

THE EFFECT OF INTRAPERSONAL INTELLIGENCE STRATEGY TO IMPROVE STUDENTS' WRITING DESCRIPTIVE PARAGRAPHS IN THE SECOND GRADE OF SMAN 2 KUPANG

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Abstract The main objective of this study was to determine the effect of the Intrapersonal Intelligence strategy in improving students' writing descriptive paragraphs. This study was conducted at SMAN 2 Kupang. The population was 63 students of grade eleven. The method used in this study was a quantitative method using a quasi-experimental design. The instrument was a written test, and the t-test formula was used in the data analysis. The results of this study indicated a significant difference between the experimental group and the control group, with the mean score in the experimental group being 70.6 and the mean score in the control group being 50.6. Whereas in the paired test samples, there were significant results between the pre-test and post-test based on the result of the value, the value of the t-test (15.8) was higher than the value of t-table (2.058) with $df = N-2$. This showed that the effect of the intrapersonal intelligence strategy can improve students' skills in writing descriptive paragraphs. As the intrapersonal intelligence strategy can develop students' thinking to be broader and more dynamic, it can be used as an alternative teaching strategy in improving students' descriptive paragraph writing.

Keywords: descriptive paragraph; intrapersonal intelligence strategy; writing skills

INTRODUCTION

Writing is the idea of thinking or feeling, such as composing and writing letters and pouring the authors into written form (Sitepu, 2013). According to Zulfani (2001), writing can help students become more assertive by adding grammatical structure, idioms, and vocabulary, which are essential in language learning. In writing, there are several types of text. They are argumentative, descriptive, persuasive, and narrative texts. While argumentation text is a text that presents a point of view and provides evidence for the point of view taken, persuasion text is a piece of writing that tries to convince a reader to believe about the topic.

Meanwhile, narrative text is a text that tells a story and entertains audience. However, in this research, the researchers focus on descriptive text. Simpuru (2020) states that a descriptive text gives a reader a vivid sense of an object, location, or person by describing it in a way that helps them see it in their mind's eye and makes them feel like they are actively participating in the writer's experience. Its purpose is to describe and reveal a particular thing, animal, and person. In writing descriptive paragraphs, students need to concentrate on generic structure to make a descriptive text well-organized, readable, and comprehensive. Similarly, Anderson & Katty Anderson (2003) assert that the objective of descriptive text is to describe the subject by describing the function without including personal views, a description of a specific building, animal, place, or person.

Generic structure of a descriptive paragraph is divided into two parts. They are the identification and the description. Anderson (2003) asserts that the identification in the generic structure of descriptive text introduces the subject of description. Furthermore, this part identifies the phenomenon to be described. On the other hand, description gives details of the characteristic features of the subject, such as qualities and characteristics, describing the phenomenon in parts, ability, habit, and daily life. In addition, A descriptive text has some language features. They are specific nouns, simple present tense, detailed noun phrases to give information about the subject, adjectives to describe, number, and classify the nouns, and relating verbs to give information about the subject. Both these generic structures and language features need to be addressed by a writer to compose descriptive texts.

Armstrong (2000) defines the Intrapersonal Intelligence Strategy as a strategy in the learning process that helps students to understand the internal aspects of themselves, including awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self-discipline, self-understand, and self-esteem when deciding about their own lives. In addition, Larsen & Freeman (2000) states that Intrapersonal Intelligence Strategy is the ability to understand oneself and practice self Related to the various explanations. Accordingly, Armstrong (2000) argues that several different ways can incorporate Intrapersonal activities in the classroom to allow students time to learn their preferred style. They are:

1. One-minute reflection period

One-minute reflection periods offer students time to digest the information presented or connected it to happening in their lives. They also provide a refreshing change of pace that helps students stay alert and ready for the next activity.

2. Personal connection

Personal connections help students continually connect what is being taught and their personal lives. Students then remember stories and experiences before going to the next step.

3. Choice time

The choice time section helps students choose what may be related to content and which topic they would like to explore.

4. Feeling-toned moment

This strategy suggests that educators are responsible for creating moments where students laugh, feel angry, express strong opinions, get excited about a topic, or feel a wide range of other emotions.

5. Goal-setting session

This ability certainly has to be among the most important skills necessary for leading a successful writing. Consequently, the researcher helps students immeasurably in their preparation for writing when they provide opportunities for setting goals.

Furthermore, McGrath & Noble (2003) state three steps in applying Intrapersonal Intelligence in the classroom. The first step is the remembering phase (recalling information or experiences). In this step, students are asked to remember their favorite times in school, at home, with family and friends. They are also required to answer what skills they develop over time. The second step is the understanding phase (understanding the information or experiences students have passed). In this stage, students are asked what they do during their favorite times. They also need to explain why it is their favorite time. In the last step, called the applying phase, students apply information or their experiences in good writing. Here, students write about their favorite time, why it was a favorite time, the skills and talent being developed, and who helped them develop. They are also given opportunities to express students' feelings about the material.

Many researchers have conducted studies on using Interpersonal Intelligence in the writing classroom. Hanafi (2019) found that using the Intrapersonal Intelligence strategy could improve students' writing skills on recount text. She did the study "Using Intrapersonal Intelligence Strategy To Improve Students' Ability in Writing Recount Text." The main objective of this study was to improve students' ability to write recount text. Whether using the Intrapersonal Intelligence strategy effectively improved students' writing achievement in learning English as a foreign language. The research design used was classroom action research. The subject of this research was 14 students of second-grade class B at SMP IT Khairunnas Kota Bengkulu in the 2018/2019 academic year. The instrument used observation, interviews, writing tests, and documentation. This research was carried out in cycles of action, namely cycles one and two. The results of student's scores in each cycle showed improvement in students' writing skills on recount text. In cycle one, the average of students' scores reached 66,28; in cycle two, 75,21, and the post-test reached 84,71. The mean of students' scores increased. Based on the improvement of each cycle, using the Intrapersonal Intelligence strategy could improve students' writing skills in writing recount text.

Moreover, Devi (2016) conducted a study entitled "Using Intrapersonal Intelligence Strategy To Improve The Students' Ability To Write Narrative Paragraphs at The Second Grade Of SMAN 1 Anggeraja". This study's main objective is to determine whether there is a significant difference in students' writing ability when taught using the Intrapersonal Intelligence Strategy. In this research, the population was second grade. In taking the sample, Class XI MIA 1 and XI MIA 3 were chosen using the purposive sampling technique. The non-equivalent design group was applied in this research with the experimental and control groups. The instrument used to collect data was a writing test. Based on this research, the students' post-test score for the experimental group was higher than the students' post-test score for the control group. The findings of this study showed that the Intrapersonal Intelligence Strategy may be an alternative strategy in teaching writing because it can help students quickly develop or organize their ideas in the writing process.

Finally, Sitepu (2013) did a study entitled "The Effect of Using Multiple Intelligences Strategy on Students' Achievement In Writing Narrative Text." This study was conducted to determine the effect of multiple intelligence strategies on students' writing achievement in narrative texts. The population was the students of grade XI SMAK 2 Kabanjahe. There were 142 students, and 60 were taken as the sample based on the random sampling technique. Thirty students were taken as the control group and others as the experimental group. The instrument used to collect the data was a written test. The data were analyzed using a t-test to show the effect of multiple intelligence strategies on students' writing achievement in narrative texts. The analysis showed that t-value 2.73 was higher than t-table 1.67 at the significance level 0.05 and the degree of freedom (df) 58. It means that the alternative hypothesis was accepted. In other words, multiple intelligence strategy can significantly affect students' achievement in writing narrative text.

Overall, Armstrong (2000) provides the advantages of the Intrapersonal Intelligence strategy in the learning process can be concluded as follows: a) Students learn to spell words with a personal emotional impact as well as those with developmentally appropriate spellings, b)

Identifying with the problem, accessing dream imagery, personal feelings that relate to the problem; deep introspection, c) Increasing students' self-awareness by connecting various curriculum topics to their own unique life experiences.

Based on the preliminary studies at SMAN2 Kupang, many students struggle with making the best writing, including writing a descriptive text. Therefore, English teachers need to be innovative in designing different communicative activities, especially in teaching writing. Related to the various explanations, the researchers are interested in carrying out the research entitled: "The Effect of Intrapersonal Intelligence Strategy to Improve Students' Writing Descriptive Paragraph at the Second Grade of SMAN 2 Kupang". This study's problem statement is as follows: "Is there any effect of Intrapersonal Intelligence Strategy to Improve Students' Writing Descriptive Paragraphs in the second grade of SMAN 2 Kupang?"

METHOD

In this research, the researchers used a quasi-experimental design. The researcher chose the second-grade students of SMAN 2 Kupang, which consists of two classes, as the population of this study. These two classes became the sample of this research, where class A (32 students) was determined as the control group and class B (31 students) as the treatment group. In this research, the researcher used a writing test (pre-test and post-test) to collect the research data. Teaching through the Intrapersonal Intelligence strategy on students' writing skills in a descriptive paragraph was given to the treatment group. The researcher analyzed the data using a quantitative method where the t-test formula was used to determine the effectiveness of this teaching method. The researcher used some criteria of assessment in the component writing. They are content, organization, grammar, vocabulary, and mechanics.

FINDINGS AND DISCUSSION

The pre-test in the form of a writing test was given at the first meeting to see the students' abilities before giving treatment. This test was conducted for both the control and treatment groups.

Table 1. The results of student's scores in the pre-test

No	Classification	Score	Experimental Group		Control Group	
			N	(%)	N	(%)
1	Excellent	91-100	0	0%	0	0%
2	Very Good	81-90	0	0%	0	0%
3	Good	71-80	1	3%	0	0%
4	Fair	61-70	6	19%	7	21%
5	Poor	51-60	11	35%	9	28%
6	Very Poor	0-50	13	41%	16	50%

Total		31	100%	32	100%
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The table above shows students' scores on the pre-test, both for the experimental and control group. It shows that, in the experimental group, 1 (3%) students were classified as good, 6 (19%) students were fair, 11 (35%) students were poor, and 13 (41%) students were very poor. In the control group, 7 (21%) students were classified as fair, 9 (28%) students were classified as poor, and 16 (50%) students were classified as very poor.

After teaching descriptive paragraphs using the intrapersonal intelligence strategy to an experimental group while the control group was taught without using the intrapersonal intelligence strategy, both groups were given a post-test to determine whether there was an improvement after giving treatment. The scores of students' post-test in both of the groups can be seen in the table below:

Table 2. The Data Percentage of Students' score of Post-test

No	Classification	Score	Experimental Group		Control Group	
			N	P(%)	N	P(%)
1	Excellent	91-100	4	12%	0	0%
2	Very Good	81-90	8	25%	0	0%
3	Good	71-80	10	32%	0	0%
4	Fair	61-70	8	25%	7	21%
5	Poor	51-60	1	3%	9	28%
6	Very Poor	0-50	0	0%	16	50%
Total			31	100%	32	100%

The table above shows students' post-test scores in the experimental and control groups. It shows that, in the experimental group, 4 (12%) students were classified excellent, 8 (25%) students were classified very good, 10 (32%) students were classified good, 8 (25%) students were classified fair, In the control group, 7 (21%) students were classified good, 9 (28%) students were classified poor, and 16 (50%) student were fair

The implementation of the intrapersonal intelligence strategy in the treatment group is elaborated as follows:

1. One-minute reflection period

A one-minute reflection period offers students time to digest the information presented or connect it to happenings in their lives. In this session, the researcher asked students to focus more on reflecting on their favorite things in their daily lives. In this case, the favorite in question is a place that is frequently visited by students, which is their priority. For Instance, Student 1

always visits places A and B. From these two places, the student is asked actually to choose one of the places. Therefore, the student can write a descriptive paragraph well.

2. Personal Connection

The personal connection in this strategy is a way for students to connect with their self-understanding about what they do and what they visit in their lives. In this step, the researcher asks students to associate their experiences. For instance, The researcher does it through several questions: 1). How many places are your favorites? 2). Did one of the places you visited become a story you will always remember? Then, students connect well with understanding which place is a favorite story, making it easier to describe.

3. Choice time

Giving students choices is as much a fundamental principle of good teaching as it is a specific intrapersonal teaching strategy. Essentially, choice time consists of building opportunities for students to make decisions about their experiences. Making the choice in question is that students choose their experience with the best time according to them. For example, student A visited more than one place. So, in choosing that time, student A prefers to write about that place.

4. Feeling-toned moment

Teachers often present information to students in an emotionally neutral way. In this step, the researcher creates a passionate moment in teaching. Therefore, students quickly expressed their opinions and were excited to describe a paragraph on the topic they had chosen in the previous step. Also, in this step, the researcher creates moments that excite students by 1) making it safe for students to have feelings in the classroom (giving permission, discouraging criticism, and acknowledging feelings when they occur) and, finally, providing experiences.

5. Goal-setting session.

One of the characteristics of highly developed intrapersonal learners is their capacity to set realistic goals for themselves. This ability certainly has to be among the most important skills necessary for leading a successful life. Consequently, the researcher helps students immeasurably in their preparation for life when they provide opportunities for setting goals. In this final step, students are asked to write paragraphs describing the topics they like according to what they choose. Researchers asked them to describe the places according to what they knew to produce an excellent descriptive paragraph.

Table 3. The mean score and standard deviation of pre-test and post-test.

Group	Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Control	50.3	50.6	9.65	9.61
Experimental	50.5	76.0	11.02	9.35

The table above shows that the mean score of the control group's pre-test was 50.3, and the mean score of the students' post-test was 50.6. The standard deviation score of the pre-test was 9.65, and the standard score of the post-test was 9.61. In the Experimental Group, the mean score of students' pre-tests was 50.5, and the mean score of students' post-tests was 76.0. The standard deviation score of the pre-test was 11.02, and the standard score of the post-test was 9.35. It indicates that the student's scores in the experimental group were higher than those in the control group.

To know the level of significance score of the experimental group and control group, the researcher used t-test analysis on the level of significance (p) + 0.05 with the degree of freedom (df) = $N-2$, where the N = number of subjects in the experimental group were 31 and control group were 32 students, therefore $N=63$. Then, the value of T-test was 15.8.

Table 4. The result of the t-test Calculation

Variable	t-Test Value	t-Table Value
$X1 - X2$	15.8	2.058

The table above indicates that the value of the t-test is 15.8. It was higher than the value of the t-table, which was 2.058 with a significant level (P) = 0.05 and $df = N-2$, then the value of the t-table was 2.058 while the value of the t-test ($15.8 > 2.058$). It means that the hypothesis was accepted.

Based on the calculated result of the student's test, there were differences between the pre-test and post-test by 63 students as the sample of students at SMAN 2 Kupang. In calculating students' scores, the researcher found that the data analysis result showed that the value of the t-table, with significant level (P) = 0.05 and degree of freedom (df) = $N-2$, was 2.058. The value of the t-test 15.8 was higher than that of the t-table, with the result ($15.8 > 2.058$). It means that hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. The data also answered the research problem: Is there any effect and significant difference of Intrapersonal Intelligence strategy in improving students' writing descriptive paragraphs? From the data accumulated above, it can be concluded that teaching using the Intrapersonal Intelligence strategy can improve students' writing skills in descriptive paragraphs.

CONCLUSION

Based on the data analysis in this study, the writer concluded that the Intrapersonal Intelligence strategy improved students' writing of descriptive paragraphs in the second grade of SMAN 2 Kupang. It was proved from the t-test result that the value of t-observed (15.8) is higher than that of t-table (2.058) with $df = N-2$ and the level of significance = 0.05. The result of students' post-test scores in the experimental group was higher than in the control group. The score average in the experimental group was 76.0, and the control group was 50.6. It indicated a significant difference in the treatment using the Intrapersonal Intelligence strategy. In addition, there was a significant difference between students' writing descriptive paragraphs in the experimental group and the control group in the second grade of SMAN 2 Kupang using the Intrapersonal Intelligence strategy. The significant difference was proved with the students' post-test score table in the experimental group.

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