

IMPROVING THE STUDENTS' ABILITY TO WRITE DESCRIPTIVE PARAGRAPH THROUGH INTRAPERSONAL INTELLIGENCE STRATEGY

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Abstract: Improving the Students' Ability to Write Descriptive Paragraph Through Intrapersonal Intelligence Strategy. Improving the Students' Ability to Write Descriptive Paragraph Through Intrapersonal Intelligence Strategy. This research was aimed at finding out whether or not the use of intrapersonal intelligence strategy improves the ability in writing descriptive paragraph of the second year students of Indonesian junior high school. This research employed a quasi experimental method, with one group pre-test and post-test. The result of this research shows that the students' post-test score for experimental group was higher than the students' post-test score for control group. it was proved by the result of post-test mean score of experimental group (80.20) that was higher than the control group (70.10). It is also proved by the value of t-test which was higher than the value of t-table ($4.913 > 2.000$). Based on the finding and discussion of the study, the researcher concluded that Intrapersonal Intelligence Strategy is significant to improve the students writing ability to write descriptive paragraph of the second year students of Indonesian junior high school.

Keywords: Intrapersonal intelligence, writing.

Abstrak: Meningkatkan Kemampuan Siswa Menulis Deskriptif Melalui Strategi Kecerdasan Intrapersona. Penelitian ini bertujuan untuk mengetahui apakah penggunaan strategi kecerdasan intrapersonal meningkatkan kemampuan menulis paragraf deskriptif siswa di SMP Indonesia. Penelitian ini menggunakan metode eksperimen semu, dengan satu kelompok pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa skor post-tes siswa untuk kelompok eksperimen lebih tinggi daripada skor post-tes siswa untuk kelompok kontrol. itu dibuktikan dengan hasil skor rata-rata post-test kelompok eksperimen (80,20) yang lebih tinggi dari kelompok kontrol (70, 10). Hal ini juga dibuktikan dengan nilai uji-t yang lebih tinggi dari nilai uji-t ($4,9] 3 > 2.000$). Berdasarkan temuan dan pembahasan penelitian dapat diketahui strategi Kecerdasan Intrapersonal dapat meningkatkan kemampuan menulis paragraf deskriptif siswa tahun kedua di SMP Indonesia.

Kata Kunci: Kecerdasan intrapersonal, menulis.

INTRODUCTION

English is one of important languages that taught from elementary school up to the university in Indonesia. It means that English as an international language is very important for Indonesian students right now. In learning English, it is necessary to know that there are four skills to be mastered which cover reading, listening, speaking, and writing. They are important factors in the process of English teaching and learning. In this sense the researcher does not discuss all language

skills but she limits to discuss writing especially on writing descriptive paragraph. Writing is thinking on paper, thinking is a mood at work, finding facts, seeing relationships, testing truth of them, reaching conclusion. In this way, our mind produce a huge variety of ideas and facts to support materials, which go into any piece of writing (Meyer 1992). Byrne (1984:1) also states that writing is the act of forming graphic symbols, that is letter or combination of letters in which relate to the sounds when the writers make in speaking. In this sense, the symbols have to be

arranged according to certain convention, to form words, and words have to be arranged to form sentences. Descriptive paragraph describes an object, place, or person in a way that creates a vivid impression in the readers mind, enabling the reader to visualize what being described, and to feel that he or she is very much part of the writer's experience. Descriptive writing appears almost everywhere from cookbooks to poems. A writer might use a description to introduce a character in a narrative or to create a strong closing to persuasive essay. Whatever the form, its purpose is to describe (Coulthrad) in Rita (2007).

Types of writing are argumentation, description, persuasion and narration. There are five significant components of writing according to Jacob (1981:31); they are content, organization, vocabulary, language use/grammar, and mechanics.

There are many factors when the teacher's way in teaching that they sometimes use the same teaching techniques which make the students bored. The other factor is the students do not know how to start it because they are lack of ideas to write and cannot generate their ideas, or probably they don't understand what they have to do. Finally the students become anxious when they attempt to write and get panic at the sight of the blank page even say that they have a writing phobia.

To solve the problems above, the teacher had to find out interesting technique and more creative to motivate students to write. Therefore, one simplest way of making writing more creative and meaningful is to have the students write something about their feeling, motivation, their weakness, their strength, and all about themselves. It is intrapersonal intelligence.

Based on the elaborated issues, the researcher was interested in conducting research about intrapersonal intelligence in writing descriptive paragraph. There is a research question of the research "Does the use of intrapersonal intelligence strategy improve students' ability in writing descriptive paragraph?"

METHOD

The method of the research was quasi-experimental research design (Gay, 2006). This design involved two classes, experimental class and control class. This research employs two variables, namely independent and dependent variable. The independent variable is the use of intrapersonal intelligence strategy to improve the writing skill in descriptive paragraph; while dependent variable is the ability of students to develop descriptive paragraph in their writing text. In this research the researcher applied cluster random sampling, the samples were two classes, experimental class and control class. The researcher took one class for experimental and one class for control from the second year students of Indonesian junior high school which consisted with 30 students for each class. So, the total number of population is 60 students.

This research, the researcher used one kind of instrument, namely writing test. The tests consisted of pre-test and post-test. The pre-test was used to measure the basic ability of the students' in writing based on descriptive writing that was given to them before treatment. The post test aimed to find out whether the use of intrapersonal intelligence strategy in writing was useful or not. Before giving treatment, the researcher administered a pre-test. The researcher gave a writing test to know the

students' ability in writing. The researcher gave treatment that was applied in five times to students. The teaching procedures that was used in this treatment was prepared of the material, learning steps, giving evaluation step, announcing, and giving award to the students which get the highest score. The treatment was carried out in the class for 4 meetings and each meeting spent 80 minutes. After giving treatment, the researcher administered a post-test. It aimed to see the value of treatments whether or not the result of the pre-test is better than the result of the post-test. The content and difficulties of the post-test was equal as pre-test.

The data collected from the test were analyzed by according five components of good writing namely: content, organization, grammar/language use, vocabulary, and mechanics (Heaton, 1975:146).

Table 1: The Rate Percentage and Frequency of the Students' Score In Experimental Class

No	Classification	Pre-Test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Very Good	0	0%	13	43,3%
2	Good	0	0%	15	50%
3	Fair	21	70%	2	6,67%
4	Poor	9	30%	0	0%
5	Very Poor	0	0%	0	0%
Total		30	100 %	30	100 %

Table 2: The Rate Percentage and Frequency of the Students' Score in Control Class

No	Classification	Pre-Test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Very Good	0	0%	1	3,33%
2	Good	5	16,6%	9	30%
3	Fair	21	70%	20	66,6%
4	Poor	4	13,3%	0	0%
5	Very Poor	0	0%	0	0%
Total		30	100 %	30	100 %

FINDINGS AND DISCUSSION

This part presented the result of the research. The data shows that the use of Intrapersonal Intelligence strategy improved the students' writing descriptive paragraph of the second year students of Indonesian junior high school as proved by the rate percentage, frequency, mean score, standard deviation, t-test and the description of the students' writing ability covering five elements, they are content, organization, vocabulary, language use and mechanics. The data can be seen as in the following table.

1. The Rate Percentage and Frequency of the Students' Scores

The rate percentage and frequency of the students' score of experimental and control class are presented in the following table.

2. The Mean Score and Standard Deviation of the Pre-Test Scores of Experimental and Control Class

After calculating the data of both classes, the mean score and standard deviation of both classes are presented the following table.

Table 3: The Mean Score and Standard Deviation of the Pre-Test Score

Class	Mean Score	Standard Deviation
Experimental	58.00	5.819
Control	63.63	7.199

3. The Mean Score and Standard Deviation of the Post-test Scores of Experimental and Control Class

After calculating the data of both classes, the mean score and standard deviation of both classes are presented the following table.

Table 4: The Mean Score and Standard Deviation of the Post-test Score

Class	Mean Score	Standard Deviation
Experimental	80.20	9.704
Control	70.10	5.714

4. The t-test Value of Students' Pre-Test and Post-test.

In order to know whether or not the mean score is different from the two variables at the level of significance 0.5 with degrees of freedom $(df) = n_1 + n_2 - 2$, t-test for independent sample is employed. The following table shows the result of the calculation.

Table 5: Table t-test of the Students' Pre-Test

Variable	t-test	t-table
Pre-test	-3.333	2.000

Table 6: The t-test of the Students' Post-test

Variable	t-test	t-table
Post-test	4.913	2.000

The data above is the result of the research data analysis is aimed that how intrapersonal intelligence strategy improves the students' writing ability in descriptive paragraph. Before giving treatment, the researcher administer a pre-test in experimental and control class. In pre-test experimental class, there was no students got very good and good, but only 21 got fair and 9 got poor. In pre-test control class, there was no students got very good but 5 got good, 21 got fair and 4 poor. In post-test experimental class, there was 13 (43,3%) students got very good, 15 (50%) got good and 2 (6,67%) got fair. In post-test control class, there was 1 (3,33%) student got very good, 9 (30%) got good and 20 (66,6%) got fair. It means that intrapersonal intelligence strategy improves the students' writing ability.

The data showed that the use of intrapersonal intelligence strategy improve students' writing ability as proved by the mean score of the students' pre-test are in experimental 58.00 and in control 63.63. Mean score of the post-test are in experimental 80.20 and in control 70.10. The standard deviation of pre-test are in experimental 5.819 and control 7.199. In post-test are experimental 9.704 and control 5.714. The mean score of the students' post-test is higher than the mean score of pre-test. In addition t-test value of pre-test, t-table (2000) is smaller than the value of the t-test (-3,333) it means that there is no significant difference between the mean

score of the students pre-test from both classes. In post-test, t-test value (4.913) was greater than t-table value (2000) it means the difference between post-test score of both classes is significant. Therefore, null hypothesis (H₀) was rejected and alternative hypothesis (H₁) was accepted.

The description of the students' writing ability covering five elements, they are content, organization, vocabulary, language use and mechanics. They also have rate percentage and frequency for each element. The fact showed that the use of intrapersonal intelligence strategy especially in descriptive paragraph improve students writing ability. The researcher choose it because descriptive paragraph make students feel enjoy to describe something and write it. This strategy exercised the students to understand their selves, emotions, moods, desires so they can express their idea in writing as well as creatively. Thus, we can conclude that the theory of Gardners which guided the researcher to conduct this research was successful. After applying intrapersonal intelligence strategy, the researcher found that such strategy was good to be implemented in teaching writing, because the students could see the important points in a passage, so they could develop their ideas by seeing what they had written on their paper. This assumption was stated with evidence, during the treatment process, the researcher saw that the students could write fluently because they had guidance to see the important points in a large quantity of information from a text.

The pre-test was done by the second year students showed that the students' ability to write descriptive paragraph both experimental and control class was still

poor. The pre-test score of two classes have different significantly. It means that both experimental and control class have an equal writing ability before being given treatment. For example, most of students' writing in pre-test, they just wrote favourite place because they could not organize their ideas become paragraph. So based on the problem above, the researcher gave treatment to the students for six times.

Seeing the students' tests result in pre-test and post-test, there were significant differences from the students'. The researcher saw that in pre-test which was conducted on 18th September 2013 the students writing ability to write descriptive paragraph both experimental and control class was still low. They did not how to write down their ideas and their opinions into sentence on the paper. For example, some of the students' writing in pre-test that only wrote little, and sometimes the students' writing test did not what their wrote, because they were could not understand the means. Based on the problem above, the researcher gave treatments to the students for four times with different theme.

In the students' post-test, they explained more about the important idea from the passage for example they used conjunction such as then, so, while, which indicated that after the treatments the students were easy to organize their ideas and made good paragraphs which related each other. It was an improvement in the students' writing after the treatments. After treatment the students writing result was in improvement. That case was different from the students' pre-test, their ability to write was significantly improved, the students' writing descriptive paragraph using intrapersonal intelligence strategy. It

indicated that intrapersonal intelligence strategy was significant to improve the students' ability to write descriptive paragraphs.

The description of data collected through the writing test as explained in the previous section shows that the students' ability in writing improved. It was supported by the frequency and rate percentage of the result of the students' pre-test and post-test. In pre-test there is no student got "very good" and "good", but in the post-test there are 13 (43.3%) students got "very good" from experimental class and 1 (3.33%) student from control class

Although the difference between pre-test and post-test is significant improved in several components of writing, for example in the content and organization of the students' writing skills improved, but not too significant and students' vocabulary was significantly improved, and the use of language and mechanics are not significantly improved. In general the students' writing result from the whole components in pre-test and post-test improved. It was supported by the result of the students' t-test value (4.913.) was bigger than t-table (2.000). From the result, it can be concluded that the students' writing ability to write descriptive paragraphs was improved.

Looking at the comparison of the students' pre-test and post-test in frequency, rate percentage and t-test, the researcher can conclude that there was an improvement of the students' ability in writing after giving the treatment, which means that intrapersonal intelligence is significant to improve the students' ability to write

descriptive paragraph, and alternative hypothesis (H1) was accepted.

CONCLUSION

Based on the result of data analysis and the discussion of the result, the researcher concludes that the use of intrapersonal intelligence strategy improves the writing ability of the second year students of Indonesian junior high school. It was proved by the t-test value that is 4.913 greater than the t-table 2.000. It also can be concluded that Intrapersonal Intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help. Intrapersonal menu, describe qualities you process that will help you successfully complete; set and pursue a goal to; describe one of your personal values about; Write a journal entry on; Assess your own work in.

Intrapersonal Intelligence can be used to develop writing skills by helping student form ideas for their writing topic. It can be applied in class by using Armstrong, (2004: 221-223) techniques in developing intrapersonal intelligence (see p.8) and McGrath, H & Noble, T (1995) activities in applying intrapersonal strategy to develop student writing skill.

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