



FINAL PROJECT

**INCREASING THE STUDENTS' ABILITY TO WRITE
DESCRIPTIVE TEXT THROUGH VISUAL-SPATIAL
INTELLIGENCE STRATEGY**

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APPROVAL

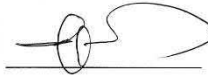
APPROVAL

This final project entitled *Increasing The Students' Ability to Write Descriptive Text through Visual-Spatial Intelligence Strategy (A Quasi-Experimental Research of the Seventh Grade Students of SMP Negeri 1 Wonopringgo in the Academic Year of 2017/2018)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on August, 2019

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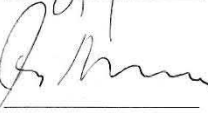
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DECLARATION OF ORIGINALITY

DECLARATION OF ORIGINALITY

I, M Danial Rosis hereby declare that this final project entitled *Increasing Students' Ability to Write Descriptive Text through Visual-Spatial Intelligence Strategy (A Quasi-Experimental Research of the Seventh Grade Students of SMP Negeri 1 Wonopringgo in the Academic Year of 2017/2018)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019



M. Danial Rosis
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MOTTO AND DEDICATION

“Hard work is better than talent” (Anonymous)

To my beloved father and mother

To my sisters, Nada and Salma

To my teachers and lecturers

ACKNOWLEDGEMENTS

First of all, I would like to praise to Allah Subhaanahu Wa Ta'ala, the Beneficent and the Most Merciful. Thank Allah, for blessing me with this beautiful life and also the great chance to finish my undergraduate study. Then, shalawat and salaam are only given to Prophet Muhammad SAW, the best teacher in this world. I would like to express my sincere gratitude to Prof. Dr. Januarius Mujiyanto, M.Hum as my first advisor for giving me such encouragement and continuous guidance so that I could finish this final project. My honor also goes to Pasca Kalisa., S.Pd, M.A as my second advisor who has patiently guided me and broaden my sense of knowledge through her valuable feedback. I found a lot of inspiration and encouragement from both of them. I also dedicate my sincere appreciation to all lectures and staff of English Department. I really had a wonderful time during my study in this Department.

I would like to thank to Mrs.Indrianti, S.Pd as the English teacher of SMP N 1 Wonopringgo who has helped me a lot during the teaching internship program and allowed me to use his class as the subjects of the research. I also thank to all the students of SMP N 1 Wonopringgo in the academic year of 2017/2018 especially 7-4, and 7-5 who have made an unforgettable teacher-student relationship.

My special thanks, as ever, go to my beloved father (Bapak Abdillah), and mother (Ibu Rohmawati) for endless support and prayer, my sisters (Nada and Salma) for the prayer.

Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

Semarang, July 2019

ABSTRACT

Rosis, M. Danial. 2019. *Increasing The Students' Ability to Write Descriptive Text through Visual-Spatial Intelligence Strategy (A Quasi-Experimental Research of Seventh Grade Students of SMP Negeri 1 Wonopringgo in the Academic Year of 2017/2018)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Prof. Dr. Januarius Mujiyanto, M.Hum. Advisor II: Pasca Kalisa., S.Pd, M.A.

Key Words : Multiple Intelligence, Visual-Spatial Intelligence, Writing, Quasi-Experimental Research.

For the sake of communication, the way people communicate nowadays is not only from speaking, but from a written form as well. According to Harmer (2011:4), writing is used for a variety of purposes and produced in many different forms. They can communicate through their writing in many forms of text according to its aim. This research aims to find out the effectiveness of Visual-Spatial Intelligence Strategy in teaching writing descriptive text of the seventh grade students. A further concern of this study is to investigate the significant difference of writing achievement between the group that is taught by visual-spatial intelligence strategy and another group that is taught by verbal-linguistic intelligence strategy. In developing students' writing ability based on this intelligence, there are some techniques that can be implemented such as writing based on picture clues.

The writer used quasi-experimental design in this research. The population of this study was the seventh grade students of SMP Negeri 1 Wonopringgo in the academic year of 2017/2018. Meanwhile, the sample consisted of 64 students from two classes. The writer used cluster random sampling in choosing sample. The study was started by conducting pre-test. In pre-test, students were asked to write descriptive text for thirty minutes. Meanwhile, in treatments section, the experimental group (7-4) was taught by visual-spatial intelligence strategy, while the control group (7-5) was taught by verbal-linguistic intelligence strategy. Then, after giving the treatments in both groups, the writer give the post-test. The students were asked to write descriptive text. The result analysis of the quantitative data showed that the mean scores of the experimental group increase from 59.37 to 74.64. Then, the t-test showed that $\text{sig } 0.0002 < 0.05$. it can be concluded that the working hypothesis is accepted. It means that there is a significant difference of effectiveness and learning achievement in writing descriptive text of students who are taught by visual-spatial intelligence strategy. Therefore, the visual-spatial intelligence strategy is effective and convenient for students to improve their achievement in writing descriptive text. The writer expect this experimental research can be used as reference to improve students' writing skill in other forms such as narrative, procedure or reports

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CHAPTER I INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses, limitation of the study, significance of the study, and outline of the report.

1.1 Background of the Study

In Indonesian context, the English teaching-learning of writing in junior high schools is expected that students develop their communicative competence to achieve the functional level of literacy. At this level, they can use language to write news, manuals, descriptions, shorts stories, and so forth. In contrast, they consider writing as the most difficult and challenging skill to learn among the other language skills.

For the sake of communication, the way people communicate nowadays is not only from speaking, but from a written form as well. According to Harmer (2011:4), writing is used for a variety of purposes and produced in many different forms. They can communicate through their writing in many forms of text according to its aim. However, writing is the most complex skill to develop. Heaton (1990:135) mentions that, “The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements”. Hyland (2004) also defines that, “Writing is a socio-cognitive activity that involves skills in planning and drafting, as well as knowledge of language, context and audience.” So, writing needs a long process

from finding out the ideas, deciding the genre and text construction, generating it and exploring knowledge through that.

There are some reasonable causes why writing becomes the most difficult skill to learn. Basically, written communication is much more formal than the spoken one. One's fluency in speaking does not guarantee the same thing in writing for it needs higher formality. This formality requires writers to pay attention to layout and dictions based on the genre of the text.

Secondly, unlike speaking, writing tends to not tolerate mistakes in its final product. There are a number of conversations that cannot be separated from writing such as the issues of spelling, handwriting, grammar, capitalization, and punctuation. Hyland (2004) defines that, "Writing is a socio-cognitive activity that involves skills in planning and drafting, as well as knowledge of language, context and audience.". Heaton (1990:135) also mentions that, "The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements". These complex rules of writing are the influential reasons why English language learners find it difficult to write well in English.

Writing is also difficult when writers have to arrange their ideas in sequential and logical orders to make the whole information easily understood by readers. Usually, writers need to spend their time on long and repetitive phases before they finally think that their writings are already coherent. Ideas within a framework of domain or discipline knowledge and engage the reader in academic discourse. Research studies revealed that for students entering tertiary levels of

post-secondary, academic success is dependent on successful academic writing (Kelley, 2008). It is undeniable that academic writing is the language of scholarship and demonstrates eligibility of higher education. The quality of an individual's written work determines his/her scholarship and acceptance in academia. Poor academic writing skills have often been alluded to as a key factor in the failure of ESL and international students in meeting institutional literacy expectations (Bacha, 2002; Zhu, 2004).

Moreover, based on my experience during the teaching internship program at SMP N 4 Batang, the students of Grade VIII at SMP N 4 Batang also experienced the same thing in which they considered writing the most difficult skill to learn. It could be seen from their writing scores that tended to be lower than that of other skills. When they came to a writing task, they usually got stuck in determining what topic and what content to write about. Consequently, they tended to spend a great deal of time copying model texts rather than expressing their own ideas creatively. Additionally, it was also detected that they had difficulties in creating correct grammatical sentences. They also had low vocabulary mastery. According to the English teacher, they had difficulty in choosing the appropriate words to be used in their writings.

Based on this problem, the researcher felt that it was worth doing to find an effective solution to be applied in the writing teaching-learning process to improve the students' writing skills. Giving a solution to their writing problems since they were young was better than letting them come further to the higher grade bringing the old problems with them.

1.2 Reasons for Choosing the Topic

In this study, the researcher chooses the topic “Increasing The Students’ Ability to Write Descriptive Text through Visual-Spatial Intelligence Strategy”, with following reason:

Some students had difficulty in determining the contents of their writings and organizing them into comprehensible ideas. Even if the teacher determined the topics for them, they did not know what the content would be. It seemed that they did not maximize the use of their creativity to imagine what things to write about. Ignoring their creativity made them less-confident in using word by word to express their ideas. As it was explained there, they were too afraid to explore the target language and to make mistakes in the process of learning it. So, they simply copied the model texts given by the teachers and they changed the name of the subject being described there.

In one side, writing is a kind of difficult subject for some eighth grade students because they have minimum ability in writing with correct grammar and acceptable generic structure. Thus, it affects them to be a student with poor writing competence. Meanwhile, the students are demanded to have the ability in mastering English from its whole aspects, i.e. listening, speaking, reading, and also writing. But, the teachers do not give an interesting solution to make them build up their interest and capability in writing, in this case is writing descriptive text.

The application of MI theory to enhancing teaching, learning and assessment in schools, colleges and universities was informed by a view that much of the formal curriculum, mediated through individual subject syllabuses and

textbooks, prioritises the linguistic and logical-mathematical intelligences at the expense of other intelligences (e.g., Lynch 1992; Drudy and Lynch, 1993; Hanafin *et al.*, 2002). Subjects that rely on these intelligences (languages, mathematics, science) make up the greater part of the formal curriculum, both at primary and post-primary school levels. The Irish MI project, mindful of contemporary curriculum discourses (Pinar 1995, 2008), was developed as an emancipatory action research project (Hanafin, 2000). As social research connected to an educational intervention (Boog, 2003), the project's activities were underpinned by theories of critical (Freire, 1998; Giroux, 1988; Kincheloe and Sternberg, 2000) and engaged pedagogy (hooks, 1994) while its conceptual platform drew on expertise from previous Irish projects in which teachers turned curriculum proposals into effective practice using reflective inquiry (Leonard, 1988; Leonard and Gleeson, 1999). However, the researcher only chose one from the eight multiple intelligence, Visual-Spatial Intelligence Strategy, on this study because the researcher believes that this strategy match in improving students' writing skill especially writing descriptive text.

Visual-Spatial Intelligence Strategy is one of Multiple Intelligencies Strategy which cooperate with multi-media such as short videos, pictures and sequence of pictures that is useful in teaching-learning process. In this study, the researcher focused on writing descriptive text. Through Visual-Spatial Intelligence Strategy students will learn how to descriptive text in interesting way, because they will learn using short videos and sequence of pictures as a media in order to expand their ideas about writing descriptive text.

1.3 Research Question

The research questions in this study are as follows:

- 1) How effective is the Visual-Spatial Intelligence Strategy in teaching writing descriptive text well to the seventh grade of junior high school students?
- 2) Is there any significant difference of achievement between the students who are taught using Visual-Spatial Intelligence Strategy and those who are taught using Verbal-Linguistic Intelligence Strategy?

1.4 Purpose of the Study

The purposes of this study based on the research problems above are as follows:

- 1) To describe the effectiveness of Visual-Spatial Intelligence Strategy in teaching writing Descriptive Text well to seventh grade of junior high school students.
- 2) To describe the significant difference between the students who are taught using Visual-Spatial Intelligence Strategy and those who are taught using Verbal-Linguistic Intelligence Strategy.

1.5 Hypotheses

Based on the research questions above, there are two hypotheses in this study. The first is working hypothesis (H_a), and the second hypothesis is null hypothesis (H_o).

(H_a) : There is a significant difference of students' achievement in improving their writing descriptive text by using Visual-Spatial Intelligence Strategy.

(H₀): There is no significant difference of students' achievement in improving their writing descriptive text by using Visual-Spatial Intelligence Strategy.

1.6 Limitation of the Study

The researcher believes that there are many teaching techniques that can be implemented to solve these problems in the teaching and learning of writing. In this study, he decides to deal with Howard Gardner's theory of Multiple Intelligences, that is using multiple intelligence-based techniques with considerations that a classroom naturally consists of learners with different smartness in certain domains, and language learning is more complex than just a linguistic process. However, the researcher focused on the effectiveness of visual-spatial intelligence strategy to increase the students' ability to write descriptive text. Besides, he chooses the seventh grade students of SMP N 1 Wonopringgo in the academic year of 2017/2018. Therefore, the result of this experimental study was not meant to be generalized. It may only be applied to the subjects and context of this present study.

1.7 Significance of the Study

Through this study, the researcher hopes that it gives some advantages to some parties practically and theoretically.

1. Practical significance.

- (a) For English Learners

Students will improve their writing skill, especially Descriptive Text, and they will be more interested in learning English by using multi-media.

- (b) For English Teachers

Teachers can apply a new technique to improve students' writing skill, so the teaching activity that they use will be varied.

2. Theoretical significance

The results of this study are expected will be used as the reference for those who want to conduct research in English language teaching especially in teaching writing.

1.8 Outline of the Report

This final project consists of five chapters. They are explained as follows:

Chapter I introduces background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses, limitation of the study, significance of the study, and outline of the report.

Chapter II presents the review of related literature. It consists of review of previous study, review of theoretical background, and theoretical framework.

Chapter III discusses about the methods of investigation which covers research design, subjects of the study, research variables and hypotheses, type of data, instrument for collecting data, method of collecting data, method of analyzing data, and triangulation.

Chapter IV deals with research findings and discussion. It consists of general description, detail results, and discussion.

Chapter V covers the conclusions and suggestions based on the result of the study.

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Studies

There are some researchers conducted similar studies about Visual-Spatial Intelligence and Verbal-Linguistic Intelligence. In this part, the researcher will explore some previous studies related to this field. In this study, the writer focuses on the use of video in teaching English, especially descriptive text writing.

First previous study was conducted by Berk (2009 : 1). His objective of the study is to find out how video clips can embedded in multimedia presentations be used to improve learning in college courses. He took the characteristics of *Net Generation* students form EFL classroom as the object of his study. He chose experimental design in the study. The result of this study, he stated "video clips are a major resource for teaching the *Net Generation* and for drawing on their multiple intelligences and learning styles to increase the success of every student". Meanwhile, in the writer's study, he did not choose any specific characteristic of students as the object of the study. However, the use of multimedia such as video clips has similar result in increasing the students' ability.

Another study was conducted by Seilstad (2012). His aim of this study is to find out "whether using *YouTube* videos as a preteaching strategy for a pre-academic English writing course would be effective on a qualitative and/or quantitative level" (Seilstad, 2012, p.36). The researcher had an experimental research in the group of Morocco students who learn hybrid language. The researcher's result showed that "creating these *YouTube* videos was a relatively simple way to create specific and relevant preteaching material" (Seilstad, 2012, p.40). Based on the previous study, the writer's research only focused on quantitative level. The previous study also has match

in the objective of the study that is to find out the effectiveness of visual-spatial intelligence strategy in improving students's ability to write descriptive text.

Another research was conducted by Sofiana (2014). The population of this study is tenth grade which consist of seven classes, namely class X.1 up to X.7. The researcher took 2 classes from the population which consist of 80 students that divided into 2 classes, namely X.1 and X.3. She used experimental design in the research. The objective of her study is to find out the effectiveness of picture in teaching writing descriptive text. The result showed that the score of experimental class is higher than control class. She also stated that using pictures is more effective in improving students' ability in writing descriptive text, and it also brings great atmosphere in teaching-learning process. Based on this result, the writer interprets that using picture media is more effective in improving students' ability in writing descriptive text..

The other study was conducted by Botelho (2003). She conducted a study on multiple intelligences theory in language teaching, particularly, its implementations in textbooks, materials, and teachers' perception. The participants of this study included 346 teenage students filling Student-Generated Inventory for Secondary Level and Young Adult Learners. The result of the study showed that teaching textbooks are mostly provided fro verbal-linguistic, interpersonal, visual-spatial, and logical-mathematical. She concludes that among six current English textbooks being analyzed, they were mainly composed of four intelligences: verbal-linguistic, spatial-visual, intrapersonal, and interpersonal, while the other five

intelligences were less common in these textbooks. Different with the writer's method, the visual-spatial intelligence can be applied with teaching textbooks. Meanwhile, the writer used the multimedia as the media of teaching.

The last research was implemented by Hesti (2015). The objective of this study is to improve students' writing skills through Multiple Intelligence-based techniques. Therefore, the research design that she used is action research. Meanwhile the population of the study is the seventh grade of SMP N 2 Bantul. She took 29 students of population from VII D class as object of the study. The results show that the six dominant intelligences in Grade VII D are bodily-kinesthetic, naturalist, visual-spatial, musical, logical-mathematical and interpersonal intelligences. Additionally, the writing teaching techniques based on these six intelligences can improve the students' skills in writing procedure and descriptive texts. The writer interprets that visual-spatial intelligence can improve the students' ability to write descriptive text.

2.2 Review of Theoretical Background

The review of theoretical background in this study includes the explanation of general concept of writing, aspects of writing, concept of teaching writing.

2.2.1 General Concept of Writing

Nunan (2003: 88) defines "It is both a physical and a mental act. ... Its purpose is both to express and impress. ... It is both a process and a product." At the most basic level, writing is perceived as a physical act in which the actor commits letters to form word by word like what people do in a piece of paper, an SMS typed with a mobile phone, or an e-mail message typed into a computer. In contrast, writing is

more like a mental act since the writer needs to invent ideas, thinks about how to express them and how to organize them into statements and paragraphs so that the reader can get the ideas clearly.

Writing is both to express and impress. When a person is writing, he or she decides the way to convey what he or she is thinking into a written text; and this is the way he or she expresses his or her thought. In contrast, when the written text is done and it is read by readers, also called audience, they will have ideas to say in certain ways about this writing. In short, different types of writing have different purposes and levels of complexity that need to be understood.

A half century ago, writing teachers mostly concerned the final product of writing.

Brown (2001: 335) says that

A good deal of attention was placed on “model” compositions that students would emulate and how well a student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

However, nowadays, writing is more seen as a process in which a writer imagines, organizes, drafts, edits, and rereads. This writing process is often cyclical and disorder since the writer’s thought might change overtime (Nunan, 2003). In reality, its process is more complex than this. Tribble (1997: 37-39) in Harmer (2001: 258) states that “we loop backwards and move forwards between this various stages”; thus, at the reread stage, a writer thinks that it could be his or her final product, but then his or her ideas develop more and more. Sometimes he or she thinks to go back again to drafting and does a rethinking.

A writer will never come up with a perfect final product without the above process. However, “process is not the end; it is the means to the end” (Brown, 2001:

337). That is why the current emphasis on the process of writing must be seen in the perspective of a balance between process and product.

Writing involves the transmission of a writer's message and making it clear for others. It is also a continuing process of discovering the way to find the most effective language for communicating someone's feelings and thoughts. Spratt, Pulverness, and Williams (2005) add that to be able to write, a person needs a message and someone to communicate it to. He or she also needs to be able to form letters and words, and to join these together to make words, sentences, or a series of sentences that link together to communicate that message.

Nation (2009), however, believes that the purpose of writing activity is not merely to transfer the writer's meaning to someone else. Writing nowadays has other specific purposes, such as to learn. The process by which we make meaning of experience is called learning. Writing is a means for self-discovery and learning. In this case, writing can facilitate learning because it is also the process of making meaning, including experience, emotion, thought, and so on. Related to this, writing is a unique way of learning. It performs several activities simultaneously. Besides, writing also has purposes to signal, to inform, to persuade, to entertain, to maintain friendly contact, to store information, and to help remember information.

Communication can be done either in spoken or written text. So, writing is not merely a productive activity, but it is more like a social activity to communicate with others. As it is explained, a writer must know the purpose of his or her writing before he or she starts to write.

Based on some definitions mentioned above, it can be concluded that writing is a productive language skill which expresses the writers' thought and feeling by committing letters to form words and finally produce a whole written text. Writing is also a form of communication which facilitates one's own learning and self-discovery.

2.2.2 Aspects of Writing

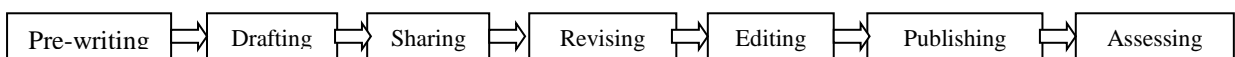
Mechanically, writing is understood in the way that it has a number of conventions. It has the notions of letter, word, and text formation; it is manifested by handwriting, spelling, layout and punctuation. Besides, in a writing act, one must pay attention to the grammar rules and the use of vocabulary (Harmer: 2001). Thing like handwriting is a personal issue. Students are not really expected to be able to write letters at the same style as the model. Readable handwriting is enough for readers and the examiner in particular.

Writing also deals with coherence and cohesion. Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. The word coherence comes from the Latin word *cohere* which means "hold together" (Oshima & Hogue, 1981:3). In other words, coherence refers to the rhetorical aspects of one's writing, which include developing and supporting argument, synthesizing and integrating readings, organizing and clarifying ideas. There are four ways to achieve a coherent writing, those are repeating key nouns and using pronouns that refer back to key nouns. The other two ways are using transition signals to show the later ideas are related to the former ideas, and the most important thing is arranging ideas in logical order.

The cohesion of writing focuses on the grammatical aspects of writing. Cohesion is also a very important aspect of writing, especially academic writing because it immediately affects the tone of the writing product. Although some instructors may say that writers will not lose points because of grammatical errors in their paper, they may lose points if the tone of their writing is sloppy or too casual like in a diary-type of writing or choppy sentences will make the tone of their writing too casual for academic writing.

2.2.3 The Writing Process

Writing instruction began to change throughout educational field as teachers found more holistic approaches to teaching writing. Nowadays, rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. So, it clearly shows that writing is seen as a vehicle for creative expressions and critical thought. A writer has a right to review and to revise his or her drafts, which enables and encourages new ideas. Researchers and educators have identified several logical steps that most writers go through as this following (Peha, 2002).



Pre-writing or planning out what is going to be written is an essential step in the writing process. It indicates that skilled writers spend significantly more time organizing and planning what they are going to write. In brief, in this stage, a writer decides a topic to write about, considers who will read his or her written work, brainstorms ideas about the subject, and does research to find information he or she needs about the subject. When people play sports, they know that it is a good idea

to warm up before they start to play. Similarly, pre-writing is a warming up. It gets writers' mind loose and limber so that by time they are ready to start drafting without straining their brain too hard.

The other name for drafting is „write“. Peha (2002: 6) motivates children to write and do drafting by saying

But what you may not have known is that drafting is all about being pulled into your topic and letting it carry you along right behind. You've thought about it during pre-writing, you may have even written a few notes, now just let yourself go. Let yourself be drawn in by the power of your own ideas. Get up close to them, put your pencil on the paper, open up the throttle of your imagination, and don't stop until you cross the finish line.

In this second stage of writing process, a writer puts the information he or she researched into his or her own words. He or she starts to write sentences and paragraphs even if they are not perfect. When the drafting is done, he or she reads what he or she has written and judges if it really communicates his or her meaning.

As the name suggests, sharing is the time when a writer shows his drafting to others to get feedback about how he or she is doing. As a further way, peer editing or writing workshops can be a solution to get feedback so a writer has a chance to make changes based on the received comments.

The word “revision” literally means “to see again”. This is what revising is all about” (Peha, 2002: 10). Revising also means make it better. In this stage, a writer will have to revise the content of his or her writing by thinking again what others said about it. Sometimes a writer needs to rearrange words or sentences, to take out or to add parts, and to replace overused or unclear words. The most important point is that a writer must shift his or her thinking just a bit and starts to really consider what the audience say, so that they can appreciate it more

The last stage before publishing is editing. Some schools often call it proofreading. If revising means “make it better”, editing means “make it correct.” Oshima and Hogue (1991: 12) state that “...next step is to proofread your paper to check for grammar, sentence structure, spelling and punctuation.”

After the fifth stages are completed, writers then may publish their works to be read by others. Sometimes through the publication of the writing, writers might also get comments and criticisms for the betterment of his or her writing. And for the assessment, it can be done by the writers, or by asking their teachers and/or other writers.

2.2.4 Gardner’s Theory of Multiple Intelligences

Gardner (1983) views human intelligence for more than merely the notion of IQ. In his book *Frames of Mind*, he proposes a new theory called multiple intelligences. He claims that everyone has multiple intelligences that he or she combines and uses in his or her own unique ways. He also says that IQ tests only measure a small range of these intelligences; and each intelligence develops at its own rate. Moreover, he believes that the intelligence profile can be strengthened and improved through education.

Gardner’s theory of multiple intelligences shows that people are different in terms of types of intelligences they own. Among the all types of intelligence he proposed, there is one intelligence that is more pronounced in each person, that makes him or her smart in that certain domain.

2.2.4.1 Types of Multiple Intelligences

Gardner (1993) suggested seven kinds of intelligence initially in 1983. Those are verbal-linguistic, logical-mathematical, musical, visual-spatial, bodilykinesthetic, interpersonal, and intrapersonal intelligences. Additionally, he suggests the eighth intelligence, namely naturalist intelligence to the original list of the multiple intelligences. Recently, Gardner considers the possibility of adding other intelligences such as existential-spiritual and moral intelligences. The descriptions of each intelligence from Gardner's book *Intelligence Reframed* (1999) are shown below.

Firstly, verbal-linguistic intelligence involves the sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. It also includes the ability to understand patterns of a language in terms of grammar use or appropriateness of language. In other words, this intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

In classroom, teachers can recognize students with verbal-linguistic smartness by examining their characteristics. Yaumi (2012) mentions that verbal-linguistic students like reading many kinds of printed media; writing down information that they hear; keeping in touch with their friends and relatives through letter, email, or SMS; conveying ideas to others; writing journals; completing crossword or word puzzles and playing word games; writing only for pleasure;

learning various languages; joining debate and/or sharing rooms. Besides these characteristics, verbal-linguists usually have outstanding score in language subject compared with other students“

Secondly, logical-mathematical intelligence involves one’s capacity to analyze problems logically, to reason well, to carry out mathematical operations, and to investigate issues scientifically. It entails the ability to detect patterns, to make predictions, sequencing, problem solving, scientific investigation, deductive reasoning and to think logically. This type of intelligence is most often associated with scientific and mathematical thinking. There are some professions which need this type of smartness, such as mathematicians, engineers, accountants, scientists, and computer programmers.

Before choosing and implementing a certain way of teaching in regard to logical-mathematical domain, teachers have to firstly consider the preferences of students with this intelligence. These students are greatly helped with wellordered instructions. They tend not to stop trying and answering task until it is completely done. In addition, they can imagine mathematical calculation in their head easily. They also like answering puzzles which need rational reasons. Basically, they think of something according to the cause and effect. In its relation to foreign language learning, these students like learning about structural pattern or grammar first, then they construct words based on this structure, rather than directly learn a conversation.

Thirdly, musical intelligence involves skills in performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and

to compose musical pitches, tones, and rhythms (Cristison, 1996). According to Gardner (1999), musical intelligence runs in an almost structural parallel to linguistic intelligence. Moreover, in regard to language learning, Brown (2007) indicated that musical intelligence can explain the relative ease that some learners have in perceiving and producing the intonation patterns of language. Musicians, composers, conductors, and singers are kinds of profession, which highly require this intelligence.

In life, out of people's awareness, children and youths like to spend their time learning and playing music instruments such as guitar, piano, drum, bass, and so on. Parents, particularly, consider it as wasting time and unbeneficial for their children (Yaumi, 2012). This belief clearly not only blocks children's creativity and confidence to learn more, but also forces them to do things irrelevant to their true talent.

Fourthly, spatial-visual intelligence involves the potential to recognize and to use the patterns of wide space and more confined area and to form mental and/or graphical images about it. More specifically, people with this intelligence have "the sensitivity to form, space, color, line and shape" (Christison, 1996: 11). There are some professions which are suitable for those with this intelligence such as architects, navigators, painters, sculptors, taxi drivers, and graphic designers.

Students in spatial intelligence area tend to think with images and are good at learning through media such as movies, pictures, photographs, videos, and presentation with visual aids. Harmer (2004: 62) adds that "pictures can be used to awaken students' creativity for those who are stimulated by visual input." In

addition, they usually have great imagination, like daydreaming and deep thinking, which can help them a lot in developing ideas in speaking and writing lessons.

Fifthly, bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems and to perform things such as expressing ideas, thoughts, and emotions through movements and gestures. People with this intelligence cannot sit quietly for a long time since it is much more comfortable if they move their body actively. Athletes, dancers, acrobats, and actors are some examples of professions which are strong in bodily-kinesthetic intelligence.

Students are labelled as bodily-kinesthetic intelligent if they are able to use their body to solve problems and/or create something. They process information through body movements, touching, and modelling or demonstrating. The term “learning by doing” best represents this intelligence in which it points out the importance of physical activity in demonstrating something being learned to get a deeper understanding (Yaumi, 2012). At a glance, teachers can indicate that students who like moving around, touching things, and cannot sit calmly during a lesson suppose that they have this intelligence.

Some educators relate the implementation of bodily-kinesthetic intelligence to Total Physical Response (Freeman, 2000). Teachers who use TPR believe the importance of having their students enjoy their experiences in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress that students feel when studying foreign languages and thereby it

encourages students to persist in their study beyond a beginning level of proficiency.

Sixthly, interpersonal intelligence is related to one's capacity to understand the intentions, motivations and desires of other people. It allows people to interact and to work effectively with others. Educators, sales people, religious and political leaders and counsellors all need a well-developed interpersonal intelligence. Smith (2001) reveals that empathy as an aspect of interpersonal intelligence involves the ability to understand people and to respond to them appropriately. And those with higher degree of empathy seem likely to be more successful in learning second language.

Yaumi (2012) states his thought that interpersonal intelligence deals with the concept of interaction with others. However, it is not merely simple communication activity such as discussion or sharing knowledge. It is more about understanding thought, feeling, and ability to show empathy and responds to others. As it is explained, these typical people are able to work cooperatively in a team because they are flexible with the situation.

Seventhly, intrapersonal intelligence entails the capacity to know oneself. People who own this must be able to understand their own emotions, motivations, fears, goals, self disciplines, and be aware of their own strengths and weaknesses.

These people are also good at doing self-reflection, self-awareness, and introspection. In detail, Yaumi (2012) elaborates that intrapersonal people have some indicators. First, they spend their time regularly on meditation, thinking, and daydreaming. Second, they like attending personal development seminars or

counselling to better understand themselves. Third, they are quite patient in facing life problems. The next, they have hobbies to be enjoyed alone. Besides, they keep thinking about their dream or ideal future life, and they put hard efforts to gain it. In accomplishing a task, they believe that it can be done alone. Lastly, intrapersonal people usually keep writing diaries to express their feelings and/or experiences.

Eighthly, naturalist intelligence refers to the ability to understand and to organize the patterns of natural world. People such as biologists, geologists, pet lovers, botanists, foresters, adventurers, and mountain climbers, are mostly great at their naturalist intelligence. These people are able to demonstrate expertise in the recognition, categorization, and classification of species found in nature such as plants, animals, and minerals (Christison & Kennedy, 1999).

Specifically, Connell (2005: 68) in Yaumi (2012: 200) elaborates that

Naturalistic people have a deep interest in the environment. They like to be in nature and they want to protect it from pollution. They can navigate easily in the natural world. They see the patterns in nature, recognize the different flora, fauna, rocks, and birds. As teachers, they bring nature into the classroom and their students outside with more regularity than teachers who are not strong in this intelligence.

As it is explained, recently, an increasing number of researchers who are interested in this cognitive area have been looking for other types of possible intelligences for inclusion. Lastly, the new category of intelligence is existential-spiritual intelligence. McKenzie (2005), in his book *Multiple Intelligences and Instructional Technology*, already includes existential-spiritual intelligence as the part of multiple intelligences.

In conclusion, there are at least four key points of the MI model that are important to remember (Armstrong, 2009: 15-16):

1. Each person possesses eight intelligences

2. Most people can develop each intelligence to an adequate level of competency.
3. Intelligences usually work together in a complex ways.
4. There are many ways to be intelligent within each category

2.2.4.2 Writing-Teaching Technique for Verbal-Linguistic Intelligence

The following techniques are collaborative and structured techniques, involving brainstorming, journal writing, and publishing. Before starting writing, teachers and students are involved in a brainstorming activity. It can be about anything such as words for a class poem, ideas for developing a descriptive text about their school, materials and tools needed to do an experiment in learning procedure text, characters and behaviours of a certain folk tale, and so forth.

During brainstorming, all students can create and collect new ideas, solve problem, increase learning motivation, and develop cooperation. There are some general rules for brainstorming: “participants share whatever comes to mind that is relevant, no put-downs or criticisms of any idea are allowed, and every idea counts” (Armstrong, 2009). After brainstorming is done, students then can construct, arrange, and develop their writing based on the ideas mention and organized in the brainstorming.

In developing students’ linguistic intelligence through writing activity, teachers can also implement journal writing. A journal is a tool of self-discovery, increasing concentration, a place to gather ideas and reveal emotions, a site to build up writing ability, as well as an arena to grow motivation and selfconfidence through words construction and manipulation (Yaumi, 2012). Journal writing is also related to intrapersonal smartness in nature when students work individually

and use the journal to reflect upon their life. Overall, Armstrong (2009) states that teachers can involve students in making a personal journal, based on determined topic or free writing. Their journals can be kept entirely private, shared only between teachers and students, or regularly read to the class. They can also incorporate multiple intelligences by adding drawing, photos, dialogues, and other kinds of nonverbal data, and at the end of the process, teachers and students can make a deal whether to or not to publish their writings.

2.2.4.3 Writing-Teaching Techniques for Spatial-Visual Intelligence

In today's classroom environment, the "sensory-channels" model of presenting information to students through visual and auditory modes is sometimes translated into simply writing on boards; a practice that is linguistic in nature (Armstrong, 2009). Teachers should re-think that spatial intelligence has something to do with pictures (photos, movies, drawings, graphic symbols, etc) and imagination.

In developing students' writing ability based on this intelligence, there are some techniques that can be implemented such as writing based on picture cues; completing and colouring comic scripts or movie scripts; and rewriting a story based on a short movie or video they watched. Pictures and other kinds of visualization can guide students to think what happen next, so that they can sequence their writing better.

In its connection to spelling, students of a junior high school level need more exposure or input to know the name of things, their spelling, and their appearance. The more the senses are utilized, the more the understanding is acquired. So,

teachers can show the real object or picture of certain things to help students understand the written form of those things.

2.2.5 Descriptive Text

According to Andersons and Andersons (2003:1), we live in a world of words that when these words are put together to communicate a meaning, a piece of text is created. Andersons and Andersons (2003:2) also state that when you speak or write to communicate a message, you are constructing a text. Besides, when you read, listen to or view a piece of text, you are interpreting its meaning.

Meanwhile Tri Wiratno(2003:3) mention that text is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.

In other hand, Eugene E. Loos mention that the text is a sequence of paragraph that represents an extended unit of speech.

2.2.5.1 Descriptive Text

According to the school based curriculum, there are five text types (genre), which are taught in the seventh grade of junior high school. Each text has its own social function. Descriptive writing is writing that describes a person, thing, and certain place.

Tri Wiratno (2003:25) explains the purpose of the descriptive text is to describe what things are as they are or what things do as they do. In other

words, descriptive text is to describe something naturally. The object that described is shape, size, substance and characteristic.

Based on Departemen Pendidikan Nasional (2004:52), the Generic Structure of Descriptive Text is divided into two. Firstly is Identification. Identification consists of thing, person or something that will be described. The other structure is Description. In description part, it describes the features of that thing, for instance : the original, size, color, etc.

Departemen Pendidikan Nasional (2004:52) also explain Language Features of Descriptive Text, those are certain nouns, for example: *teacher, house, my cat*. Next, detailed noun phrase to give information about subject, for example: *It was a large open rowboat, a sweet young lady*. Descriptive Text always uses Simple Present Tense. The Descriptive Text also uses some adjectives to describe, number or classify something or person, for example: *two strong legs, sharp white fangs*. The descriptive text also relates verb to give informatin about subject, for example: *My mom is really cool. This cat has very thick fur*. Then, the descriptive text has thinking verb and feeling verb to express the writer's perception about the subject, for example : *Police believed the suspect armed. I think it is a clever animal*. Moreover, it uses Action Verb such as *bite, eat, drink*, and it has Adverbial to give information about subject, for example : *fast, at the tree house*. The last, descriptevie text has figurative language style for example : *smile, metaphor (John is white as chalk)*.

2.2.6 Concept of Teaching Writing

Teaching is Teaching is that which goes on between teachers and learners in classroom, but it is also an activity which can take place in a variety of setting and with markedly different group of learners. Teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making judgements in the light of these skill and knowledge (Hitchcocks and Hughes, 1995:4). Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

Meanwhile Harmer (2004:31) states the important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing –for-learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Harmer (2004:32) also mentions that partly because of the nature of the writing process and because of the need for accuracy in writing, the mental processes that a student goes through when writing differs significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text. Writing is often not time -bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go

through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

2.2.6.1 Implication for Learning and Teaching

According to Harmer (2004:11), a consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication Learning Aid-is not only of academic interest. It also has implications for the way we teach writing. Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink. The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Harmer also says that product approaches expected the student to only analyze texts in term of what language they used and how they were constructed.

2.2.6.2 Strategy for Writing Teaching Process

Based on Harmer (2004:1), there are a number of strategies we need to consider for concentrate on the process of writing, they are:

a. The way we get students to plan

Before getting students to write we can encourage them to think about they are going to write-by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

b. The way we encourage students to draft, reflect and revise

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and

content), making suggestion for changes, and so contributing to the success of the finishes product.

c. The way we respond to our students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version, they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

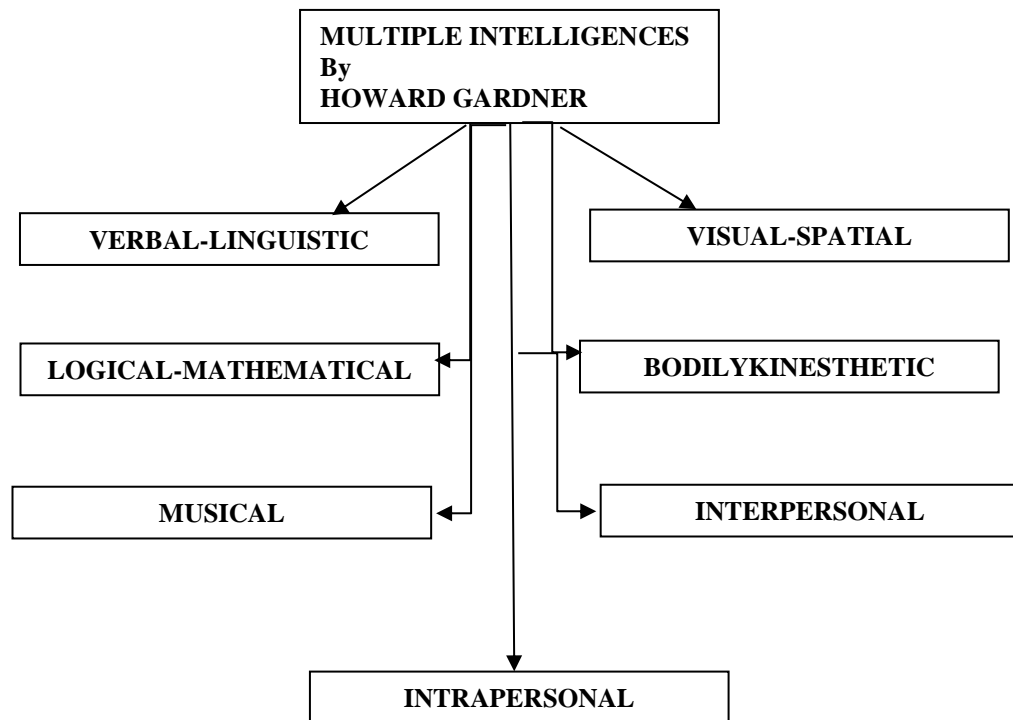
2.3 Theoretical Framework

Gardner (1983) views human intelligence for more than merely the notion of IQ. In his book *Frames of Mind*, he proposes a new theory called multiple intelligences.

He claims that everyone has multiple intelligences that he or she combines and uses in his or her own unique ways.

Gardner (1993) suggested seven kinds of intelligence initially in 1983. Those are verbal-linguistic, logical-mathematical, musical, visual-spatial, bodilykinesthetic, interpersonal, and intrapersonal intelligences.

Gardner's theory of multiple intelligences shows that people are different in terms of types of intelligences they own. Among the all types of intelligence he proposed, there is one intelligence that is more pronounced in each person, that makes him or her smart in that certain domain.



2.1 Table Theoretical of Framework Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of this experimental research and some suggestions for English teachers, students and next researchers based on the discussions of data analysis and research findings.

5.1 Conclusions

The main objective of this study was to find out whether or not Visual-Spatial Intelligent strategy was significantly effective to improve junior high school students' achievement in descriptive writing skill. The result showed the mean scores of experimental group pre-test and post-test increased significantly from 59.37 to 74.64.

The t-test was applied to know the significance of means difference. From the t-test, it was obtained that independent t-test showed that $\text{sig } 0.0002 < 0.05$. Thus the null hypothesis was rejected, while the working hypothesis (There is a significant different of effectiveness and learning achievement in writing descriptive text of students who are taught by using Visual-Spatial Intelligent Strategy and those who are not taught by that method) was accepted.

5.2 Suggestions

Based on the result of study, I would like to offer some suggestions for English teachers, students, and future researchers.

Firstly, for English teachers, they should find out the appropriate strategy for teaching writing descriptive text. They should be able to create the teaching and learning environment more enjoyable, interesting, and educative, so that the students will find themselves get easier in practicing writing. It is recommended for teachers to use Visual-Spatial Intelligence Strategy. This method is very appropriate for them because it contains a lot of pictures, symbols, and keywords which help them arrange proper sentences into descriptive text in paragraph.

Secondly, for students, they need to have more practices in writing because writing is a continuous activity which will not easily be done and mastered in a short time, but it needs to be practiced regularly. They should change their mind set that writing is difficult and find the confidence inside themselves to start writing. Besides, they need to be more active to ask to the teachers anytime they find difficulties in English lesson especially when they engage in writing activity.

Thirdly, for future researchers I expect this experimental research can encourage them to apply in other subject level for example the senior high school students or college students. Furthermore, the future researcher are expected to implement the visual-spatial intelligence strategy on other genres such as procedure, reports, and narrative text.

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