

**USING INTRAPERSONAL INTELLIGENCE STRATEGY TO IMPROVE
STUDENTS' ABILITY IN WRITING RECOUNT TEXT
(Classroom Action Research with 8th Grade Students of SMP IT Khairunnas
in Academic Year of 2018/2019)**

THESIS

Submitted as A Partial Requirements for the degree Of S.Pd (*Sarjana Pendidikan*)
In English Language Education



By:

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STUDY PROGRAM OF ENGLISH EDUCATION

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Assalammu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors,
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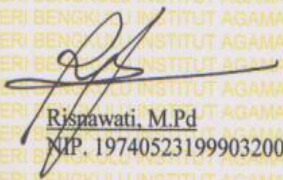
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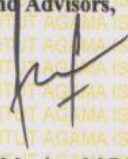
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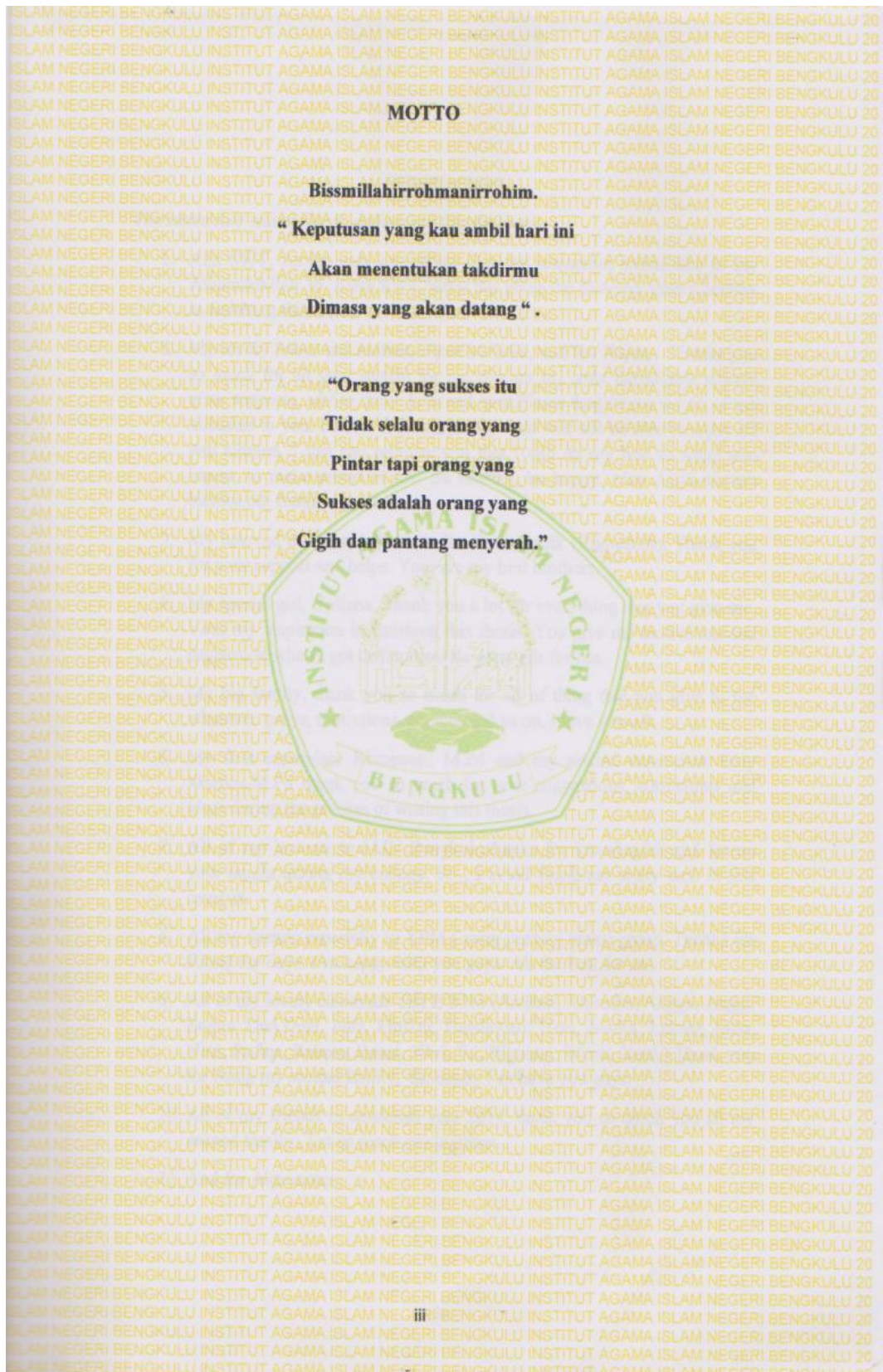
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DEDICATION

The researcher would like to dedicate to this thesis to:

1. Alla SWT. As the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, mercy, healthy in finishing this thesis.
2. My lovely father and mother, Ayah M. Sidik, and Ibu Rajuna. Thanks you so much for all your sacrifice for me, you are my truly heroes, that always give supports, advise, pray, love and spirit. Please forgive me for all of my mistakes to you. I know that everything I do will not be able to repay all your kindness. I just can promise you that I will do my best to make you happy, to make proud of me. Be healthy, be happy. May Allah always blesses our family. Aamiin.
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ABSTRACT

Rasidi Hanafi, 2019

Using Intrapersonal Intelligence Strategy To Improve Students' Ability in Writing Recount Text (Classroom Action Research with 8th Grade Students of SMP IT Khairunnas in the Academic Year of 2018/2019)

Advisor : 1. Risnawati, M.P.d 2. Feny Martina, M.P.d

Keyword: Writing skill, Intrapersonal intelligence strategy, recount text.

There is a fact that most of the secondary school students are still low in writing recount text. Therefore, the main objective of this study was to improve students' ability in writing recount text. Whether the using intrapersonal intelligence strategy was effective in improving the students' writing achievement in learning English as a foreign language. The research design used was a classroom action research. The subject of this research were 14 students of second grade class B at SMP IT Khairunnas Kota Bengkulu in academic year 2018/2019. The instrument was used observation, interviewed, writing test, and documentation. This research was carried out in two cycles of action, namely cycle I, and cycle II. From the result students' score in each cycle there were improvement toward students' achievement in writing skill on recount text. In cycle I the average of students' score reached 66,28, in cycle II reached 75,21, and post reach 84,71 mean of students' score were increase and got the standard equipment score. Based on the improvement of each cycle, using intrapersonal intelligence strategy could improve students' writing skill on recount text.

ABSTRAK

Rasidi Hanafi, 2019

Using Intrapersonal Intelligence Strategy To Improve Students' Ability in Writing Recount Text (Classroom Action Research with 8th Grade Students of SMP IT Khairunnas in the Academic Year of 2018/2019)

Advisor : 1. Risnawati, M.P.d 2. Feny Martina, M.P.d

Keyword: Writing skill, Intrapersonal intelligence strategy ,recount text.

ada fakta bahwa sebagian besar siswa Sekolah menengah masih rendah dalam menulis teks recount. Oleh karena itu, tujuan utama peneitian ini adalah untuk mengetahui apakah penggunaan metode using intrapersonal intellegence strategy efektif dalam meningkat prestasi meulis siswa dalam belajar bahasa inggris sebagai bahasa Asing. Penelitian ini merupakan penelitian tindakan kelas (PTK). Subjek dalam penelitian ini 14 siswa kelas II B di SMP IT Khairunnas kota Bengkulu pada tahun akademik 2018/2019. Instument yang digunakan yaitu observasi,wawancara ,tes tulis dan dokumentasi. Penelitian ini dilakukan dalam dua siklus tindakan yaitu siklus yaitu I, dan siklus II. Dari hasil skor rata-rata siswa disetiap siklus ada penikatan terhadap prestasi siswa dalam ketrampilan menulis pada teks recount text. Pada siklus I rata-rata skor siswa mencapai 66,28, siklus II mencapai 75,21, dan post mencapai 84,71. Berdasarkan penigkatan pada setiap siklus, menyimpulkan bahwa metode intrapersonal intellegence strategy dapat meningkatkan ketrampilan menulis siswa pada teks recount.

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Bengkulu, 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the important skills in learning English. According to Harmer, writing is away to produce language and express idea,feeling and opinion.

Writing is one of the aspects of communication skills in written form. Barli states that writing is a written word in production the text and it must be read and comprehended in order the communication takes place. Carino in Harfina states that the reason writer to write to provide the information, to display knowledge, to entertain, to construct or persuade as audience and to ask for something. In addition, for the students written is one most difficult skill in learning English especially in writing recount text. Writing skill should be taught in order to produce a hight quality written text which can convey the content throught informal literacy such as short functional text,monologue,and essay in the form of procedure,descriptive,recount,explanation,discussion,review,and public speaking.¹

Intrapersonal is one of multiple intelligences.Defines that intrapersonal intelligence (self smart) refers to having an understanding of one self, of knowing who she/he is, what she/he can do, what she/he want to do, which things to avoid, and which things gravitate toward. Larsen and Freeman state that intrapersonal

¹Ralph, Flecther,*Teaching Writing*, Stenhouse Publisher, United Kingdom, 2007, p14

intelligence strategy is the ability to understand oneself and practice self-discipline. Ahmad (2012) states that Intrapersonal intelligence is the intelligence associated with the awareness and knowledge of oneself, which involves the ability to accurately and vividly recreates a picture of themselves. Intrapersonal intelligence as the ability associated with self-knowledge and the ability to act adaptively based on the self-introduction.

Based on interview with the english teacher at SMP IT Khairunnas Kota Bengkulu on october 19th 2018, the researcher found out some obstacle in writing, they were: The first some of them seem un- interested so that they refused to join the teaching learning process. The second is they did not accustom to write in English, less positive respon on writing assignments. The third they felt writing was very difficult. The fourth is the were many errors in mechanic like: functuation,spelling and used capitalitation.

Some students feel difficulty in composing rearrange sentences and some others face problem in finding ideas to write, and they did not know what to do if they want to start their writing. These conditions were caused by some factors such as the students were not interested in the topics, the students did not understand how to arrange the words in order to form a good sentence and create sentences to a good paragraph. In addition, the more important thing that can influence the students' achievement is applying the method or strategy in learning process. Consequently the students were lazy to begin writing in various terms. Many strategies have been used in the teaching of writing especially in recount text. Furthermore, we realize that each of those strategies has its own strengths

and weaknesses. In addition, many students still get difficult made a good writing. These problems were based on the interview of an English teacher in SMP IT Khairunnas Bengkulu. Even though there are many things that could be the cause of these problems, English teacher still need to improve and find better strategy in teaching English especially in recount text.²

To overcome in the difficulties of writing, teacher has important role to makes students getting motivation and thinking create to the develop their idea. In creating creative ideas in writing, teachers should students to create innovative class, students are not only focused on learning in the classroom but also learn outside in the classroom to get fresh ideas in writing. Here using intrapersonal intelligence strategy would be right to improve writing of students especially recount text.

Referring to the teacher's information in the interview that some problems above were also faced by the seventh grade students in SMP IT Khairunnas Bengkulu, such as the students were not interested of the topics, and hence the students were not motivated. In addition, the students always faced problem in finding their idea to write, did not know what to do if they want to start their writing. The researcher was interested to solve the problem by using intrapersonal intelligence strategy. The strategy can make students more creative in writing process to write about their feeling, motivation, their weakness, their strength, and something about themselves. Intrapersonal intelligence strategy is a strategy in learning process that helps to understand the internal aspect of the self,

² Ghazi, Ghait, *Writing*, American University of Beirut, Beirut, 2009, p.26

including awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self-discipline, selfunderstand, and self-esteem when making decision about their own lives. The researcher used intrapersonal intelligence strategy because this strategy can help the students to understand themselves how to find out and explore their ideas very well in learning process.

Based on the purpose using intrapersonal intelligence strategy above,the researcher would conclude the this learning model would be suit to improve students'writing skill in recount text. Recount text is one of the text genres that the students learn.This text is written the purpose to import the reader or people about something that happens in the past.It can be the experience and events.Many do not understand how write this text correctly,espesially to write the stuctures of content in the text such as orientation is : *On Sunday we went to the beach.Suddenly,we saw the child swam without anyone accompanied him.*

Therefore,the researcher need to do research about using intrapersonal intellegence strategy to improve student' writing at recount text at eight grade in SMPIT Khairunnas Bengkulu city. ³

B. Indentification of Problem

Based on background above, the problems that could be identified were the researcher considers that writing was the hardest skill for people who learn English because in wrting process,students would face many difficulties in transferring thought and ideas in writing form.Base on the pre observation the

³ Bennet, Lyn. *The Nature of Writing*. Rozelle. NSW: Primary English Teaching Association. 2006

researcher did at SMPIT Khairunnas Bengkulu, the researcher found out some obstacle in writing, they were: The first, some of them seem un-interested so that they refused to join the teaching learning process. The second is they did not accustom to write in English, less positive response on writing assignments. The third, they felt writing was very difficult to develop ideas related with the topic. The fourth is there would be more difficulty for students to better their writing. Many errors in mechanics like: punctuation, spelling, and use of capitalization. Finally, other reasons came from the teacher, the teacher did not have a good method that can create teaching learning process activity to be interesting, motivated and encourage students to be active in writing activity. Consequently, students got low score in writing subject so it.

C. Research Question

Based on identification of problem above, the formulations of research question is: How does Intrapersonal Intelligence Strategy improve students' ability in writing recount text at eighth grade of SMPIT Khairunnas Bengkulu?

D. Research Objective

Based on research question above, the objective of the research is: To find out how does intrapersonal intelligence strategy improve students' ability in writing recount text at eighth grade of SMPIT Khairunnas Bengkulu.

E. Significance Of Research

The researcher hopes that the result of study were expected to give benefit:

1. Theoretical Benefits

This study was expected to provide the basis for other researchers to conduct similar research in order to improve writing skill recount text by using intrapersonal intelligence strategy

2. Practical Benefits

a. For student

1. To improve the skill of students in writing recount text.
2. To enhance the activity of the students towards learning skill of writing recount text.

b. For teachers

Adding insight, knowledge, and experience of teachers in the use of intrapersonal intelligence strategy models to improve writing skills recount text.

c. For schools

For consideration and input policy decision in the use of learning according to the model of learning materials.

F. Definition of Key Term

In conducting the study, it is necessary to formulate the definition of key terms, which is intended to avoid misunderstanding of the concepts used in this study. The terms need to be defined are as follows:

1. Writing recount text is a piece of text that retells past events, usually in the order in which they happened or tell other people about something that has happened and in order words to retell the past activities, experiences, or events. (Derenwianka, 1995)

2. Intrapersonal intelligence strategy is a strategy in learning process that helps to understand the internal aspect of the self, including awareness of inner moods, intentions, motivations, temperament, and desires and the capacity for self-discipline, selfunderstand, and self-esteem when making decision about their own lives.
3. Action research is about working toward praticl outcomes,and alson about creating new form of understanding,since action without understanding is blind,just as theory without action is meaningless.

CHAPTER II

LITERATURE REVIEW

A. The Definition of writing

Writing is a communication tool in written form. In another words writing is transpiring ideas or feeling to another as a reader. In addition, Bennet (2006) states that writing is thinking of paper, thinking how to work finding fact, testing the truth of them, find out the conclusion, forming opinion. By writing activity a person can find the solution of the difficult problem. Writing is not just a process to arrange sentences but also we have to clarify ideas in our mind into word and sentence into a good paragraph.

Basically, writing means producing or reproducing oral language into written language. It involves an active process to organize, formulate, and develop the idea in written form so that the reader can understand the writer's information as well as in oral form.

Many laguage researchers have their own definition of writing skill. Urquhart Monnettc(2005:3) said that wrting is a process of exsploration that offers benefits to students and content area teachers alike. As students write to make their clear and the comprehensible, they experience the fun of discovery, and so do their teachers. Fulwiler (2002:25) added that writing helps students to reflect, to figure things out, and to again some perspective on thoughts and feelings. ⁴

According to Kerstetter (2013), writing is the most popular and prevalent method of creating connectios among people. As a means of building links between individuals within communities, writing serves as the flexibel foundation for amost every type of communications media. Print, video, audio, speech and interactive web media all begin with

⁴ Broughton, G. *Teaching English as a Foreign Language*. USA and Canada: The Taylor Francis, (2003), p. 86

writing. Writing connect people accross time, space and culture. Because of the influence of writing, individuals can learn from yesterday, again knowledge about today and design for tomorrow.

Paten and Praveen (2008:125) stat that writing is skill a which must be taugh and practiced. Witing is esential feature of learning a language because it provides a very good means of foxing the vocabulary, speeling and sentence pattern. Meanwhile Uso-Juan and Alica (2006:4) state “ writing is at once a fropoundly complex ability, a highly conventionalized mode of communiton, and a uniquely personal from of individual expression.”⁵

Accoding maimon et al (2009:4), writing is great aid to learning and helps you remember, understand, and create about story of information. Moreover pachler and ana (2006:73) said that writing is part of a process where not only focus on the “finished product” but on the writers as he or she is writing. Writing focuses the learner’s mind in written from.

On other hand, murray an sarah (2006:132) stated that writing is and inherently cretive process in which knowledge and ideas are not just shared or transmittid.

Taylor ((2009:2) said that writing is alike the seed, the fruit and the pickle of our understanding. In writing we bring knowledge into being, we record and preserve it. Richards and willy (2002:309) added that writing for discovery learning, not just domonstration of learning, not only to generate ideas before preseting them to an audience, but also to scuritinize the ideas and language we produce.⁶

⁵ Langan, J. *College Writing Skill Eight Edition*. United Statates of America: The McGrawHill Companies, (2003),p.72

⁶(AhmadN. H.2012. Kecerdasan Intrapersonal. Retrieved from <http://ragabligaster01.blogspot.com/2012/03/kecerdasanintrapersonal.html> (22 Desember 2016)

In summary, writing is a thinking of a process in which the author develops the ideas and puts into a piece of text. Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it to the receiver who reads it.

B. The Purposes Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Competency Standard- *Standar Kompetensi* (SK) and Basic Competency- *Kompetensi Dasar* (KD), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment. According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy. When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the

flow of purposes: *What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?*⁷⁸

C. The Process of Writing

The process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions. Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.⁹

1. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing. Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader. This stage is often called by pre-writing process which can be defined as a

⁷ Flynn, N. *The Learning and Teaching of Reading and Writing*. England: Whur Publisher, (2006), p.2

⁸ Raimes, A. *Techniques in Teaching Writing*. England: Oxford University Press, (1983),

⁹ Means, B. *Teaching Writing in Middle School*. United States of America : Library of Congress Cataloging, (1998), p.72

way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. Brainstorming is a quick ways to generate a lot of ideas on a subject. Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as the emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.

2. Drafting

The drafting stage is where your really begin writing. The most important thing here is to get words onto paper. After you have finished in planning, you can continue to the next step(drafting).

The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.¹⁰
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph connected.¹¹

3. Editing (revising) It is almost impossible to write a perfect paragraph on the first draft.

Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's

¹⁰ Penny, Ur. *Course in Language Teaching, Practice and Theory*. London: Cambridge University Press, (1996), p.54

¹¹ Mariane. (1991). *Teaching English as a Second or Foreign Language*. United States: Departemen of Education Studies, (1991). P.34

work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

- a) Add new ideas to support the topic.
- b) Cross out sentence that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph;
 - 1) Make sure you have a topic sentence
 - 2) Cross out sentences that do not relate to the main
 - 3) Check to see if the sentences are in right order
 - 4) Add new ideas if the support the topic sentences
 - 5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.¹²
4. Final Version In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.
 - a) Bloggers need to upload, format and post their piece of completed work.
 - b) Students need to produce a final copy of their work, in the correct format.
 - c) Is often means adding a bibliograhpy, ensuring that citations are correct, and adding details such as your student reference number
 - d) Journalist need to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this.

¹² Jacob. Teaching english as a Foreign Language. America Journal of Political Science

e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represent your genre.¹³

D. Techniques in Teaching Writing

Organization concern with the way how the writer arranges and organizes their ideas and messages in writing form that consist of some partial order. Before start to write, the writers have to know what kinds of paragraph that they want to write, and what topic that they want to tell to the readers. It must be supported by cohesion.

1. Coherence

Coherence means that sticking together and in coherent essay, all the ideas stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the ideas.

1. Spatial ord

If the purpose of the paragraph is to tell how something looks, most effective organization pattern in usually spatial.

F. Teaching Writing

In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, the students focus on getting their ideas down on paper. Because writers do not begin writing with their compositions already composed in their minds, they begin with tentative ideas developed through prewriting activities. Personal Connections help the students continually making connections between what is being taught and the personal lives of themselves. The

¹³ Nation .*Teaching ESL/EFL Reading and Writing*. New York: Routledge Taylor and Francis Group, (2009), p.73

students then remember stories and experiences before going on to the next step. ¹⁴

The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are:

- (1) writing a rough draft,
- (2) writing leads, and
- (3) emphasizing content, not mechanics.

Although there are some basic steps to writing an assignment, essay writing is not a linear process. You may work through the different stages a number of times in the course of writing an essay. For example, you may go back to the reading and note-taking stage if you find another useful text, or perhaps to reread to locate specific information.

G. Interpersonal Intelligence Strategy

1. Intrapersonal Intelligence

Intrapersonal is one of multiple intelligences. Gardner (1983) defines that intrapersonal intelligence (self smart) refers to having an understanding of one self, of knowing who she/he is, what she/he can do, what she/he wants to do, which things to avoid, and which things gravitate toward. Larsen and Freeman (2000) state that intrapersonal intelligence strategy is the ability to understand oneself and practice self-discipline. Ahmad (2012) states that Intrapersonal intelligence is the intelligence associated with the awareness and knowledge of oneself, which involves the ability to accurately and vividly recreate a picture of themselves. Intrapersonal intelligence as the ability associated with self-knowledge and the ability to act adaptively based on the self-introduction.

¹⁴ Kneffiel, D. *Teaching Life, A Rhetoric for Non-Fiction with Reading*. New York: CBS College Publishing, (1996), p.96

People with intrapersonal intelligence are intuitive and typically introverted. She/he is skillful at deciphering her/his own feelings and motivations. This refers to having a deep understanding of the self; what are her/his strengths and weaknesses, what makes her/his unique, can predict her/his reactions or emotions. Careers which suit those with this intelligence include philosopher, psycholinguistics, theologians, lawyers, and writer.

2. Characteristics of Intrapersonal Intelligence

Campbell (1996), provides the following list of characteristics that may be possessed by a person with a highly developed intrapersonal intelligence as follows:

- a. Aware of his/her range of emotions
- b. Finds approaches and outlets to express his/her feelings and thoughts
- c. Develops an accurate model of self
- d. Motivated to identify and pursue goals
- e. Communicates effectively in verbal and nonverbal ways
- f. Works independently
- g. Curious about “big question” in life: meaning, relevance and purpose

3. Teaching Strategies for Intrapersonal Intelligence

There are several different ways that can incorporate intrapersonal activities in the classroom to allow those students time to learn in her/his preferred style. In addition, the teachers need to build in frequent opportunities during the learning process for students to experience herself/his-self as autonomous beings with unique life histories and a sense of deep individuality. Each of the following strategies:

1) Teaching Strategies for Intrapersonal Intelligence

There are several different ways that can incorporate intrapersonal activities in the classroom to allow those students time to learn in her/his preferred style. In addition, the teachers need to build in frequent opportunities during the learning process for

students to experience herself/his-self as autonomous beings with unique life histories and a sense of deep individuality. Each of the following strategies:

a. One-minutes reflection periods

One-minute reflection periods offer students time to digest the information presented or to connect it to happenings in their own lives.

They also provide a refreshing change of pace that helps students stay alert and ready for the next activity.¹⁵

b. Personal connection

Personal Connections help the students continually making connections between what is being taught and the personal lives of themselves. The students then remember stories and experiences before going on to the next step.

c. Choice time

The choice time section help the student to choice may be be relate to content decide which topic they would like to explore.

d. Feeling-toned moment

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

e. Goal-setting sessions

This ability certainly has to be among the most important skills necessary for leading a successful in writing. Consequently, the researcher helps the students immeasurably in their preparation for writing when they provide opportunities for setting goals.¹⁶¹⁷

¹⁵ Brown, D.H. (2001). *Teaching by Principle, An Interactive Approach To Language Pedagogy*. New York: Longman

¹⁶ Armstrong, Thomas. *You're Smarter Than You Think kamu itu lebih cerdas daripada yang kamu duga*. Batam: Interaksara. 2004

4). The advantages of using Intrapersonal Intelligence Strategy

The advantages of using intrapersonal intelligence strategy in learning process are:

- a. Students can spell words developmentally or student learn to spell words that have a personal emotional charge.
- b. Identifying with the problem, accessing dream imagery, personal feelings that related to the problem; deep intropection.
- c. Deepening students' understanding of themselves by relating different parts of the curriculum to their own persona life experiences. (Thomas Armstrong:2009)

4) Applying of intrapersonal intelligence in the classroom According to McGrath, H & Noble, T (2003), there are three steps to apply intrapersonal intelligence in the classroom;

1. Step 1

Remembering

- a. Ask the students to remember their favorite time in school, home, with family, friends.
- b. Ask to the students what skills that they developed over the year?

2. Step 2

Understanding

- a. and talent and who helped the to develop it?

3. Applying

- a. Conduct the students to write about the favorite time, why was it a favorite time, their skills and Ask the students what were they doing during favorite time?
- b. Understanding why was it a favorite time?

¹⁷ Brown, D.H. *Teaching by Principle, An Interactive Approach To Language Pedagogy*. New York: Longman, (2001), p. 65

- c. Understanding their skills talents, and who helped them to develop it.
- d. Provide to opportunities to express students' feeling about the material.

5). Writing teachers can draw on intrapersonal intelligence strategy to teach writing by:

- a. Having students keep personal journal
 - b. Having students choose their best writing piece of portfolios
 - c. Allowing time for self-reflection about writing
 - d. Using the life maps and personal topic as springboard for writing
 - e. Writing from perspective of famous literary figures
- 6). The advantages of using intrapersonal intelligence strategy in learning process are: Students can spell words developmentally (i.e., the way they think).¹⁸

Writing is the process of expressing ideas or feeling in written form. In learning process the students have to know what materials that presented by a teacher. In addition, for the students writing is one most difficult skill in learning English especially in writing recount text.

The researcher interested to solve the problems and wants to apply a strategy namely intrapersonal intelligence. This strategy as able to explore personal experience that is very much to be written in narrative paragraph. In addition, the strategy made students more creative in writing process to express their feeling, motivation, weakness, strength and something about themselves. The intrapersonal intelligence strategy is essential to the growth of the students as an individual, it will provide the ability to understand internal aspect and implement self-discipline. Teaching intrapersonal intelligence strategy as one minute periods of reflection is very important. These periods give students time to assimilate the information presented or to relate their own lives, also involve a change of pace that helps them stay tuned

¹⁸ Clark, I.C. *Concept in Composition Theory and Practice in the Teaching and Writing*. Francis: Library of Congress Cataloging, (2008), p.43

for the next activity. Where they can do personal associations and express feelings and experiences as well as let the students share their experiences before starting to explain.¹⁹

It is also interesting when providing options to students, giving students the opportunity to make decisions about their learning experiences and enabling the option to do. The students will use life maps and personal topics as springboards for their writing. According to McGrath, H & Noble, T : 1995) This strategy will apply in the classroom as follow a) remembering b) understanding c) applying. This strategy, the students will be active in learning process, they aware of his/her range of emotions, they approaches and outlets to express his/her feeling and idea, they develops an accurate model of self. Writing teachers can draw on intrapersonal intelligence strategy to teach writing by: 1) having students keep personal journal, 2) having students choose their best writing pieces for portfolios, 3) allowing time for self-reflection about writing, 4) using life maps and personal topics as springboard for writing, 5) writing from the perspective of famous literary figures. Therefore the students will be easy and more interest to write about the topics in rearrange sentence.

H. Recount text

a. Definition of Recount text

According to Hyland, recount is a kind of genre that has social function to retell event for the purposes of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to recountsruct past experiences by retellig events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

b. Generic Concepts of Recount

There are three generic sructure of recount. They are

¹⁹ Harmer, J. *How to Teach Writing Effective Setence, Paragraph, and Essay*. New York: Longman, (2004), p.98

1. Orientation: provides the setting and produces participants. It provides information about, who, where, and when.
2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order, personal comment and evaluative remarks, which are interspersed throughout the record of events.
3. Re-orientation: optional-closure of events. It is "rounds off" the sequence of events.²⁰

c. Grammatical Features of recount

The common grammatical features of recount text.

1. Use nouns and pronouns to identify people, animal, thing involved
2. Use of action verb to refer to events
3. Use of past tense to locate events in relation to speaker's or writer time
4. Use of conjunctions and time connectives to sequence of events
5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns.

d. Types of Recount

There are three types of recount text

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. my trip to the farm)
2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account)
3. Imaginative recount: taking on an imaginary role and giving detail on events (e.g. a day in the life of a Roman slave; how I invented).

Based on types of recount text that have been described above, the researchers focus this study on types of personal recount text. The reason the researcher chose a personal recount of

²⁰ Ken Hyland, *genre and Social Language Writing*, (The United States of America: The University of Michigan Press, 2004), p.29

because it was considered more appropriate to be applied to the model that the researcher would be used.²¹

I. Some Related Previous Studies

There are three relevant previous studies to this research.

First a from Ni Ketut Sriani, I Made Sutama, Ida Ayu Made Darmayanti (2015) entitled “Intrapersonal Intelligence Strategy to improve writing ability in paragraph description class VII B SMP 2 Tampak Siring”. This research aimed at describing students’ competency in writing descriptive paragraph through the application of Intrapersonal Intelligence Strategy, describing the steps of Intrapersonal Intelligence and describing the students’ response to the Intrapersonal Intelligence in writing descriptive paragraph. The equations of this study with research that researchers would be done was the same as using Intrapersonal Intelligence strategy to improve writing skills.

The second previous research is “Effect of Intrapersonal Intelligence Strategy learning toward students’ writing skill at grade X high school 1 kota Sungai Sariaik ,Padang Pariaman, West Sumatra”. This research is Silvia Maharani, Muhammad Kristiawan and Amal Hayati (2004). The aimed of this research was to find out the effect of using Intrapersonal Intelligence Strategy on students ‘ writing skill of recount text. The equations of this study with research that researches would be done was same using Intrapersonal Intelligence Strategy to improve writing skills.

The third research is from Valentina Sharlonova (2004) entitle Intrapersonal Intelligence Strategy”. The aimed of this research is to show the opportunities of this concepts, the implementation of Kolb’s cycle, as well as its advantages, difficulties, and method are discussed. The equation of this study with research that researches would be done was as same using Intrapersonal Intelligence Strategy.

²¹ Ken Hyland, *genre and Social Language Writing*, p.135

Based on all relevant previous study, the researcher got the differences that make different from this research. For the first previous research explained about descriptive writing, whereas in the study to be done was Intrapersonal Intelligence Strategy to improve writing skill in recount text. Finally, previous study just explained about theory of Intrapersonal Intelligence strategy, whereas in the study to be done was more specific to improve writing skills in recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the writer used classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher.

Classroom action research (CAR) is a kind of research that has reemerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work. Therefore classroom action research is a form of research that is conducted by practitioners to improve practices in educational setting. This study is used observation data on the process of teaching learning in the classroom. Those data analyzed through some steps in the cycles. Kemmis and Taggart stated that action research as follow; Kemmis and Mc Taggart state that:

“Action research is concerned equally with changing *individuals*, on the one hand, and, on the other, the *culture* of the groups, institutions and societies to which they belong. The culture of a group can be defined in term of the characteristic substance and form of the language and discourses, activities and practices, and social relationship and organization which constitute the interaction of the group.”

From the explanation above, the writer can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this research, the writer using group investigation (GI) method to improve students’ writing ability.²²

B. Subject of the Study

²² Lawrence. (2002). *Language and Image in the Reading-Writing*. Francis : In the Taylor Francis, (2002), p.34-39

This study will be conducted at the 8th grade students of SMP IT Khairunnas academic year of 2018/2019. There are four classes in 8th graders, they are class 8A has 14 students, class 8B has 14 students, class 8C has 14 students and class 8D has 14 students. The researcher uses class 8B as sample in this research. So participants in this study are students on class 8B at SMP IT Khairunnas in the academic year of 2018/2019.

C. Technique of Data Collection

1. Data Collection Technique for Qualitative Data

According to Sugiyono, in qualitative, the writer is the instrument itself. The qualitative data in this research was taken from observation checklist and field-notes and interview. The first was observation checklist and field-notes. The collaborator observed the process of teaching and learning by using the observation checklist and field notes in every meeting. The researcher collected it in each cycle. The second was interview. The interview used to complete the qualitative data. The researcher interviewed all of the students. The interview was done at the end of the cycle.

a. Observation

Observation is an activity which concern to research object by the sense. In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen. It needed for monitoring condition of class and students and to know students difficulty with material and method that used during teaching learning process.

In observation step, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the class and observes the effect of her teaching to improve students'

writing ability. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students' ability in writing analytical exposition text. Aspects observed in this study are as follows:

- a. Students' concern toward teacher's explanation
- b. Students cooperative in group
- c. The students' activeness in presenting the material
- d. Students' concern toward other group presentation
- e. The students' activeness in asking questions
- f. The students' activeness in answering questions in group

Criterion:

The criterion of scoring from the observation checklist such as below:

- a. Score 1 if the student's participation was poor.
- b. Score 2 if the student's participation was fair
- c. Score 2 if the student's participation was average
- d. Score 2 if the student's participation was good
- e. Score 2 if the student's participation was excellent.

Observation is carried out four times: pre cycle, cycle I, cycle II Post test.

b. Field-notes

Field notes is a method of data collection by making records on whatever happens in the field in this study field note is used to collect the data related to:

- 1) The way teacher presents the material in teaching activity.
- 2) The implemented strategy (Intrapersonal Intelligence).
- 3) Student behavior/attitude during the lesson used by the teacher.

c. Interview

Esterberg in Sugiyono stated that interview probably could be said that a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Stainback in sugiyono stated that interviewing provide the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that could be gained through observation alone.²³

In this study, it used unstructure interview to collect the data. Related to the interview, it was conducted by using the guide line of interview which focuses to the problem of the study.

2. Data Collection Technique

The researcher must uses instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting the data in order to get better result; it can be occurred complete and systematic.

To make this research successful, the researcher use the test to collect data, as follows:

Test

Test is sequence of questions or exercises or other apparatus to measure skill knowledgeintelligence, ability or aptitude of individual or group.²⁴

According to Oxford Advantage Learners dictionary, test is short examination of knowledge or ability. In conducting to this study, the researcher uses test as the second method of collecting the data. The test is used to collect the students' writing that must be analyzed to identify students achievement on writing analytical exposition text.

²³ Sugiono. *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, (Bandung: Alfabeta, 2010), p.88

²⁴ Suharsimi Arikunto, *Ibid*, p. 156

Based on the statements above, the researcher conducted the achievement test in his research. This test was used to measure students' achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. There are two kinds of writing test, namely subjective test and objective test of writing. In this study, the writers used composition test of writing. In this assignment, the students are required to compose some paragraph of analytical exposition based on the picture on group (a group consist 5-7 students in heterogeneities), example about describing person, which every paragraph consist of 5-10 sentences.

In this research, test are divided into three sessions, they are:

First is pre test, in the pre test the writer gave pre-test as the first meeting to collect the data. It was used to identify the students' achievements in analytical exposition text.

Second is test, test is given during treatment as an exercise and practice for students. It was used to measure the improvement of the treatment.

The last is post-test, post test was conducted to measure the students' ability after treatments. Test was similar to pre test and the result will be analyzed to see how to influence of group investigation method for helping students produces an effective analytical exposition text.

Students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; content, organization, vocabulary, grammar and mechanics.

D. Technique of Data Analysis

1. Analysis Tecchnique for Qualitative Data

The qualitative data derived observation checklist and field notes from the collaborator and the result of the interview of the students. To analyze this data, the researcher used the theory from Gay and Arasian. According to Gay and Arasian, the steps of analyzing the data are: data managing, reading and memoing, describing, classifying, and interpreting.²⁵

a. Data Managing

In this step, the researcher collected all of the data and checked the completeness of the data. Then, the researcher managed all of the data in good order. The data divided into folders according to the date taken and its type. The researcher collected all results of the observation checklist and field notes in each cycle and result of an interview at the end of the research.

b. Reading and Memorizing

In this step, the researcher read the result of observation checklist and field notes and interview. In the process of reading, the researcher also highlighted the important sentences and made notes for the important parts of the data that needed more explanation. The researchers focused on the collaborator notes and highlight some important factor in the process of learning. In addition, the researcher re-listened and re-read the interview's result. Then, the researcher highlighted the some important answers from the students that used to get some information about their opinion about the strategy.

c. Describing

The researcher described all of the data includes observation checklists and field notes in each meeting and the interview's result. The describing step described all important things about the data, such as, where the data from, what is the condition of the data, how the data taken, the location of the research, and so on.

²⁵ L.R Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application*. (USA: Prentice Hall, 2000).p.231-232

d. Classifying

In classifying step, the researcher classified the data. The observation checklist and field notes data were put in the order of some categories to make the data became categorized. The observation checklist and field notes were classified based on the date of the data. In addition, for the interview's data, the researcher classified based on the order of the students' interview.

e. Interpreting

In this step, the researcher interpreted the data into the result to make the data easier understanding. The researcher made the conclusion of the observation checklist and field notes in each meeting. Then the researcher made main conclusion based on the conclusion of each meeting. In addition, the researcher also made the conclusion based from the interview's result.

2. Analysis Technique for Quantitative Data

The writer analyzed the data using quantitative data. Quantitative data can be found through conducting test, the writer analyzed data by using statistical analysis. In knowing whether the students' writing ability of analytical exposition text is improve or not. The writers used the steps which were done by the writer in analyzing the result of students' writing ability.

The researcher used criteria of assessment that is since the content of students' writing covered the generic structure. The element of writing is content, organization, grammar, vocabulary, and mechanics.²⁶ After classifying the test items, the researcher will give score for each item. To see whether the improvement of students' writing ability after

²⁶ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), p.144.

being taught through using group investigation method is significant or not, the writer used score of students' achievement.

So, to get score each student the research use analytic scoring proposed by Hughes (1989:97) the aspect in the scoring are listed in table

No	Analytic Scoring	Score
1	Content	
2	Organization	
3	Vocabulary	
4	Grammar	
5	Mechanical	

a. Data from test

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in learning analytical exposition text.

In analyzing the students' test papers in writing an analytical exposition text, the researcher used 5 elements proposed by Heaton, who suggest those 5 elements to be used in scoring, and the maximal score for each item is 5, so the total of maximal score will be 25. She thought that those elements were suitable and completes to score a writing test.

While the average of the students' result was counted by using the following formula:²⁷

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

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT RinekaCipta, 2006), p.

N

Explanation:

\bar{X} = The average of students score

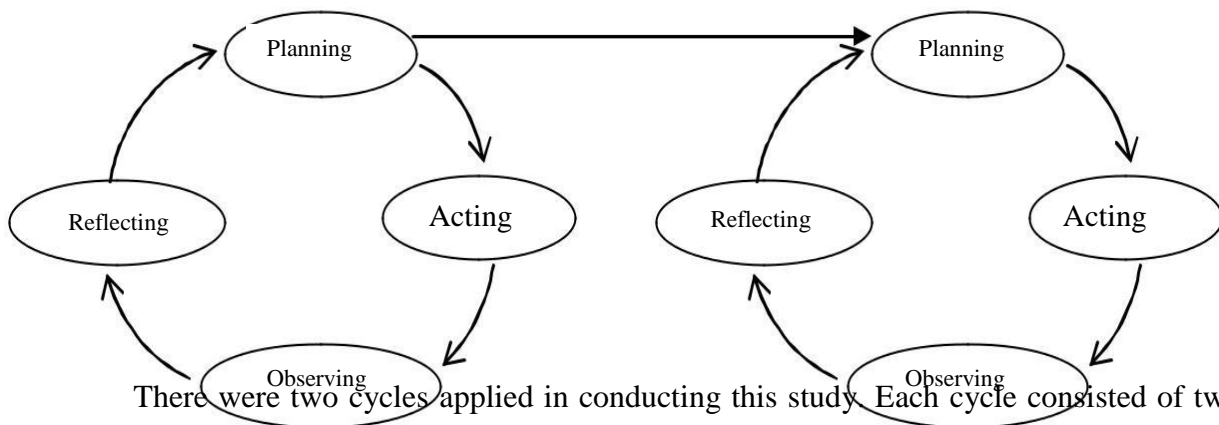
$\square\square\square$ =The sum of item scores

N = The number of the students

Mean of score from the pre-cycle will be compared with mean of the first cycle and second cycle. It is to know how far the improvement of students in this research.

E. Research Procedure

In order to be clear, the writer would like to present the Kurt Lewin's model of classroom action research. It can be depicted as follows:



1. Planning

Plan as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatments. In order to improve students' writing skills, the writer tended to use Group Investigation method. It was hoped that by

²⁸ Louis Cohen, *Research Methods in Education*, p.303

using Group Investigation as learning method, students would be able to improve their writing skills. The researcher planned the instructional activities as follows:

- a. The researcher make score success in the reseach.
- b. Arranging a lesson plan based on the teaching material
- c. Preparing the teaching material
- d. Preparing the test instrument

2. Acting

After planning the concept, the writer carried out the treatment referring to the plan is that has been made. The writer conducted a pre-teaching before applying the treatment.

In this case the researcher will apply Intrapersonal Intelligence Srtategy in the learning process writing recount tex the step are follow :

- a. One-minutes reflection periods One-minute reflection periods offer students time to digest the information presented or to connect it to happenings in their own lives. They also provide a refreshing change of pace that helps students stay alert and ready for the next activity.
- b. Personal connection
Personal Connections help the students continually making connections between what is being taught and the personal lives of themselves. The students then remember stories and experiences before going on to the next step.
- c. Choice time
The choice time section help the student to choice may be be relate to content decide which topic they would like to explore.
- d. Feeling-toned moment

This strategy suggest that educators are responsible for creating moment in teaching where students laught,feel angry,express strong opinions, get excited about a topic, or feel a wide range of other emotions.

e. Goal-setting sessions

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

3. Observing

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the writer identified and analyzed the data collected during the treatment.

4. Reflecting

Reflection is the activity of evaluating critically the progress or change of the students. In this step, the writer could observe whether the action activity resulted any improvement. To support the study, the researcher used interview and test to gather the data.

F. Indicator of Success

1.Success Indicator for Quantitative Data

The cyclical processes will be stopped when students' writing scorer can reach the minimum standard issued based on reorientation sheet. Student show improved attitude/behavior during the lesson base on the result of observation sheet and which there are 75% of student achieve at least level 3 (satisfactory).

- b. From the result of observation, the students follow the lesson and directions given by the teacher in orderly manner from the first until the last cycle.
- c. 75% of students are active during the lesson are active means when the teacher asking question students answer them or students ask question when they have some problems while learning.

G. Research Time table

Table 3.1 Research Time Table

Date		Activities
October 2018	Pre- Assessment test	Before doing diagnostic test, the researcher asked the teacher to tell the students about the material learnt
	The first week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Learning material of <i>Giving Instruction</i>
	The Second week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Learning material of <i>Unforgettable Experience</i> <ul style="list-style-type: none"> ✓ <i>Family</i> ✓ <i>Someone</i>
	The third week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Learning material of <i>Daily Activities</i>
	The fourth week	<ul style="list-style-type: none"> • The Topic is <i>Writing Recount Text</i> • Learning material of <i>Story About Good and Bad Experience</i>

		✓ <i>Based on your activities, et.c.</i>
Nopember 2018	The first week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Giving Information • Learning matrial of <i>Holiday school</i>
	The second week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Learning matrial of <i>Camping</i>
	The third week	<ul style="list-style-type: none"> • The topic is <i>Writing Recount Text</i> • Learning matrial of <i>Travelling with Family</i>
	Post test	Test

CHAPTER IV

RESULT AND DISCUSSION

This research was conducted by using intrapersonal intelligence strategy. The research consist of cycle I and cycle II. There were four steps in each cycle of the research; they were plan, action, observation, and reflection. The result of each cycle was used as reflection to make better improvement for the next cycle.

A. Result

1. Pre-Assessment

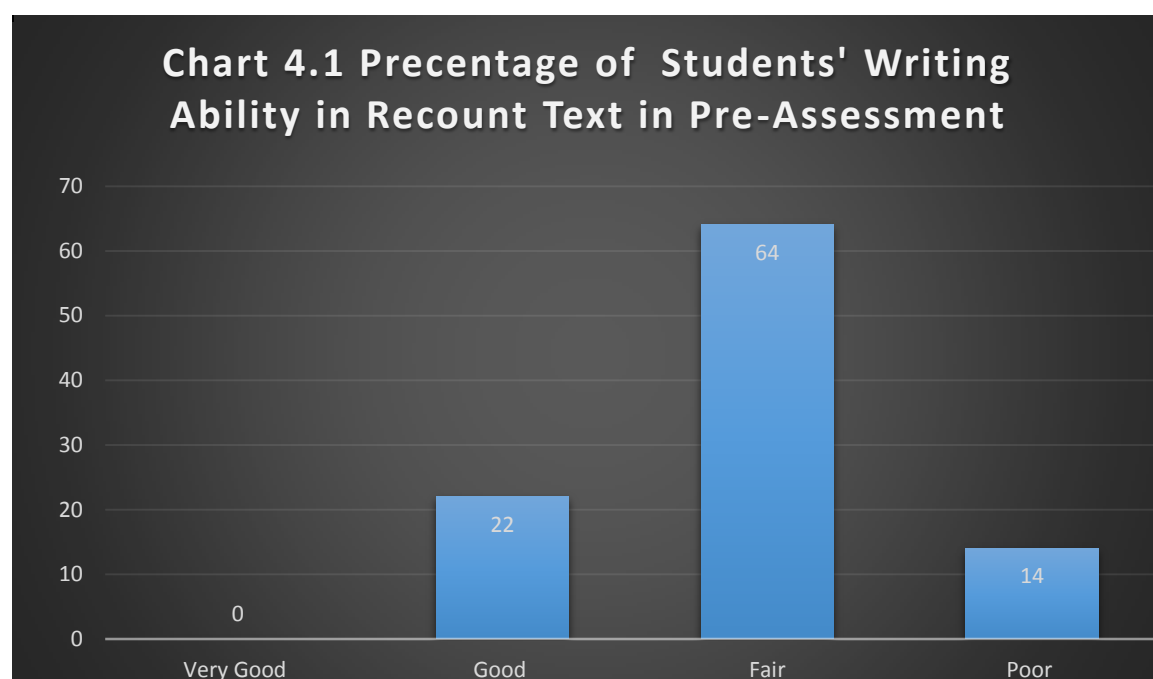
This classroom action research was done into two cycles. Each cycle consisted of four steps; they were planning, acting, observing, and reflecting. The first cycle was conducted on October 19th – November 27th in four meetings (3x90 minutes). The result of the pre-assessment test score can be seen in the following table.

Table 4.1 The result of the Pre-Assessment

No	Category	Frequency	Percentage
1	Very Good	0	0 %
2	Good	3	22 %
3	Fair	9	64 %
4	Poor	2	14 %

Based on the table, it shows that students' writing in recount text mastery consist of 22 % good (achieved 3 students), 64 % fair (achieved by 9 students) , 14 % poor (achieved 2 students). The result of the calculations show that the average score of mastery of students writing before being given the action is 56 % which is category poor. The detail table of the result was displayed in the appendix.

It informed students ability in English writing mastery before the researcher applied the use of total physical respon with objects. Graphically,the students' score on pre-assessment can be seen as follow:



Based on Figure 4.1 students' ability in mastering English writing is poor. That means researchers have to improve students' abilities in English writing by using intrapersonal intelligence strategy thus increasing students' grades in mastering English writitng.

1. Description of cycle 1

Cycle I is based on the results of the Pre-assessment test. Here researchers and collaborators of teaching and learning classes apply teaching writing recount text using intrapersonal intelligence strategy. This is a type of technique in which students are increasing writing skill by relation about experience his students by the teacher. students' ability in writing recount text was still low. Furthermore, a new strategy or technique in teaching was needed to be applied in order to create a better learning process and to improve the students' ability in writing recount text. Therefore, the

implementation of using intrapersonal intelligence strategy was expected to solve the problem and to improve students' ability in recount text.

a. Planning

The first cycle was held on October, 2018. From the Pre- assessment test, the result not satisfying. All of writing aspects tested in the test was categorical poor again. In the cycle one, focused on the treatment materials high frequency words because in this treatment was poor. Then, still got many revised for increasing students' writing . The teacher does not use new techniques in teaching writing, so students do not give attention to the teacher. From the previous learning activities, the researcher and teacher decided to use the total physical response with the using intrapersonal intelligence strategy in planning, before applying the technique the researcher had to prepare everything which needed in learning process, these are:

- 1) Preparing the materials, making lesson plan, and designing the steps in doing the action.
- 2) Preparing list of the students, Name, and Scoring
- 3) Preparing teaching purpose.
- 4) Preparing sheets for classroom observation (to know the situation of teaching learning)

b. Implementation

Based on data collection in action I, the researcher applied a total physical response to the object that had been taken to solve the problem. In taking action, the researcher divides the action into teaching writing into three steps. They are pre activities, temporary activities, and post activities. The implementation process can be seen as follows:

- 1) Pre-learning activities

- a. Teachers greet students.
- b. Teachers asks students to read Basmallah before starting lesson.
- c. Teacher checks student attendance
- d. Teacher asking the students some questions related to the topic.
- e. Introducing some words that related to the topic to the students.
- f. Focus students on an object in the class.
- g. The teacher shows to a stationery object that the student brings a pen, the teacher holds the pen and telling about recount text and the students follow.

2) While learning activities

- a. Informed the students about the materials they are going to learn.
- b. Modeled writing recount text.
- c. Identified the general topic of the materies.
- d. Discussed the difficult words.
- e. Gave some instructions to the students what they should do during the treatments.
- f. The students had to understand about the materials that they have learned.
- g. During the treatment, the researcher observed and directed students, and then researcher asked students in each group to wrote and read the their experience they got in front of class.
- h. The teacher helped the students to correction the mistaken in their material.

3) Post learning activities

- a. Reviewed the students' writing .

- b. Checked the students' the result recount text and write based on topic.
- c. The researcher gave conclusion of the materials.
- d. Gave written test to students individually at the end of each cycle.

After applying read their experience in cycle I, tests for this cycle are administered. The test actually aims to find out students' writing mastery after applying intrapersonal intelligence strategy. It was conducted in October 2018.

c. Observation

The action in the first cycle was carried out in four meetings. The meeting will be held on October 19, 2018, October 29, 2018, November 1, 2018, and November 7, 2018. The topics of the first cycle are objects that are in school and objects that are in the class. Topics chosen by their experience. This mostly uses high frequency word writing. This is because of the poor level of students in this aspect.

Readiness of students to receive a subject matter. Students enter the class on time, prepare learning equipment such as books, pens, and do not do other work that will disrupt the learning process. Observations were made to find out about teaching and learning activities, student activities, learning equipment, student responses and student participation in learning activities.

During Cycle I the total physical response to the object is used in each meeting except the test in the last meeting. Implementation using this technique aims to help students memorize and see their writing related to the topic given in an interesting way and build their enthusiasm in learning. This technique is done after I give students some story to help them find writing about the topic. The students were very enthusiastic in learning writing using story. That's because teachers never use new techniques to teach writing.

When studying, students are more active and enjoy learning. That can be seen in their participation. This shows that students begin to be more active in teaching the writing learning process using story, although half of the students are still less active.

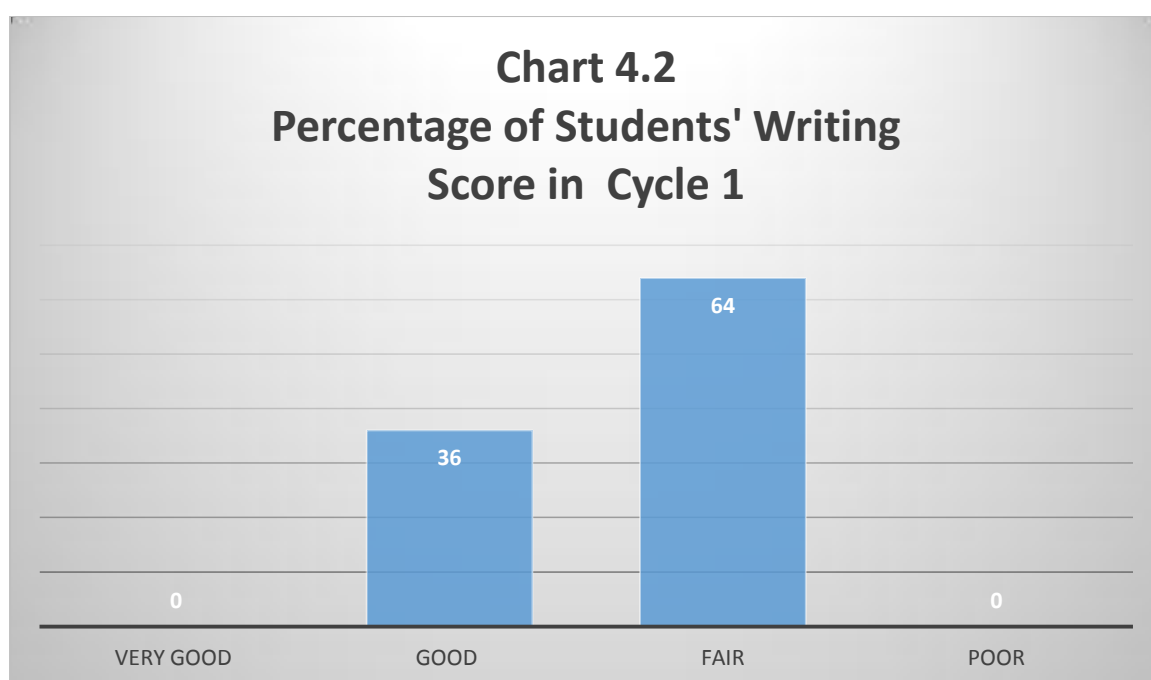
d . The result of test in cycle 1

Table 4.2 The result of test in cycle 1

No	Category	Frequency (14 Students)	Precentage
1	Very good	0	0 %
2	Good	5	36 %
3	Fair	9	64 %
4	Poor	0	0%

From the table above, it shows that students' writing mastery consists of 36% good (achieved by 5 students), 64% fair (achieved by 9 students), 0% poor (achieved by no students). Calculations show that mastery of student writing after being given an action is 66.28%. It was still categorized fair in appendix.

Graphically, the students' score on cycle 1 can be seen as follow:



Based on Figure 4.2, students' ability in mastering English Writing is still fair, only a few students get good grades, but many students get enough grades. Although, there are still students who get low scores and poor. There is still an increase compared to the first score in the pre-assessment.

Based on the interview that was done to some students, there were only a few students understood what was being taught. They had less practice for high frequency words, academic words, technical words, and low frequency words.

e. Reflection

In the application of learning by using story telling in the first cycle, there are some good things that have been achieved. However, there are some things that must be rearranged and changed. The following good things have been achieved in cycle I.

- a. Comparing to the Pre-assessment test, the students achievement in mastering vocabulary in cycle I increased eventhough the average score of the students was still low At the beginning, students' average score was 56%, while in cycle 1 was 66 %. However, though there was any improvement toward students writing mastery, the target of this research was not achieved yet.

On the other handed, in the implementation of cycle 1, there were some things that had not been achieved well, and must be organized and changed. The following are:

- a) Students still lack focus when learning, encouragement to ask students to stay focused on learning is not very successful. They feel lazy and say that it's difficult. That's because students lack motivation in learning, therefore using TPR with objects can change students' enthusiasm in learning, although some students are diligent, at least there are many students who are eager to learn.
- b) There are some students who have not dared to come to the front of the class to learn physical response to story telling, it is because of the lack of courage of students to be the

best examples of classmates, but there are also students who are eager and courageous to show their experience in class when the learning process takes place.

- c) Learning techniques using intrapersonal intelligence strategy successfully motivate students to learn writing. They enjoy the atmosphere in the classroom and observe objects in their classrooms. But there are a few words that I found, students have not been able to wrote their experience correctly in English.
- d) In general, the writing of students is not corrected during the teaching and learning process. Students are asked to repeat the words after me or the students say the truth.

2. Description of Cycle II

Cycle II was carried out as a follow-up cycle 1. In the first cycle the researchers were not satisfied with the results of the student scores. In the second cycle, researchers tried to be more creative in applying teaching writing using intrapersonal intelligence strategy with story telling their experience. The aim is to increase writingin learning English, active students and student grades. The cycle II procedure is carried out as follows:

a. Planning

The action plan for cycle II is a continuation of the actions taken in cycle I.

However, in the second cycle, there were several things that were reorganized:

1. Preparing a set of classroom instruction to implement the action.
 - a) Prepare materials, make lesson plans, and design steps in carrying out actions.
 - b) Prepare a list of students, names, and assessments.
 - c) Prepare teaching goals.
 - d) Prepare a sheet for class observation (to find out the situation of the teaching and learning process when TPR with story telling their experience is applied)
 - e) Prepare the test for cycle II (to find out whether the student's writing will increase or not)

- a. Considering that students become more active when they are given new techniques in learning that make students comfortable and relaxed. Researchers plan to make students more active in activities at each meeting during Cycle II.
- b. Wrote their experience aims to make students have better writing. In other words, it helps students to improve their writing more accurately. As found in Cycle 1, the pronunciation of students is still bad. Therefore, research plans to continue to provide feedback on student writing to improve their ability to wrote new words so that they do not make the same mistakes in the next activity.

a. Implementation

The implementation of action I was done on November 7, 2018, November 12, 2018, and November 15, 2018. In this step the researcher applied the lesson plan. The following procedure of action II:

1) Pre-learning activities

- a. Teachers greet students.
- b. Teacher asks students to read Basmallah before starting lesson.
- c. Teacher checks student attendance.
- d. Teacher asking the students some questions related to the topic.
- e. Introducing some words that related to the topic to the students.

2) While learning activities

- a. The teacher introduces objects around the class.
- b. While looking at the objects in the classroom, the teacher asks students about the kinds of objects and types of feelings or actions. the teacher speaks the words correctly together and the individual, after which the teacher writes it on the blackboard.

- c. Then the teacher asks the students to repeat it over and over and ask them to write the words in their book.

3) Post learning activities

- a. Teacher helped students to conclude the material they had learnt.
- b. Teacher asked students to please study at home and had more practice.
- c. At the end of the lesson, the teacher gave the students a short test. This activity was to check students' understanding about this lesson.
- d. The researcher and Collaborator observed and evaluated students' activity during teaching and learning process.

c . Observation

Cycle II consists of three meetings. The action was carried out on November 7, 2018, November 12, 2018, and November 15, 2018. By intrapersonal intelligence strategy with wrote their experience. Students learn two topics about classroom equipment and school supplies. The topics chosen in this cycle are based on four aspects of writing. They are high frequency words, academic words, technical words and, fair frequency words. The teaching and learning process in Cycle II will be discussed in the description below.

Based on the problems found in Cycle I that some students still haven't brought focus. In this cycle, I ask students to stay focused and pay attention to the teacher when explaining, with this the researcher used wrote their experience in learning so that students continue to see and focus ahead when the researcher explains.

The use of English during the teaching and learning process has effectively increased the ability of students to use language. They easily understand some expressions that are usually used in class interactions. That

shows that they are used to expressions. They are also able to answer or answer my questions.

In conclusion, students enjoy learning good writing through wrote their experience can encourage students to learn new words. Some students wrote that the their experience in the class they see make it easier for them to memorize writing. Their ability to memorize words and help them apply words to assignments easily. This is a good improvement since the using intrapersonal intellegence strategy with wrote their experience in Cycle II is competitive and pleasant. Researchers feel that there is an increase in motivation and competitiveness of the students. The main activities in the class can be done smoothly.

d . The result of test in cycle II

Table 4.3 The result of test in cycle II

No	Category	Frequency (14 Students)	Precentage
1	Very good	2	14 %
2	Good	8	57 %
3	Fair	4	29 %
4	Poor	0	0 %

From the table above, it shows that students' vocabulary mastery consists of 14% very good (achieved by 2 students), 57% good (achieved by 8 students), 29% fair (achieved by 4 students), and 0% low (achieved by no student). Calculations show that mastery of student vocabulary after being given an action is 75.21%. It was still categorized good in appendix.

Based on interviews conducted on several students, most students understand what is being taught. They practice a lot of high frequency words, academic words, technical words, and low frequency words.

This informs students' abilities in mastering English writing after researchers apply the use of intrapersonal intelligence strategy to write their experience. Graphically, student scores in cycle II can be seen as follows:

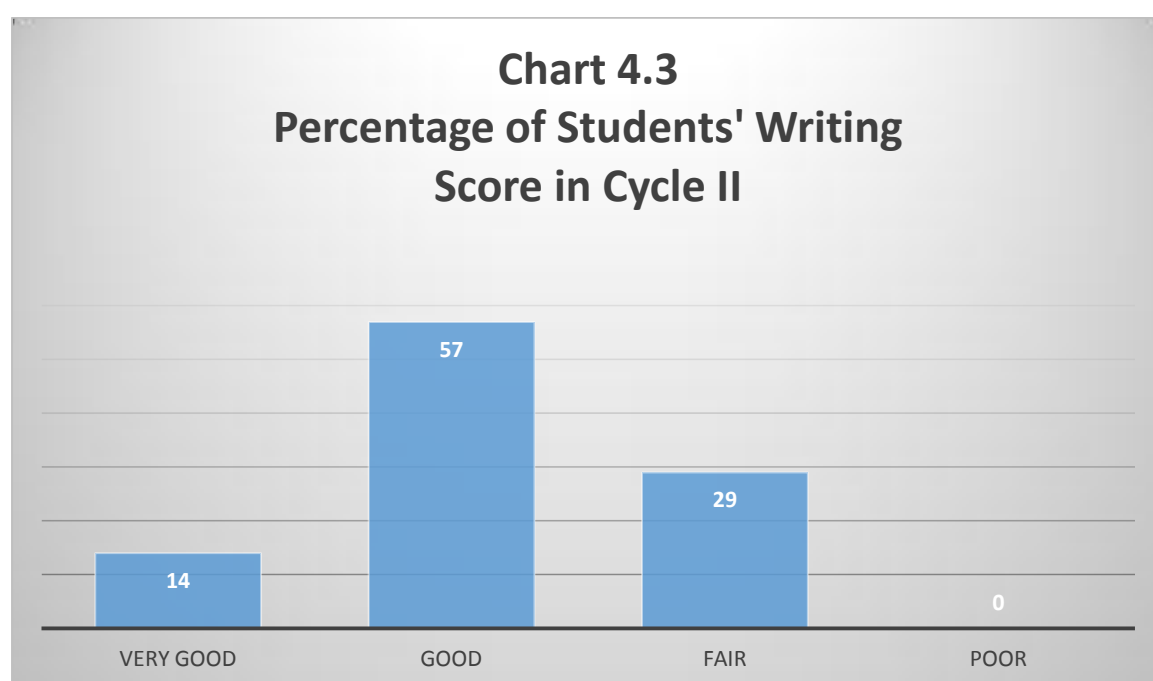


Figure 4.3: Students Writing Ability Score in Cycle II

Based on Figure 4.3, students' abilities in English writing are good. No qualified students poor and only a few students get fair scores. Even though, it decreases compared to the score in the pre-assessment and cycle I. The researcher feels that the using intrapersonal intelligence strategy with wrote their experience is effective enough to improve students' writing mastery.

e. Reflection

In the implementation of intrapersonal intelligence strategy with wrote their experience in the second cycle, there are several improvements that have been achieved. The following are improvements that have been achieved in cycle II.

- 1) Compared with cycle I, student achievement in mastering writing in cycle II increases. In the first cycle, the average score of students was 66,28% while in the second cycle it was 75.21%.
- 2) Active students increase. This is indicated by the majority of students paying attention to the teacher's explanation, most of them focus on the material provided. actively participate in the class, and most of them understand the material provided.
- 3) Increase students in mastering writing. They can memorize new words easily. Because the total physical response with object has the purpose of increasing students' writing mastery, I have effectively implemented techniques to improve students' writing mastery.

2. Post Test

Post-test were conducted on November 20, 2018. The researcher conducted a post test at the end of the study to investigate that peer tutoring classes could improve students' writing mastery. The material used by the Post-Test is accurately the same as the ingredients in the diagnostic test. The results of that can be seen in the following table.

Table 4.4 The result of post test

No	Category	Frequency (14 Students)	Precentage
1	Very good	4	29%
2	Good	10	71%

3	Fair	0	0%
4	Poor	0	0%

Based on the table, it shows that mastery of student Writing consists of 29% very good (achieved by 4 students), 71% good (achieved by 10 students), and 0% moderate (achieved by no students). Calculations show that mastery of student writing after being given an action is 84,71%, which was categorized Very good. The detail table of the result was displayed in appendix.

This informs students' abilities in mastering English writing after researchers apply the use of total physical responses to objects. Graphically, student scores in post test can be seen as follows:

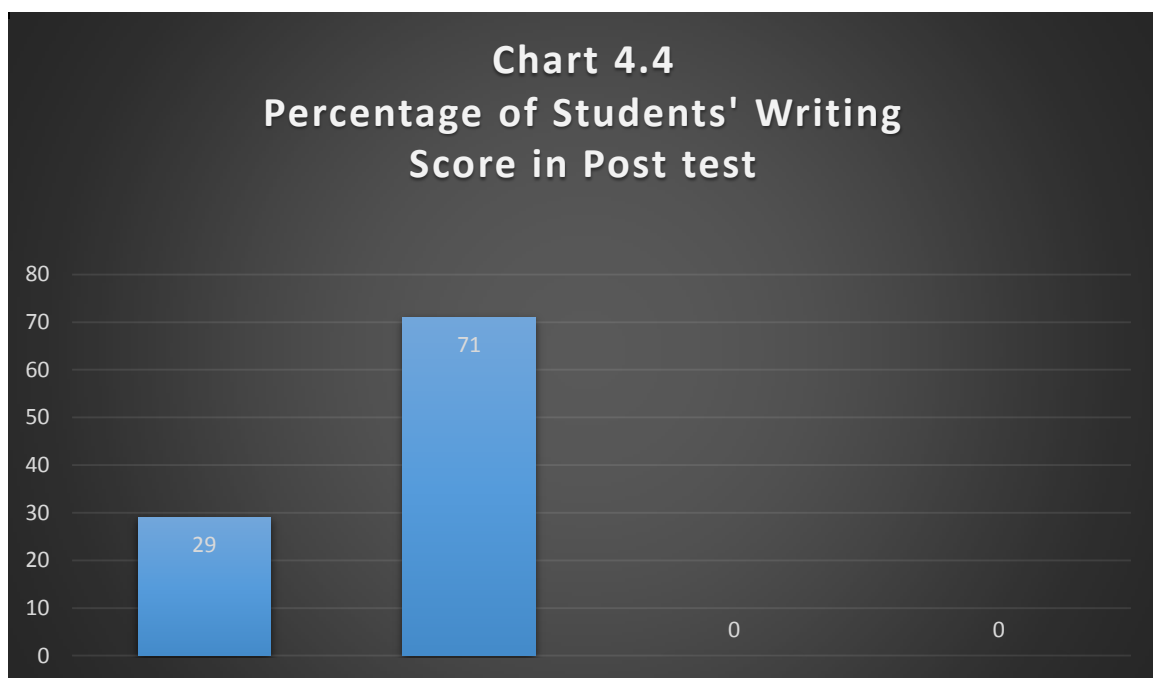


Figure 4.4: Students' Writing Ability Score in Post Test

Based on Figure 4.4, students' abilities in English Writing are Very Good. There are no students who are fair qualified or poor. Many students get, good, and very good

grades. Researchers feel that the use of techniques taught to students is effective enough to improve students' mastery of writing.

3. The Analysis of The Pre-Assessment and Post Test

In analyzing the test of pre-assessment test and cycle II, the scores are compared to see whether the action had an improvement or not.

Table 4.5 The analysis of the Percentage of Students' Average Score in Pre-Assessment and Post Test

Percentage of students'	Average scores	Increasing
Pre-assessment test	Post – test	
56 %	84,71 %	28,71 %

From the table above, the percentage of students' average score of Pre-assessment test was 56.40 % and post test test was 80,70 % . It could be concluded that students' average score in Pre-assessment test was smaller than post test. The increasing of students' average score in Pre-assessment test to post test was 24.30 % .

The students' scores in mastering English Writing started from pre-assessment, cycle I, cycle II, and post test.

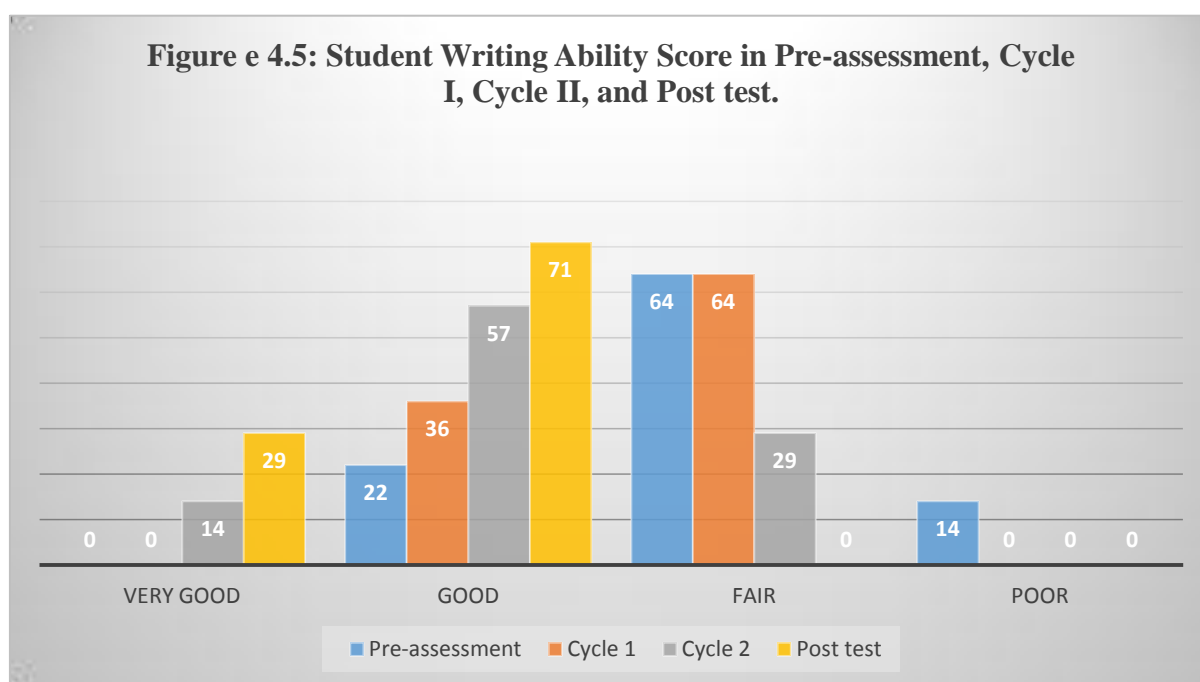
Table 4.5 The Distribution of Students' Ability Writing on Pre-Assessment, Cycle I, Cycle II, and Post test

Score Interval	Category	Pre-Assessment		Cycle I		Cycle II		Post Test	
		F	P	F	P	F	P	F	P
86-100	Very Good	0	0 %	0	0%	2	14%	4	29%
71-85	Good	3	22 %	5	36%	8	57%	10	71%

56-70	Fair	9	64 %	9	64%	4	29%	0	0%
≤55	Poor	2	14 %	0	0%	0	0%	0	0%

Based on table 4.5 from the results of the above research, it can be seen clearly that the pre-assessment results and the entire cycle showed an increase in the mastery of students' writing. This can be seen from the average score of several pre-assessments (56), cycle I (66.28), cycle II (75.21) and post test (84.71) in other words, the using intrapersonal intelligence with their experience can improve students' mastery of writing.

In general, the improvement achieved by students from diagnostic test, pre-assessment, cycle I, cycle II, and post - Test could be seen as in the following chart.



Based on Figure 4.5 the ability of students to master English writing is very good. There is an increase in students' ability to master English writing, comparing between pre-assessment, cycle I, cycle II, and post test. This shows that most of the student grades are in the very good, and good, categories.

B. Discussion

The results showed that mastery of student writing increased after the action was given to students'. The results of this study also show that the use intrapersonal intelligence strategy in writing teaching can be useful to improve students' writing mastery, story telling about their experience and additional actions succeed in improving students' writing mastery for two cycles. The findings can be concluded from observations of the teaching and learning process, interviews with students' and collaborators, and questionnaires given at the end of cycle II.

Because action research depends not only on the process, English teachers and researchers assess the mastery of students' writing as a product of the teaching and learning process. As planned before the researcher conducted a writing test to find out whether mastery of students' writing increased or not after I conducted a diagnostic test for students'.

During the implementation of the using intrapersonal intelligence strategy with recount text in the first cycle, researchers found that not all students gave attention to the teacher's explanation. Only a few students are active during the teaching and learning process. Interaction between students and other people and teachers is low. This shows that the research target has not been achieved.

During the implementation of the using intrapersonal intelligence strategy with recount text in cycle II, there were several improvements that had been achieved. Student achievement in mastering writing in cycle II increased. Active students increase. This is indicated by the majority of students paying attention to the teacher's explanation, most of them actively participated in the class, and most of them understood the material provided. Student mastery for high frequency words, academic words, technical words, and low frequency words increases. It is shown by their ability to complete tasks and how they explain material.

Based on the findings above, actions in Cycle I and Cycle II, collaborators agreed to stop the study until this cycle. Implementation of recount text and complementary actions successfully completes the objectives of the action for two cycles. The purpose of increasing mastery of student writing is determined based on field problems and needs. Actions planned, acted, observed and reflected lead to the need to provide general findings. The findings of this action can be concluded from observations of the teaching and learning process and interviews with students and teachers. In short, improving the teaching and learning process during Cycle I and Cycle II.

The action was carried out, most students became more active in the teaching and learning process. The use of objects is new to students, so they are interested in learning English. This helps students build their enthusiasm to learn new words. They are active during learning and the most important thing is to help students memorize and understand new words easily in interesting ways. I also gave them a prize that got the highest score, so the students got more motivation to improve their English writing. As a result, they easily memorized the words used with the recount text. This is evidenced by the student writing test after implementation. The test compares students' writing skills before and after implementation. The average score from the last post-test (84,71%) was higher than the average diagnostic test (56%). This shows that using intrapersonal intelligence strategy with recount text effectively increases student mastery of writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of that research that had been done two (cycle I and cycle II) it can be concluded that there is an improvement. The students' skill in writing recount text improved after being taught by intrapersonal intelligence strategy. The implementation of intrapersonal intelligence strategy to improve students' ability in writing recount text was very effective. It was supported by the significant result of students score in cycle I (68.21) and cycle II (76.30). The using intrapersonal intelligence strategy in teaching and learning English was interesting for the students: it could be seen in the result of observation and the result of the test. The researcher use intrapersonal intelligence strategy as learning aid because it can motivated students to learned English writing more fun and easily however, there were some problems in using intrapersonal intelligence strategy to improve students writing skill, for example some of students were shame for telling their experience in front of their friends or in the paper because some of them is never shared their story in the class and paper. So the English teacher had to give some more approach to student to brave.

B. Suggestion

from the conclusion above, there were some suggestions that are proposed by the writer

1. For teacher

- a.** Teacher may consider the use of intrapersonal intelligence strategy in the teaching of writing recount text, because it can motivated students to write to their experience to share to the other.

- b.** Teacher should prepare the equipment well. Its mean that before using intrapersonal intellegence strategy in teaching of recount writing,it will be better for teacher to prepare to some example of experience text. The example experience is important because can help student in writing.
- c.** Using intrapersonal intellegence strategy as a learning aid in teaching and learning process is very important,especially in writing recount text. It would be successful if the theme based on the students interest.
- d.** Using intrapersonal intellegence strategy as a learning aid is good way for the students in improving their ability in writing. Using intrapersonal intellegence strategy as a learning aid help the teacher and give much times to the students to be active in writing.

2. For students

- a. Students should be study more and respon in learning process.
- b. Students should be be more interest in English study.
- c. Student should improve their ability in English.

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