A DESCRIPTIVE ANALYSIS OF STUDENTS’ WRITING STYLES BASED ON HOWARD GARDNER’S THEORY OF MULTIPLE INTELLIGENCES

(A Study of Sixth Semester Students of International Class Program of STAIN Salatiga in the Academic Year 2013/2014)

A Graduating Paper

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CHAPTER I

INTRODUCTION

A. Background of The Study

Since English is recognized as an international language, the people over the world start learning English to be involved in the global community. In Indonesia English is taught even in kindergarten even though the government makes English as a compulsory subject in Junior and Senior high school. This involvement shows how English plays an important role in the education.

In English learning, there are four skills that should be mastered by the learners. The skills are reading, writing, speaking, and listening. Those components are obviously related and complement each other. Listening should give a big influence to speaking skills. Reading habits should give a big deal in writing skills, as well as writing should be able to develop listening, speaking, and reading skills.

Most people believe that someone is competence in English if he/she can use it in the real situation as in spoken and written communication. Written communication requires one to be skillful in writing. The applicants of international vocation or education scholarship need their English writing of curriculum vitae, experiences, and also motivation or purpose of their intention. The approval is highly dependent on the quality and essence of their writing.
Writing, based on Oxford dictionary, is the activity or occupation of composing text for publication. It is strengthened by the argument of Lewin (2003: 7) that writing is the composing of one’s thoughts onto paper in order to communicate ideas to someone else (the audience). The phrase “composing text” is the point activity in writing since the writer must play with words to describe his/her inspiration in a well-composed text. It is a common activity among the academicians to report their works on the study in the form of descriptive text, narrative text, an essay, scientific paper, thesis, graduating paper, and other academic writings.

Writing, for several people, is the pleasurable activity to express their thoughts and findings as far as possible. But in fact, some others feel under pressure to do such activity because there are many rules to fulfill. Someone needs a long process to be aware. Donald Murray, as a professor of English Education at the University of New Hampshire explains that professional writers, himself included, applied a problem-solving process approach to their writing to help them overcome the inevitable obstacles in composing their thoughts onto paper (Lewin, 2003: 6). Writing requires several skills indeed. First of all, a writer should have a good ability in telling the story in a smooth and creative way. Then he/she should master language rules. The writer is demanded to be skillful in translation, as well as the mastery of vocabularies and grammar. Furthermore, the sufficient knowledge of what is going to be written is much needed too.
Seeing those many requirements of writing to be considered, there should be a hard work to write. The writer should have a certain strategy to improve his/her writing skills. One should find the most appropriate learning type to develop the quality of writing.

Different learner has a different style of learning since every human being has a different personality, intelligence, psychological states, and other characters. However, conventionally most people assume that human intelligences are always measured through their linguistic and logical-mathematic ability in the form of high Intelligence Quotient (IQ) (Brown, 2007:115). This assumption is finally clarified by Gardner (2001) that actually human have various intelligences. Those intelligences are called Multiple Intelligences that consist of eight, they are: linguistic, logic-mathematic, musical/rhythmic, visual/spatial, bodily/kinesthetic, natural, intrapersonal, and interpersonal (Brown, 2007: 116). Someone having linguistic intelligences usually have a considerable achievement in language learning than the others. In the other hands, those having logical intelligence have big chance to be competence in mathematic. Most of musicians have dominant musical intelligences. Those having visual intelligences are mostly good in design graphics field. Interpersonal intelligence is mostly owned by those having good relation with other people around them, and so on.

If English is taught by the equal treatment, there must be a gap between their achievements. Writing will be well-mastered by those
having linguistic intelligence only. Thus, the teachers should understand the intelligence of each student because they need to be treated differently. So do the learners, they should find the best learning strategies to improve their writing skills.

The writer in this research is going to investigate the students’ learning strategies based on their own intelligences to improve their writing skills. The research is conducted in STAIN Salatiga in which the subject of the study is the sixth semester English department students. This research is entitled “A DESCRIPTIVE ANALYSIS OF STUDENTS’ WRITING STYLE BASED ON HOWARD GARDNER’S THEORY OF MULTIPLE INTELLIGENCES”. (A Study of the Sixth Semester Students of International Class Program of STAIN Salatiga in the Academic Year 2013/2014).

B. Limitation of The Problem

In order to reach the expected goal, the writer limits the problems on the students’ learning styles in academic writing based on multiple intelligence learning styles.

C. Statements of The Problem

Before conducting this research, the researcher needs to arrange the following statements of the problem:

1. What are the intelligence types of the sixth semester students of International Class Program of STAIN Salatiga?
2. What are writing styles of the sixth semester students of International Class Program of STAIN Salatiga based on their multiple intelligences?

3. What are the dominant writing style of the sixth semester students of International Class Program of STAIN Salatiga based on their multiple intelligences?

D. Objectives of The Study

The purposes of this research are:

1. To know the intelligence types of the sixth semester students of International Class Program of STAIN Salatiga

2. To investigate the writing styles of the sixth semester students of International Class Program of STAIN Salatiga based on their multiple intelligences

3. To find out the dominant writing style of the sixth semester students of International Class Program of STAIN Salatiga based on their multiple intelligences

E. Significance of The Study

The result of the study is expected to give benefits theoretically and practically:

1. Theoretically
   a. The result of this study can be beneficial for the students to determine their learning style of writing through strategies proposed by Howard Gardner that concerned on their types of intelligence.
b. As reference to other researchers who are desired to research, observe, or study about writing learning styles that emphasize on multiple intelligences.

2. Practically

The products of this research can be applied by the teacher to improve teaching strategies by understanding students’ types of intelligence and adjusting the writing teaching strategies based on their intelligences. Furthermore, students can develop their way of writing learning after knowing their own intelligences.

F. Clarification of Terms

1. Writing

a. Definition of Writing

Different experts have different view in explaining the definition of writing. Based on Oxford Dictionary, writing is the activity of writing, written or printed words (Oxford Learners’s Pocket Dictionary, 1995:480). Meanwhile according to Lewin (2003: 7), writing is the composing of one’s thoughts onto paper in order to communicate ideas to someone else (the audience).

In short, even though the definition of writing is interpreted in many ways, the essence of writing is similar. It is the activity of texting one’s ideas. In this activity, we need skill of writing since writing should be well-arranged. Writing is different from speaking. In speaking, we don’t need to pay more attention to our grammar and other language rules as
long as the person we talk to can understand what we say, while writing requires many aspects to be applied because we explain it through text. Thus, writing is actually one of skill products (Sunarni, 2012: 14)

b. Writing Style

Cali and Bowen (2003) define writing style as the things that set certain writing apart and makes it unique. While, Nami (2013) argues that writing style is how the writer chooses to express himself or herself through writing.

From those two definitions, the researcher concludes that writing style is the preference in which the writer posses different way to express their writing.

Gladis (1993:27) proposes four different types of writer as follows:

1) Correspondents
2) Technical Writers
3) Creative Writers
4) Analytical writers

2. Multiple Intelligences

Howard Gardner proposes a controversial theory of intelligences that against traditional thought of IQ. He asserts that human are born with various intelligences (Harmer, 2001). He describes eight kinds of different intelligences called Multiple Intelligences (Brown, 2007:116).

a. Linguistic Intelligence
b. Logic-mathematic Intelligence

c. Musical Intelligence

d. Spatial Intelligence

e. Body-Kinesthetic Intelligence

f. Natural Intelligence

g. Interpersonal Intelligence

h. Intrapersonal Intelligence

3. Learning Styles Based on Multiple Intelligences

a. Linguistic Intelligence

   Students with this intelligence prefer to learn through reading, hearing, writing, discussing, and debating ideas (Denig: 2004).

b. Logic-mathematic Intelligence

   The students favoring this modality will learn best through working with formulas and correlation, classifying and categorizing, and working with the abstract (Denig: 2004).

c. Musical Intelligence

   The musical learners tend to be sensitive to sound (Borek: 2003), thus they will enjoy learning through listening to the instruments, music, and singing (Denig: 2004).

d. Spatial Intelligence

   This intelligence enables individuals to perceive visual or spatial information (Kornhaber ET all, 2004:6). As the result, individuals favoring this intelligence can enjoy learning through
working with pictures and colors, visualizing and using the mind’s eye, and drawing (Denig: 2004).

e. **Body-Kinesthetic Intelligence**

This intelligence allows individuals to solve problems through body all parts of their body (Kornhaber ET all, 2004:6). That is why the students having this intelligence will learn through touching, moving, and processing knowledge through bodily activities (Denig: 2004).

f. **Natural Intelligence**

Naturalist students will enjoy their learning activity in nature, exploring living things, and learning about plants and natural events (Denig: 2004)

g. **Interpersonal Intelligence**

The social-smart students enjoy cooperative learning (Borek; 2003). It makes other people like being friend with them.

h. **Intrapersonal Intelligence**

Individuals favoring this intelligence have opposite learning style from the interpersonal ones. They enjoy working alone (Borek: 2003). Suparno (2004: 80) explained that they have high self-confidence and know their strength and weakness well.

G. **Study of Previous Researches**

Multiple intelligences commences to be applied by many parties as the approach and method in learning and assessment. The research of
Jinchen Xie dan Ruilin Lin (2009) on Multiple Intelligences Teaching and Assessment in Department of Commercial Design, Chienkuo Technology University, Taiwan for instance. The researchers applied experimental research to explore the effects of multiple intelligences teaching strategy on the experimental group which consists of 36 students and traditional strategy on the control group which is joined by 35 students. By using several experimental instruments such as teaching materials, questionnaire, multiple intelligences test, topics for hand-on project, and project score chart; the researchers succeeded to collect the data in detail. Finally, the results of the research show the significant comparison between the two experimental groups. Students from the experimental group performed meaningfully better on design projects than those of the control group. This means that multiple intelligence teaching and assessment allows them to gain more design inspirations and more freedom to express themselves. In addition, the multiple intelligence assessment and evaluation involve instructor evaluation and peer review enables them to get more objective appraisal rather than subjective one.

Another research on the effectiveness of Multiple Intelligences has been done on July 2013 by Utami Widyaiswari et al entitled Multiple Intelligence Based Learning in the Concept of Solar System. The research is done to enable students to learn the concept of solar system through various strategies by taking their type of intelligence in to account. Object of the research was taken from the grade IX students of a Junior High
School in Bandung. Multiple Intelligence Questionnaire is one of the data collection methods to be given to the subject of the research before and after the learning process. From the results of the questionnaire score given before the class, it was identified that the most dominant intelligence performed by the students is Bodily-Kinesthetic Intelligence and Verbal (Linguistic) Intelligence is vice versa.

However, after learning process using Multiple Intelligence based learning, the students show their development in Interpersonal Intelligence. This action research result finally identified that students’ Multiple Intelligence can be developed through the implementation of Multiple Intelligence Based Learning.

The research entitled “Effects of multiple intelligences supported project-based learning on students’ achievement levels and attitudes towards English lesson” by Gokhan Bas and Omer Beyhan from Selcuk University of Turkey (2010) supports the above evidences of the Multiple Intelligence efficiency in learning process. The aim of the research was to investigate the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students’ achievement and their attitude towards English lesson. This experimental research conducted in Karatli Sehit Sahin Yilmaz Elementary School, Nigde, Turkey tried to compare two groups consisting of 25 participants for each. The experimental group is the group on which multiple intelligences supported project-based learning
method was applied. To the contrary, the control group is the group on which traditional instructional methods were applied.

The results of the experimental research show a substantial difference between the attitude scores of the experiment group and the control group. It was also identified that the multiple intelligences approach activities gave the positive development of the students’ attitudes. At the end of the research, it is concluded that the students who are educated and trained through multiple intelligences supported project-based learning method perform successful achievement and higher motivation level than the students with the traditional instructional methods.

H. Organization of the Paper

Chapter I is Introduction. This chapter presents background on the research, limitation of the research, research questions, aims of research, and significance of the research. This chapter also provides a brief explanation about the method of the research. In the end of this chapter, the researcher informs clarification of main terms and organization of paper.

Chapter II is Literature Review. This chapter presents the results of the researcher’s search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.
Chapter III is Research Methodology. How to feed the body of this research by the data are explained here. In this session, there would be research design, samples, data collection, data instrument, and data analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples gives a lot of objective views in gaining the data required.

Chapter IV is Discussion and Finding. It is the spirit of the papers. The findings display all results of data analysis. The research questions meet the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussions of the findings.

Chapter V is Conclusion and Suggestion. This chapter provides the readers the conclusion of the finding of this research. The types of students’ intelligences will be viewed in this chapter along with their style of writing learning. In addition, the researcher will serve several suggestions for the teachers and learners.
CHAPTER II

THEORITICAL REVIEW

A. Writing Styles

1. Definition of Writing and Writing Style

Formerly, writing was firstly began when mankind learn how to communicate his thoughts and feelings through visible signs which is understandable not only by himself but also other people (Gelb, 1963: 11). Mankind used writing with several ancient codes to express their thought or telling the certain occurences. That is why the historical inscriptions were found in many areas as the heritage from the ancehstors.

However, in today’s society writing is a kind of ingrained activity. Moreover, it will be sustainable to create human interaction as we face into the 21st century (Research finding of Kamehameha School 2007). It is an activity to express idea through language media (Nurgiyantoro, 1988: 273). It is strengthened by the argument of Lewin (2003: 7) that writing is the activity to compose one’s thoughts onto paper in order to communicate ideas to someone else (the audience). From the previous definitions the researcher concludes that writing is the activity that has purpose to communicate to the audiences in written form.

Meanwhile, writing style is defined as the things that set certain writing apart and makes it unique (Cali and Bowen, 2003). While, Nami (2013) argues
that writing style is how the writer chooses to express himself or herself through writing.

From those two definitions, the researcher concludes that writing style is the preference in which the writer poses different way to express their writing.

2. Styles of Writing

Gladis (1993:27) divides types of writer into several categories:

a. **Correspondents (Sensors / Feelers)**

   Writer with this character tends to be like correspondent. They will concern to collect accurate data and factual information. That is why they are called sensor who are sensitive to the originality of source.

   Besides, they are called as feelers too, since they focus on pleasing the people (audiences). The writer will concern on how others will feel when they read a passage.

   Briefly, this style of writing requires the writer to be a factual writer and audience centered who seek the data accurately and concern to audience’s feeling and wishes.

b. **Technical Writers (Sensors / Thinkers)**

   Writers with this style tend to be excellent with the facts. The data they gain are always correct and accurate. They enjoy working with the facts and number.
Besides, their arguments are always rigorous and logical. They will tend to draw accurate conclusion based on solid evidence.

c. **Creative Writers**

Writers with this type tend to express ideas and thoughts in an imaginative way. The writer gets to express feelings and emotions instead of just presenting the facts. Example products of this writing is literacy writings like poem, poetry, and stories.

d. **Analytical Writers**

Analytical writers are those who focus on the issue or topic at hand and try to understand it better. They usually tend to offer evidences, make claims about it, and supply the reason that explains and justifies the claim. They struggle to ask “what, why, and how” questions. In addition, they usually begin their writing by laying out the data or details and focus on a thought process.

3. **Basic Principles of Writing**

Leo (2007: 1) divides the principles of writing into three as mentioned below:

a. Content of writing must be relevant, clear, and specific since it is the essence of the writing.

b. Register must be noticed well. The writer should make their writing as formal, straightforward and concise as possible
c. The writing should be free from offences such as plagiarism.

4. Procedures of Writing

The research of Kamehameha School (2007) found that today United States teachers begin to change their idea of conventional teaching writing methodology which focuses on spelling, grammar, and other writing conventions, rather they concern on holistic process that emphasizes on the actual process of writing.

Researchers and educators have identified several steps that most writers implement:

a. Pre-writing

In this step, the writer plans out what to write. Pre-writing requires little time to think of what the writer is going to write. Brown & Hood (1989: 10) stated that there are several criteria to be considered:

1) Who you are writing for (the reader)

2) Why you are writing (the purpose)

3) What you are writing about (the content)

4) Where you are, how much time you have, how you feel (the situation)

Thus, the way we write short messages for our close friends is totally different from writing for job applications since the reader, purpose, content, and situation is totally different.
b. Drafting and Revising

In this step, the writer writes and revises the paragraph. The writers then focus on communication of meaning.

c. Sharing and Responding

As writing is done, the writers share their work to gain the feedback from the expert or peer.

d. Revising and Editing

After gaining some feedback from the consultant, the following step is writers should revise their writing to improve their writing.

e. Publishing

It is the last step of writing in which the writer has finished and fixed their writing. For the professional writers, they may send it to the book or article publisher. While for the students they may turn in their work to their teachers or lecturers.

B. Multiple Intelligence Theory

Language learning cannot be separated from the term of intelligences since language develops along with the development of brain. In language learning, especially second and foreign language learning, there are several factors influencing the learners’ success: ages, psychology (involve
intelligence), personality, social-culture, and linguistic (Brown: 2007). Although those five factors are equally important, learner’s state of intelligences gives a big deal to their achievements.

1. History of Multiple Intelligence

Formerly, most people assumed that human intelligence is determined by high score of IQ (Intellectual quotient) which found by Alfred Binet in 1900 (Brown, 2007:115). This view was based largely on studies of mental test. This idea was widely spread out over the globe. Puchta & Rinvolcuri (2005:7) found that the high influence of this idea that dominated Western thinking in that century was intelligence is described in three strands: logical-mathematical, the linguistic, and spatial. We could notice that in the IQ test there are three types of questions: about mathematic (calculation), about language game, and puzzles (spatial).

However, Gardner (1983) comes with the doubtfulness toward that belief that if the general intelligence (IQ) covers all human’s aspects of intelligence, then should the child show the same level of intellectual development in language, mathematic, drawing, or other skills? In fact, they are typically dominant in one or two areas. The following question is how about the autistic savants or stroke victims who have great capability in playing music or drawing along with the weakness in the use of language or mathematic?
Seeing those gaps, Gardner, a professor and psychologist from Harvard University, initiated his theory of Multiple Intelligences which rejected the theory of general intelligence. He (1983) argues that human are born into this world with a range of intelligences: intrapersonal, interpersonal, logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, and natural intelligence.

2. Types of Multiple Intelligences

a. Logical-Mathematical Intelligence

This intelligence enables individuals to use, appreciate, and analyze abstract relationship (Suparno, 2004: 5). He found that the mathematicians, scientists and engineers deploy this intelligence dominantly. The character of individuals performing this intelligence is their ability to think logically in causality form and create hypothesis (Amstrong, 2002: 3).

b. Linguistic Intelligence

Gardner (2006: 39) argues that linguistic intelligence is the ability to use language in oral and written. This intelligence can be stimulated through reading, writing, discussing, and playing with words. In another hand, Amstrong (2003: 13) added that this intelligence is all about the understanding of syntax, phonology, semantic and pragmatic of the language.
In addition, Prasetyo and Andriani (2009: 2) state that LI is the capacity of using language to deliver thought and understand others’ statements in oral or written situation. These definitions of linguistic intelligence is mostly emphasizes on the ability to use language and its elements in oral and written form.

c. Intrapersonal Intelligence

Intrapersonal Intelligence is the potential for understanding ourselves, as used in understanding self, recognizing one’s own strengths and weaknesses, and setting personal goals (Nelson: 1998). The individual having this type of intelligence understand himself well. That is why they always daydream. They will make any decisions easily because they know their best. Another character is that they are comfortable working alone.

The suitable careers of Intrapersonal Intelligence individuals would be: Actor, Artist, Small business owner/ Self-employed person, Detective, Film director, Counselor, Social Worker, Philosopher, Theorist, Inventor, Planner, Biographer, Researcher, Psychologist, Personal trainer or writer.

d. Interpersonal Intelligence

Interpersonal Intelligence is the potential for working with others, as used in understanding people, leading and organizing others, communicating, resolving conflicts, and selling (Nelson: 1998). Interpersonal intelligence people enjoy working cooperatively, involves
learning, helping and being around other people. They have high social awareness. Counselor and social works is the most appropriate field they can attain. The examples of figures having this intelligence are Gandhi, Ronald Reagan, and Bill Clinton.

e. Musical Intelligence

Musical Intelligence is the capacity to understand the sound and compose the rhythm and tone (Prasetyo and Andriani, 2009: 2). Armstrong (2003: 13) argued that individuals posing this intelligence have the ability to understand and express the components of music, like the music composer, pianist, singer, and music critic. However, individuals with this modality tend to be sensitive of any sounds distract them (Borek: 2003).

f. Bodily-Kinesthetic Intelligence

Bodily Kinesthetic Intelligence is the ability to perform movements in learning (Conklin, 2006: 107). This intelligence allows individuals to do some physical activities well. Kornhaber et al (2004: 6) argued that people with this intelligence use all part of the body to solve the problem. They are usually the most enthusiastic students to erase the board, going to the office to take some stuffs, demonstrating characters or concepts, and other activities related to body movements (Borek: 2003).
g. **Spatial Intelligence**

Spatial Intelligences is the ability to create mental images and pictures to solve problems (Conklin, 2006: 107). Individuals having this modality tend to like drawing, designing, doing art projects, creating architecture, and watching videos. Briefly, this intelligence enables people to perceive any visual information easily.

h. **Natural Intelligence**

Conklin (2006: 108) states that Natural Intelligence is the ability to classify natural phenomena. Having high curiosity and knowledge of the natural world is the characteristic of individuals favoring this intelligence. As the result, these people generally love being outdoors. Borek (2003) found that the noticeable behavior of this intelligence is that they have green thumb.

Actually, multiple intelligences type can develop. In his former finding on *Frames of Minds*, Gardner asserted that there are at least seven intelligences that every human pose. But then he found that there is possibility of the appearance of intelligence candidates. Finally, in his next finding he included naturalist intelligence as one of additional intelligence.

The presence of the next candidate of intelligence fall on two areas: existential and spiritual intelligence. Moreover, recently Gardner has placed the existence of a ninth intelligence called "Existential". Although
it is identified as an intelligence, at the moment Gardner feels that there is not any neurological evidence of a separately functioning biological existential ability. That is a central criterion in identifying potential of intelligence.

“I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence – at least for now”. Gardner (1999: 66)

3. Principles Of Multiple Intelligences

Mindy (2005) and Osmon & Jackson (2002) propose their idea that Multiple Intelligences theory holds several principles that:

a. Every person has all eight intelligences; linguistic, logical, musical, visual, interpersonal, intrapersonal, kinesthetic, and natural intelligences.

b. The majority of the population can develop intelligences to fully competent levels. Even though people are weak in several intelligences, they can develop all of their intelligences with the proper stimulus. Moreover, Gardner discovered that the intelligences could be taught. Anyone at any age or skill level can become more intelligent through learning (Xie & Lin: 2009).

c. People with more intelligence usually operate in more complicated ways. Johann Wolfgang von Goethe for instance, he is a German poets, politician, scientist, and philosopher at once. It indicates that
Goethe has multiplied intelligences in him: linguistic, intrapersonal, and logical intelligence.

d. Each intelligence can be expressed through a variety of ways. A child with his great ability in music does not mean that they cannot count nor do anything related to mathematic. They are able to do that in different way from the mathematic student. They will be able to analyze and solve mathematic problem with the tap of rhythm.

4. Learning Styles of Multiple Intelligence

a. Linguistic Intelligence (Word-Smart)

Students who are highly linguistic prefer to learn through reading, hearing, writing, discussing, and debating ideas (Denig: 2004).

b. Logic-mathematic Intelligence (Number-Smart)

The students favoring this modality will learn best through working with formulas and correlation, classifying and categorizing, and working with the abstract (Denig: 2004)

c. Musical Intelligence (Music-Smart)

The musical learners tend to be sensitive to sound (Borek: 2003), thus they will enjoy learning through listening to the instruments, music, and singing (Denig: 2004).

d. Spatial Intelligence (Picture-Smart)

This intelligence enables individuals to perceive visual or spatial information (Kornhaber et al, 2004:6). As the result,
individuals favoring this intelligence can enjoy learning through working with pictures and colors, visualizing and using the mind ’s eye and drawing (Denig: 2004).

e. Body-Kinesthetic Intelligence (Body-Smart)

This intelligence allows individuals to solve problems through body all parts of their body (Kornhaber et al, 2004:6). That is why the students having this intelligence will learn through touching, moving, and processing knowledge through bodily activities (Denig: 2004).

f. Natural Intelligence (Nature-Smart)

Naturalist students will enjoy their learning activity in nature, exploring living things, and learning about plants and natural events (Denig: 2004)

g. Interpersonal Intelligence (People-Smart)

The social-smart students enjoy cooperative learning (Borek; 2003). It makes other people are like friends with them.

h. Intrapersonal Intelligence (Self-Smart)

Individuals favoring this intelligence have opposite learning style from the interpersonal ones. They enjoy working alone (Borek: 2003). Suparno (2004: 80) explained that they have high self-confidence and know their strength and weakness well.

5. Pro and Cons toward Theory of Multiple Intelligences
The development of Multiple Intelligence however brings about various positive and negative responses. Educational institutions try to apply multiple intelligences approach in the teaching and learning strategies. Take for instance the multiple intelligences in EFL by Herbert Puchta and Mario Rinvolcuri (2005) which gives a brief overview of the latest research into multiple intelligences relevant for EFL. It shows how the educators can enrich their teaching strategies by considering other intelligences in the language lessons and demonstrates what we can do so that more students feel guided in class. Suparno (2004) comes up with his finding about the application of Multiple Intelligences in School. He invented the learning and teaching strategies of any subjects using Multiple Intelligences approach. It proves that MI is much accepted in many circles.

Along with the vast popularity of multiple intelligences, there are several negative responses doubting and criticizing this theory. The most frequent one is the critic claiming that Gardner’s theory overplays the art and underplay the practical and emotional intelligence. In the Journal Education Next, Willingham (2004), a professor of psychology at the University of Virginia, viewed that Multiple Intelligences gives inaccurate description of the mind. He argued that the closer application is explained theoretically, the more ineffective application will be.

The following critic is that Multiple Intelligences theory is too much ideal, even utopia. This theory seems not to be practical in the
reality (Smerechansky-Metzger, 1995). For them, this theory will be much ineffective to be applied in the big class since the teacher has to treat every student exclusively based on their type of intelligences.

Multiple Intelligences theory nevertheless provides crucial insight into the previous mistake. It is widely accepted by many parties and the result of the theory can be tasted by many academicians to develop students’ ability in the class. However, for the issue of the ineffective using MI in big class, this is the challenge of the educators and curriculum makers to create the new teaching strategies. Gardner has come up with his bright innovation to clarify the previous judgment of human intelligence. One important thing we should understand is that the method cannot lay aside the substance.

As previously stated, Multiple Intelligences has been applied in many institutions to overcome the students’ problems in the class. Many evidences show that this theory is applicable in any subject. Solmundardottir (2008) presented the technique in teaching English with Multiple Intelligences approach thematically. She gave a brief explanation about the language teaching based on theme. They will do activity in the class room based on their strength. Thus, teacher should prepare many planed games for them.

Those Multiple Intelligences applications are addressed for the language teacher. This paper will focus on the learning activity based on
Multiple Intelligences especially writing learning styles. Language learners should know their type of intelligences since they have to set up their learning strategy based on their strength.

6. Multiple Intelligences for Writing

For most people, writing and all things about literacy is the basic work of left hemisphere. Previous research has found that individuals who have difficulty in writing often have disruption in this particular area of the brain (Horwitz, Rumsey, & Donohue, 1998). However, there is new evidence that this literacy activity involves the use of the right hemisphere as well. Van Strien, Stolk, & Zuiker (1995) suggested that the right hemisphere is activated when subjects read words are encumbered emotionally. The right hemisphere also involved in semantic decisions during the reading and writing process (Coney & Evans, 2000). This founding shows that literacy work like writing involves not only the use of linguistic intelligence but also other kinds of multiple intelligences.

Basically writing is an activity which is dominated from linguistic intelligence. However, Amstrong (2003) showed how involving the other seven intelligences-logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic-will help students acquire writing skills, especially those students who are not particularly strong in linguistic intelligence. The person who writes is doing more than encoding data linguistically. When they look at the words they are actually
use their spatial intelligence to look at the visual arrangement of the letters. Besides, the physical body processes the shapes of letters and the meaning of words and text. When they begin to organize the information into grammatical parts, they will use their deep intuition of word structures that use logical-mathematical intelligence. When we think that writing involves all of the intelligences, it becomes easier to understand the variety of ways how it is learned and practiced.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Type and Approach

In this research the researcher investigates the students’ writing styles based on multiple intelligences. The researcher describes the participants’ types of Multiple Intelligence and their writing styles based on the intelligence deeply, in detail, and thoroughly. This research is a descriptive research with qualitative approach.

Qualitative research is the certain tradition in social science which is fundamentally based on research of a certain society in their area and which is related to themselves (Klirk & Miller, 2003). In the other hand, Strauss and Corbin (2003:4) states that qualitative research is a research in which the findings is not obtained through statistical procedures or other forms of matter, so the purpose of this study is to illustrate the empirical reality behind the phenomena that occur in the field carefully.

B. Presence of The Researcher

The researcher presents as the main instrument of research. The researcher is the one who sets the focus of research, selects informants as
a source of data, collects the data, assesses the data quality, analyzes the data, interprets data, and makes conclusions on the findings of the study.

C. Setting of The Research

1. Research Location

   This research is conducted in International Class Program of State Islamic Studies Institute (STAIN) Salatiga.

2. Profile of Institution

   STAIN Salatiga is an Islamic state institutes which is located in Salatiga city, Central Java. This institute was established to carry out the science transformation through educational framework. By upholding Islamic values, STAIN Salatiga proves that religion is a dimension that should be preserved and will be beneficial for the professional development. Furthermore, STAIN Salatiga shows that learning religion does not even give a bad effect for the science development at all. In fact, religion is the powerful motivator for the development of the way of thinking and acting.

   a) Vision

   1) Become the leading university in realizing the balance of intellectual, emotional and spiritual intelligence.

   2) Guiding students to have stability of Aqidah, spiritual depth, nobility of character and breadth of knowledge
3) Providing services for academic communities to acquire knowledge, technology and art.

4) Developing education, research and community services through internal and external performance.

5) Developing college-based-management by involving stakeholders and society.

6) Realizing exemplary institution that upholds Islamic values and national culture.


3. Profile of International Class Program

International Class Program is a new study program in STAIN Salatiga that was established in 2010. International Class Program is aimed to provide best service to students who have the high potential and motivation to study. One of the learning systems is bilingual class system, in which the medium language in teaching and learning process is Arabic and English language.

International class program of STAIN Salatiga was established to reach the vision, mission, and core values for the sake of the development of both students and institution.

Here are the Vision, Mission, and Core Value of International Class Program of STAIN Salatiga:

a) Vision
The ultimate choice for learning in Islamic higher education with international recognition.

b) Mission

A caring and socially responsible Islamic institution that explores the potential of learners, educators, staff and organization in Indonesia and South East Asia through the quality provision of internationally recognized programs.

c) Core Values

International Class Program has several core values which are abbreviated in the term of “EDUCATION”. The acronym of the term is explained as follow:

E : Encourage

We encourage expressing individual’s thought, emotion, and spirituality.

D : Dedicate

We dedicate individual’s knowledge and skills for better life.

U : Understand

We understand that every person is unique.

C : Core

We intend the individual to core with others.

A: Activate

We activate the individual as well as collective power.

T: Talent
We explore the talent of every individual

I: Integrity

We promote integrity of individuals to remain community welfare.

O: Optimistic

We create optimistic individuals at any circumstances

N: Nurture

We nurture individuals confidently to encounter the bright future

(KKI STAIN Salatiga)

Source: http://kki.stainsalatiga.ac.id/index.php/profile/visi-misi/

D. Data and Resources

The data source of this research is the sixth semester English department students of STAIN Salatiga, especially for those who take English Education as their major since English writing is taught in the credit of the semester. The researcher determines the class as the object of the research since International Class Program is the new program established by STAIN Salatiga to produce the Internationally-qualified graduates, which have not been ever researched before.

E. Technique of Collecting Data

1. Questionnaire

Questionnaire is the number of written questions which is used to gain information from the respondents about their personality and anything they know (Arikunto, 1999:102). The questionnaire is used to
find out the students’ types of intelligences based on Multiple Intelligences.

2. Interview

Sutrisno (1981: 75) argues that interview is a data collection method through asking and answering question between two or more people. By applying this method, the information collected is not first-hand (like an observation that’s based on view of the researcher) but rather “self-reported” data, or data collected in an indirect manner (Driscoll, 2011). The researcher uses guided interview to investigate the students’ learning styles in writing based on Multiple Intelligence theory.

F. Technique of Data Analysis

In qualitative research, the technique of analysis data applied to answer the problem of the research. Based on the data analysis strategy for qualitative research, the researcher analyzes the data through these steps:

1. Data Collection

This phase of data analysis explores the result from interview. Interview is used to identify their learning writing style based on their preference. There are twenty eight questions for each student that indicate the writing learning styles based on multiple intelligences. Every intelligence is identified by three kinds of questions dealing with the Multiple Intelligence learning style. After answering the questions,
the researcher then discover their learning style of writing fitting to their type of intelligences.

2. Data Reduction

This step of analysis presents the data that have been collected in detail and accurately. Reducing data means to summarize, sort the important points of the data, and leave the unnecessary things of the collected data (Sugiyono, 2010: 338).

3. Data Display

After being reduced, the data is then displayed. Sugiyono (2010: 341) asserts that in this phase of data analysis the data is presented in brief description, diagram, inter-categories relation, flowchart, and other forms. However, data display can be presented through the narrative explanation as well. Miles and Huberman (1984) argue “the most frequent form of data display for qualitative research data in the past has been narrative text”.

4. Conclusion Drawing/ verification

The last step of data analysis is drawing conclusion. In this phase, the formulation of the problem is finally answered. Otherwise, the problems may not be answered if the conclusion could not be proved consistently and validly.
CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

1. Data from Questionnaire

Questionnaire of this research is used to identify the intelligence types of the object of the research.

Table 4.1 Name of Respondents

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>STUDENT NUMBER</th>
<th>DEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amelia Anggraeni</td>
<td>113 11 086</td>
<td>TBI</td>
</tr>
<tr>
<td>2</td>
<td>Anis Fitriana</td>
<td>113 11 085</td>
<td>TBI</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
<td>113 11 051</td>
<td>TBI</td>
</tr>
<tr>
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<td>113 11 007</td>
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<tr>
<td>5</td>
<td>Evi Nilam Sari</td>
<td>113 11 050</td>
<td>TBI</td>
</tr>
<tr>
<td>6</td>
<td>Fuad Abdul Majid</td>
<td>113 11 122</td>
<td>TBI</td>
</tr>
<tr>
<td>17</td>
<td>M. Arif Alhakim</td>
<td>113 11 016</td>
<td>TBI</td>
</tr>
<tr>
<td>8</td>
<td>Nanik Rahmawati</td>
<td>113 11 083</td>
<td>TBI</td>
</tr>
</tbody>
</table>

a. Data Display

There are ten questions for every intelligence type, thus the total amount of questionnaire is eighty items. The respondents are given five possible answers which has its own score:

a. Always  = score 5
b. Often    = score 4
c. Sometimes = score 3

d. Rarely = score 2

e. Never = score 1

The table below shows the display of questionnaire result of each subject:

### Table 4.2 Linguistic Intelligence Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of Items</th>
<th>Total Score</th>
<th>Final Score</th>
</tr>
</thead>
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<td>3</td>
<td>Anna Hayyu R</td>
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<tr>
<td>4</td>
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</tr>
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<td>7</td>
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<td>3 5 3 4 2 4 4 4 5</td>
<td>36</td>
<td>7.2</td>
</tr>
</tbody>
</table>

**Note:** All students have quite good Linguistic Intelligence. However, the students who have the highest intelligence of Linguistic are: Nanik Rahmawati, Muhammad Arif Alhakim and Anna Hayyu Rahmawati. Students favoring this intelligence tend to like doing some literacy activities like reading and writing.
Table 4.3 Logical-Mathematical Intelligence Score

<table>
<thead>
<tr>
<th>No</th>
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<th>Score of Items</th>
<th>Total Score</th>
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<tr>
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<td>Anna Hayyu R</td>
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<td>37</td>
<td>7.4</td>
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<td>4</td>
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<tr>
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<td>M. Arif Alhakim</td>
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<td>8</td>
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<td>2 3 2 2 3 2 2 4 3 3</td>
<td>26</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Note: Most students perform this intelligence quite well. The students who perform best in Logical-Mathematical Intelligence are Amelia Anggraeni, Anna Hayyu Rahmawati and Fuad Abdul Majid. Students who are dominant in this intelligence usually like doing anything systematically.

Table 4.4 Visual-Spatial Intelligence Score

<table>
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<th>Total Score</th>
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<tr>
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<td>6</td>
<td>Fuad Abdul Majid</td>
<td>4 3 4 3 5 2 4 3 2 2</td>
<td>32</td>
<td>6.4</td>
</tr>
</tbody>
</table>
Note: The students who have highest level of Visual-Spatial Intelligence are Muhammad Arif Alhakim, Evi Nilam Sari and Anna Hayyu Rahmawati. This intelligence enables the students to perceive any visual information easily.

Table 4.5 Bodily-Kinesthetic Intelligence Score

<table>
<thead>
<tr>
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<th>Score of Items</th>
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</thead>
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<tr>
<td>3</td>
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<td>3 5 5 5 3 4 3 3 3 3</td>
<td>37</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Note: The students who have highest level of Bodily-Kinesthetic Intelligence are Muhammad Arif Alhakim, Evi Nilam Sari and Fuad Abdul Majid. Those who are dominant in this intelligence usually solve their problem through bodily activitie.
Table 4.6 Musical Intelligence Score

<table>
<thead>
<tr>
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</thead>
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<td>6</td>
</tr>
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<td>35</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
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<td>48</td>
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<tr>
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</tr>
<tr>
<td>6</td>
<td>Fuad Abdul Majid</td>
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<td>38</td>
<td>7.6</td>
</tr>
<tr>
<td>7</td>
<td>M. Arif Alhakim</td>
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</tr>
<tr>
<td>8</td>
<td>Nanik Rahmawati</td>
<td>5 3 2 3 3 1 3 1 3</td>
<td>27</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Note: The students who have highest level of Musical Intelligence are Anna Hayyu Rahmawati, Muhammad Arif Alhakim and Fuad Abdul Majid. This intelligence enables those who dominant in it to be sensitive of any sounds distract them.

Table 4.7 Interpersonal Intelligence Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of Items</th>
<th>Total Score</th>
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</tr>
</thead>
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<td>33</td>
<td>6.6</td>
</tr>
<tr>
<td>2</td>
<td>Anis Fitriana</td>
<td>4 3 3 4 3 4 4 4 3 5</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
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<td>41</td>
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</tr>
<tr>
<td>4</td>
<td>Andi Widaya S</td>
<td>5 4 4 4 4 4 4 3 4</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Evi Nilam Sari</td>
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<td>42</td>
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<td>Fuad Abdul Majid</td>
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<td>M. Arif Alhakim</td>
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<td>8</td>
<td>Nanik Rahmawati</td>
<td>5 4 5 5 4 4 4 3 4</td>
<td>43</td>
<td>8.6</td>
</tr>
</tbody>
</table>
Note: Almost all students have high level on this intelligence. However, the students who perform best in this intelligence are Nanik Rahmawati, Fuad Abdul Majid ad Evi Nilam Sari. Those who favoring this intelligence usually like working cooperatively.

Table 4.8 Intrapersonal Intelligence Score

<table>
<thead>
<tr>
<th>No</th>
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<th>Total Score</th>
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</tr>
<tr>
<td>2</td>
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<td>4 3 4 4 4 5 4 3 3 3</td>
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<td>7,4</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
<td>2 2 5 3 3 4 3 2 1 4</td>
<td>29</td>
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</tr>
<tr>
<td>4</td>
<td>Andi Widaya S</td>
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</tr>
<tr>
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<tr>
<td>7</td>
<td>M. Arif Alhakim</td>
<td>4 2 3 4 3 4 4 4 3 3</td>
<td>34</td>
<td>6,8</td>
</tr>
<tr>
<td>8</td>
<td>Nanik Rahmawati</td>
<td>2 5 5 4 4 4 4 3 3 5</td>
<td>39</td>
<td>7,8</td>
</tr>
</tbody>
</table>

Note: There are several students who perform very well in Intrapersonal Intelligence, they are Nanik Rahmawati, Fuad Abul Majid ad Anis Fitriana. Those who are dominant in this intelligence like to work alone.

Table 4.9 Natural Intelligence Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of Items</th>
<th>Total Score</th>
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</thead>
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<tr>
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<td>3 2 2 2 3 4 3 3 3 4</td>
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<td>5,8</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
<td>3 2 2 2 3 3 2 4 3 3</td>
<td>27</td>
<td>5,4</td>
</tr>
</tbody>
</table>
Note: Natural Intelligence is best performed by several students, they are Nanik Rahmawati, Muhammad Arif Alhakim and Amelia Anggraeni. The students who is favoring this modality usually have high curiosity and knowledge on the natural world.

b. Conclusion

The above results of questionnaire indicate that every student is favoring various intelligences. All students perform well in almost all intelligence that is proven by the result of the questionnaire. However, the most dominant intelligence for every student is listed below:

Table 4.10 Students’ Multiple Intelligences Score

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Ling</th>
<th>Math</th>
<th>Visual</th>
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<td>6,4</td>
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<td>Fuad Abdul Majid</td>
<td>6,6</td>
<td>7,2</td>
<td>6,4</td>
<td>8</td>
<td>7,6</td>
<td>8,4</td>
<td>7,8</td>
<td>6,4</td>
</tr>
<tr>
<td>7</td>
<td>M. Arif Alhakim</td>
<td>7</td>
<td>6,2</td>
<td>8</td>
<td>8,8</td>
<td>7,6</td>
<td>7,2</td>
<td>6,8</td>
<td>7,6</td>
</tr>
<tr>
<td>8</td>
<td>Nanik Rahmawati</td>
<td>7,2</td>
<td>5,2</td>
<td>7,2</td>
<td>7,4</td>
<td>5,4</td>
<td>8,6</td>
<td>7,8</td>
<td>8,2</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>6,6</strong></td>
<td><strong>6,6</strong></td>
<td><strong>6,9</strong></td>
<td><strong>7,2</strong></td>
<td><strong>7</strong></td>
<td><strong>7,9</strong></td>
<td><strong>6,9</strong></td>
<td><strong>6,7</strong></td>
</tr>
</tbody>
</table>
Note:

1. Amelia Anggraeni is dominant in Logical-Mathematical Intelligence
2. Anis Fitriyana is dominant is Interpersonal Intelligence
3. Anna Hayyu Rahmawati is dominant in Musical Intelligence
4. Andi Widaya is dominant in Interpersonal Intelligence
5. Evi Nilam Sari is dominant in Bodily-Kinesthetic Intelligence
6. Fuad Abdul Majid is dominant in Interpersonal Intelligence
7. M. Arif Alhakim dominant in Bodily-Kinesthetic Intelligence
8. Nanik Rahmawati is dominant in Interpersonal Intelligence

The previous finding indicates that Interpersonal Intelligence is the most dominant intelligence type of the respondents. Bodily-Kinesthetic is the next intelligence which is performed by the students. The rest intelligence type of the students is Logical-Mathematical and Musical Intelligence.

**Table 4.11 Multiple Intelligences Dominancy**

<table>
<thead>
<tr>
<th>NO</th>
<th>INTELLIGENCE TYPE</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal Intelligence</td>
<td>4 Students</td>
</tr>
<tr>
<td>2</td>
<td>Bodily-Kinesthetic Intelligence</td>
<td>2 Students</td>
</tr>
<tr>
<td>3</td>
<td>Logical-Mathematical Intelligence</td>
<td>1 Student</td>
</tr>
<tr>
<td>4</td>
<td>Musical Intelligence</td>
<td>1 Student</td>
</tr>
</tbody>
</table>
2. Data from Interview

Interview is used to identify the writing learning styles of the participants that employ the types of multiple intelligences learning style.

Table 4.12 Students’ Intelligence Profile

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>INTELLIGENCE PROFILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amelia Anggraeni</td>
<td>Logical-Mathematical</td>
</tr>
<tr>
<td>2</td>
<td>Anis Fitriana</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>3</td>
<td>Anna Hayyu R</td>
<td>Musical</td>
</tr>
<tr>
<td>4</td>
<td>Andi Widaya S</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>5</td>
<td>Evi Nilam Sari</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>6</td>
<td>Fuad Abdul Majid</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>7</td>
<td>M. Arif Alhakim</td>
<td>Bodily-Kinesthetic</td>
</tr>
<tr>
<td>8</td>
<td>Nanik Rahmawati</td>
<td>Interpersonal</td>
</tr>
</tbody>
</table>

a. Data Display

1) **Do you like reading books of any materials to improve your writing skills?**

This question is arranged to identify students’ writing style based on their Linguistic Intelligence. The information process through reading is the work of left hemisphere.

This question result indicates that there are three categories of students; students who like reading to improve their writing
skills, those who sometimes like reading and those who do not like reading.

The students who like reading to improve their writing skills are Nanik rahmawati, Anis Fitriana, and Muh. Arif Alhakim.

“Yes, when I have to write about certain topic, I always try to read the book of the related topic even though I am not interested in the book”. (Nanik Rahmawati / People-Smart student)

“Yes, I like reading books and articles”. (Anis Fitriana / People-Smart student)

“Yes, when I have less knowledge about something to write, I usually look for information from the books and internet”. (Muh. Arif Alhakim)

However, not all students like reading. As the result some students do not use this kind of learning style in writing. They are Anna Hayyu Rahmawati and Evi Nilam.

“Honestly I don’t like reading because for me it’s too hard if I have to read especially the thick book. Because my hobby is writing poetry, I never read the book to find idea. I just write freely based on my feeling”. (Anna Hayyu Rahmawati / Music-Smart student).

“No, because I don’t like reading” (Evi Nilam Sari / Body-Smart student).

For the rest three students; Amelia Anggraeni, Andi Widaya, and Fuad Abdul Majid; they like reading if the topic is their interest.

“Sometimes I like reading but only for the topic I interest in” (Andi Widaya / People-Smart student)
“Because reading is not my hobby, I just read when I have time and when I am interested in the topic”. (Fuad Abdul Majid)

“Sometimes I like reading but sometimes no”. (Amelia Anggraeni / Number-Smart student)

In short, there are 40% students who like reading to improve their writing skills, other 40% students sometimes like reading when the topic is interesting, and the rest 20% students do not like reading.

Chart 4.5 The percentage of Students’ Reading Interest

2) Do you like discussing or debating some issues of whatever politics, religion, education, and others to improve your writing skills?

This question is aimed to identify students’ writing style based on Linguistic Intelligence. Linguistic Intelligence is the ability to use language in explaining or communicating knowledge. It can be performed through discussing and debating.

Result of this question shows that debate and discussion can broaden their knowledge that they can improve their writing
skills. There are seven students who like having discussion with other friends, they are Anis Fitriana, Amelia Anggraeni, Muh. Arif Alhakim, Anna Hayyu Rahmawati, Nanik Rahmawati, Andi Widaya and Fuad Abdul Majid.

“Yes, I like discuss and debate especially when the theme is interesting”. (Anis Fitriana / People-Smart student)

“Yes, sometimes I like discussing any issues with my friends, especially if the topic is interesting for me”. (Amelia Aggraeni / Number-Smart student)

“Yes, I like discussing and talking about some issues with my friends. For me, my writing can be improved when my speaking ability is improved too”. Muh. Arif Alhakim (Body-Smart student)

However, for certain students, she do not like discussing or debating some topics with their friends since she are not good speaker.

“I rarely discuss some topics with my friends because I am not a good speaker”. (Evi Nilam Sari / Body-Smart student)

Result of this interview indicates that 90% students like debating and discussing some topics to improve their writing skills and the rest of 10% do not like doing this.
3) Do you prefer to analyze and write qualitative research report than quantitative one?

This question tries to interrogate students’ writing style based on Linguistic intelligence. Qualitative research report tries to display the result of the research. The findings is not obtained through statistical procedures or other forms of matter, so the purpose of this study is to illustrate the empirical reality behind the phenomena that occur in the field carefully (Strauss and Corbin (2003:4).

Since the report must be in the form of narrative text, this research requires high capability in retelling the phenomena in the form of written text. Linguistic intelligence is much needed in this kind of research.
The result of this question indicates that only a few number of students who prefer this kind of research. The students are Anna Nanik Rahmawati and Muh. Arif Alhakim.

“Yes, I prefer to write qualitative research report and I have done it in my Writing III subject”. (Nanik Rahmawati / People-Smart student)

“Yes, because I do not like counting”. (Muh. Arif Alhakim / Body-Smart student).

The rest six students: Anis Fitriana, Amelia Anggraeni, Anna Hayyu Rahmawati, Evi Nilam Sari, Fuad Abdul Majid, and Andi Widaya; argue that qualitative research is quite complicated since it requires high skills in telling the phenomena in a good writing.

“I personally like analyzing quantitative research because I like counting. Besides, when I write quantitative research I don’t have to paraphrase my data in the form of narrative texts”. (Amelia Anggraeni / Number-Smart student)

“I like writing qualitative research because it is more simple”. (Anis Fitriana / People-Smart student)

“I don’t have quite capability in writing qualitative research because it has no exact formula to arrange it”. (Andi Widaya / People-Smart student)

“I choose quantitative research because it is simple and we don’t have to explain the data”. (Evi Nilam Sari)

Interview above indicates that 25% students like writing qualitative research report and 75% students prefer quantitative one.
Chart 4.7 The Percentage of Research Type Preferred by The Students

Students who prefer qualitative research 25%
Students who prefer quantitative research 75%

4) Do you like making format rough draft of questions and answers dealing with certain topic to write?

Draft of questions is a systematic strategy used in writing to ease the writer arrange his writing. It consists of several questions dealing with the idea of writing (What, Who, When, Where, Why, and How). Briefly, this question is used to identify students’ learning style of writing based on Mathematical-Intelligence.

The result of this interview shows that there is a number of students who usually making this kind of question drafts in their writing. They argued that by making it, their writing will be more systematically. The students are Anis Fitriana and Amelia Anggraeni.

“Yes, I like making it because it helps us to brainstorm our idea of writing”. (Anis Fitriana / People-Smart)
“Yes, I like making it because it helps me to organize my writing”. (Amelia Anggraeni / Number-Smart student)

Some other students assert that they sometimes make it. The students are Evi Nilam Sari and Nanik Rahmawati.

“Yes, sometimes I like doing this because it makes me know what is going to be written in my writing”. (Evi Nilam Sari / Body-Smart student)

“Sometimes I make it, but sometimes I feel that I don’t need it”. (Nanik Rahmawati / People-Smart student)

To the contrary, there are some students who feel restricted if they make it. They prefer to write based on their idea. The students are Anna Hayyu Rahmawati, Muh. Arif Alhakim, Andi Widaya, and Fuad Abdul Majid.

“No, I usually write spontaneously”. (Anna Hayyu Rahmawati / Music-Smart student)

“No, because it will limit my idea”. (Muh. Arif Alhakim / Body-Smart student)

“I usually write freely”. (Fuad Abdul Majid / People-Smart student)

Briefly, 25% students like making draft of questions to write, 25% students sometimes making it, and 50% students never do it.
Chart 4.8 The Percentage of Students’ Interest in Making Questions Draft in Writing

5) Do you like making outline of what you are going to write?

This question is arranged to know their writing style based on Mathematical Intelligence. Outline making in writing is done to help the writers arrange their idea of writing. It makes their idea of writing run smoothly and systematically.

The result of this interview question is that there are few students who usually make it in writing since it is the one of the best way to put their idea in the systematic form. They are Nanik Rahmawati and Evi Nilamsari.

“I like making it because it helps me arrange my writing”. (Evi Nilam Sari / Body-Smart student)

“Yes, I usually make draft. It helps me put my idea in systematic way”. (Nanik Rahmawati / People-Smart Student)

Most students argue that draft will only limit their idea. Free writing help them developing their writing skills indeed. The
rest six students admit that they never make outline of writing. The students are Anis Fitriana, Amelia Anggraeni, Anna Hayyu Rahmawati, Andi Widaya, Fuad Abdul Majid, and Muh. Arif Alhakim.

“No, because it will just make my idea of writing restricted”. (Anis Fitriana / People-Smart student)
“No, I don’t like making it because sometimes outline will limit me in expressing my idea”. (Amelia Anggraeni / Number-Smart student)
“I think free writing is the best way for me to develop my writing”. (Muh. Arif Alhakim / Body-Smart student)

Result of this interview indicates that only 25% students who often make outline and the rest 75% students feel that they do not need to make it in their writing.

**Chart 4.9 The Percentage of Students Preference in Making Outline of Writing**
6) Do you prefer to analyze and write quantitative research report than qualitative one?

The above question is used to investigate writing style based on Mathematical Intelligence. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (Aliaga and Gunderson (2000). Since this research uses statistical data analysis, Logical Intelligence is mainly used.

It has been explained above that most students prefer write quantitative research than qualitative one. Most of them said that this research is easier and simpler.

Chart 4.7 The Percentage of Research Type

Preferred by The Students
7) Are you often distracted by the kinds of sound or music when you write?

This question is arranged to investigate students’ writing style based on Musical Intelligence. This intelligence drives students to use music as the important aspect in doing some activities.

The result of this interview indicates that most students are not distracted by music or songs when they are writing. Listening to the music is one of their hobby. There are five students who like to listen to the music when they write. The students are Anna Hayyu Rahmawati, Andi Widaya, Evi Nilam Sari, Fuad Abdul Majid, and Muh. Arif Alhakim.

“No. Anyway, I like listening to the mellow music or song when I am writing”. (Anna Hayyu Rahmawati / Music-Smart student)

“Listening to the music is my hobby. I usually enjoy it when I do anything includes writing”. (Muh. Arif Alhakim / Body-Smart student)

“No, because I like listen to the music, especially my favorite music” (Evi Nilam Sari / Body-Smart student)

However some others argued that sometimes they need quite situation when they are writing. They have to be concentrate in writing. They are Nanik Rahmawati, Anis Fitriana and Amelia Anggraeni.

“Sometimes it distracts me”. (Anis Fitriana / People-Smart student)
“It depends on my situation, but usually I have to focus on my writing, so music sometimes distracts me indeed”. (Nanik Rahmawati / People-Smart student)

Briefly, 65% students enjoy listening to the music when they are writing and the rest 35% students are distracted by music since they have to be focus.

**Chart 4.12 Percentage of Students Who Enjoy Listening to The Music In Writing**

8) Do you feel that your idea of writing appear when you listen to the music?

This question is derived to investigate students’ writing style based on Musical Intelligence. This interview indicates that most students feel that music can support their idea when they are writing if the music is their favorite. The students who are aware that music can inspire them in writing are: Anis Fitriana, Anna Hayyu Rahmawati, Andi Widaya, Evi Nilam Sari, Fuad Abdul Majid and Muuh. Arif Alhakim.
“Music will become my inspiration if it is my favorite”. (Fuad Abdul Majid” (People-Smart student)

“Yes, because it makes me relax so that I can write well”. (Anna Hayyu Rahmawati / Music-Smart student)

“Yes, because sometimes music makes inspiration of writing”. (Anis Fitriana / People-Smart student)

The rest one student who do not think that music supports their idea is Amelia Anggraeni.

“I don’t think so”

Chart 4.12 The Percentage of Students Who are Inspired by Music in Writing

9) When you write, are you often helped by listening to the music that related to your topic of writing?

This question still concern about the students’ writing skills based on Musical Intelligence. The result of this question indicated that all students are much helped by listening to the music that is related to their writing topic.
“Yes. When I listen to the music of love for example, I try to use the words in the lyric of the song to my writing, especially poem”. (Anna Hayyu Rahmawati / Music-Smart student)

“Yes, because it helps me to find new idea and words”. (Evi Nilam Sari / Body-Smart student)

“Of course it helps me because the song lyric will help us to find new inspiration” (Amelia Anggraeni / Number-Smart student).

10) Do you like using pictures to elicit your writing (to help you describing what you see; how you think/feel)

This question is derived to identify students’ writing style based on Visual Intelligence. Visual intelligence is the ability to create mental images and pictures to solve problems (Conklin, 2006: 107). Individuals having this modality tend to like drawing, designing, doing art projects, creating architecture, and watching videos.

Result of this question shows that there are several students who like using pictures in writing to help them describing their writing. When they are writing they usually look at the pictures of some phenomena related to their topic. It helps them to describe what they feel. The students who like using picture are Anis Fitriana, Nanik Rahmawati, and Amelia Anggraeni.

“Yes, sometimes I like looking at the pictures when I write”. (Anis Fitriana / People-Smart student)
“Yes, I like looking at the picture relates to my writing”. (Nanik Rahmawati / People-Smart student)

“Yes, I like it because sometimes when I get any difficulties in writing I think picture can support my idea”. (Amelia Anggraeni / Number-Smart student)

However, the rest five students said that they never use picture in writing. They are Andi Widaya, Evi Nilam Sari, Fuad Abdul Majid, Anna Hayyu Rahmawati, and Muh. Arif Alhakim.

“No, I never use picture to write”. (Fuad Abdul Majid / People-Smart student)
“No, because I have no idea to write using picture”. (Muh. Arif Alhakim / Body-Smart student)

The result of this interview question shows that 35% students like using picture to elicit their writing, while 65% students are vice versa.

Chart 4.14 The Percentage of Student Who Use Picture in Writing
11) Do you like watching some videos or films of certain issues to help you improve your writing?

This question concerns about students’ writing style based on Visual Intelligence. It has been stated before that this kind of intelligence is about the ability to solve the problem through many visual ways include watching the video.

Result of this interview question indicates that only few students like watching video of certain issues relating to their writing. They are Nanik Rahmawati and Anna Hayyu Rahmawati.

“Yes, sometimes I go to youtube when I want to find new idea”. (Nanik Rahmawati / People-Smart student)

Yes, sometimes I watch it but only the short video”. (Anna Hayyu Rahmawati / Music-Smart student)

The rest six students admit that they never do this because they think that it does not affect their writing. They just watch video for their pleasure. The students are Anis Fitriana, Amelia Anggraeni, Andi Widaya, Evi Nilam Sari, Fuad Abdul Majid, and Muh. Arif Alhakim.

“No for writing I think”. (Anis Fitriana / People-Smart student)

“I rarely do it for my writing, because I usually watch some videos for fun”. (Fuad Abdul Majid / People-Smart student)

“I don’t think so”. (Evi Nilam Sari / Body-Smart student)
To sum up, there are 25% students who usually watch some videos to find idea of writing, while the rest 75% students are vice versa.

**Chart 4.15 The Percentage of Students Who are Helped by Watching Video in Writing**

12) Do you like to visualize any issues through drawing to help you find idea of your writing?

This question still interrogates the students’ writing style based on Visual Intelligence. This question result indicates that no students like visualizing their idea of writing through drawing. It is due to their lack skill of drawing.

“No, because I can’t draw”. (Evi Nilam Sari / Body-Smart student)

“No, because I don’t like drawing”. (Anis Fitriana / People-Smart student)

“I think no, because I can’t draw”. (Andi Widaya / People-Smart student)
13) Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?

This question tries to identify students’ writing style based on Bodily-Kinesthetic Intelligence. It has been explained before that this intelligence is the ability to perform movements in learning (Conklin, 2006: 107). Touching and observing is one of bodily activities that can be done in writing.

Result of this interview question shows that several students usually observe the object of writing directly in order to see the original situation of the phenomena. They are Amelia Anggraeni, Muh. Arif Alhakim, and Evi Nilam Sari.

“Yes, because observing directly the events will absolutely help us to know the original description of what actually happen”. (Amelia Anggraeni / Number-Smart student)

“Yes, for example when I write about students’ mastery on speaking, I like to observe directly the way they speak, etc”. (Muh. Arif Alhakim / Body-Smart student)

“Yes, because it gives me a clear description of the situation”. (Evi Nilam Sari / Body-Smart student)

However, most students argued that they rarely observe directly the object of writing. It is due to the facility of internet that is available everywhere. Besides, for those like writing literacy, they do not need observation. They are Nanik
Rahmawati, Anis Fitriana, Fuad Abdul Majid, Andi Widaya, and Anna Hayyu Rahmawati.

“No, because I can just search the object on internet”. (Nanik Rahmawati / People-Smart student)

“No, because I don’t have to touch or observe the topic I write. Internet will give us everything I will write”. (Andi Widaya / People-Smart student)

“No, because I like writing the abstract things”. (Anna Hayyu Rahmawati / Music-Smart student)

Finally, the researcher concludes that 35% students like to observe or experience the object of their writing and 65% students are vice versa.

Chart 4.16 The Percentage of Students Who Like Observing Object of Writing Directly
14) Do you often feel that your idea of writing emerge when you have some bodily activities?

This question concerns about the students’ writing style based on Bodily-Kinesthetic Intelligence. This intelligence enables bodily activities in solving learning obstacles, includes writing. The result of this interview question informs that most students often helped by doing some bodily activities in writing. They are Anna Hayyu Rahmawati, Anis Fitriana, Fuad Abdul Majid, Andi Widaya, Muh. Arif Alhakim, and Evi Nilam Sari.

“Yes, especially in my daily activities I usually see certain event. From the event I try to write something”. (Anna Hayyu Rahmawati / Music-Smart student)

“Yes, for example my idea of writing emerges when I wash my clothes”. (Anis Fitriana / People-Smart student)

“Yes, my idea often emerge when I do many kinds of activities”. (Muh. Arif Alhakim / Body-Smart student)

To the contrary, there are two students who admit that bodily activities do not give any inspiration for their writing.

“I don’t think so”. (Nanik Rahmawati / People-Smart student)

“I think no”. (Amelia Anggraeni / Number-Smart student)

Result of this interview question indicates that there are 75% students who like doing some bodily activities to get idea of writing, while 25% students are vice versa.
Chart 4.17 The Percentage of Students Who Like doing Some Bodily Activities in Writing

15) Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?

This question is arranged to investigate students’ writing style based on Bodily-Kinesthetic Intelligence. Students with this intelligence usually do not like reading. They will prefer to see the real example of writing.

Result of this question concludes that most students prefer to see the real example of writing than reading the guide book.

The students are Amelia Anggraeni, Anis Fitriana, Andi Widaya, Evi Nilam Sari, and Nanik Rahmawati.

“Yes, because by seeing the real example, I can visualize what writing I will take”. (Nanik Rahmawati / People-Smart student)

“Yes, because I think sometimes the theory and practice is different”. (Amelia Anggraeni / Number-Smart student)
“Yes, because I can imitate the format and style of the writing”. (Evi Nilam Sari / Body-Smart student)

However there are several students who prefer both writing style. They argue that reading the guide book of writing and seeing the real example of writing is equally important. Those students are Fuad Abdul Majid and Muh. Arif Alhakim.

“I prefer both, because they all are important” (Fuad Abdul Majid / People-Smart student)

“I think example and guide of writing are complete each other”. (Muh. Arif Alhakim / Body-Smart student)

In the other sides, there is a students who admitted that she usually write on her own idea.

“No, I just write on my own idea”. (Anna Hayyu Rahmawati / Music-Smart student)

Result of this interview question shows that 65% students prefer to see the real example of writing than read the guide book, 25% student like both, while the rest 10% prefer to write on her own.
16) Do you learn writing best through cooperative learning?

Question above is derived to investigate students’ writing style based on Interpersonal Intelligence. This intelligence is the potential for working with others. Students with this intelligence tend to work cooperatively in some activities like writing.

Result of this interview shows that almost all students learn writing cooperatively. There are seven students who learn writing best through cooperative learning. They are Amelia Anggraeni, Anis Fitriana, Andi Widaya, Evi Nilam Sari, Fuad Abdul majid, Nanik Rahmawati, and Muh. Arif Alhakim.

“Yes, I like working cooperatively”. (Nanik Rahmawati / People-Smart student)

“Yes, I like cooperative learning”. (Amelia Anggraeni / Number-Smart student)

“I like working cooperatively in writing because I can get various ideas and sometimes they
can help me solve my problem”. (Fuad Abdul Majid / People-Smart student)

In the other hand, there is a student who prefer to work alone in writing since it is difficult to combine many ideas.

“No, I love working alone because many people have their different ideas from our own”. (Anna Hayyu Rahmawati / Music-Smart student)

In short, the researcher concludes that there 95% students like learning cooperatively, and the rest 5% is vice versa.

Chart 4.19 The Percentage of Students Who Learn Best

Through Cooperative Learning

17) Do you like sharing, comparing and relating the idea with others in writing?

The above question tries to investigate students’ writing style based on Interpersonal Intelligence. Students with this modality usually like sharing their idea and opinion with other people.
Result of this interview concludes that all students like sharing their idea in writing with other people. They usually ask for someone’s opinion toward their own writing.

“Yes, I like sharing my idea of writing to my friends”. (Nanik Rahmawati / People-Smart student)

“Yes, because sometimes I will get new idea when I share with my friends or other people”. (Amelia Anggraeni / Number-Smart student)

“Yes, because they can give some suggestion for my writing”. (Andi Widaya / People-Smart Student)

18) Do you enjoy group project writing rather than individual one?

This question still concerns about students’ writing style based on Interpersonal Intelligence. Result of this interview indicates that there are three kinds of answer. First answer is that some students enjoy working in group. Those students are Anis Fitriana, Andi Widaya, Fuad Abdul Majid, and Evi Nilam Sari.

“Yes, I enjoy group project writing even more”. (Anis Fitriana / People-Smart student)

“Yes, because I like working cooperatively”. (Fuad Abdul Majid / People-Smart student)

Second, some other students like both project writing. It depends on the theme and situation. If the theme is proper to be done cooperatively, they prefer group project writing. Students
with this preference are Nanik Rahmawati, Amelia Anggraeni and Muh. Arif Alhakim.

“Yes, I enjoy group project writing, but for the certain topic, I prefer the individual one”. (Nanik Rahmawati / People-Smart student)

“In some cases I like working together, but sometimes individual working is needed too”. (Muh. Arif Alhakim / Body-Smart student)

“Sometimes yes, but sometimes no because I think there are some topics that are good to be done individually I think”. (Amelia Anggraeni / Number-Smart student)

The last answer indicates that a student prefer individual project writing because many people have their own idea of writing.

“No, I enjoy individual project writing”. (Anna Hayyu Rahmawati / Music-Smart student).

The researcher finds that 50% students enjoy group project writing, 40% students enjoy both project writings based on the topic, while the rest 10% student prefers individual one.
19) Do you learn writing best through working alone?

This question is arranged to find students’ writing style based on Intrapersonal Intelligence. This intelligence is the potential for understanding ourselves. People with this modality tend to enjoy working alone includes writing.

All students affirmed that they also enjoy working alone in writing. It makes them focus on expressing their idea.

“Yes, I do it also”. (Amelia Anggraeni / Number-Smart student)

“Yes, sometimes I enjoy working alone. It will help me develop my idea freely”. (Muh. Arif Alhakim / Body-Smart student)

“Yes, in some case, I like working alone”. (Nanik Rahmawati / People-Smart student)

“Yes, because sometimes we need to be alone to be focus in our writing”. (Andi Widaya / People-Smart student)
20) Do you enjoy individual project writing rather than group one?

The question was given to identify writing style based on Intrapersonal Intelligence. Those performing best in this intelligence usually enjoy individual project writing instead of group one.

Result of this interview question indicates that there are some students who prefer doing individual project writing because sometimes they want to develop their writing through working alone. Those students are Anna Hayyu Rahmawati, Andi Widaya, Anis Fitriana, Amelia Anggraeni, Nanik Rahmawati, and Muh. Arif Alhakim.

“Yes, sometimes I prefer individual writing because I can write freely”. (Andi Widaya / People-Smart student)

“In some case, I like individual project writing too”. (Anis Fitriana / People-Smart student)

“I like working together, but sometimes individual working is needed too”. (Muh. Arif Alhakim / Body-Smart student)

However, the two other students prefer group project writing instead of the individual one. They are Evi Nilam Sari and Fuad Abdul Majid.

“No, because I like doing group project writing”. (Fuad Abdul Majid / People-Smart student).
“I like group project writing because other friends will help us when we have problem”. (Evi Nilam Sari / Body-Smart student).

Briefly, there are 75% students who like doing group project writing and the rest 25% students prefer to do individual one.

**Chart 4.21 The Percentage of Students’ Preference on Type of Project Writing**

| Students who prefer individual project writing | 75% |
| Students who do not prefer individual project writing | 25% |

21) Do you often reflect your weakness and strength of your writing?

This question still focuses on students’ writing style based on Intrapersonal Intelligence. Someone who is dominant in this intelligence usually knows well his/her strengths and weaknesses.

Result of this question shows that almost all of the students often reflect their weakness and strength of their writing. They affirmed that they are aware of their own power and weakness of their writing. By reflecting or being reflected by other people they can improve their writing quality. Those students are Amelia

“Yes, especially when I get some comments of my writing from my teacher or friends”. (Nanik Rahmawati / People-Smart student)

“Yes, I am aware of my weakness and strength of your writing”. (Anis Fitriana / People-Smart student)

“Yes, because by reflecting my weakness of writing I can improve my writing skills”. (Fuad Abdul Majid / People-Smart student)

“Yes, when I look at my writing I always find my weakness and strength of my writing”. (Muh. Arif Alhakim / Body Smart student)

However, there is a student who rarely reflect her writing because she writes for pleasure only.

“No, because I write for pleasure”. (Anna Hayyu Rahmawati / Music-Smart student)

The researcher concludes that there are 90% students who often reflect their weakness and strength of their writing, while the rest 10% is vice versa.
22) Do you learn writing best when working in nature?

This kind of question tries to investigate students’ writing style based on Natural Intelligence. Having high curiosity and knowledge of the natural world is the characteristic of individuals favoring this intelligence. That is why they like working in the nature.

It is known from the result of the interview that most students like writing in the nature since they need calm and beautiful atmosphere when they are writing. Those students are Amelia Anggraeni, Anis Fitriana, Andi Widaya, Evi Nilam Sari, Fuad Abdul Majid, Muh. Arif Alhakim, and Nanik Rahmawati.

“Yes, because nature makes me feel relax”.  
(Nanik Rahmawati / People-Smart student)

“Yes, because I like calm atmosphere”.  
(Amelia Anggraeni)
“Honestly I like write in the nature because a good view will bring a good mood to write”. (Fuad Abdul Majid / People-Smart student)

Yes, I enjoy writing in the nature”. (Evi Nilam Sari / Body-Smart student)

However, a student argued that writing in door is more effective than out door.

“No, I write best in door”. (Anna Hayyu Rahmawati / Music-Smart student)

In Short, there are 90% students who like writing in the nature and the rest 10% like writing in door.

Chart 4.23 The Percentage of Students Who Enjoy Writing in the Nature

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23) Do you like writing about natural phenomena or events?

This question concerns about the students’ writing style based on Natural Intelligence. Students favoring this intelligence like to write about natural phenomena.

Even though most students like writing in the nature, not all of them like writing about natural phenomena. There are
several students who like writing it. They are Nanik Rahmawati, Andi Widaya and Amelia Anggraeni.

“Yes, I like writing some natural phenomenon”. (Anis Fitriana / People-Smart student)

“Sometimes I like writing natural events, like disaster”. (Amelia Aggraeni)

“Sometimes yes, because natural phenomena is actually interesting, like global warming”. (Andi Widaya / People-Smart student)

Most students prefer to write about other themes instead of natural phenomena. They are Anna Hayyu Rahmawati, Evi Nilam Sari, Fuad Abdul Majid, Muh. Arif Alhakim, and Nanik Rahmawati.

“No, because I like writing literacy like short story”. (Anna Hayyu Rahmawati / Music-Smart student)

“No, because I have little experience of natural knowledge”. (Muh. Arif Alhakim)

The research can conclude that 35% students like writing natural phenomena and the rest 65% are vice versa.
Chart 4.24 The Percentage of Students Who Like Writing Natural Phenomena

24) Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?

The above question is arranged to find students’ writing style based on Natural Intelligence. This intelligence drives people to relate everything to the natural events of phenomena.

Most students argued that they rarely relate their writing to the natural events. There are only several students who sometimes relate or comparing their writing to the natural phenomena. They are Nanik Rahmawati and Amelia Anggraeni.

“Sometimes I do it”. (Nanik Rahmawati / People-Smart student)

“Yes, Sometimes I do it” (Amelia Anggraeni / Number-Smart student)

The rest six students argue that they have no idea to relate their topic to the natural phenomena. Those students are Anis

“No. I have no idea about relating my writing to the natural phenomena”. (Anna Hayyu Rahmawati / Music-Smart student)

“No, because I rarely write about nature”. (Fuad Abdul Majid / People-Smart student)

“No, because I don’t know how to relate my writing to the natural phenomena”. (Muh. Arif Alhakim / Body-Smart student)

The researcher finally concludes that 25% students like relating and comparing their writing to natural phenomena, while the rest 75% students are vice versa.

**Chart 4.25 The Percentage of Students Who like relating and comparing their writing to natural phenomena**

| Students who like relating their writing to the natural phenomena 25% |
| Students who do not like relating their writing to the natural phenomena 75% |

b. Conclusion

From the transcription of interview above the researcher concludes that students have various writing styles based on Multiple Intelligence.

Doing individual writing, is one of most dominant writing styles that is performed by the students. They state that sometimes they need to learn writing individually since they can develop their writing freely.
Besides, reflecting their weaknesses and strengths of writing is one of the most effective learning style that is performed by almost all students. Briefly, it has been noticed that 88% students optimize their writing based on Interpersonal writing style.

However, along with the effectiveness of individual writing, the students argue that cooperative writing, includes sharing ideas with others, and doing project writing, is needed too. They affirm that writing cooperatively will help them to develop their writing since there are a lot of suggestion and inspiration from other people. The result of the interview shows that 86% students perform Interpersonal writing.

Musical writing style is the following activity they often do in writing. Some students admit that music supports their idea of writing. That is why they usually play certain music when they are writing. The result of the interview indicates that 85% students use music to help them write.

The next writing style that is performed by most students is through doing some bodily activities. This is Bodily-Kinesthetic writing style. The researcher found that 58% students are often helped by doing another activities when they are out of idea.

Another style of writing performed by the students is Linguistic writing style. Reading some books, discussing some issues and conducting qualitative research is done by a number of students. It is found that 52% students have this kind of learning style of writing.
The following writing style that is done by the students is through working in the nature. Almost all students affirmed that writing requires a good mood that can be got through working in the beautiful nature. It is reported that 50% students perform Natural style of writing.

Logical-Mathematical writing style is the next learning strategy that students use in writing. Some students like making format draft of question and answer dealing with the topic to help them arrange their writing. Besides they used to make outline of what to be written in order to make their writing run systematically. In short, 42% students perform this writing style.

The last writing style is Visual-Spatial writing style. There is a few students who like use this kind of learning style. Through drawing, describing the picture and watching some videos related to the topic of writing is quite helpful for them. It is recorded that only 20% students like doing this activity when they are writing since drawing is not their skills and they have no experience in doing other visual activity in writing.

B. DISCUSSION

The analysis of this research shows that even though writing includes in the work of literacy activity that requires high Linguistic Intelligence, it can be developed through various ways which enables all type of Multiple Intelligences. It is in line with the theory found by Thomas Amstrong who argued that writing is a whole brain activity, not merely left hemisphere activity.
“Instead, we need to reconnect literacy to all that has come before it, and all that is still connected to it in the brain, by creating environments where reading and writing skills are nourished and supported with music, art, nature experiences, logical analyses, dramatic performances, oral recitations, emotional expression, social interaction, and a wide range of other creative nutrients”. (Amstrong, 2003: 136)

Research by Kamehameha School of Hawaii (2: 2007) also find that writing is not merely a means to engage the students in literacy activity. Along with the development of science, it extends to the other areas.

“For responding to the need for innovative instruction and pedagogies, the last two decades saw an emergence of new practices that moved beyond rote repetition and technical instruction. Instead, writing was taught as a vehicle for creative expression and critical thought”.
CHAPTER V

CLOSURE

A. Conclusion

The prominent intention of presenting conclusion is to answer the research questions which has been presented several research problems in the first chapter of this paper.

After conducting and analyzing the research, the researcher finally concludes that

1. After conducting and analyzing the research, the researcher finds that among eight multiple intelligences, there are four intelligences type that are performed by the students, they are: (1) Interpersonal Intelligence, (2) Bodily-Kinesthetic Intelligence, (3) Logical-Mathematical Intelligence, and (4) Musical Intelligence. Interpersonal Intelligence is performed by four students, Bodily-Kinesthetic Intelligence is possessed by two students, Logical-Mathematical Intelligence is presented by a student, and Musical Intelligence is favored by a student.

2. The researcher concludes that students have various writing styles based on Multiple Intelligence. Briefly, Linguistic style of writing is undertaken by students through reading and debating some topics. Logical-Mathematical writing style is performed through making draft of questions to brainstorm the idea, making systematic outline
and writing quantitative research. Musical writing style is done through listening to the certain music when they are writing. Using picture and watching certain videos of certain topics includes in Visual-Spatial writing style performed by the students. Writing style of writing is preferred by the students through having bodily activities. Cooperative writing and doing project writing is much favored by the students. Independent writing and reflecting the writing is well done by the students. Finally, working in the nature and writing about natural phenomena is the last Multiple Intelligence writing style.

3. From the finding above the researcher draw a conclusion that the most dominant writing style based on Multiple Intelligence theory performed by the Sixth Semester Students of International Class Program of STAIN Salatiga is Intrapersonal writing style through independent learning since they can develop their writing freely. It is proven that 88% students learn best through working alone.

**B. Recommendations**

The researcher offers recommendations for several parties.

1. For the Students

   The students are highly recommended to know their type of intelligence by doing the Multiple Intelligence test. This test is now available in internet that students can easily access it everywhere. If
they know their type of intelligence, they can determine what kinds of learning style which is fit to their preference.

2. For the Teachers

   Teachers should know the intelligence type of every students by conducting Multiple Intelligence test. As the result, they can determine the proper teaching strategies for every student. If the students are treated differently based on their intelligence, the goal of learning process can be reached easily.

3. For the Institution

   It is recommended for the institution to support their students and teachers to apply Multiple Intelligence-Based teaching and learning by providing adequate facilities.

4. For the Government

   The government is suggested to rethink about the curriculum of the education. Since learners are the epicenter of education, their potential and preference have to be prioritized to determine the curriculum. Multiple Intelligence-Based teaching and learning is one of the student-centered learning strategies which utilizes students’ intelligence and skills in reaching the goal of learning.
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APPENDIXES

Questionnaire of Students’ Learning Style in Writing Based on Multiple Intelligences

Of Sixth Semester Students of International Class Program of STAIN Salatiga Academic Year of 2013/2014

A. Data of Respondent

Name : ..............

Number : ..............

B. The Directions

1. Read the questions below carefully!

2. Answer the questions by crossing (X) one of the best answer which fits to your personality!

3. Answer the questions honestly!

C. Questionnaire of Students’ Learning Style in Writing Based on Multiple Intelligences

I. Linguistic intelligence

1. I like telling story, includes humor and spoof
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

2. I have strong memory to remember trivial things
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

3. I love playing word games like puzzle
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

4. I am a good speaker
a. Always  d. Rarely
b. Often   e. Never
c. Sometimes
5. In giving arguments, I usually use ridiculous statements
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
6. I like telling and writing my ideas
   a. Always  c. Sometimes  e. Never
   b. Often   d. Rarely
7. I used to remember something by creating rhythm and certain word
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
8. If I found my equipment are broken, I usually read the guide book to repair it
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
9. Reading is my hobby
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
10. I love writing and conducting literary research
    a. Always  d. Rarely
    b. Often   e. Never
    c. Sometimes
II. Logical-Mathematical Intelligence
1. I enjoy doing learning mathematic
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
2. I like playing game which employs logical tricks
   a. Always  d. Rarely
   b. Often   e. Never
   c. Sometimes
3. To be able to solve mathematics questions is pleasurable thing
   a. Always  d. Rarely
b. Often e. Never
c. Sometimes

4. I used to remember something by arranging the events in logical sequence
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

5. I like investigating how a certain thing works
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

6. I like operating computer and playing various numerical games
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

7. I love playing chess, checkers, or monopoly game
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

8. I like to seek fair and logical solution in giving argumentation
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

9. If I found my equipment are broken, I usually check the components and learn how they work
   a. Always d. Rarely
   b. Often e. Never
   c. Sometimes

10. I love making diagram and chart in group working
    a. Always d. Rarely
    b. Often e. Never
    c. Sometimes

III. Visual-Spatial Intelligence
    1. I prefer using maps rather than written direction to go to certain place
       a. Always d. Rarely
       b. Often e. Never
       c. Sometimes
2. I often daydream
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
3. I enjoy my hobby of photography
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
4. I love drawing
   a. Always
   b. Often       d. Rarely
   c. Sometimes   e. Never
5. I used to draw diagram to help me memorizing something
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
6. I used to draw sketch whenever
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
7. When reading magazine, I usually focus on the pictures
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
8. I like to be silent and visualize the solution in giving the arguments
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
9. If I found my equipment are broken, I usually learn the diagram of how they function
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes
10. I like drawing or making diagram
    a. Always       d. Rarely
    b. Often        e. Never
    c. Sometimes
IV. Bodily-Kinesthetic Intelligence

1. Sport is my hobby
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

2. I like making handicraft
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

3. I like touching something I just see
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

4. I cannot seat quietly for long time
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

5. I often use my body movement when explaining something
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

6. I usually write something for many times to help me memorizing
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

7. I often tap my pens or finger during the class
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

8. When I state my argumentation, I tend to criticize or conversely hiding
   a. Always       d. Rarely
   b. Often        e. Never
   c. Sometimes

9. If I found my equipment are broken, I usually separate the parts and then reset them up
   a. Always       d. Rarely
   b. Often        e. Never
c. Sometimes

10. I prefer moving some equipment in a certain agenda
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

V. Musical Intelligence

1. I love listening to the music or radio
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

2. I used to sing during doing something
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

3. I can play at least one musical instrument well
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

4. I like singing
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

5. I like listening to the music while learning or reading the book
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

6. To help me remembering something, I used to compose rhythm about it
   a. Always          c. Sometimes    e. Never
   b. Often           d. Rarely

7. I used to beat the table when stating my arguments
   a. Always          c. Sometimes    e. Never
   b. Often           d. Rarely

8. I can memorize the notes of many songs
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes
9. If I found my equipment are broken, I usually tap my finger while seeking the solution
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

10. I like using new words from the new song I have known
    a. Always      d. Rarely
    b. Often       e. Never
    c. Sometimes

VI. **Interpersonal Intelligence**

1. I can socialize with others well
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

2. I like to be gathered and join in organizations
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

3. I have a lot of close friends
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

4. I love helping other people
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

5. I love cooperating with others
   a. Always
   b. Often      d. Rarely
   c. Sometimes  e. Never

6. My friends often ask for my advice
   a. Always      d. Rarely
   b. Often       e. Never
   c. Sometimes

7. To help me memorize something I usually ask my friends to test me
   a. Always      c. Sometimes      e. Never
   b. Often       d. Rarely

8. I like to ask others’ opinion when giving argumentation
   a. Always      d. Rarely
b. Often  e. Never
c. Sometimes

9. If I found my equipment are broken, I prefer asking help from others to repair it
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

10. I like organizing several groups or agendas
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

VII. **Intrapersonal Intelligence**

1. I prefer to work alone rather than with others
   a. Often  d. Rarely
   b. Sometimes  e. Never

2. I like writing diary
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

3. I love myself always
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

4. I do not like noise
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

5. I know my strengths and weaknesses well
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

6. I have strong ambition and commitment
   a. Always  d. Rarely
   b. Often  e. Never
   c. Sometimes

7. When memorizing something, I tend to close my eyes and feel the ongoing situation
   a. Always  d. Rarely
   b. Often  e. Never
c. Sometimes

8. I usually prefer get out of the room to calm myself while argumentation
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

9. If I found my equipment are broken, I prefer to consider whether it can be repaired or not
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

10. I like to contribute the unique thing based on what I have and feel
    a. Always   d. Rarely
    b. Often     e. Never
    c. Sometimes

VIII. Natural Intelligence

1. I give a big attention to my environment and what happen in it
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

2. I love walking around the forest to see the trees and flowers
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

3. I love gardening
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

4. I love collecting items like stones, stamps, etc
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes

5. I like traveling to the natural places out of the town to enjoy the panorama
   a. Always   d. Rarely
   b. Often     e. Never
   c. Sometimes
6. When memorizing something, I like to categorize them into several categories
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

7. I love learning the kinds of creatures in my area like plants and animals
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

8. In the argumentation, I tend to compare my opponent to someone or something I ever heard or read.
   a. Always          c. Sometimes          e. Never
   b. Often           d. Rarely

9. If I found my equipment is broken, I try to see my surrounding to find something to fix it
   a. Always          d. Rarely
   b. Often           e. Never
   c. Sometimes

10. I like to divide information into several categories in order to be easy understood
    a. Always         c. Sometimes         e. Never
    b. Often          d. Rarely
INSTRUMENTS OF INTERVIEW

Name : 
Day/Date : 
Time : 
Place : International Class
Data Investigated : Learning Styles of Writing Based on MI

1. Is writing becomes your hobby?
2. What kinds of writing you often do?
3. What are the difficulties you meet when you write?
4. How do you usually handle the problems? Explain it!
5. Do you like reading books of some materials to improve your writing skills?
6. Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
7. Do you prefer to analyze and write qualitative research report than quantitative one?
8. Do you like making format rough draft of questions and answers dealing with certain topic to write?
9. Do you like making outline of what you are going to write?
10. Do you prefer to analyze and write quantitative research report than qualitative one?
11. Are you often distracted by the kinds of sound or music when you write?
12. Do you feel that your idea of writing appear when you listen to the music?
13. When you write, are you often helped by listening to the music that related to your topic of writing?
14. Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
15. Do you like watching some videos or films of certain issues to help you improve your writing?
16. Do you like to visualize any issues through drawing to help you find idea of your writing?
17. Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
18. Do you often feel that your idea of writing emerge when you have some bodily activities?
19. Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
20. Do you learn writing best through cooperative learning?
21. Do you like sharing, comparing and relating the idea with others in writing?
22. Do you enjoy group project writing rather than individual one?
23. Do you learn writing best through working alone?
24. Do you enjoy individual project writing rather than group one?
25. Do you often reflect your weakness and strength of your writing?
26. Do you learn writing best when working in nature?
27. Do you like writing about natural phenomena or events?
28. Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
INTERVIEW REPORT

Name of Respondent: Anna Hayyu Rahmawati
Day/Date: Tuesday, July 16th 2014
Time: 10.35 WIB
Place: STAIN Salatiga Boarding House for Female
Data Investigated: Learning Styles of Writing Based on MI

Researcher: Is writing becomes your hobby?
Respondent: Formerly, I don’t like writing. But now, I like writing. Moreover, it’s now become my hobby and I have my own blog for my writing. You may visit it.

Researcher: What kinds of writing you often do?
Respondent: I like writing poem and poetry.

Researcher: What are the difficulties you meet when you write?
Respondent: I usually have problem in determining the idea of writing.

Researcher: How do you usually handle the problems?
Respondent: I will start to write after I get the idea or topic of what to write.

Researcher: Do you like reading books of any materials to improve your writing skills?
Respondent: Honestly I don’t like reading because for me it’s too hard if I have to read especially the thick book. Because my hobby is writing poetry, I never read the book to find idea. I just write freely based on my feeling.

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent: Sometimes I discuss any issues with my friends in informal situation.

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent: I prefer quantitative writing because I have no experience in writing qualitative work.
Researcher : Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent : No, I usually write spontaneously
Researcher : Do you like making outline of what you are going to write?
Respondent : No. As I said before that I like writing freely
Researcher : Do you prefer to analyze and write quantitative research report than qualitative one?
Respondent : Yes. I like quantitative research writing
Researcher : Are you often distracted by the kinds of sound or music when you write?
Respondent : No. Anyway, I like listening to the mellow music or song when I am writing
Researcher : Do you feel that your idea of writing appears when you listen to the music?
Respondent : Yes, Sometimes music supports my ideas of writing. And sometimes my own experiences do.
Researcher : When you write, are you often helped by listening to the music that related to your topic of writing?
Respondent : Yes, When I listen to the music of love for example, I try to use the words in the lyric of the song to my writing (especially poem)
Researcher : Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
Respondent : Actually no, but in my writing I usually use certain picture to describe my writing.
Researcher : Do you like watching some videos or films of certain issues to help you improve your writing?
Respondent : Sometimes yes, but just the short videos
Researcher : Do you like to visualize any issues through drawing to help you find idea of your writing?
Respondent : No, because I don’t like drawing
Researcher : Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
Respondent: No, because I like writing the abstract things.

Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?

Respondent: Yes, especially in my daily activities I usually see certain event. From the event I try to write something.

Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?

Respondent: No, I just write on my own idea.

Researcher: Do you learn writing best through cooperative learning?

Respondent: No, I love working alone because many people have their different ideas from our own.

Researcher: Do you like sharing, comparing and relating the idea with others in writing?

Respondent: Sometimes I share my idea of writing to my friends.

Researcher: Do you enjoy group project writing rather than individual one?

Respondent: No, I enjoy individual project writing.

Researcher: Do you learn writing best through working alone?

Researcher: Yes

Researcher: Do you enjoy individual project writing rather than group one?

Respondent: Yes, I enjoy individual project writing.

Researcher: Do you often reflect your weakness and strength of your writing?

Respondent: No, because I write for pleasure.

Researcher: Do you learn writing best when working in nature?

Respondent: No, I learn writing best in door

Researcher: Do you like writing about natural phenomena or events?

Respondent: No

Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: No. I have no idea about relating my writing to the natural phenomena.
INTERVIEW REPORT

Name of Respondent : Nanik Rahmawati
Day/Date : Tuesday, July 16th 2014
Time : 11.49 WIB
Place : STAIN Salatiga Boarding House for Female
Data Investigated : Learning Styles of Writing Based on MI

Researcher : Is writing becomes your hobby?
Respondent : Yes, I like writing

Researcher : What kinds of writing you often do?
Respondent : I usually write diary and sometimes article.

Researcher : What are the difficulties you meet when you write?
Respondent : There are a lot of difficulties I meet when I write, especially the diction and writing organization to make my writing organized smoothly.

Researcher : How do you usually handle the problems?
Respondent : Sometimes I search the words on Google and reading the book to improve my vocabulary mastery.

Researcher : Do you like reading books of any materials to improve your writing skills?
Respondent : Yes, when I have to write about certain topic, I always try to read the book of the related topic even though I am not interested in the book.

Researcher : Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent : Yes, I usually discuss some issues with my peers and friends.

Researcher : Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent : Yes, I prefer to write qualitative research report and I have done it in my Writing III subject.
Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent: Sometimes I make it, but sometimes I feel that I don’t need it.
Researcher: Do you like making outline of what you are going to write?
Respondent: Yes
Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?
Respondent: No,
Researcher: Are you often distracted by the kinds of sound or music when you write?
Respondent: It depends on my situation, but usually I have to focus on my writing, so music sometimes distracts me indeed.
Researcher: Do you feel that your idea of writing appears when you listen to the music?
Respondent: Sometimes music supports my idea when the lyric of the song relates to my life and situation.
Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?
Respondent: Yes
Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
Respondent: Yes, I like looking at the picture relates to my writing.
Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?
Respondent: Yes, sometimes I watch it on youtube.
Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?
Respondent: No
Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
Respondent: No, because I can just search the object on internet.
Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?
Respondent: I don’t think so.
Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent: Yes, because by seeing the real example, I can visualize what writing I will take.
Researcher: Do you learn writing best through cooperative learning?
Respondent: Yes, I like working cooperatively.
Researcher: Do you like sharing, comparing and relating the idea with others in writing?
Respondent: Yes, I like sharing my idea of writing to my friends.
Researcher: Do you enjoy group project writing rather than individual one?
Respondent: Yes, I enjoy group project writing, but for the certain topic, I prefer the individual one.
Researcher: Do you learn writing best through working alone?
Researcher: In some case, I like working alone.
Researcher: Do you enjoy individual project writing rather than group one?
Respondent: Sometimes
Researcher: Do you often reflect your weakness and strength of your writing?
Respondent: Yes, especially when I get some comments of my writing from my teacher or friends.
Researcher: Do you learn writing best when working in nature?
Respondent: Yes, because nature makes me feel relax.
Researcher: Do you like writing about natural phenomena or events?
Respondent: No
Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: Sometimes I do it.
INTERVIEW REPORT

Name of Respondent: Amelia Anggraeni
Day/Date: Friday, July 18th 2014
Time: 13.47 WIB
Place: STAIN Salatiga Boarding House for Female
Data Investigated: Learning Styles of Writing Based on MI

Researcher: Is writing becomes your hobby?
Respondent: Actually no, but sometimes I like writing when the topic is interesting for me and of course if I have knowledge about the topic.

Researcher: What kinds of writing you often do?
Respondent: May be for my assignments and sometimes stories.

Researcher: What are the difficulties you meet when you write?
Respondent: of course there are many difficulties I meet when I write, for the example is when I have no idea and how to show my idea in the form of written text because sometimes I have the idea to write but I don’t know how to write it.

Researcher: How do you usually handle the problems?
Respondent: Sometimes I stop writing, and then I do other activities so that I can refresh my mind and the difficulties can be handled.

Researcher: Do you like reading books of any materials to improve your writing skills?
Respondent: Sometimes I like reading but sometimes no.

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent: Yes, sometimes I like discussing any issues with my friends if the topic is interesting for me.

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent: I personally like analyzing quantitative research because I like counting. Besides, when I write quantitative research I don’t have to paraphrase my data in the form of narrative texts.

Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?

Respondent: Yes, I like making it because it helps me to organize my writing.

Researcher: Do you like making outline of what you are going to write?

Respondent: No, I don’t like making it because sometimes outline will limit me in expressing my idea.

Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?

Respondent: Yes, as I stated before that I like counting, so I prefer this kind of research.

Researcher: Are you often distracted by the kinds of sound or music when you write?

Respondent: Yes, sometimes if the music is not my interest I will feel uncomforted.

Researcher: Do you feel that your idea of writing appears when you listen to the music?

Respondent: Sometimes yes.

Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?

Respondent: Of course yes.

Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)

Respondent: Yes, I like it because sometimes when I get any difficulties in writing I think picture can support my idea.

Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?

Respondent: I think no, because I just watching videos of my interest.

Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?

Respondent: No, because I can’t draw.
Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?

Respondent: Yes, because observing directly the events will absolutely help us to know the original description of what actually happen.

Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?

Respondent: No,

Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?

Respondent: Yes, because I think sometimes the theory and practice is different.

Researcher: Do you learn writing best through cooperative learning?

Respondent: Yes,

Researcher: Do you like sharing, comparing and relating the idea with others in writing?

Respondent: Yes, because sometimes I will get new idea when I share with my friends or other people.

Researcher: Do you enjoy group project writing rather than individual one?

Respondent: Sometimes yes, but sometimes no because I think there are some topics that are good to be done individually I think.

Researcher: Do you learn writing best through working alone?

Respondent: Yes, I do it also.

Researcher: Do you enjoy individual project writing rather than group one?

Respondent: sometimes yes.

Researcher: Do you often reflect your weakness and strength of your writing?

Respondent: Yes,

Researcher: Do you learn writing best when working in nature?

Respondent: Yes, because I like calm atmosphere.

Researcher: Do you like writing about natural phenomena or events?
Respondent : Sometimes, for example disaster.

Researcher : Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?

Respondent : Sometimes I do it, but sometimes I don’t.
INTERVIEW REPORT

Name of Respondent: Anis Fitriyana
Day/Date: Friday, July 18th 2014
Time: 14.15 WIB
Place: STAIN Salatiga Boarding House for Female
Data Investigated: Learning Styles of Writing Based on MI

Researcher: Is writing becomes your hobby?
Respondent: No for English writing, but I like writing in Bahasa.

Researcher: What kinds of writing you often do?
Respondent: I usually write literacy writing like short story and poem.

Researcher: What are the difficulties you meet when you write?
Respondent: There are several difficulties I have when writing, like vocabularies, dictions, and idea of writing.

Researcher: How do you usually handle the problems?
Respondent: I just start writing after long thinking about the idea. After finding the idea I just can write.

Researcher: Do you like reading books of any materials to improve your writing skills?
Respondent: Yes, I like reading books and articles.

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent: Yes, especially when the theme is interesting.

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent: No, I like writing quantitative research because it is more simple.

Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent: Yes, I like making it because it helps us to brainstorm our idea of writing.
Researcher: Do you like making outline of what you are going to write?
Respondent: No, because it will just make my idea of writing restricted.

Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?
Respondent: Yes

Researcher: Are you often distracted by the kinds of sound or music when you write?
Respondent: Yes, Sometimes it distracts me.

Researcher: Do you feel that your idea of writing appears when you listen to the music?
Respondent: Yes, because sometimes music makes inspiration of writing.

Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?
Respondent: Sometimes music helps me.

Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
Respondent: Yes, sometimes I like looking at the pictures when I write.

Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?
Respondent: Not for writing I think.

Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?
Respondent: No, because I don’t like drawing.

Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
Respondent: Yes, but sometimes. It’s depend on the theme I write about.

Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?
Respondent: Yes, for example my idea of writing emerges when I wash my clothes.
Researcher : Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent : Of course yes.

Researcher : Do you learn writing best through cooperative learning?
Respondent : Yes, but depend on the theme and situation.

Researcher : Do you like sharing, comparing and relating the idea with others in writing?
Respondent : Yes, I like sharing my idea of writing to my friends.

Researcher : Do you enjoy group project writing rather than individual one?
Respondent : Yes, I enjoy group project writing even more.

Researcher : Do you learn writing best through working alone?
Respondent : In some case, I like working alone.

Researcher : Do you enjoy individual project writing rather than group one?
Respondent : Sometimes I enjoy individual project writing.

Researcher : Do you often reflect your weakness and strength of your writing?
Respondent : Yes, I am aware of my weakness and strength of your writing.

Researcher : Do you learn writing best when working in nature?
Respondent : Yes, I enjoy writing in the nature much.

Researcher : Do you like writing about natural phenomena or events?
Respondent : Yes, I like it.

Researcher : Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent : No.
INTERVIEW REPORT

Name of Respondent : Evi Nilam Sari
Day/Date : Sunday, July 20th 2014
Time : 09.45 WIB
Place : STAIN Salatiga Boarding House for Female
Data Investigated : Learning Styles of Writing Based on MI

Researcher : Is writing becomes your hobby?
Respondent : No, I don’t like writing
Researcher : What kinds of writing you do?
Respondent : I usually write for my assignment of writing
Researcher : What are the difficulties you meet when you write?
Respondent : I usually have problem on the idea and diction.
Researcher : How do you usually handle the problems?
Respondent : I will do another activities until my mind is refresh
Researcher : Do you like reading books of any materials to improve your writing skills?
Respondent : No, because I don’t like reading
Researcher : Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent : I rarely discuss some topics with my friends because I am not a good speaker
Researcher : Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent : I choose quantitative research because it is simple and we don’t have to explain the data.
Researcher : Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent : Yes, sometimes I like doing this because it makes me know what is going to be written in my writing
Researcher: Do you like making outline of what you are going to write?

Respondent: I like making it because it helps me arrange my writing.

Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?

Respondent: No, I prefer qualitative research.

Researcher: Are you often distracted by the kinds of sound or music when you write?

Respondent: No, because I like listen to the music, especially my favorite music.

Researcher: Do you feel that your idea of writing appears when you listen to the music?

Respondent: Yes, because I enjoy writing by listening to the music.

Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?

Respondent: Yes, because it helps me to find new idea and words.

Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)

Respondent: No, I never use picture in writing..

Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?

Respondent: I don’t think so.

Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?

Respondent: No, because I can’t draw.

Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?

Respondent: Yes, because it gives me a clear description of the situation.

Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?

Respondent: Yes, I often get some ideas when I do some activities.
Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent: Yes, because I can imitate the format and style of the writing.

Researcher: Do you learn writing best through cooperative learning?
Respondent: Yes, because I can get much knowledge from other friends.

Researcher: Do you like sharing, comparing and relating the idea with others in writing?
Respondent: Yes, I like comparing my writing with other friends to get new idea.

Researcher: Do you enjoy group project writing rather than individual one?
Respondent: Yes, I enjoy group project writing.

Researcher: Do you learn writing best through working alone?
Respondent: Yes, because sometimes we need to be focus.

Researcher: Do you enjoy individual project writing rather than group one?
Respondent: No, I like group project writing because other friends will help us when we have problem.

Researcher: Do you often reflect your weakness and strength of your writing?
Respondent: Yes.

Researcher: Do you learn writing best when working in nature?
Respondent: Yes, I enjoy writing in the nature.

Researcher: Do you like writing about natural phenomena or events?
Respondent: No,

Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: No.
INTERVIEW REPORT

Name of Respondent: Muhammad Arif Alhakim

Day/Date: Tuesday, July 22\textsuperscript{th} 2014

Time: 13.05 WIB

Place: Campus 2 of STAIN Salatiga

Data Investigated: Learning Styles of Writing Based on MI

Researcher: Is writing becomes your hobby?

Respondent: Yes, I like writing

Researcher: What kinds of writing you do?

Respondent: I like writing some articles

Researcher: What are the difficulties you meet when you write?

Respondent: My problem in writing is usually about how to maintain my idea and about the organization of writing.

Researcher: How do you usually handle the problems?

Respondent: I usually look for the information I need in some books, articles or website

Researcher: Do you like reading books of any materials to improve your writing skills?

Respondent: Yes, when I have less knowledge about something to write, I usually look for information from the books and internet

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?

Respondent: Yes, I like discussing and talking about some issues with my friends. For me, my writing can be improved when my speaking ability is improved too

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?

Respondent: Yes, because I do not like counting
Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?

Respondent: No, because it will limit my idea.

Researcher: Do you like making outline of what you are going to write?

Respondent: I think free writing is the best way for me to develop my writing.

Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?

Respondent: No, I like qualitative research.

Researcher: Are you often distracted by the kinds of sound or music when you write?

Respondent: Listening to the music is my hobby. I usually enjoy it when I do anything includes writing.

Researcher: Do you feel that your idea of writing appears when you listen to the music?

Respondent: Yes.

Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?

Respondent: Of course it helps me because idea can come from many things.

Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)

Respondent: No, because I have no idea to write using picture.

Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?

Respondent: No, I never do it when I write.

Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?

Respondent: No.

Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?

Respondent: Yes, for example when I write about students’ mastery on speaking, I like to observe directly the way they speak, etc.
Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?
Respondent: Yes, my idea often emerge when I do many kinds of activities

Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent: I think example and guide of writing are complete each other

Researcher: Do you learn writing best through cooperative learning?
Respondent: Yes, I like working with others

Researcher: Do you like sharing, comparing and relating the idea with others in writing?
Respondent: Yes, it will enlarge my idea

Researcher: Do you enjoy group project writing rather than individual one?
Respondent: In some cases I like working together, but sometimes individual working is needed too

Researcher: Do you learn writing best through working alone?
Respondent: Yes, sometimes I enjoy working alone. It will help me develop my idea freely

Researcher: Do you enjoy individual project writing rather than group one?
Respondent: I like working together, but sometimes individual working is needed too

Researcher: Do you often reflect your weakness and strength of your writing?
Respondent: Yes, when I look at my writing I always find my weakness and strength of my writing

Researcher: Do you learn writing best when working in nature?
Respondent: Yes

Researcher: Do you like writing about natural phenomena or events?
Respondent: No, because I have little experience of natural knowledge

Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: No, because I don’t know how to relate my writing to the natural phenomena
INTERVIEW REPORT

Name of Respondent: Fuad Abdul Majid
Day/Date: Tuesday, July 22\textsuperscript{th} 2014
Time: 13.35 WIB
Place: Campus 2 of STAIN Salatiga
Data Investigated: Learning Styles of Writing Based on MI

Researcher: Is writing becomes your hobby?
Respondent: Sometimes I like writing when I have knowledge about the topic.

Researcher: What kinds of writing you do?
Respondent: I often write the essay that is given by the lectures.

Researcher: What are the difficulties you meet when you write?
Respondent: I have difficulty in choosing the idea and vocabularies because written language is more complicated

Researcher: How do you usually handle the problems?
Respondent: If I’m stuck, I actually can’t think brightly, therefore I prefer to stop my writing first

Researcher: Do you like reading books of any materials to improve your writing skills?
Respondent: Because reading is not my hobby, I just read when I have time and when I am interested in the topic

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent: Yes, I like sharing my idea

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent: No, because I prefer quantitative research.

Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent: I usually write freely
Researcher: Do you like making outline of what you are going to write?
Respondent: No, I usually follow my ideas.

Researcher: Do you prefer to analyze and write quantitative research report than qualitative one?
Respondent: Yes, it is easier

Researcher: Are you often distracted by the kinds of sound or music when you write?
Respondent: No, because I usually like listening to the music

Researcher: Do you feel that your idea of writing appears when you listen to the music?
Respondent: Music will become my inspiration if it is my favorite

Researcher: When you write, are you often helped by listening to the music that related to your topic of writing?
Respondent: I think yes

Researcher: Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
Respondent: No, I never use picture to write

Researcher: Do you like watching some videos or films of certain issues to help you improve your writing?
Respondent: I rarely do it for my writing, because I usually watch some videos for fun

Researcher: Do you like to visualize any issues through drawing to help you find idea of your writing?
Respondent: No

Researcher: Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
Respondent: No, because observing is difficult. I usually just search my topic on internet.

Researcher: Do you often feel that your idea of writing emerge when you have some bodily activities?
Respondent: Yes, the idea sometimes come to me when I have some activities
Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent: I prefer both, because they all are important

Researcher: Do you learn writing best through cooperative learning?
Respondent: I like working cooperatively in writing because I can get various ideas and sometimes they can help me solve my problem

Researcher: Do you like sharing, comparing and relating the idea with others in writing?
Respondent: Yes

Researcher: Do you enjoy group project writing rather than individual one?
Respondent: Yes, because I like working cooperatively

Researcher: Do you learn writing best through working alone?
Researcher: Yes, sometime I need working alone too.

Researcher: Do you enjoy individual project writing rather than group one?
Respondent: No, because I like doing group project writing

Researcher: Do you often reflect your weakness and strength of your writing?
Respondent: Yes, because by reflecting my weakness of writing I can improve my writing skills

Researcher: Do you learn writing best when working in nature?
Respondent: Honestly I like write in the nature because a good view will bring a good mood to write

Researcher: Do you like writing about natural phenomena or events?
Respondent: I think no

Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: No, because I rarely write about nature
INTERVIEW REPORT

Name of Respondent: Andi Widaya
Day/Date: Tuesday, July 22\textsuperscript{th} 2014
Time: 14.09 WIB
Place: Campus 2 of STAIN Salatiga
Data Investigated: Learning Styles of Writing Based on MI

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Researcher: Is writing becomes your hobby?
Respondent: Actually I don’t like writing because it is difficult for me to express my idea through written language

Researcher: What kinds of writing you do?
Respondent: To be honest, my assignment is the writing I often do

Researcher: What are the difficulties you meet when you write?
Respondent: Actually I will not have any difficulties if I have strong willing to write

Researcher: How do you usually handle the problems?
Respondent: Strong intention and quite preparation to write is the way I handle my problem

Researcher: Do you like reading books of any materials to improve your writing skills?
Respondent: Sometimes I like reading but only for the topic I interest in

Researcher: Do you like discussing or debating any issues of whatever politics, religion, education, and others to improve your writing skills?
Respondent: Yes

Researcher: Do you prefer to analyze and write qualitative research report than quantitative one?
Respondent: I don’t have quite capability in writing qualitative research because it has no exact formula to arrange it

Researcher: Do you like making format rough draft of questions and answers dealing with certain topic to write?
Respondent : No

Researcher : Do you like making outline of what you are going to write?
Respondent : No, I rarely make outline

Researcher : Do you prefer to analyze and write quantitative research report than qualitative one?
Respondent : Yes, because it is more systematic

Researcher : Are you often distracted by the kinds of sound or music when you write?
Respondent : No, because I like listening music when I do my activities

Researcher : Do you feel that your idea of writing appears when you listen to the music?
Respondent : Yes, music will help me get some inspiration

Researcher : When you write, are you often helped by listening to the music that related to your topic of writing?
Respondent : Of course it helps me

Researcher : Do you like using pictures to elicit your writing (to help you describing what you see; how do you think/ feel?)
Respondent : I think no

Researcher : Do you like watching some videos or films of certain issues to help you improve your writing?
Respondent : No, I never use video for writing

Researcher : Do you like to visualize any issues through drawing to help you find idea of your writing?
Respondent : I think no, because I can’t draw

Researcher : Do you learn writing best through touching the object of your topic or observing directly the event dealing with your writing topic?
Respondent : No, because I just write on my own inspiration

Researcher : Do you often feel that your idea of writing emerge when you have some bodily activities?
Respondent : Yes
Researcher: Do you prefer to see the real example of writing rather than reading some books of writing methods/guidance?
Respondent: Yes, because I can immediately apply the format to my writing.
Researcher: Do you learn writing best through cooperative learning?
Respondent: Yes, I like learning with other friends.
Researcher: Do you like sharing, comparing and relating the idea with others in writing?
Respondent: Yes, because they can give some suggestion for my writing.
Researcher: Do you enjoy group project writing rather than individual one?
Respondent: Yes, it is easier.
Researcher: Do you learn writing best through working alone?
Researcher: Yes, because sometimes we need to be alone to be focus in our writing.
Researcher: Do you enjoy individual project writing rather than group one?
Respondent: Yes, sometimes I prefer individual writing because I can write freely.
Researcher: Do you often reflect your weakness and strength of your writing?
Respondent: Yes.
Researcher: Do you learn writing best when working in nature?
Respondent: Yes, it makes me feel relax.
Researcher: Do you like writing about natural phenomena or events?
Respondent: Sometimes yes, because natural phenomena is actually interesting, like global warming.
Researcher: Do you like relating or comparing your writing topic to natural occurrences (how has nature had an impact)?
Respondent: No.
Nomor: Stt.24/K-1/PP.00.9/I-2.1. /2013
Lamp. : Proposal Skripsi
Hal : Pembimbing

Yth. Hanung Triyoko, M.Hum, M.Ed.
Mashlihatul Umami, S.Pd.I, M.A.
Dosen Pembimbing Skripsi

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1) Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Kuni Azkal Maroya
NIM : 11310139
Jurusan : TBI
Judul Skripsi : THE APPLICATION OF PROJECT-BASED LEARNING METHOD IN WRITING II CLASS (STUDY OF INTERNATIONAL CLASS STUDENT IN THIRD YEAR OF STAIN SALATIGA, ACADEMIC YEAR 2013/2014)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Wakil Ketua Bidang Akademik dan Pengembangan Lembaga

Dr. Rahmat Hariyadi, M.Pd.
NIP: 19670112 199203 1 005

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Kurni Astal Marmya  
**NIM:** 113 018 93  
**Dosen Pembimbing:** Bpk. Hanung Triyoko, M.Hum, M.Ed.  
**Judul:** The Analysis of Learning Habits to Improve Writing Skills (A Case Study of Fifth Semester English Department Students of STAIN Galathea)

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<td>Review the Statement of the Problem</td>
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**Catatan:**

Setiap konsultasi lembar ini harus dibawa.

Dosen Pembimbing

Hanung Triyoko, M.Hum, M.Ed.

NIP. 19730815 199903 1003
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<td>- Pay more attention on the use of article</td>
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<td>Bab I, II, Questionnaire, Interview instruments</td>
<td>- Give the limitation of the problem in your chapter I</td>
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<td>- Use Past tense to present the former finding/research</td>
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<td>- The question about multiple intelligence learning style should be representative (give at least 3 questions for every intelligence type)</td>
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<td>- Give at least 9 research on study of previous research</td>
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<td>Bab I, II, III</td>
<td>- Use present tense in your research (don’t use “will”)</td>
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<td>- Revise your research design</td>
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<td>- Continue next chapter</td>
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CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DITANDATANGANI

Dosen Pembimbing: [Signature]