
**THE USE OF INTERPERSONAL INTELLIGENCE STRATEGY TO IMPROVE
STUDENTS' WRITING ABILITY AT THE EIGHT GRADE STUDENT OF SMP
SWASTA TAMAN ASUHAN PEMATANGSIANTAR IN ACADEMIC YEAR
2019/2020**

Tiodora Fermiska Silalahi¹, Rohdearni Wati Sipayung²

Dosen FKIP USI

Staff Pengajar Fakultas Keguruan dan Ilmu Pendidikan USI

dearsipayunk@gmail.com

ABSTRACT

This study focused on the use of interpersonal intelligence strategy to improve students' writing ability at the eight grade students of SMP Swasta Taman Asuhan Pematangsiantar. The problem of this study is " Does the used of Interpersonal Intelligence strategy effected to improve Students' Writing Ability at the eight grade students of SMP Taman Asuhan Pematangsiantar in academic year 2019/2020?" The objective of this study is to know the used of Interpersonal Intelligence strategy effected to improve Students' Writing Ability at the eight grade students of SMP Swasta Taman Asuhan Pematangsiantar in academic year 2019/2020. The result of the analysis in the improvement of students' writing treatment class and intreatment class have 56 students as the sample, 28 in treatment class and 28 in intreatment class. Even the treatment class scores were increase than the pre-test scores, but the students in treatment class scores were higher than intreatment class. This reseach design is quantitative data. From the data analysis it is found before the using interpersonal intelligence affect the students writing ability. It can be seen by doing at scores in Pre-Test. The mean of pre-test is 35.7 and post-test (after conducting using interpersonal intelligence strategy) becomes: 70.1 it means that teaching writing by using interpersonal intelligence strategy method is better than teaching not using interpersonal intelligence method.

Keyword : writing, interpersonal Intelligence, Strategy

I. INTRODUCTION

A. The Background of Study

English is used as an important subject and many people believe that English is very important because English is used as an international language. We really need English and it opens more opportunity to get better job, in the future. It means that by using it in every activity, we can improve our English. English is the only means to this end of information. English is widely used for the educational purpose in Indonesia. At school, students can learn four basic language skills such as listening, speaking, reading, and writing. Indonesia government expects the students to be master in English.

Writing is one from the skills that very important in communication. Because the ability to write is one indicator that is seen to assess the extent of the progress of a nation. The high and low progress of the nation can be judged by the habits of the people in the habit of writing. Developed countries tend to have a high level of intellect because of their high habits and writing skills. In the hope of the students of Indonesia will be ready to face the world and can be good skilled human resources. One of the most important skills in learning language is writing. There are several factors that influence the failure of writing ability.

Students' weaknesses in writing influenced by a general perspective in which believes that Indonesia students in their mother tongue, hard to understand the foreign language students write as a consequence. Second, it is clearly shown by how the absence of writing habit in students' may influence negatively school success. Third, related to the previous

situation, it leads us to know that students are seemed to lose motivation to write, even some of the students' consider English subject is not an important subject just like another subjects such as mathematics, chemistry, biology and etc. By interviewing the teacher about the students' achievement in writing ability, the writer found the students writing ability score was still low.

The writers' here with intends to do a research dealing with the use of suitable Interpersonal Intelligence strategy to improve the students' writing ability with the title "The Use of Interpersonal Intelligence Strategy To Improve Students' Writing Ability at the eight grade student of SMP Swasta Taman Asuhan Pematangsiantarin Academic year 2019/2020.

B. The Objective and The Significance of Study

The objective of this study is to know the used of Interpersonal Intelligence Strategy effected to improve Students' Writing Ability at the eight grade student of SMP Swasta Taman Asuhan Pematangsiantarin Academic year 2019/2020.

There are two significances of this study, they are theoretical and practical significances. Theoretically, the result of this research is hoped to be able provide information for readers about Intepersonal Intellingence strategy and descritive text. Practicaly, the writer hopes that it can help the teachers to improve students' writing ability and it is also expected to be useful for English teachers as an alternative solution to the problem of the students in writing descriptive text.

II. RESEARCH METHODOLOGY

A. THE METHOD OF THE RESEARCH

1. The Research of Design

Quantitative research is often placed in opposition to qualitative research, still a legacy of "clashes of schools", dating back to early 1900s Fortin in Saglam (2013:3), It is often argued that the quantitative research is more realistic and objective as compared to the qualitative research and the researchers' consensus is to use quantitative methods if there is a hypothesis to test, using deductive reasoning.

The writers' choose Class Action research (CAR) because class action research is a process in which researchers also as participants examine their own educationa practice systematically and carefully using in technique of research. The purpose of this research is to gain understanding of teaching and learning within one's classroom and to use knowledge to increas students' learning.

2. The Population and Sample

1. Population

According to Arikunto in Saputri (2017:27) population is a set or collection of all elements possessing one or more attributes of interest.

Based on the definition above, the writer determined all the populations of this reserach namely all students at the eight grade student of SMP Swasta Taman Asuhan Pematangsiantarin Academic year 2019/2020.

2. Sample

Sample is part of population. Arikunto (2006:134) says that "if the population is more than 100, its possible to 10% - 15% or 20% - 25% or more as sample and when the population is less than 100, all population should be taken as sample". Because the population is 296, and its more 100. The writer takes only two class as sample in this study. The writer will take 10% from amount population, that is 28 students.

3. Data and Source of the data

3.1 The data

Data are facts and statistics used for reference or analysis. Here, the data are the writing test from the students handwriting personal descriptive text and the text used 28 text.

It means that the students are instructed to write their own personal descriptive text. Then, the students composition will be collected and count the scores.

3.2 The Source of data

Here, the data are obtained from the grade VIII students of SMP Swasta Taman AsuhanPematangsiantar. The source of the data is from Internet.

3.3 The Technique of Collecting Data

1. Pre-test

Pre-test: pretest was administering before the students were taught by Interpersonal Intellingence strategy or before treatment process. Pre-test is given to know how far the students' ability in descritive text writing before being taught before and after they get treatment. The post-test is about descriptive text by applying Interpersonal Intellingence.

3.4 The Technique for Analyzing the Data

According to Arikunto in Afriani (2018:11) , to analyze the data, this study will use analyzing of the five categories “very good”, “good”, “low”, “very low”. Where the rubric of the writing are: use of competence sentences, Use of descriptive words, paragraph structure, structure. (The explanation can be seen in appendix)

3.5 Scoring System

According to Sugiyono (2012) provides descriptive statistics as follows:Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations.

To calculate the percentage of an answer using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where :

P = Percentage

f = The frequency of each answer that the respondent has chosen

N = Number of repondents

To get average score, the research use the mean score as the following:

$$\bar{x} = \frac{\sum x}{N}$$

Where : \bar{x} = The total score

$\sum x$ = The sum of the total scores

N = The number of students

The writer calculated the standard deviation of the pre-test and post-test scores is to know the how the data are spread out from those points before the treatment and after treatment and the writer used the following formula:

$$SD = \frac{1}{N} \sqrt{N \sum^2 - (\sum X)^2}$$

Where :

SD : Standard deviation

1 : Constanta value

N : Number of cases

X : Total Scores

X^2 : Total scores which are squared (Sudijono, 2007:165) To find out the point of table, the researcher used the *separated varian* (significance) Prof.Dr. Sugiyono (2008:116).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{\sqrt{s_1^2 + s_2^2}}{n_1 n_2}}$$

Where :

- t = The point of table
- \bar{x}_1 = The Mean of the post-test
- \bar{x}_2 = The Mean of pre-test
- s_1^2 = The Standard deviation of post-test
- s_2^2 = The Standard deviation of pre-test
- n = The sample

THE DATA AND DATA ANALYSIS

A. The Data of Research

This data in this research related with the use of Interpersonal Intelligence strategy to improve students' writing ability at the eight grade students of SMP Swasta Taman AsuhanPematangsiantar in academic year 2019/2020 which were designed in quantitative method. The data consisted of pre-test and post-test. The data pre-test and post-test presents the writing ability in descriptive text through Interpersonal Intelligence method.

To find out the percentage of writing elements in pre-test scores the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

So the percentages of every writing elements are:

- 1) The percentage of content:

$$P = \frac{F}{N} \times 100\% = \frac{260}{28} \times 100\% = 9,2\%$$
- 2) The percentage of organization:

$$P = \frac{F}{N} \times 100\% = \frac{195}{28} \times 100\% = 6,9\%$$
- 3) The percentage of vocabulary:

$$p = \frac{F}{N} \times 100\% = \frac{220}{28} \times 100\% = 7,8\%$$
- 4) The percentage of language use:

$$P = \frac{F}{N} \times 100\% = \frac{145}{28} \times 100\% = 5,1\%$$
- 5) The percentage of mechanic:

$$P = \frac{F}{N} \times 100\% = \frac{180}{28} \times 100\% = 6,4\%$$

Based on the result of the calculation above the writer found that the percentage of writing elements in pre-test the scores of content was 9,2%, organization was 6,9%, vocabulary was 7,85%, language use was 5,1% and mechanic was 6,4%. So the total scores percentage of writing elements in pre-test data were 35,6%.

To find out the percentage of writing elements in pre-test scores the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

So the percentages of every writing elements are:

- 1) The percentage of content:

$$p = \frac{F}{N} \times 100\% = \frac{455}{28} \times 100\% = 16,25\%$$

- 2) The percentage of organization:

$$p = \frac{F}{N} \times 100\% = \frac{385}{28} \times 100\% = 13,75\%$$

- 3) The percentage of vocabulary:

$$p = \frac{F}{N} \times 100\% = \frac{435}{28} \times 100\% = 15,53\%$$

- 4) The percentage of language use:

$$p = \frac{F}{N} \times 100\% = \frac{310}{28} \times 100\% = 11,07\%$$

- 5) The percentage of mechanic:

$$p = \frac{F}{N} \times 100\% = \frac{380}{28} \times 100\% = 13,57\%$$

Based on the result of the calculation above the writer found that the percentage of writing elements in pre-test the scores of content was 16,7%, organization was 12,6%, vocabulary was 13,7%, language use was 11,4% and mechanic was 12,8%. So the total scores percentage of writing elements in post-test data 67,5

To find out the percentage of writing elements in pre-test scores the writer uses the following formula:

$$p = \frac{F}{N} \times 100\%$$

So the percentages of every writing elements are:

- 1) The percentage of content:

$$p = \frac{F}{N} \times 100\% = \frac{360}{28} \times 100\% = 12,8\%$$

- 2) The percentage of organization:

$$p = \frac{F}{N} \times 100\% = \frac{265}{28} \times 100\% = 9,4\%$$

- 3) The percentage of vocabulary:

$$p = \frac{F}{N} \times 100\% = \frac{325}{28} \times 100\% = 11,6\%$$

- 4) The percentage of language use:

$$p = \frac{F}{N} \times 100\% = \frac{220}{28} \times 100\% = 7,8\%$$

- 5) The percentage of mechanic:

$$p = \frac{F}{N} \times 100\% = \frac{250}{28} \times 100\% = 8,9\%$$

Based on the result of the calculation above the writer found that the percentage of writing elements in pre-test the scores of content was 12,8%, organization was 9,4%, vocabulary was 11,6%, language use was 7,8% and mechanic was 8,9%. So the total scores percentage of writing elements in pre-test data were 37,8%.

The mean from the data pre-test is calculated for the sake of knowing the students' basic knowledge of writing Descriptive text before treatment by using interpersonal intelligence. So, the mean was calculated as following:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1000}{28}$$

$$\bar{X} = 35,7$$

Based on the result the writer found that the mean from pre-test data was 35,71. It means that the students' basic knowledge in descriptive text was low before the treatment by using Interpersonal Intelligence.

The mean of the post-test data is calculated for the sake of knowing the improvement of the students' ability in Writing Descriptive Text after the treatment of teaching learning writing Descriptive text by using Interpersonal Intelligence Strategy. So, the mean from the post-test data is calculated as following:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1965}{28}$$

$$\bar{X} = 70.1$$

Based on the result of the calculation above the writer found that the improvement of the students' ability writing Descriptive text after the treatment of teaching learning writing Descriptive text by using Interpersonal Intelligence Strategy was 70.1

The mean from the data pre-test is calculated for the sake of knowing the students' basic knowledge of writing Descriptive text before treatment by using interpersonal intelligence. So, the mean was calculated as following:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1.060}{28}$$

$$\bar{X} = 37.8$$

Based on the result above the writer found that the mean from pre-test data was 37.8. It means that the students' basic knowledge in descriptive text was low before the treatment by using Interpersonal Intelligence.

Test of significance of the treatment class for the pre-test and post-test is calculated by using formula as computed as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{\sqrt{s_1^2 + s_2^2}}{n_1 n_2}}$$

$$t = \frac{35,71 - 70.17}{\frac{\sqrt{7.825^2 - 4.789^2}}{\frac{28+28}{56}}}$$

$$t = \frac{34.46}{\frac{\sqrt{61.23 - 22.93}}{56}}$$

$$t = \frac{34.46}{\sqrt{38.3}}$$

$$t = \frac{34.46}{\sqrt{0.68}}$$

$$t = \frac{34.46}{0.82}$$

$$t = 42.02$$

Based on the calculation above the writer found that the significance from the pre-test and post-test data was 42.02.

C. The Researcher Interpretation

Based on the result of the data analysis and the researcher findings, the writer found that, found the studentstreatment class scores in pre-test in the mean is 35.71 before the writer given treatment and example and the studentstreatment clas scores post-test in mean is 70.17 where after the writer given explanation and used method interpersonal intelligence so, the students can understand quickly, it means that, the effectiveness of interpersonal intelligence strategy can effective the students' skills in writing descriptive text. And the writer found that, found the students intreatment class scores in pre-test in the mean is 30.5 before the writer given treatment and excamples and the students intreatment class scores post-test in mean is 62.32 where after the writer given explanation and excamples the writer dont use method interpersonal intelligence.

Based on explanation above that the writer can conclusion it means the use of interpersonal intelligence is significant to improve students' writing ability at grade VIII students of SMP Swasta Taman AsuhanPematangsiantar in Academic Year 2019/2020

CONCLUSIONS

In this chapter, the reseacher presents some conslusions and some points of views of implementing using Interpersonal Intelligence as a strategy to improve students ability in writing of eighth grade students' at SMP Swasta Taman Asuhan Pematangsiantar in the academic year 2019/2020.

In pre-test the students got 1.000 score where before given material to students, then in post-test the students got 1.965 score after the writer explanation the descriptive text with the method that the writer do students can understand quickyl. And it shows in score when pre-test and post-test done in intreatment class. In the pre-test the students got 1.060 before the writer explanation about descriptive text, then is post-test students got 1.745 after the writer explanation and given examples about descriptive text but the writer dont used method interpersonal intelligence strategy.

Based on explanation above that the writer can conclusion the method of Interpersonal intelligence strategy can improve writing ability students because teaching writing by using interpersonal intelligence strategy is very effective to improve and develop students' ability is writing descriptive text.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Admin, English. 2015. <http://englishadmin.com/2015/11/english-text-types.html>
- Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teacher 2nd edition*. San Francisco. CA: Jossey-Bass.
- Dien, Wustqa. 2018. *The Interpersonal Intellingence Profile of Seventh-Grade Students' in Mathematics Learning*. Journal of Physics. Series 1108 (2018) 012018. January 31, 2019.
- Ferrance, Eileen. 2000. *Themes in Education Action Research*. Brown University
- Harmer , J. 2001. *How to teach English*. England: Person Education
- Harmer, J. 2003. *The Practice of English Language Teaching*. England: Pearson Education.
- Khadijah. 2016. *Interpersonal Intelligence of Students Through Thematic Learing in Raudhatul Athfal (RA) Zulhijjah Medan*. IOSR Journal of Research and Method in Education (IOSR-JRME). Vol 6 No e-ISSN: 2320-7388, P-ISSN:2320-737X. January 31, 2019.
- Maylani, Irma Damanik. 2017. *The Implentation of GIST (Generating Interaction Between Schemata and Text) Strategy on Students Reading Comprehension of Narative Text*. Universitas Simalungun. Pematangsiantar.
- Nisa, Rusliwati, Wardani. 2018. *The Analysis of Science Literacy in Term of Interpersonal Intelligence*. Journal of Primary Education. p-ISSN 2252-6404, e-ISSN 2502-4515. January 31, 2019

- Rahayu, Septi. 2017 “*The Effectiveness of Substitute Combine Adapt Modify Put to Other Uses Eliminate Rearrange (SCAMPER) Technique on Students’ Writing Narrative Text Skills*. Universitas Simalugun. Pematangsiantar
- Saglam, Onur. 2013. *How Do Qualitative and Quantitative Differ*:Switzerland.
- Saputri, Vera Anggi. 2017. *The Use of RAFT (Role, Audience, Format, and Topic) Strategy on Students’ Writing Narrative Text Ability at Grade VIII SMP Negeri 1 Pematangsiantar in Academic Year 2016/2017*. Universitas Simalungun. Pematangsiantar.

Appendix Descriptive Writing Rubric

The Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Use of Competence Sentences	All sentences are complete	One sentence is not complete	Two sentences are not complete	Three or more sentences are not complete
Use of descriptive words	Excellent description	Good description	Fair amount of description	Very less description
Paragraph structure	Paragraph has a topic sentence	Paragraph is missing one of the topic sentence	Paragraph is missing two of the following topic sentence	Paragraph is missing three of the topic sentence
Grammatical Function	The paragraph is free of grammar and/or punctuation error	The paragraph has one or two of grammar and/or punctuation error	The paragraph has three – four of grammar and/or punctuation error	The paragraph has five or more of grammar and/or punctuation error