

**USING INTRAPERSONAL INTELLIGENCE IN IMPROVING
STUDENTS ABILITY TO WRITE DESCRIPTIVE PARAGRAPH OF
EIGHTH GRADE STUDENTS AT SMP MUHAMMADIYAH
SUMBERHARTA**

By

Yulfi¹, Syaprizal², Novita Sari³
STKIP-PGRI Lubuklinggau

Ummuhanif97451@gmail.com, syaprizalmpd@gmail.com², Chusnanso8@gmail.com¹,

Abstract

The problem of this study was “is it significantly effective to use Intrapersonal Intelligence strategy in improving students’ ability to write descriptive paragraph to Eighth grade students at SMP Muhammadiyah Sumberharta in academic year 2019/2020?”. The objective of this study was to find out whether or not it was significantly effective to use Intrapersonal Intelligence strategy in teaching writing descriptive paragraph to Eighth grade students of SMP Muhammadiyah Sumberharta in academic year 2019/2020. The population of this study was all of the eighth grade students of SMP Muhammadiyah Sumberharta in academic year 2019/2020 and total number of sample was 21 students from VIII.B. The sample in this study was taken through cluster random sampling. In this study, the writer used pre-experimental method. In collecting the data, the writer used written test. In analyzing the data, the writer used two techniques, individual students’ score and paired t-test. Based on the result of the data analysis, the writer found out that the students’ average score was 67.29 in the pre-test and it increased in the post-test which score was 77.80. The result of paired t-test was 5.20 while t_{table} was 1.725. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Furthermore, it was significantly effective to use Intrapersonal Intelligence strategy in improving students’ ability to write descriptive paragraph to the Eight grade students at SMP Muhammadiyah Sumberharta in academic year 2019/2020.

Key words: writing, descriptive, Intrapersonal Intelligence strategy

1. INTRODUCTION

Writing is an activity to express a feeling, ideas, and experience with sign and symbol in written form by the people. Josef (2001: 5) states that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge and of

experience with subjects. In addition, writing is the most important skill in learning English, because it is the skill learned through the process and practiced to arrange words into a statement and good paragraph that is must clear to be understood by people. Sometimes, some students have problems to make good writing especially in writing a descriptive paragraph. Descriptive appeals to the senses and it tell how something looks, feels, smells, tastes, or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space (Oshima (2007:61). The problems faced by students in composing writing such as they feel difficult to put their ideas in writing paragraph and they do not understand if they want to begin their writing. The causes of that condition through some factors like the students were not interested in the topic, they feel confused to arrange words into a statement and create a good paragraph. The most important thing is applying a method or strategy that can improve students' ability in teaching learning process especially in writing skill. Based on the results of interview with the English teacher in classes VIII.A and VIII.B at SMP Muhammadiyah Sumberharta. There were some information gotten. They were: the total of students in class VIII.A was 21 students and VIII.B was 21 students, the total of them were 42 students. Refers to the information from the interview, there were some problems were faced by Eighth grade students of SMP Muhammadiyah Sumberharta, such as they get difficulties to make good writing, they felt confused to arrange words into statement and good paragraph, they were not interested in the topic and they do not have motivation in writing a descriptive paragraph. The researcher was interested to solve those problems by using intrapersonal intelligence strategy. Intrapersonal intelligence strategy can make students more enthusiasm in learning English such as grow their motivation, their mood or feeling and confidence to write more creative in the writing process. Armstrong (2018:3) states that intrapersonal intelligence strategy is a strategy in the learning

process that helps to understand the internal aspect, including awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self-discipline, self-understanding, and self-esteem when deciding about their own lives. The researcher used intrapersonal intelligence strategy because that can help students to understand themselves how to find out and can explore their idea more creative and very well in the learning process. In addition, the researcher has some relevant researches that support this research, those were Maria and Noemi (2014) in their journal entitled "intrapersonal intelligence and motivation in foreign language learning". They concluded that the application of the strategy is an innovative and effective system for learning a language. It is effective for students with high intrapersonal intelligence because the presented program provides an incentive for their motivation and producing a significant increase in their ability to learn and those further develops and rapidly acquire language learning. That methodology provides learning strategies and develops parts of their intelligence they were not able to develop on their own. Based on the various explanations above, the researcher is interested to do research entitled "Using Intrapersonal Intelligence Strategy in Improving Students' Ability in Writing Paragraph of Eighth Grade Students at SMP Muhammadiyah Sumberharta".

2. METHOD OF RESEARCH

The method was used in the research was quantitative research in pre-experimental research design. In pre-experimental research design, the researcher was used concept one group Pre-test and Post-test design. The design was as follows:

Table 2.1

The Diagram of One Group Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Pre-Experiment	O ₁	X	O ₂

a. Population and Sample

The population in was research was the eighth-grade students of SMP Muhammadiyah Sumberharta. Based on the data of SMP Muhammadiyah Sumberharta the populations were consist of two classes in academic year 2019/2020. Class A consists of 22 students and class B consists 21 students.

In selecting the sample, cluster random sampling technique was used. The advantages of cluster random sampling were that it was low cost, requires a lwest of elements and efficient with large of population. The result was VIII.B as sample group with total number of 21 students.

b. The Technique for Collecting the Data

The instrument was used in the research was written test. This constants of two kinds namely pre-test and post-test and pre-test and post-test were the same test.

c. The technique for Analyzing the Data

The technique for analyzing the data, the researcher collected it through the pre-test and post-test. Individual Score, Paired t-test

3. FINDING AND DISCUSSION

1. The Result of the Test

a. The Students' Score in the Pre-Test

The pre-test aims to find out the students' ability before they were given the treatment. Before the researcher gave treatment by using Intrapersonal Intelligence strategy, the researcher gave the students pre-test to know their scores. After the scores had been tabulated, the researcher found that the result of pre-test were only 7 students (33%) were passed, and 14 students (67%) were failed in the pre-test of writing descriptive paragraph where as, the highest score was 85 which was reached by only 1 student and the lowest score was reached was 51 which

was 1 student. In addition, the averages scores in the pre-test were 67.29 so the students were failed categorized into the pre-test score.

Based on the minimum mastery criteria, the researcher found out that there were 7 students who could pass minimum mastery criteria, and the students who score below minimum mastery criteria were 14 (67%) students.

b. The Students' Score in the Post-test

Before giving the post-test, the researcher taught writing descriptive paragraph by using Intrapersonal Intelligence. In the case the test items in the post-test were same as those pre-test. In the post-test, the highest score was 90 reached by 2 students and the lowest score was 54 reached by 1 students. In addition, the average score was 77.80. So the Students were passed category in the post-test score. 17 students (81%) who were passed in the post-test and 4 students (19%) who were failed in the post-test.

2. Discussion

The researcher got the result of the finding above, it could be stated that Intrapersonal Intelligence strategy was a good strategy for teaching students writing descriptive paragraph. This finding was consistent with Maria and Noemi (2014) stated that Intrapersonal Intelligence Strategy as application of the strategy is an innovative and effective system for learning a language. It is effective for students with high intrapersonal intelligence because the presented program provides an incentive for their motivation and producing a significant increase in their ability to learn and those further develops and rapidly acquire language learning. The strategy was helpful for teaching students' writing ability. It could be seen from the differences between score in the pre-test and post-test. The score was obtained by students in the pre-test were 67.29 and 77.80 in the post-test. It could be concluded there was significantly effective in teaching writing descriptive paragraph.

Based on interview between researcher and English teacher when researcher observation stated that students had some problem in writing. students felt difficult to put their ideas in writing. And second, students did not understand if they want to begin their writing. Causes of that condition through some factors like the students were not interested in the topic, they felt confused to arrange words into a statement and create a good paragraph. It could be shown of the result of pre-test that the students could not write well, they were difficult to express their ideas clearly, beside that they also felt difficult to develop the idea. In term of content, when they wrote in paragraph, they were still less in writing of the supporting details for main ideas. And they were many mistakes that were to write descriptive paragraph like grammar error and the content did not match the topic therefore the meaning could not be understood well, but after the researcher taught the treatment by using Intrapersonal Intelligence Strategy, they could minimize their mistakes, and they could write in writing descriptive paragraph.

Based on the criteria of students' conversion, the researcher found that the students who had not passed the KKM (71) in the pre-test was 14 students and there were only 7 students who passed the KKM. In the post test, the researcher found that there were 17 students who had passed the KKM (71) and there were 4 students who had failed. The average score in the pre-test was 67.29 It could be seen the student' highest score in the pre-test was 85 which was gotten by one students and the students' lowest score was 51 which reached by one student. While in the post-test, the highest score was 90 which gotten by two students. The average score in the post-test was 77.80. Based on the average score, the researcher could state that students' writing ability in descriptive paragraph was better than before. Based on the result, it could be taken the conclusion that it was significantly effective to teach writing descriptive paragraph by using Intrapersonal Intelligence Strategy to the Eighth grade students of SMP Muhammadiyah Sumberharta in the academic year 2019/2020.

Based on the study, the result of paired t-test calculation showed that the t_{obtain} was higher than the t_{table} . The t_{obtain} was 5.20 as the critical value of t_{table} in significant level 0.05 was 1.725. It meant that the null hypothesis (H_0) was rejected automatically and the alternative hypothesis (H_a) was accepted. From this result, the researcher could take conclusion that this method gave proof that it was significantly effective to use Intrapersonal Intelligence strategy in Improving students' ability to write descriptive paragraph to the eighth grade students of SMP Muhammadiyah Sumberharta in the academic year 2019/2020.

4. Conclusion

Based on the findings presented in previous chapter, it could be concluded that there was significantly effective to use Intrapersonal Intelligence Strategy in improving students' ability to write descriptive paragraph of Eighth grade students at SMP Muhammadiyah Sumberharta in academic year 2019/2020. It was proved by the difference between two means score in the pre-test and post-test. There was improvement of the average scores or the average ability from the pre-test 67.29 to the post-test 77.80. The students made progress. Their average ability changed from the "enough" to be "moderate".

The progress could also be known based on the paired t-test analysis. The researcher found that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected since the result of the calculation of the paired t-test was higher than t-critical value. The t_{obtain} was 5.20, which was higher than 1.725 as its critical value. It meant that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that it was significantly effective using Intrapersonal Intelligence Strategy in improving students' ability to write descriptive paragraph of Eighth grade students at SMP Muhammadiyah Sumberharta. It can be seen from the result of t-test value was higher than t-table.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Armstrong, T. (2009). *Multiple Intelligence in the classroom* (3rd ed.). Alexandria, VA: ASCD.
- Armstrong, T. (2018). *Multiple Intelligence in the classroom* (4th ed.). Alexandria, VA: ASCD.
- Bailey, S. (2011). *Academic Writing: a Handbook for International Students*(3rded). New York.
- Desi, E. (2007). *Using Intrapersonal Intelligence Strategy to Improve the Students' Ability to Write Narrative Paragraph at the Second Grade Students of SMAN 1 Anggeraja*. Thesis. Makassar: UNM.
- Evans, V. (1998). *Succesful Writing Proficiency*. Liberty House: New Greenham Park, Newbury, Berkshire RG19 6HW.
- Fierros, E. G. (2004). *How Multiple Intelligence Theory can Guide Teachers' Practices: Ensuring Success for Students with Disabilities*. Villanova University.
- Festinger, D., Dematteo, D., & Marczyk, G. (2005). *Essentials of Research Design and Methodology*. New Jersey: Simultaneously in Canada.
- Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw-Hill.
- Glaeson, M. E. (2011). *Intrapersonal Intelligence Strategies in the Deelopment Writing Classroom*. The journal of the Virginia community colleges.
- Handayaniingrum, A. S. (2010) *Contekan Bahasa Inggris*. PT Mizan Publika Cindaka Barat, Jakarta Selatan.
- Heaton, J.B. (1988). *Writing English Language Tests*. Longman: New Work.
- Josef, H. (2001). *Advanced Writing in English as a Foreign Language*. University of Pecs (Grant Number 23001).
- Kumbar, R. (2006). Application of Howard Gardner's Multiple Intelligence Theory for the Effective Use of Library Resources Ly K-2 Students' an Experimented Model Zydas School for Excellence. India.
- Lazaraton, A., & Hatch, E. (1991). *The Research Manual: Design and Statistics for Applied Linguistics*. University of California, Los Angeles.
- Lazear, G. D. (1992). *Teaching for Multiple Intelligence*. The Phi Delta Kappa Education Foundation Bloomington, Indian.
- Oshima, A., & Hogue, A. (1998). *Writing Academic English* (second year). Longman.
- Introduction to Academic Writing* (3rd ed). Longman.
- Olfah, M. (2013). *Student's ability in Comprehending Narrative teks*. English Program Study FKIP Untan.
- Perez, M., & Noemi, R. R. (2014). *Intrapersonal Intelligence and Motivation in Foreign language Learning*. University of Almeria, Spain. European Scientific Journal, edition vol. 10. No.17. June 2014.

- Subana & Sudrajat. (2001). *Dasar Dasar Penelitian Ilmiah*. CV Pustaka Setia, Bandung
- Sugiyono. (2010). *Metode Penelitian Pendidikan. Cet. Ke-15*; Bandung: Alfabeta.
Metode Penelitian Pendidikan. Cet. Ke-18; Bandung: Alfabeta, 2013.
- Stephens, M. (1992). *Practice Advanced Writing : Analysis and Practice CAE and Proficiency*. Longman.
- Willis, K. J., & Johnson, A. A. (2001). *Multiply: Using Multiple Intelligence the National Council of Teachers of Mathematics*.
- Zaida, N. (2013). *Mandiri : Practise Your English Competence*. Erlangga.