

INCREASING THE STUDENTS' ABILITY IN
WRITING DESCRIPTIVE TEXT THROUGH
VISUAL SPATIAL INTELLIGENCE
STRATEGY AT THE TENTH GRADE OF
SMK NEGERI 2 GUNUNGSITOLI IN
2023/2024

By Grace Novelian Buulolo

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is an endeavor to convert spoken language into written form, and it is one of the most important language skills to teach in schools. Language proficiency is a tool for communicating ideas, concepts, or reasons in written form. According to Rao (2007) and Sari and Wahyuni (2018), writing improves people's mental processes and concept organization, as well as their capacity to summarize and criticize. Furthermore, writing is viewed as a journey of discovery in which writers struggle to find their way while struggling to think, produce, and organize their ideas. Writing can be difficult to learn because it requires a variety of skills. Students must learn to uncover, analyze, and develop ideas. As a result, teachers must incorporate communal writing abilities into their teaching and learning activities. Writing can provide an option for students who prefer not to talk openly. They plan to communicate their emotions through writing.

Descriptive writing is part of the factual genre. Its social function is to characterize a certain individual, location, or object. Furthermore, Oshima and Hogue (2007), as analyzed by Sari and Wahyuni (2018), argue that the capacity to accurately describe people, places, or objects is an important life skill. Furthermore, Mayer (2011:5) states in Sari & Wahyuni (2018) that "descriptive text has generic structures namely; identification, description, and conclusion". Identification is the process of identifying or writing the recognition; it can also be a broad remark about the place, person, or object that is being described. Descriptions, or the major body of the paragraph, are vivid details of a place, person, or thing written in such a way that the reader may readily visualize or picture the object, or feel it with their five senses.

According to the Curriculum 2013 syllabus used in SMK Negeri 2 Gunungsitoli, students should have four skills by the eighth grade. One of the skills is descriptive; the core competence is to understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities, as well as human, nationality, state, and civilization insights into the causes of phenomena and events, and to apply procedural knowledge in a specific field of study based on their talents and interests. The syllabus indicates that you should understand the social function, text structure, language elements, and theme. Furthermore, in relation to the students' accomplishment in learning, particularly in the English subject of eighth grade at SMK Negeri 2 Gunungsitoli, the school has defined the Minimum Competence Criteria (MCC) that the students must meet, which is 73. The student's ability to pass the MCC serves as an indicator of their learning success. Students in the tenth grade can be considered effective in writing if they achieve a score of at least 73.

Based on the researcher's observations in class (X) of SMK Negeri 2 Gunungsitoli, the researcher discovered several problems with students, such as difficulty describing something, as well as embarrassment to express themselves, because students rarely practiced writing descriptive texts, they felt less motivated. Students are also less able to write since they lack writing practice and rarely teach themselves to write. This problem arises because pupils rarely write or describe things like people, locations, photos, and objects.

At the age of globalization, learning English at vocational high schools is necessary to improve students' communicative abilities and meet functional literacy levels. At this point, they will utilize the language to produce news reports, guides, descriptions, short stories, and other documents. Furthermore, writing is regarded the most demanding and challenging talent among other language skills. However, in actuality, the aforementioned goals have not been met. This is evidenced by the students' poor writing abilities. Students also require writing abilities,

which are the most difficult and challenging skills to develop among all language skills. Students' skills in writing descriptive texts remain low because they believe they lack writing practice, do not understand how to describe things such as places, etc., have limited materialization, and are less interested in writing skills because they lack motivation.

The Visual Spatial Intelligence strategy can be used to tackle the challenges mentioned above when learning to create descriptive writing. The Visual Spatial Intelligence Strategy is one of the Multiple Intelligence Strategies that uses multi-media such as photos, places, and visual sequences to aid in the teaching and learning process. Students that apply the Visual Spatial Intelligence technique will learn how to create descriptive writing in an intriguing way by incorporating media such as photographs and locations. This intelligence encompasses sensitivity to form as well as the interactions between these elements. It is also the ability to analyze, manage, and shape it spatially, as well as depict it in depth (Ibmian & Hadban), 2013 in Zivlak (2018). Visual spatial intelligence in learning refers to how pupils define things like places by understanding and analyzing visuals.

Inspired by this fact, the researcher will perform Classroom Action Research (CAR) in order to improve students' ability to write descriptive paragraphs. Classroom Action Research is a strategy of discovering what works best in one's own classroom so that teachers can improve student learning. According to Allwright and Bailey (2019), it is a research center in the classroom that simply seeks to explore what occurs within the classroom. As a result, the researcher believes that Classroom Action Research is a study conducted directly in the classroom to watch and assess the actions of the learning process. To meet the syllabus's aim, the school has established the Minimum Competence Criteria (MCC), which serves as an assessment of students' progress in writing skills.

Based on the explanation above, the researcher wishes to conduct a CAR titled "Increasing the Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence Strategy at the Tenth Grade of SMK Negeri 2 Gunungsitoli in 2023/2024."

1.2 Identification of the Problems

1.2.1 Students don't exercise their writing talents.

1.2.2 Students lack comprehension while explaining objects, places, and visuals.

1.3 The Limitation of the Problems

Based on the identification of the problems listed above, the researcher narrowed the problem to "Increasing Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence Strategy at Tenth Grade of SMK Negeri 2 Gunungsitoli in 2023/2024."

1.4 The Formulation of the Problem

Based on the limitations of the problem above, the researcher formulated the following problem in order to focus on conducting research: "How does Visual Spatial Intelligence Strategy increase the students' Ability in Writing Descriptive Text at Tenth Grade of SMK Negeri 2 Gunungsitoli in 2023/2024?"

1.5 The Objective of the Research

The goal of this study is to improve students' ability to write descriptive text using a visual spatial intelligence strategy in tenth grade at SMK Negeri 2 Gunungsitoli in 2023/2024.

1.6 The Significances of the Research

The significances of the research are :

1.6.1 Theoretically

Theoretically, the findings of this study can be utilized as a reference and to gain knowledge about how to employ the Through Visual Spatial Intelligence Strategy in teaching and learning descriptive text.

1.6.2 Practically

- a. Using visual-spatial tactics can help students improve their skills and comprehension of producing descriptive language.
- b. Help teachers use visual-spatial tools to teach descriptive language in an engaging and innovative manner.
- c. The researcher aims to enhance their understanding of visual-spatial strategies for writing descriptive text and improve efficiency.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Writing

a. Defenition of Writing

Writing is a crucial skill for children to have, and it also serves as an effective communication tool. Furthermore, Siregar (2018) defines writing as the ability to produce a succession of sentences ordered in a specific order and linked in certain ways. One of the most crucial duties for a writer is to understand the principles of writing and thinking that will help you reach your goals. The most significant of these elements are invention arrangement, and style invention is the process of coming up with ideas for speaking or writing arrangements.

According to Abbas Saleh (2021), writing is the ability to communicate ideas, thoughts, and feelings to others through written language. As previously stated, writing is an additional difficult activity. Kane defines writing as a process that involves and teaches how to turn words, sentences, and paragraphs into good writing, as well as how to generate ideas and ways to interact with others, identify what they want to express, and try to understand it. Based on the explanation above, it can be concluded that writing is a process in which words and ideas are turned into phrases and paragraphs that are used to communicate with others and can speak and receive messages from the author through writing.

According to Pratama (2021), writing is a basic language ability that is equally vital as speaking, listening, and reading. This means students must learn how to write. There are four elements :

- 1) Writers need to plan and develop a strategy before beginning to write. Intent, audience, and content structure are all important considerations in planning.
- 2) Drafting, a collection of processes aimed to coordinate and produce a continuous piece of writing
- 3) Editing, reflection, and revision.

1
4) Final Drafting will be accompanied with a written text ready to be shared with the intended audience. The final written draft, or the finished manuscript. They could be short tales, essays, books, magazines, journals, or other types of written works.

Based on the criteria above, it is clear that writing is a critical ability for pupils in order to turn sentences or paragraphs into good writing.

b. The Importance of Writing

According to Brain (2020), the value of writing is as follows

- 1) Knowledge of writing is one of the most significant aspects for students; through writing, students can deliver beneficial knowledge to others in need.
- 2) Knowledge of writing raises young children's consciousness, which leads to their recognition of writing.
- 3) Writing is vital because it is a fundamental human skill.
- 4) Learning to write is essential for kids because it allows them to express all of their thoughts in clear, concise, and fascinating writing.
- 5) Writing issues have a significant impact on the form of your writing, preventing you from properly arranging words.
- 6) Teaching writing can increase writing skills.
- 7) Disadvantaged students wrote significantly less than their more fortunate classmates.
- 8) Learning to write English is one of the most important tasks for English learners.
- 9) Lack of writing can be an important factor that underlies students not being able to write.

c. Types of Writing

According to Oshima and Hogue (2020), writing is classified into four categories: narration, description, exposition, and recount.

1. Narration.

Narration is a type of writing that describes the course of a series of events. Narration places events in time and describes what happened in accordance with natural chronological order. One thing happens, followed by another, and the events are described in the same order. A narrative provides the account of a series of events that occurred or the process of performing an action. In narration, the events that make up the story are usually described in the sequence in which they would actually occur. Narration includes short stories, novels, and new stories, as well as a major portion of our daily social interactions in the form of letter and conversation.

2. Description.

Description is a type of writing that describes something. It replicates the way something appears, smells, tastes, feels, or sounds. It can also evoke emotions like contentment, loneliness, or dread. It utilized to generate visual images of people, places, events, and units of time or reason. It can also be used to describe people's characteristics other than their external appearance. It may reveal their attempts at character development.

3. Exposition.

Exposition is the type of writing that explains something. It frequently responds to the questions of what, how, and why. It is used to convey information, make explanations, and express meanings. Its objective is to express concepts as clearly as possible.

4. Recount.

A recount is a text that describes prior events or experiences. Its function is to narrate events. The generic recount structures are orientation, events, and reorientation. It is related to the generic

frameworks of narratives. The difference between recount text and narrative text only is in events. There are no complications in recount.

1.1.1 Descriptive Text

a. Definition of Descriptive text

Descriptive writing is always available to us when we want to describe something or someone. Its objective is to describe and reveal a certain individual, location, or thing. In general, descriptive refers to providing details about a certain person, place, or item. Descriptive prose should emphasize action (verbs) over sensation (adverbs and adjectives). Descriptive text contains generic structures and language elements.

Descriptive text contains generic structures and language elements. The writer should take on the role of readers, whose complete understanding of the given events is built by text content. Abisamra (2001:1). Jayanti (2019), for instance, states that "descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described". So, by producing a descriptive paragraph, writers can construct their own impressions and gain a clear picture of the object being described. Furthermore, description activity is employed to describe an object in such a way that readers can readily understand it, allowing them to visualize the object as if it were genuine.

According to Gerot and Wignell (1994: 208) In Jayanti (2019) defines descriptive text as "a text type we use when we want to tell how something looks, smells, feels, acts, tastes, or sounds." It means that we may use writing to express how something appears, smells, feels, acts, tastes, or sounds to another person. Essentially, it gives specific information about the features of people, places, and things.

Related to the notions above, there are several markers of English descriptive text. First, general structure (identification identifies the phenomenon to be described, whereas description describes the subject's pieces, traits, and characteristics). Second, grammatical features (with a

focus on language aspects such as simple present tense, action verb, adjective, lexicon, and mechanics).

b. Generic Structure of Descriptive Text

Gerot, Wignell, and Yusak (2004: 49) In Jayanti (2019) states ¹³ that there are two generic structures of descriptive text, which are as follows:

1. Identification

Identification is required in order to prevent making generic statements. It means that a writer must identify which specific thing. In this example, it identifies the phenomenon or subject that will be discussed. The subject can be a person, object, or location. Masruri (2019) defines identification as a paragraph that introduces or identifies a character. If a student writes a clear identification element, he or she will find it easier to develop ideas in the description section. This means that the sentence or paragraph can help the student arrange and develop ideas for successful writing.

2. Description.

It explains the exact pieces, traits, and characteristics of the phenomenon or subject under discussion. According to Masruri (2019), description is a paragraph that characterizes a character. Then the thoughts should be well-organized. In this example, each thought is related and arranged. As a result, the reader clearly understands what the descriptive paragraph is about. It indicates that if the writer delivers the message correctly, the reader will obtain a clear picture of the phenomena or subject portrayed in descriptive language, even if the reader is not directly exposed to the writer.

c. Language Feature of Descriptive Text

Peronity (2011: 1) In Jayanti (2019):

According to the author, "the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun," for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity (activity can be seen), for example: use, write, bring, and so on.

The simple present tense is the most commonly used. This is related to the factual nature of descriptive texts. In this context, it is one of the tenses that students must grasp when writing English descriptive text. If pupils learn it, it will be easier for them to express their ideas in good writing.

- a. Unique participant with a specific object. For example, Bandengan Beach, my house, the Borobudur Temple, and Uncle Jim.
- b. Adjectives can define nouns, such as "beautiful beach," "handsome man," or "famous place in Jepara."
- c. Use of simple present tense: This sentence pattern describes the object in question.
- d. Action verbs indicate activity, such as running, sleeping, walking, and cutting.

According to Azar (2019), the simple present tense follows two patterns: verbal sentences and nominal sentences.

⁶ In verbal sentences, the formula is as follows;

(+) *S + VI (s/es) + O/C*

(-) *S + do/does + not + VI + O/C*

i.e. My mother cooks the cake in the kitchen.

In nominal sentence, the formula as follows;

(+) S + Tobe (is, am, are) + Adjective /Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb

i.e. Tom cruise is handsome man.

d. Types of Descriptive Text

1. Descriptive person.

When describing someone, we should include physical characteristics and information that appeal to the reader emotionally.

2. Describe an object

When describing an object, emotions are less effective, so we aim to appeal to readers physically through the use of metaphorical language.

3. Descriptive Place.

When describing a location, we should write about everything around and inside it in detail so that the reader can visualize it.

e. Example of Descriptive Text

1. Descriptive about Person

FRIEND



I have a good friend named Olive. She is really intelligent. She always gets good grades. She is also friendly and warm, which is why she has many friends, particularly because she is so helpful. She's still young, yet she's really mature. She can provide you excellent counsel. She has fair complexion, a thin figure, and a beautiful face. You could say she is the type of girl who is lovely both inside and out.

2. Descriptive about Object

A CLASSIC CUPBOARD



My home contains a mix of modern and classic items. One of them is an ancient cupboard that has been in my family for many years. It's not particularly huge, but it's adequate for storing plates, cups, and other dinnerware. The design is fairly simple: it's a rectangular shape with two doors and one drawer. The wood is dark and has some old stains on it, but that is what makes it so unique. Unlike modern cupboards, this cupboard is constructed of high-quality wood that will survive for many years. The design is simple but attractive and stylish. I am confident that it will always be one of my favorite pieces of furniture.

3. Descriptive about Place

5 SINGAPORE



Singapore is a Southeast Asian country situated between Malaysia and Indonesia. Despite its modest size, Singapore is noted for its transformation from a third-world to a first-world country. Singapore was also regarded as the Asian Tiger economy due to its strong external trade and manpower. Singapore is not as large as Indonesia, yet it scores high in several worldwide rankings for education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, commerce, and transportation. Singapore is home to 5.6 million individuals with a diverse cultural background. Singapore's majority ethnic groupings are Chinese, Malay, and Indian. Singapore's Independence Day was on August 9, 1965. Merlion Statue is Singapore's official mascot. Singapore is recognized for its Gardens by the Bay, Marina Bay Sands, and Orchard Road.

1.1.2 Visual Spatial Intelligence

a. Definition of Visual Spatial Intelligence

According to Bandler and Grinder (2020), intelligence is a manifestation of a person's style of thinking that may be employed as a learning modality. Almost everyone prefers one of the learning modalities, which serve as filters for learning, processing, and communication. Intelligence is often characterized as a person's ability to adapt and learn from experience. This intelligence comprises the ability to perceive visual events. This intelligence begins with the refinement of perception. The painter, architect, and graphic designer all envision images for the new product they are making or enhancing. According to the experts' explanations above, visual spatial intelligence is the ability of someone to grasp something by envisioning it using good visual senses in the form of shape, color, and space, and the effects of the vision, such as a youngster painting it correctly on blank paper.

b. Principle of Visual-Spatial Intelligences

According to Silverman (2020), visual-spatial learners exhibit a variety of features, intuitions, originalities, and data-synthesizing abilities from diverse sources. The first step is to use visuals to teach lessons, such as photos, graphs, sketches, charts, outlines, story maps, and diagrams. Students can create images from visual input, touch, voice, and expression, as well as without direct input. Second, by drawing, using diagrams, or creating mental sketches of new content that is projected to increase the number of pupils, new information will be permanently stored. Third, creating visuals is the most effective strategy to help kids recall and store information.

c. The Procedure of Visual Spatial Intelligence

The media is extremely important in the learning process since it facilitates the communication process. Students can use their eyesight to understand what they are studying and develop all of their potential, including spatial visual intelligence. Learning will be more focused on the desired goals through the use of media. One of the goals of using media in

learning activities is to become adept at learning the information being studied. In addition, to foster an appealing, lively, effective, and efficient learning environment. As a result, the existence of learning media makes it easier to achieve learning objectives.

d. The use of the Visual Spatial Intelligence in Writing Descriptive Text

Safaria (2019) defines visual-spatial intelligence as a person's ability to comprehend, envision, recall, or think visually. In this example, someone with a higher level of visual-spatial intelligence will understand objects in visual form more quickly.

According to Musfiroh (2018), visual-spatial intelligence encompasses the ability to think in pictures as well as the ability to absorb, adapt, and recreate many components of the visual-spatial world. Teaching writing with visual-spatial intelligence is both straightforward and interesting.

According to Ibman and Hadban (2013) in Zivlak (2018). When learning to write descriptive writing, students use visual spatial intelligence to explain things like places by understanding or interpreting images.

Based on the foregoing, researchers employ visual spatial intelligence to improve the composition of descriptive prose as follows:

1. The researcher introduces descriptive text, including generic structures and language properties.
2. The researcher explains how visual spatial intelligence might aid pupils in their writing sessions.
3. The researcher asked the students to form four groups of two people.
4. The researcher will select the issue to discuss.
5. The researcher displays a power point presentation with a photograph of the location.
6. Students use Power Point to describe images in blank books.
7. Students will use graphics to enhance their creativity and focus on the main issue.

8. Students improve their writing skills by interpreting images in Power Point to create descriptive text about destinations.
9. The researcher asks pupils to describe the photos in words.
10. The researcher collects and examines students' worksheets.

e. Advantages of Visual Spatial Intelligence

1. Visual spatial intelligence is a simple method that can easily be applied to children.
2. Visual intelligence allows learners to not only learn from static visuals, but also use their imagination to perceive objects from various perspectives.
3. Visual spatial intelligence is crucial for developing and memorizing images, and should be further developed.

f. Disadvantages of Visual Spatial Intelligence

1. This technique is a new and unfamiliar strategy for them.
2. Readers who lack writing skills may struggle to understand what is written.
3. The visual spatial intelligence strategy is challenging as it is a novel approach to teaching and learning.

1.2 Conceptual Framework

In performing study, descriptive text was identified as the desired talent. According to the 2013 Curriculum curriculum of SMK Negeri 2 Gunungsitoli 2023/2024, students must meet competency standards, basic competencies, indicators, and MCC when studying descriptive texts. In actuality, the students did not meet the aim because they encountered certain difficulties during learning activities, one of which was their inability to build descriptive text writing skills.

To address students' concerns and accomplish MCC, the researchers will perform classroom action research. The researcher focuses on implementing one approach, Visual Spatial Intelligence. Visual spatial intelligence in learning refers to how pupils define things like places by understanding and analyzing visuals.

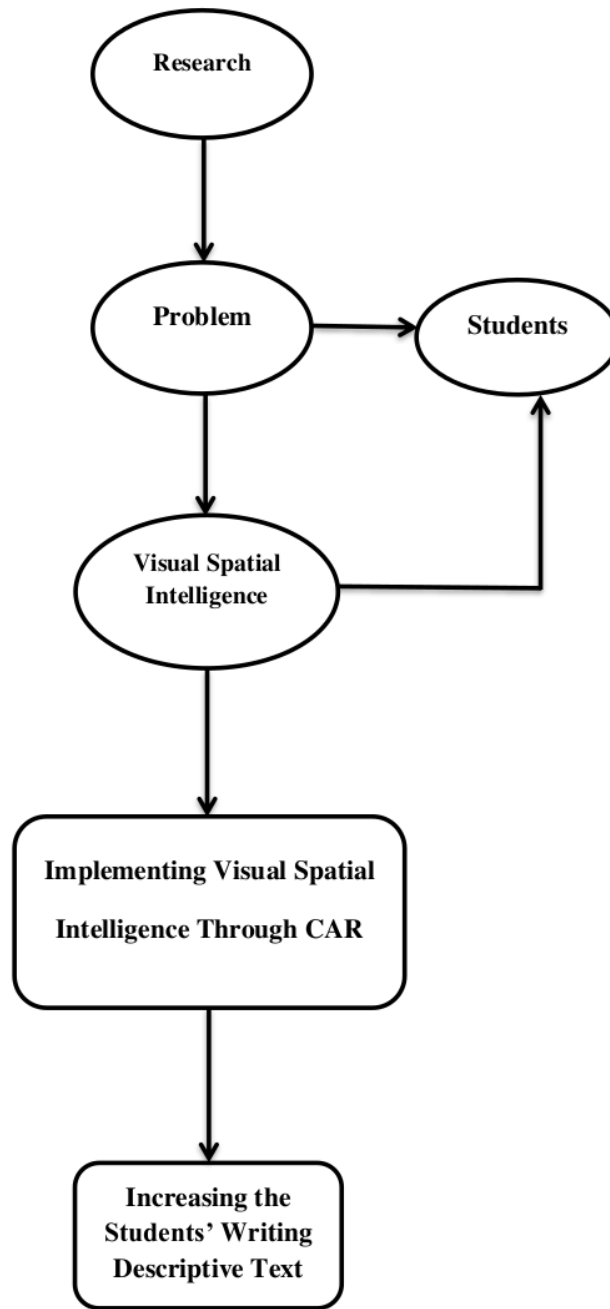


Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Types of the Research

Classroom action research (CAR) is also classified as qualitative research since the data collected is examined qualitatively. This is a Class Action Research (CAR), hence the research procedure follows the class action research protocols that are carried out in a cycle process. Each cycle includes ¹¹planning, action, observation, and reflection. This is consistent with ¹³the opinion of Mualimin and R. A. H. Cahyadi (2018:7), who state ¹⁵that Classroom Action Research (CAR) is action-oriented research with the goal of improving quality or solving problems in a group of subjects studied and observing the level of success or consequences of their actions, to then be given further action, which is the improvement of actions or adjustments to conditions and situations in order to achieve better results.

Based on a study of existing difficulties, this Classroom Action Research was designed to be divided into two cycles, each of which included two meetings and four phases: action planning, action execution, action observation, and reflection on the actions done in each cycle. However, the decision to continue or halt research at the end of a specific cycle is totally dependent on the outcomes of the previous cycle. If the results fulfilled the predetermined success criteria, the research is discontinued; if the results did not meet expectations, the research proceeds to the next cycle.

In this study, the object to be examined is ¹⁰Increasing the Students' Ability In Writing Descriptive Text Through Visual Spatial Intelligence Strategy at the Tenth Grade of SMK Negeri 2 Gunungsitoli In 2023/2024

3.2 Procedure of the Research

According to Kemmis and Mc Taggart (2020), operational Classroom Action Research (CAR) consists of four components, which are:

1. Researchers begin by planning their teaching and Classroom Action Research processes based on preliminary investigations.
2. Action refers to the implementation of pre-existing designs or teaching methodologies. It aims to solve the problem.
3. Researchers employ observation to collect data and information from classroom events, including teacher-student interactions, student-student interactions, and activities, which can be used to reflect on actions taken.
4. In the reflection stage, interpretations are analyzed based on facts gathered during the action stage.

According to Kemmis and McTaggart (2020), action research has four major phases in a study cycle. This examination of action employs the following methodology:

1. Cycle 1

a. Planning

1. The researcher prepared the learning materials.
2. The researcher developed the lesson plan.
3. The researcher will compile classroom observation papers
4. The researcher created a list of students' names.

b. Action

1. The researcher introduces descriptive text, discussing generic structures and language properties.
2. The researcher illustrates how visual spatial intelligence might benefit pupils in writing lessons.
3. The researcher instructed students to form four groups of two people.
4. The researcher will select the issue to discuss.
5. The researcher displays a power point presentation with a photograph of the location.
6. Students use Power Point to describe images in blank books.

7. Students will use graphics to enhance their creativity and focus on the main issue.
 8. Students improve their writing skills by interpreting picture in Power Point to create descriptive text about destinations.
 9. The researcher asks pupils to describe the picture in words.
 10. The researcher collects and examines students' worksheets.
- c. Observation
1. Researcher watched the English teacher's learning process activities.
 2. Researchers tracked student activities during the teaching and learning process.
 3. Document actions during the teaching and learning process.
 4. Assessing pupils' comprehension of the text.
- d. Reflection
1. The researcher considered certain points in this step.
 2. The researcher evaluates observations.
 3. The researcher evaluated the teaching/learning process.
 4. The researcher reflected on and reviewed their work.

2. Cycle 2

The second cycle was performed based on the results of the previous cycle's reflection, if the findings were still low. The four processes of preparation, action, observation, and reflection will be followed in the second cycle as they were in the first.

a. Planning

1. Prepare lesson plan
2. Providing of material
3. Prepare an observation sheet
4. Prepare student attendance list
5. Preparing evaluation sheet

b. Action

1. The researcher introduces descriptive text, including generic structures and language properties.

2. The researcher explains how visual spatial intelligence might aid pupils in their writing sessions.
 3. The researcher asked the students to form four groups of two people.
 4. The researcher will select the issue to discuss.
 5. The researcher displays a power point presentation with a photograph of the location.
 6. Students use Power Point to describe picture in blank books.
 7. Students will use graphics to enhance their creativity and focus on the main issue.
 8. Students improve their writing skills by interpreting picture in Power Point to create descriptive text about destinations.
 9. The researcher asks pupils to describe the picture in words.
 10. The researcher collects and examines students' worksheets.
 11. After reviewing student worksheets, the researcher and students had a discussion together.
- c. Observation
1. Observing the researcher's teaching and learning process.
 2. Observing student behaviors and responses during the teaching-learning process.
 3. Observing pupils' abilities to write descriptive text.
- d. Reflection
1. Observing student and researcher activities and taking notes on the results.
 2. Analyze and evaluate the observation and assessment sheets.\
 3. Identified and improved shortcomings in observation sheets and field notes.

There are two cycles in research that are determined by the outcomes of the previous cycle. If the first cycle is successful, the researcher will conclude the research. If cycle I is not successful, it will go to cycle II until it meets the minimum competency criteria.

To clarify, the researcher creates the following schema for the cycle that will be completed by the researcher:

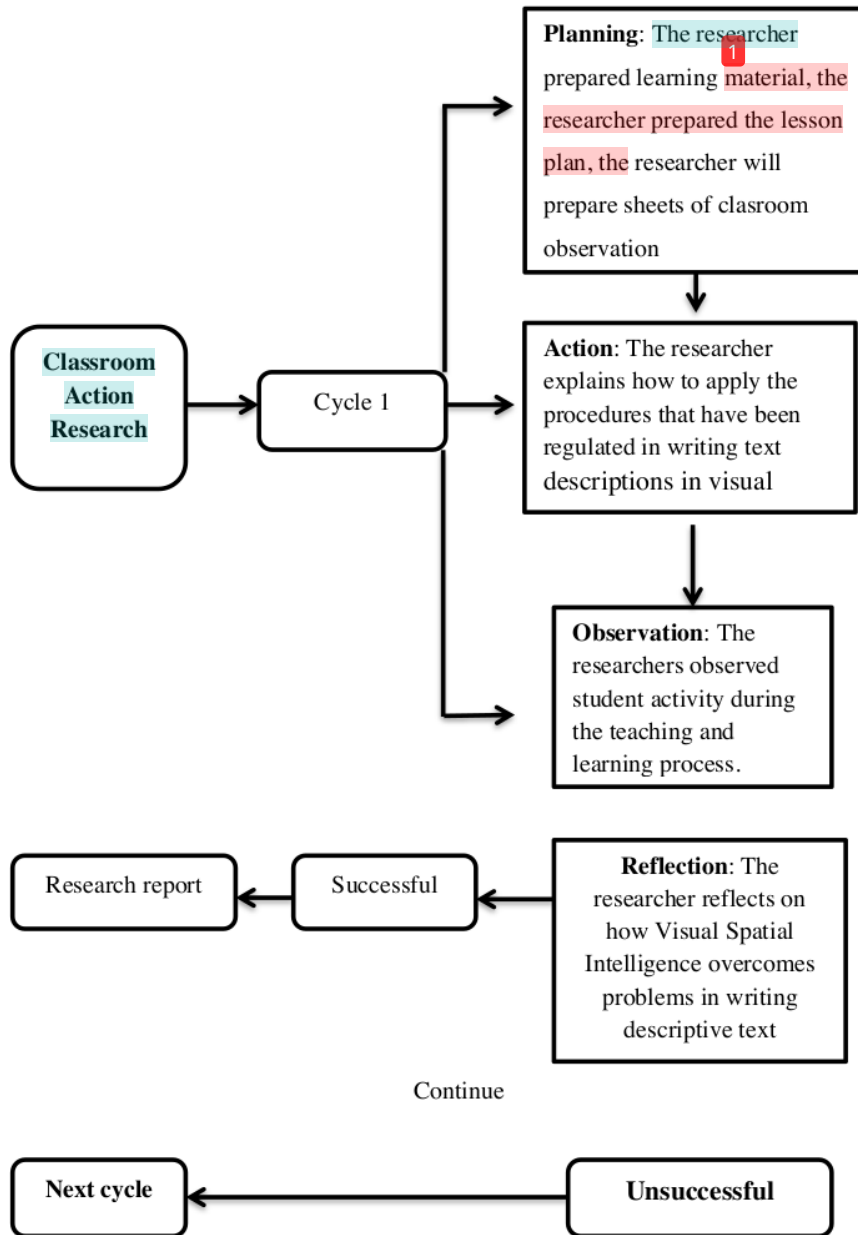


Figure 3.1 The Researcher Procedures

3.3 Setting and Schedule of the Research

This research will be undertaken in SMK Negeri 2 Gunungsitoli, which is located in Hilihao. This school has 23 rooms, including 18 classrooms, 1 library, 3 laboratories, and other facilities. There are 42 teachers, with three of them being English teachers. This research will be conducted over a two-month period from May to June. Based on the school calendar utilized in SMK Negeri 2, Gunungsitoli.

3.4 Subject of the Research

The subject of the research is the tenth grade of SMK Negeri 2 Gunungsitoli especially class X OTKP that consist of 11 persons. The total number of students at the tenth grade of SMK Negeri 2 Gunungsitoli as follow :

Table 3.1
The Total Number Of Students At Tenth Grade Of SMK Negeri 2
Gunungsitoli In 2022/2023

No	Class	Total
1	X OTKP	11
2	X TAV	11
3	X TKRO	23
4	X TBSM	22
5	X NKN	30

3.5 Variable of the Research

There are two variables in this study: bound or dependent variables and independent variables. The variables are given below:

- a. In reading comprehension study, the dependent variable refers to factors that are influenced by the independent variables. The dependent variable in this study is that students will learn to create descriptive text.
- b. An independent variable is one that is influenced by a keyword or other variables. The study's independent variable is the usage of visual spatial intelligence.

3.6 Instrumen of the Research

The data collected in the research is both qualitative and quantitative, and it is collected utilizing research tools, observation sheets, field notes, and an assessment sheet. Qualitative data refers to the behaviors and attitudes of both the researcher and the students during the teaching and learning process. While quantitative data is about increasing pupils' achievement in writing descriptive text.

The researcher used research devices to acquire the data as follows:

a. Observation sheet

The observation sheet is used to observe the process of student activity.

a. Researcher's side

11
OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES
IN TEACHING-LEARNING PROCESS
IN CLASSROOM ACTION RESEARCH

The Researcher : Grace Novelian Buulolo

Day/ Date :

Cycle/Meeting : I/I

No	Aspect Observe	Meeting 1	
		Yes	No
1. Pre Teaching-Learning Activities	The researcher entered the class and greeted the students.		
	The researcher introduces her name to the students.		
	The researcher choose one of the students to pray.		
	The researcher checked the attendance list of the students.		
2. Whilst Teaching-Learning Activities	The researcher introduces a new material to the students.		
	The researcher explains the purpose of learning for student's.		
	The researcher asks the student's prior knowledge about the topic.		
	The researcher explain the descriptive text (definition, language features and the examples of descriptive text).		
	The researcher explained about meaning of descriptive text and especially about how to describe people picture and object.		
	The researcher invaid the student make a 5 group, it's group consists of 4 person.		

8	The students asked about difficulties in making descriptive text.													
9	The students guide in pray.													
10	Students respond to the researcher's greeting at the end of the lesson.													

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2. Field notes

Field notes contain all the activities or even that did not note in observation sheet during the teaching-learning process conducted by the researcher in the classroom.

**FIELD NOTES OF THE STUDENTS' ACTIVITIES
IN TEACHING-LEARNING PROCESS**

Meeting	Date	Criterion	
		Weaknesses	Strength
I			
II			

3. Test/Evaluation sheet

This test/evaluation sheet will be used to find out the results of the teaching and learning process that has been carried out using the keyword method.

Evaluation Sheet

Name :
Class :

Read the text carefully (text for questions number 1 to 3)



Isyana Sarasvati

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda. Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa."

1. From the text above we know that,....

- A. She is a famous and talented singer
- B. She dislikes jazz and RnB
- C. She can't play musical instruments
- D. Isyana is an extrovert girl

2. "She is a very famous singer from Indonesia". The underlined word means ...

- A. Strange
- B. Well-known
- C. Unpopular
- D. Clumsy

3. What do you know about descriptive text?

- A. To tell something
- B. To entertain reader
- C. To retell something
- D. To describe something

4. Documentation

Documentation is also used in this study, to provide a concrete description of the research implementation, how the learning process took place and to strengthen the data obtained during the research implementation.

3.7 Data Collecting Technique

Data collection techniques are the steps that will be followed to gather data and information during the research. The researcher examines the data using observation sheets, field notes, and student test/evaluation sheets.

1. Observation.

Observation activities involve observing all of the events that occur during the learning process.

2. Field Notes

The researcher will take field notes while conducting learning activities to document what happens during the learning process.

3. Test and evaluation sheet

Written questions are used to measure and determine students' abilities after using the keyword method of teaching and learning.

3.8 Indicators of the Research

Indicators are data that demonstrate a shift. Success in this research will be measured by an increase in students' capacity to produce descriptive texts using visual spatial intelligence, and the success of learning activities can be observed in how to solve problems in research. This research is based on observation. It is utilized in research and has been designed as a research data collection if it meets certain criteria, such as observing the thing under study. The presentation of success scores indicates that pupils can meet or pass the minimal competency criteria (MCC).

3.9 Data Analysis Technique

In this study, data was analyzed using both qualitative and quantitative methodologies. Data analysis techniques are classified into two categories, as follows:

1. Qualitative data.

The data obtained from the observation sheet about the learning process is analyzed using qualitative methods. Researchers will examine the data in many steps, as described below:

a) Data reduction.

Researchers analyze and classify data based on observational information, then organize it according to the data required for the research.

b) Data Presentation.

Data is presented by collecting a set of existing information into narratives, graphs, charts, or tables.

c) Take a conclusion

The researcher provides an explanation of the data and draws conclusions about it in the form of a statement about it.

During the analysis of the observation sheet, the researcher will utilize the following formula by Asrori (2020):

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

Which :

- P = The Percentage level of student learning activity
- F = Total value of the level of student learning activity
- N = Total value of the ideal student learning activity level

Table 3.2
Classification of Action Achievement

Percentage	Classification
92-100	Very good
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Source : Asrori (2020)

2. Quantitative Analysis.

The following strategies will be utilized by researchers to analyze data: On the evaluation form, assign a point or value to each accurate response provided by the students. By applying the following formula (Nurpratiwi, 2019):

$$S = \frac{B}{N} \times 100$$

Note:

- S : Score
- B : The amount of students' obtain
- N : The total score/score maximum

The researcher will classify the scores received by students using a scale, as shown in the table below, as the degree of students' achievement criteria, which are as follows:

Table 3.3
Scale of Students' Score

Score	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
<40	Very less

Source : Nurpratiwi (2019)

The data analysis framework acts as a guide for researchers that use the keyword method to acquire student learning scores.

CHAPTER IV

RESULT AND DISCUSSIONS

4.1 Research Findings

4.1.1 Research Setting

This research was conducted in SMK Negeri 2 Gunungsitoli in 2023/2024. It was located at Hilihao-Sisarahili Gamo, Gunungsitoli district. The total number of the teacher was 42 persons 3of them were English teachers there were very friendly and wise. The subject of this research was the tenth grade (Class X OTKP) which consists of 21 persons. They were 16 boys and 5 girls. This school had some facilities and rooms, such as: the headmaster's room, teacher's room, classrooms, canteen, library, UKS, administration, hall, mini-hotel and laboratorium. This school holds the teaching-learning process in the morning at 07.30 am – 13.20 pm.

This research was conducted in two cycles which consists of two meetings each cycle. The meeting begins conducting from 31st May up to 15th June 2023. The researcher did the research by the agreement of the headmaster of SMK Negeri 2 Gunungsitoli. In performing the research, the researcher had some stages, they were planning, action, observation, and reflection. During conducting the research, the researcher helped by the English teacher as SMK Negeri 2 Gunungsitoli. The English teacher was as the teacher-collaborator to observe the researcher's and students' activities during teaching-learning process in the classroom, and to notice if they has done or has not done the activities written in the observation sheets therefore the implementation of the research is run as planned and the result of the research can be increased. The students were all present during conducting the research.

4.1.2 The Explanation of Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence

To increase the students' ability in writing descriptive text, this research conducted in two cycles. Each cycle consisted of two meetings.

a. Cycle I

In conducting Cycle I, it was done two meetings. The process of the research in Cycle I as follows:

1. First Meeting

The First meeting was done on Wednesday, May 31st 2023. This meeting was started from pre-teaching-learning activities, then continued in whilst teaching-learning activities and the last in the post teaching-learning activities. The time allocation used was 2 x 45 minutes. The researcher conducted it with the steps as follows:

a) Planning

In doing the first meeting, the researcher prepared lesson plan, material, field notes, and observation sheet. Lesson plan as the guideline of conducting the teaching-learning process; the material as a tool for integrating the students' ability in writing descriptive text; the researcher's and students' observation sheet as a self-reflection of the activities done by the researcher and the students; and field notes of the students' activities as a reflection for the researcher to organize the weaknesses and strength of the teaching-learning strategy during teaching-learning process was conducted in the classroom.

b) Action

After planning, the researcher conducted the action in the classroom. First meeting in cycle I, was held on May 31st 2023. The teaching-learning process consisted of pre teaching, whilst-teaching, and post teaching. First of all, the researcher entered the class with The teacher-collaborator. Then, greeted the students, after that the researcher introduced her self for the students and foremost the researcher asked one of student to lead pray. Then, checked the students' present list, and gave motivations for students'.

The researcher continued doing the whilst teaching-learning activities. The researcher's asked the students material they have learned previously and the students told their material previously, the researcher motivated the students to learn vocabulary. Those were some activities that the researcher did in pre-teaching learning activities.

After that, the researcher guide the students' to learn. First, the researcher introduced new material to the students about descriptive text. Next, the researcher asked the students' prior knowledge about the material. Then, the students gave their opinion. The researcher complimented the students. Then, explained about descriptive text (definition, kinds, generis structure, language features, example) and its relation with Writing. After that, the researcher explained Visual Spatial Intelligence to the students.

The next step is to implement the Visual Spatial Intelligence procedure. The researcher distributed the students into five groups consisting of 4 person. Then the researcher distributed the papers to the students containing pictures such as people, objects and places and the students described the pictures After that, the researcher gave time to each group to discuss how to write descriptive text using visual spatial intelligence. After the time for the discussion session was over, the researcher asked students to submit the results of the groups that had been worked on. Furthermore, the researcher asked students about difficulties during the teaching and learning process and gave students time to ask questions. And none of the students posted questions. Finally the researcher concluded the material, the researcher asked the students to study at home, the researcher closed the class and greeted the students.

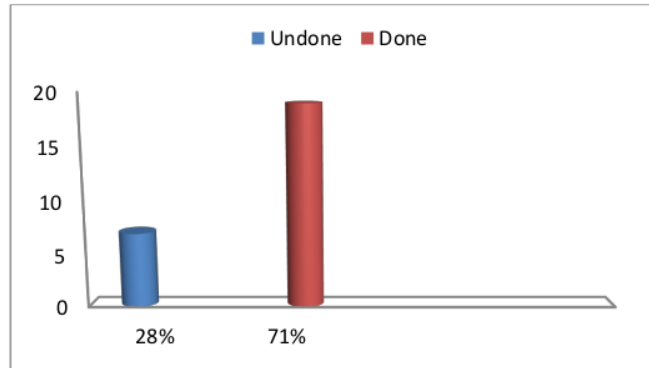
c) Observation

Based on the result of the observation of the students' activities, the activities were all done and not done at all during the teaching-learning process can be classified as follows:

(a) Percentage of done activities of students : 15 (71%) students

(b) Percentage of not done activities of students : 6 (28%) students

To understand the percentage of the students who had been done and undone the activities could be viewed in the graphic.

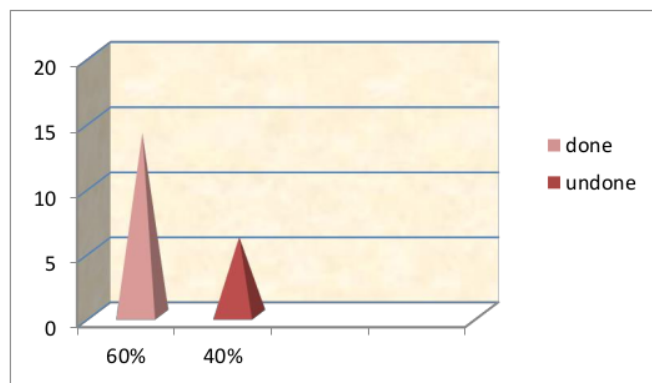


Graphic 4.1. The Percentage of the Students' Activities in First Meeting In Cycle I

The observation was done by the teacher-collaborator while the researcher applied the action or teaching-learning process in the classroom. Based on the result of the observation the researcher's activities from the first meeting, the activities which were all done, and not done at all during the teaching- learning process could be described as follows:

- (a) All done : 6 activities (60%) of 10 activities.
- (b) Not done at all : 4 activities (40%) of 10 activities.

Based on the result of the activities above, the researcher's teaching level could be categorized in "adequate" level.



Graphic 4.2. The percentage of the researchers' activities in first meeting in cycle I

Referring to the result of the researchers' and students' activities during conducted the teaching-learning process in the first meeting in Cycle I, Some weaknesses of the students' and researcher's were found during the teaching learning process in this meeting, as follows :

1. Weaknessess of the students' activities :
 - a) Some of students did not listen the researcher introduction about their condition, and did not answer their present list
 - b) The students' did not listen the motivation from the researcher, did not follow the researcher guidance, did not follow the researcher instruction.
 - c) The students' unable to works into group
 - d) The students' did not answer the researcher questions
 - e) The students' did not listen the researcher conclusions
2. Weaknessess of the researchers' activities :
 - a) The researcher did not asks the students background knowledge about the new material.
 - b) The researcher did not concludes the materials.
 - c) The researcher did not ask one by one the students based on the students papers.

d) Reflection

After implementing the action and observation, the researcher and The teacher-collaborator evaluate the action. The discussion was done based on the observations in the teaching and learning process, and the teache-collaborator's opinions to made improvement in the next meeting. In improving the students' and the researcher weaknessess, the researcher did some reflection as follows : First, for students' the researcher gave advice and told the students to answer the researcher greeting, Then, the researcher also asks the students' to follow the researcher instruction, to works in group, for students' who busy talking the researcher advice them to stopped their talking. Second, for the researcher weaknessess the improvements was in the next meeting gave motivations and guidance to the students', asks the students background knowledge about the

material and after collect the students' paper the researcher shall ask one by one the students based on the students papers.

2. Second Meeting

a) Planning

In the second meeting, the researcher continued the activities from the first meeting. It was conducted on Friday, June 2nd 2023, and the time allocation used was 2 x 45 minutes. There were some procedures in conducting the research as follows:

In doing the second meeting, the researcher prepared lesson plan, material, field notes, and observation sheet. Lesson plan as the guideline of conducting the teaching-learning process; the material as a tool for integrating the students' ability in writing descriptive text; the researcher's and students' observation sheet as a self-reflection of the activities done by the researcher and the students; and field notes of the students' activities as a reflection for the researcher to organize the weaknesses and strength of the teaching-learning strategy during teaching-learning process was conducted in the classroom.

b) Action

After planning, the researcher conducted the action in the classroom. First meeting in cycle I, was held on June 2nd 2023. The teaching-learning process consisted of pre teaching, whilst-teaching, and post teaching. First of all, the researcher entered the class with The teacher-collaborator. Then, greeted the students, after that the researcher introduced her self for the students and foremost the researcher asked one of student to lead pray. Then, checked the students' present list, and gave motivations for students'.

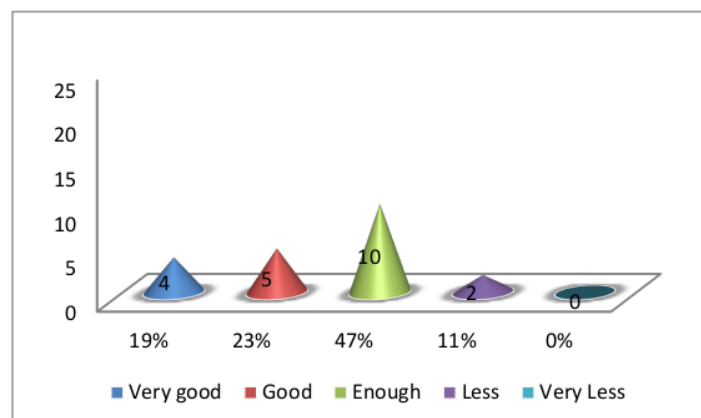
The researcher continued doing the whilst teaching-learning activities. The researcher askeded the students material they have learned previously and the students told their material previously, the researcher motivated the students to learn vocabulary. Those were some activities that the researcher did in pre-teaching learning activities.

After that, the researcher guides the students' to learn. First, the researcher introduced new material to the students about descriptive text. Next, the researcher asked the students' prior knowledge about the material. Then, the students gave their opinion. The researcher complimented the students. Then, explained about descriptive text (definition, kinds, generis structure, language features, example) and its relation with Writing. After that, the researcher explained Visual Spatial Intelligence to the students.

The next step is to implement the Visual Spatial Intelligence procedure. The researcher divided the students into five groups consisting of 4 people. Then the researcher divided the papers to the students containing pictures such as people, objects and places and the students described the pictures After that, the researcher gave time to each group to discuss how to write descriptive text using visual spatial intelligence. After the time for the discussion session was over, the researcher asked students to submit the results of the groups that had been worked on. Furthermore, the researcher asked students about difficulties during the teaching and learning process and gave students time to ask questions. And none of the students posted questions. Finally the researcher concluded the material, the researcher asked the students to study at home, the researcher closed the class and greeted the students.

c) **Observation**

The result of the students writing descriptive text test cycle I can be seen in the following graphic.



Graphic 4.3. The Percentage of the Students' Score in Second Meeting of Cycle I

Graphic 4.3 above showed that from 21 students, there 4 (19%) students reached the Very good and there only 5 (23%) students who reached the good category, students who reached enough category 10 (47%) as the indicator of success. The rest of them got score below the enough category, there were students reached the less category 2(11%) and 0 (0%) students reached the very less category. It was calculated that there was 56% students reached the indicator of success. Therefore, the researcher concluded that the indicator of success was not achieved.

d) Reflection

In the second meeting of Cycle I, the researcher examined the students' in writing descriptive text through Visual Spatial Intelligence After checking the result of the students' evaluation, it can be explained in table bellow:

Table 4.1
The Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence at the Tenth Grade of SMK Negeri 2 Gunungsitoli

No	Value	Level	Frequency	Percentage
1	80 – 100	Very Good	4 students	19%
2	66 – 79	Good	5 students	23%
3	56 – 65	Enough	10 students	47%
4	40 – 55	Less	2 students	11%
5	0 – 40	Very Less	-	-
Total			21 students	100 %

Based on the explanation above, the researcher concluded that the students' ability in writing descriptive text by through Visual Spatial Intelllignce was still unable to increase the students' ability in the cycle I. It was indicated by looking at the Minimum Competence Criterion (MCC) of the English subject at

the tenth grade which was 73 could not be achieved by the students by looking at the average of the students' value above.

This is caused of some activities undone by the students and researcher in Cycle I, there are some procedures of Visual Spatial Intelligence did not do by the students such as: the students did not listen the statement or topic taught by the researcher, the students did not consider their opinion about a statement seriously, and the students did not state their opinion seriously. Therefore the researcher wanted to continue conducting.

b. Cycle II

1. First Meeting

The First meeting was done on Monday, June 5th 2023. This meeting was started from pre-teaching-learning activities, then continued in whilst teaching-learning activities and the last in the post teaching-learning activities. The time allocation used was 2 x 45 minutes. The researcher conducted it with the steps as follows.

a) Planning

In doing the first meeting, the researcher prepared lesson plan, material, field notes, and observation sheet. Lesson plan as the guideline of conducting the teaching-learning process; the material as a tool for integrating the students' ability in writing descriptive text; the researcher's and students' observation sheet as a self-reflection of the activities done by the researcher and the students; and field notes of the students' activities as a reflection for the researcher to organize the weaknesses and strength of the teaching

b) Action

After planning, the researcher conducted the action in the classroom. First meeting in cycle I, was held on May 31st 2023. The teaching-learning process consisted of pre teaching, whilst-teaching, and post teaching. First of all, the researcher entered the class with The teacher-collaborator. Then, greeted the students, after that the researcher introduced her self for the students and foremost

the researcher asked one of student to lead pray. Then, checked the students' present list, and gave motivations for them'.

The researcher continued doing the whilst teaching-learning activities. The researcher's asked the students material they have learned previously and the students told their material previously, the researcher motivated the students to learn vocabulary. Those were some activities that the researcher did in pre-teaching learning activities.

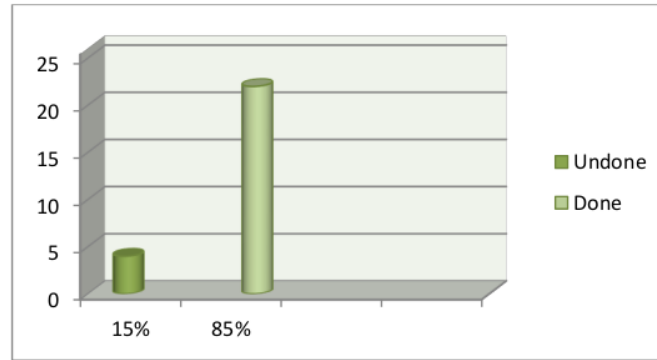
After that, the researcher guides the students' to learn. First, the researcher introduced new material to the students about descriptive text. Next, the researcher asked the students' prior knowledge about the material. Then, the students gave their opinion. The researcher complimented the students. Then, explained about descriptive text (definition, kinds, generis structure, language features, example) and its relation with Writing. After that, the researcher explained Visual Spatial Intelligence to the students.

The next step is to implement the Visual Spatial Intelligence procedure. The researcher distributed the students into five groups consisting of 4 people. Then the researcher distributed the papers to the students containing pictures such as people, objects and places and the students described the pictures After that, the researcher gave time to each group to discuss how to write descriptive text using visual spatial intelligence. After the time for the discussion session was over, the researcher asked students to submit the results of the groups that had been worked on. Furthermore, the researcher asked students about difficulties during the teaching and learning process and gave students time to ask questions. And none of the students posted questions. Finally the researcher concluded the material, the researcher asked the students to study at home, the researcher closed the class and greeted the students.

c) Observation

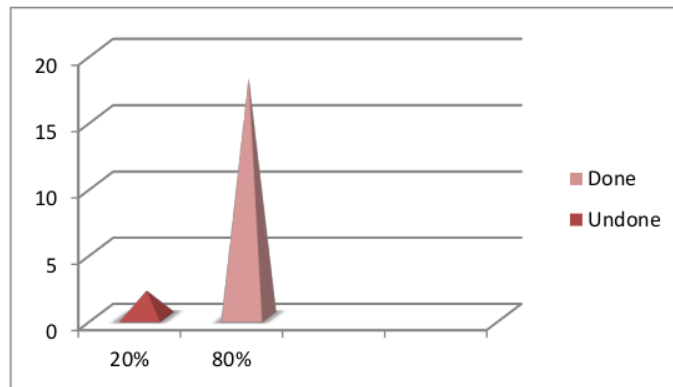
Based on the result of the students' observation sheet, the students' activities in the first meeting of Cycle II, there were the students who had been done and undone the activities. There were 18 (85%) students who had done activities and the srudents who did not do activities were 3 (14%) students. The percentage of

the students who had done and undone activities could be viewed in the graphic below. It can be seen in graphic below :



Graphic 4.4. The Percentage of the Student's Activities in the First Meeting of Cycle II

Furthermore, in the first meeting of cycle I the researcher's activities had done were 8 activities of 10 activities (80%) and there were 2 activities had not done of 10 activities (20%). The observation of the result of the researcher's activities can be viewed in the graphic below :



Graphic 4.5. The Percentage of the Researcher's Activities in the First Meeting of Cycle II

Referring to the result of the students' activities during conducted the teaching-learning process in the first meeting in Cycle II, Some weaknesses of the students' were found during the teaching learning process in this meeting, as follows :

- a. The students' did not participate in reviewing and reminding material.
- b. Some of students not active in teaching learning process.
- c. The students' did not participate to answer the questions.
- d. The researcher did not remind the last material to the students.

d) Reflection

Based on the result of the observation sheet explained before, the researcher must do some improvement in the next meeting, such as:

- a. The researcher must be able to increase students enthusiasm in participating in learning.
- b. The researcher told the students' weaknesses during teaching learning process in the first meeting of Cycle II.

2. Second Meeting

The First meeting was done on Monday, June 8th 2023. This meeting was started from pre-teaching-learning activities, then continued in whilst teaching-learning activities and the last in the post teaching-learning activities. The time allocation used was 2 x 45 minutes. The researcher conducted it with the steps as follows:

a) Planning

In this step the researcher prepared many things before the teaching learning process was did, such as: lesson plan, material, observation sheet, and field notes and evaluation sheet. Lesson plan as the guideline of conducting the teaching-learning process; the material as a tool for integrating the students' ability in writing descriptive text; the researcher's and students' observation sheet as a self-reflection of the activities done by the researcher and the students; and field notes of the students' activities as a reflection for the researcher to organize the weaknesses and strength of the teaching-learning strategy during teaching-

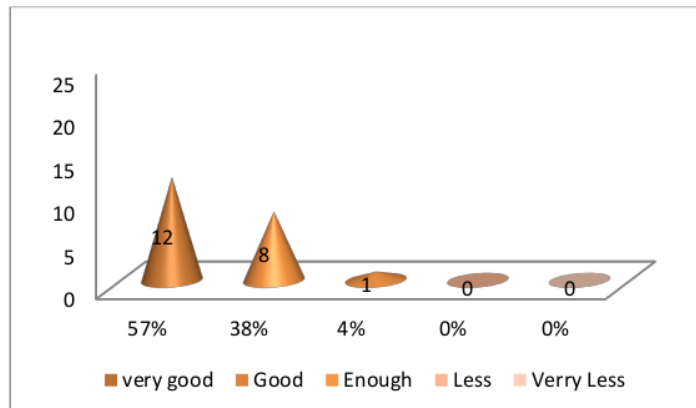
learning process was conducted in the classroom. These all were planned for making the research did well.

b) Action

After planning, the researcher was accompanied by The teacher-collaborator. First of all, the researcher entered the class with the teacher-collaborator. Then, the researcher asked the students condition, the researcher asked one of student to lead pray. The researcher check the present list of the students. Then, the researcher reminded and reviewed the last material. And the last, the researcher motivated the students to learn writing. Furthermore, the researcher ask the students if they were ready to do the test. The researcher manage the students position and distributed the evaluation sheet to the students. Then the researcher give time to the students to do the test. Finnaly, the researcher collect the students' evaluation sheet. The researcher ask the students difficulties. The researcher give the answers about the students difficulties. The researcher close the lesson and greeting the students.

c) Obsevation

The result of the students writing test cycle II can be seen in the following graphic.



Graphic 4.6. The Percentage of the Students' Score in the Second Meeting of Cycle II

Graphic 4.6 above showed that from 26 students, there 12 (57%) students reached the very good and there only 8 (38%) students who reached the good category, there were 1 (4%) students reached the enough category as the indicator of success. The rest of them got score below the less category, 0 (0%) students reached the poor category and there no students reached the very less category. It was calculated that there was 100% students reached the indicator of success.

d) Reflection

In the third meeting of Cycle II, the researcher examined the students' ability in writing descriptive text. After checking the result of the students' evaluation, it can be explained in table below:

Table 4.2

The Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence at the Tenth Grade of SMK Negeri 2 Gunungsitoli In Cycle II

No	Value	Level	Frequency	Percentage
1	80 - 100	Every Good	12 students	57%
2	70 – 79	Good	8 students	38%
3	60 – 69	Enough	1 students	4%
4	50 – 59	Less	0 students	0%
5	0 – 49	Very Less	0 student	0%
Total			21 students	100 %

Based on the explanation above, the researcher concluded that the students' ability in writing descriptive text through visual spatial intelligence was increase the students' ability in the cycle II. It was indicated by looking at the Minimum Competence Criterion (MCC) of the English subject at the tenth grade which was 73 could can be achieved by 21 (100%) the students.

a. The Result of the Students' Ability in All Cycles

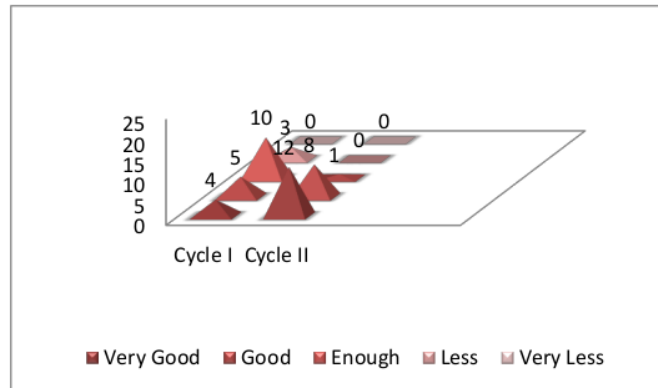
The result of the students' writing descriptive text through Visual Spatial Intelligence in Cycle I and Cycle II is seen the below :

Table 4.3
THE STUDENTS' IMPROVEMENT IN ALL CYCLES

No	Cycle	Level	Frequency %		The Total Number of the Students
1	I	Very Good	4	19%	21
		Good	5	23%	
		Enough	10	47%	
		Less	2	11%	
		Very Less	-	-	
2	II	Very Good	12	57%	21
		Good	8	38%	
		Enough	1	4%	
		Less	-	-	
		Very Less	-	-	

From the table above, it showed that the students' ability were increased in cycle II, based on the indicators of the research that the researcher put in chapter III. There are 26 (100%) students who reach the score ≥ 73 or past the Minimum Competence Criterion (MCC). The students' problems have been overcome in Cycle II. It could be solved because the procedures of Visual Spatial Intelligence followed by implementing the strategy in the classroom. The result of the students' writing in two cycles can be seen in this Graphic below:

]



Graphic 4.7.
The Percentage of Increasing the Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence of All Cycles

4.2.1 The Common Response of the Problem

In this research, the problem was “how is the ability of students to writing descriptive text through visual-spatial intelligence? The common response was Visual-spatial intelligence increases the students' writing ability. The researcher did the research in two cycles. By applying the strategy, the students could enrich their writing ability of descriptive text. It shows on the students' score, in chapter IV the readers can see that there are 21 (92%) students reached the score ≥ 73 or passed the MCC. Which, this research was done in two cycles, each cycle consisted of two meeting. The students' writing ability was increasing from meeting to meeting and cycle to cycle. Based on the result, the indicator of success was achieved that was at least 73 % students reached the score ≥ 73 .

4.2.2 The Analysis and Interpretation of the Research Finding

After conducting the research in two cycles, the researcher analyzed the result of the students' writing ability and the observation sheet either for the researcher's and students' activities.

In Cycle I especially in the third meeting, the researcher gave test to the students was extend to assessed the students' vocabulary mastery, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There 4 (19%) students reached the very good, 5 (23%) students who got score classified in good category. There were 10 (47%) students who got enough level. There were 2 (11%) students who got score classified in less category and there no there students who got the very less category. The higher score that the students got was 75 and the lowest value was 40 while the enough of the students' score was 62. Based on the students value in cycle I, it can be concluded that the students' ability in writing Cycle I still less, the students were not able to in writing.

The failness of the students in Cycle I was caused of the some students were not active in doing teaching learning process, the students' percentage activities in the first meeting of Cycle I only 70% in the first meeting. There were some activities and procedures of Visual-spatial intelligence undone by the students such as: the students did not give attention to the researchers' explanation about this game, the students did not listen the topic taught by the researcher, and the students did not ask something about the material.

In Cycle II, the researcher taught the students about the improvements that had been designed in the previous meeting. The improvements had been brought a big influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of conscience alley strategy. The students' percentage activities in the first meeting Cycle II was 85%. Moreover, the students' mark was upgrading, all of them passed of Minimum Competence Criterion (MCC) 73 score. And 21 (100%) students reached the score ≥ 73 or passed the MCC. The higher value that the students got was 95 and the lowest value was 55 while the enough of the students' value was 75.

Based on the result of the research, it is concluded that Visual-spatial intelligence can increased the students writing ability, so this game can used in teaching writing for the students.

4.2.3 The Research Finding Versus the Latest Related Research

In the research, the research title was “Increasing the Students’ Ability in Writing Descriptive Text Through Visual Spatial Intelligence at the Tenth Grade of SMK Negeri 2 Gunungsitoli 2022/2023”. The subject of the research was X OTKP of SMK Negeri 2 Gungsitoli.

Visual-spatial intelligence strategy has been searched by Safaria (2019) his research applying Visual-spatial intelligence strategy to improve students’ writing ability, and the result of this research is Visual-spatial intelligence strategy has increase students writing ability by providing the chance for each student to writing descriptive text in the classroom. The result of the research showed that Visual-spatial intelligence increase the students’ writing. The data were obtained through a pre-test and a post-test.

Furthermore, (Musfiroh, 2018) states that “The present study has proved that the teachers use Visual-spatial intelligence in English classes successfully. This study also proved that students have positive perception toward the use of the Visual-spatial intelligence in English learning”. This research was conducted through the some process; pretest, treatments, and posttest. The data were then analyzed statistically using dependent t-test procedures. It means that there is a significant increase after the conscience alley is used to teach writing.

4.2.1 The Research Findings Implication

Regarding to the result of the research findings, it has implications as follows:

- a. Visual-spatial intelligence strategy helps the students to to writing descriptive text correctly.
- b. The researcher interested to use Visual-spatial intelligence to the students in teaching writing descriptive text ability and made the students achieve MCC.
- c. The readers can use Visual-spatial intelligence as additional knowledge to overcome the students' problem in ability in writing descriptiove text.

4.2.2 The Analysis of Research Findings Limitation

During conducting the research, there were some limitations of the analysis and the research finding as follows:

- a. The researcher as a beginner realized that there were many weaknesses in conducting the research, so teresearch couldn't do the research perfectly.
- b. Most of the students felt new strategy about Visual-saptial intelligence in writing abilty.
- c. Some of students has a low background knowledge in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the result of the research, the researcher takes some conclusions as follows:

1. In Cycle I, the researcher expected the students got and learn writing, the students are able to categorize the English vocabulary, and the students can understand the meaning of English vocabulary. But after the researcher evaluated the students' score, the result of the students' score was not satisfying. Most of students could not pass the Minimum Competence Criterion. In Cycle I, there were 1 (4%) students who got score among 0-40 classified as "Very less Criteria", 2 (11%) students got score among 56-65 classified as "Less Criteria", 5 (23%) students who got score among 66-79 classified as "Enough Criteria", there were 10 (47%) students only who got score among 66-79 classified as "Good Criteria" and no one students who reached the "Excellent Criteria". In cycle I the highest mark was 75 and the lowest was 40. Furthermore the researcher continued the research to the Cycle II.
2. In Cycle II, the students' ability got improvements in writing ability through Visual-spatial intelligence. The students' are able to categorize the English vocabulary, the students are having adequate vocabulary and the students' can understand the meaning of the English vocabulary. There was no students categorized into very poor criteria, the students got score higher or same than Minimum Competence Criterion. In Cycle II there were 12 (57%) students who got score among 80-100 classified as "Excellent Criteria", 8 (38%) students got score among 70-79 classified as "Good Criteria", 1 (4%) students who got score among 60-69 classified as "Average Criteria", there were 1 (4%) students only who got score among 50-59 classified as "Poor Criteria" and no one students who reached the "Very Poor Criteria". In Cycle II the highest mark was 95 and the lowest was 55. It implies that the students' vocabulary mastery is increase in cycle II.

Based on the previous result, it can be conclude that Visaul spatial intelligence Strategy increase the students' writing ability at the tenth grade of SMK Negeri 2 Gunungsitoli in 2022/2023.

5.2 SUGGESTION

There are some suggestions from the researcher after conducted the research :

1. The English teacher in SMK Negeri 2 Gunungsitoli should apply Visual-spatial intelligence Strategy in teaching writing.
2. In teaching writing the English teacher should be able to guide the students to be good writing.
3. The English teacher should prepare the more interesting material to the students when teaching in the classroom.
4. The researcher expects the further researchers use Visual-spatial intelligence Strategy as a variable of heir research when they search about teaching writing to the students.

INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH VISUAL SPATIAL INTELLIGENCE STRATEGY AT THE TENTH GRADE OF SMK NEGERI 2 GUNUNGSITOLI IN 2023/2024

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