

CHAPTER I

INTRODUCTION

1.1. Background

In learning English, there are four important basic skills, which are speaking, writing, listening, and reading. These skills are important because they related to each other by two parameters; the mode of communication oral or written, and the direction of communication (Bailey, 2011). Furthermore, these parameters are the most complex human activities. It involves the development of a knowledge and experiences. Realizing the importance of English in many aspects, the Indonesian National curriculum, implemented that students should master well these four skills. It means that these skills affect the improvement of students' English capacity from Elementary School until University level. One of the important aspects that must be developed by students is writing skills.

Adelstein (1980) defines writing as a written word in the production of the text and it must be read and comprehended to the communication takes place. In addition, Byrne (1984) states that writing is the act of forming graphic symbols, that is letters or combination of letters which relate to the sounds when the writer makes in speaking. In this sense, the symbols have to be arranged according to a certain convention, to form words, and have to be arranged to form sentences. In forming words into sentences are needs to be taught with a strategy that can easily express their sentence in a paragraph.

In writing, there are several types of text. They are argumentation, description, persuasion, and narration. Argumentation text is a text that presents a point of view and provides evidence for the point of view taken. Persuasion

text is a piece of writing that tries to convince reader to believe about the topic. Narration text is a text that tells a story and entertains the audience. In this research, the researcher will focus on descriptive text . Simpuruh (2020) states that a descriptive text gives a reader a vivid sense of an object, location, or person by describing it in a way, that helps them see it in their mind's eye and makes them feel like they are actively participating in the writer's experience.

Based on the researcher experiences, when she did Teaching Practice (PPL) at SMAN 2 Kupang, the researcher found the problem in classroom. Many students at SMAN 2 Kupang still get difficulties in making the best writing, include in writing a descriptive text . Even though, there are several factors of the problem of students' writing skills, therefore English teachers need to innovative in designing different communicative activities, especially in teaching writing. Therefore, the researcher was interested in solving the problem using Intrapersonal Intelligence Strategy.

Armstrong (2000) defines that Intrapersonal Intelligence Strategy is a strategy in the learning process that helps students to understand the internal aspect of themselves', including awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self-discipline, self-understand, and self-esteem when deciding about their own lives. Furthermore, Gardner (1983:124) defines that "Intrapersonal Intelligence (self-smart) refers to having an understanding of oneself, sense of self and as developing the internal aspects of a person". Based on the purpose of using Intrapersonal Intelligence Strategy, the researcher would conclude that this strategy can make students more creative in the writing process to write about their feeling, motivation, their

weakness, their strength, and something about themselves. In addition, Intrapersonal Intelligence Strategy can help students to understand about themselves, how to find out and explore their ideas excellent in the learning process.

Related to the various explanations, the researcher is interested in carrying out the research entitled: *“The effect of Intrapersonal Intelligence Strategy to Improve Students’ Writing Descriptive Paragraph at the Second Grade of SMAN 2 Kupang”*.

1.2. Research Problem

The problem statement of this study is : *“Is there any effect of Intrapersonal Intelligence Strategy to Improve Students’ Writing Descriptive Paragraph at the second grade of SMAN 2 Kupang?”*

1.3. Aim of Study

The aim of this study is to find out the effect of Intrapersonal Intelligence to improve students’ writing descriptive paragraph at the second grade of SMAN 2 Kupang.

1.4. Significance of Study

1.4.1. Implication

This study supports the theory of Armstrong (2000). Who states that *“Intrapersonal Intelligence strategy is a strategy in the learning process that help students to understand their internal aspects , motivations temperament, desires and the capacity for self-discipline, experiences, self-understanding and self-esteem when deciding about their own lives”*.

1.4.2.Application

a. For students

In this research, the researcher hopes it can improve students' skills in writing descriptive paragraph by using Intrapersonal Intelligence strategy.

b. For teacher

In this research, the researcher hopes that it can help the teacher to improve students' skill and to serve as an alternative strategy for English teachers to deal with students' difficulties in writing descriptive paragraph.