles of textbooks. In other words, most activities in the textbooks used by students are not catered for their types of intelligence.

For the differences with my research is about the variable and the research method. This research focuses on analyzing the text book and students' intelligence by using multiple intelligences profile, which make sure that if students' text books are accordance with students' multiple intelligence. The researcher used qualitative method. Finally, the result is the textbook that the students used did not address students' MI profiles. In my research, the dependent variable is proposal writing score which is correlated with MI score as the independent variable. The researcher uses quantitative method, which

Muchammad Nizar, "The Multiple Intelligences Profiles of Foreign-Language Text Books by First Graders at SMA Wachid Hasyim 2 Taman Sidoarjo". (Surabaya: UIN Sunan Ampel Surabaya, 2013), 15.

correlate MI score and students' writing score. Finally, the result is to answer if any correlation between two variables above.

 The Relationship between Multiple Intelligences, Self-Efficacy and Academic Achievement of Saudi Gifted and Regular Intermediate Students²³

The aim of this research is to investigate and describe the multiple intelligence (MIs) and self-efficacy profiles that characterize Saudi female (gifted/regular) third intermediate students and their relationship to the achievement of EFL language skills and aspects. The sample consists of 85 Saudi female third intermediate grade students, 43 are identified as gifted and 42 are regular students. There are three kinds of instruments that the researcher used, the Multiple Intelligence Inventory, the Self-efficacy Scale, and A Language Achievement Test. For the result of the data, the most preferred intelligence types among gifted and regular participants is interpersonal. Musical intelligence is the least preferred intelligence among both groups. The research also releals that there is significant correlation between Mis and achievement in spesific language skills and aspects.

The differences of this research with the researcher does is from the participants and variables. In this research, Aly takes a sample from three different respondents which are from Saudi female intermediate grade students, gifted students and regular students. Meanwhile, the researcher takes

Aly AKoura – Safaa M Al-Hebaishi "The Relationship between Multiple Intelligences, Self-Efficacy and Academic Achievement of Saudi Gifted and Regular Intermediate Students" Educational Research International. Vol. 3, No. 1, 2014, 48.

population as the respondent of the research which is the students of English Teacher Education Department at the sixth semester students who took proposal writing class in the previous semester. After it, the variables are very different. For this research, he focuses on self-efficacy and academic achievement, conversely the researcher only focuses on proposal writing.

 On the Relationship between Multiple Intelligences and Grammatical and Writing Accuracy of Iranian Learners of English²⁴

The researchers conduct this research on the Islamic Azad University of Takestan, Islamic Azad University of Karej and Imam Khomeini International University in Qazvin. Abbas and friends investigate between four types of intelligence (logical, interpersonal, verbal, and intrapersonal) and grammatical and writing accuracy of foreign language learners. The sample is from 190 male and female students of Takestan, Karej and Azad University. To accomplish the aim of this research, the instruments are a 40-item Mis (multiple intelligences) questionnaire, a 35-item Michigan grammar test, and a writing test. regression analyses is used for analysing the data.

The result of the data shows that both intrapersonal and interpersonal intelligence are predictors of grammar accuracy and intrapersonal intelligence makes a statistically significant contribution to predicting students' writing accuracy. From the explanation above, it can be concluded that the differences

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Abbas Ali Zarei – Fatemeh Mohseni "On the Relationship between Multiple Intelligences and Grammatical and Writing Accuracy of Iranian Learners of English" *US-China Foreign Language*. Vol. 10, No. 7, 2012, 1306.

between Abbas and friends with the researcher does are the process of analysing the data and the participants. Regression analyse is used in this research to know the correlation among the variables, but the researcher uses correlation as the technique in analysing the data. After that, the participants are also from three universities, meanwhile the researcher takes the respondents only for the sixth semester students of English Teacher Education Department of UIN Sunan Ampel Surabaya.

6. On the Relationship between Multiple Intelligences and Language

Proficiency²⁵

The aim of this research to examine the strength of the relationship between language profesory in English and the 9 types of intelligences. There are two objectives in this research, the first objective of the study is to investigate the relationship between multiple intelligences and language proficiency among the Iranian Ph. D candidates. The second objective of the study is to explore whether one of the intelligence types or a combination of intelligences are predictors of language proficiency.

Language proficiency test and multiple intelligence questionnaire as the instruments which are distributed for 278 males and female Iranians. For analysing the data, the Seyyed uses central tendency measures (mean and standard deviation). After that, he uses correlation, regression analysis and

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Sayyed Ayatollah Razmjoo "On the Relationship between Multiple Intelligences and Language Proficiency" *The Reading Matrix*. Vol. 8, No. 2, 2008, 155.

independent t-test. The results of the data indicates that there is no significant correlation between language proficiency and the combination of intelligences in general. Similarly, the results show that there is no significant difference between male and female participants. Thus, the differences of this research and the researcher does are about the instruments, he uses 9 types of intelligence, and the researcher uses 7 types of intelligence. For analysing the data, correlation, regression and t-test are used for this research. Meanwhile, the researcher only uses correlation in analysing the data.

7. The Study of the Relationship between Multiple Intelligences and Learning Strategies among Iranian EFL learners²⁶

The purpose of this research is to investigate the relationship between multiple intelligences and learning strategies. The participants are 70 students. Roya and Alireza uses 70-item Likert scale MI Inventory for adults which is prepared by Armstrong and learning strategies questionnaire developed by Oxford. For analysing the data, they uses SPSS 15 to know the result of correlation. The result shows that a moderate relationship between metacognitive and cognitive strategies with linguistic, musical and bodily-kinesthetic intelligences.

Thus, the differences between Roya and Alireza's research and the researcher does is from the dependent variables. They uses learning strategies

Roya Davar A – Alireza Karbalaei "The Study of the Relationship between Multiple Intelligences and Learning Strategies among Iranian EFL learners" European Online Journal of Natural and Social Sciences, Vol. 2, No. 2, 2013, 1805

as the dependent variables, meanwhile the researcher uses proposal writing as the dependent variable.

8. Multiple Intelligence Scores of Science Stream Students and Their Relation with Reading Competency in Malaysian University English Test (MUET)²⁷

Razak and Zaini concern with students' reading competency. This research attempt to discover the relationship between Science Stream students' competency on linear and non-linear texts in Malaysian University English Test (MUET) with Multiple Intelligence to reveal the prominent type of Multiple Intelligence that significantly predicts the Science Scream students' performance on the different text of reading component.

For collecting the data, the researcher uses two instruments, they are the Reading Comprehension of Malaysian University English Test (MUET) and Multiple Intelligence questionnaire. The participants are 60 diploma students are chosen to represent the Science Stream group. The result of this research shows that there is positive correlation of the total score in MUET reading component as well as in linear text section with Music-Rhytmic, Bodily-Kinesthetic, and Interpersonal Intelligence.

It is almost similar with the researcher wants to do. But in this case, the researchers correlate MI score and reading competency. So, the different is from the dependent variable, which is the reading competency. And the

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Norizan Abdul Razak – Nuramirah Zaini "Multiple Intelligence Scores of Science Stream Students and Their Relation with Reading Competency in Malaysian University English Test (MUET)" English Language Teaching. Vol. 7, No. 2, 2014, 63.

reading competency is not gathered from reading class like the researcher wants to do in the writing class, but Razak and Zaini do the correlation of reading competency in Malaysian University English Test (MUET).

9. The Relationship between Multiple Intelligences and Writing Ability of Iranian EFL Students²⁸

The purpose of this research is to to find the relationship between multiple intelligences and learning of L2 language skills, that is writing ability. The participants of this research are from the general populations of Urmia University students. They are the students of English Language and Literature at the English Language and Literature Department. The class consists of 55 male and female, within the age range 18-25. Sadeghi and his friend obtains the data from participants uses Armstrong MI questionnaire which used Likert Scale. For writing ability is tested using an IELTS writing task. Then, the scoring of writing is done analytically following pre-specified criteria. Thus, the score of MI and writing ability are obtained.

For analyzing the data, the researcher uses Pearson Correlation and Multiple Regression. The result shows that the components of MI do not have a significant relationship with the writing ability of the participants. For the differences with my research is about the instruments. This researcher uses MI test which is adapted from www.businessball.com by V Chislett MSc and A

²⁸ Karim Sadeghi – Bahareh Farzizadeh "The Relationship between Multiple Intelligences and Writing Ability of Iranian EFL Learners". English Language Teaching. Vol. 5 No. 11, 2012, 136.

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Chapman, since this research mostly uses the theory of MI from Howard Gardner.

Thus, MI test which is adapted from Chisslett and Chapmen is chosen as the main instrument, because they use howard Gardner theory as their basic for making the MI test. But Sadeghi uses Armstrong MI Questionnaire as the instruments. And for collecting students' writing ability, Sadeghi gathers it using IELTS writing task. Meanwhile, the researcher gathers it from the lecturer of proposal writing score.

10. The Correlation between Multiple Intelligences Score and English National Examination Score of The Students in Year Nine of SMP Muhammadiyah 9 Surabaya²⁹

The purpose of this research is to discover whether any correlation between students' MI score and their result of English National Examination. The data are the score of MI and English national examination from 63 students at the third year in academic 2010/2011. A'yunul uses documentation as the data collection technique. The score of students' multiple intelligence and English national examination are obtained from the school report card. For this research, the researcher does not use technique sampling, but all the population is chosen.

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), 1.

This research is almost similar with the researcher does, but A'yunul does the research in SMP Muhammadiyah 9 Surabaya. It is similar locus, that is Surabaya, but it has different participants. She collects the data from the students' of SMP Muhammadiyah, but the researcher collects the data from the students' of English Teacher Education Department of UIN Sunan Ampel Surabaya. For analyzing the data, she uses SPSS to calculate how many score of the correlation between MI score and English national examination score.

The result shows that there is no significant correlation among two variables (MI score and English national examination). The system of MIR (Multiple Intelligence Research) does not run well in the implementing the subject learning in the school. From those result above, it can be inferred the correlation among two variables are negatively shown in the school. Moreover, the researcher does the research in the University, which are different students, grade and locus.

11. The Correlation between Undergraduate EFL Students' Multiple Intelligences and Their Writing Achievement³⁰

This research is conducted by Beni Wijaya to investigate if there is a significant correlation between multiple intelligences of the graduate EFL students in Indonesia and their writing achievement. Beni uses correlation study as the methodology to find the correlation between the students'

³⁰ Beni Wijaya, "The Correlation between Undergraduate Students' Multiple Intelligences and Their Writing Achievement". *Journal of Teaching and Education*. Vol. 3 No. 1, 2014,123.

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

achievement). From those certain variables, the research which is almost similar with this research conducted by Beni. But, the difference is Beni's research more general. This research specify the research only for proposal writing score, meanwhile he does the research for writing achievement in each semester. Thus, this research is more emphasizing to find out the correlation between students' MI and students' proposal writing score.