IMPROVING STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT BY USING VISUAL-SPATIAL INTELLIGENCE STRATEGY AT MTS AL-JUMHURIYAH SEI ROTAN

A SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teachers' Training State Islamic University of North Sumatra Medan as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By:

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Reg. Number: 0304161013

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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           An. Bulan

Assalamu'alaikum Wr. Wb

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Jurusan   : Pendidikan Bahasa Inggris

Judul   :**THE IMPROVING STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT BY USING VISUAL-SPATIAL INTELLIGENCE STRATEGY AT MTS AL-JUMHURIYAH SEI ROTAN**

        Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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        Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 17 Februari 2021

Yang Membuat Pernyataan

Bulan
NIM. 0304161013

ABSTRACT

Bulan, 0304161013, Improving Students' Writing Skills in Descriptive Text by Using Visual-Spatial Intelligence Strategy at MTS Al-Jumhuriyah Sei Rotan in Academic Year 2020/2021. Thesis (2020). Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra Medan. Advisor (I) Dr. Abdillah, M.Pd , Advisor (II) Utami Dewi, SPd., M.Hum

This research was aimed to find out the improving students' writing skills in descriptive text by using Visual Spatial Intelligence. in enhancing this research, the researcher applied the classroom action research, which was done through four steps. They were plan, action, observation, and reflection n. The subjects of this study were 19 students at eight grade students of MTS Al Jumhuriyah Sei Rotan in 2019/2020 Academic Year. The technique of analyzing the data of this research was applied by quantitative and qualitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from students writing skill test. The data was taken from test result which was done in two cycles and two cycles conducted in four meetings. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle. The result of the analyzing the data showed that the students' mean score was an improving on the students writing skills from each cycles. It was showed from Pre-test, there was 6 students got successful score criteria or it was (32%) and 13 students' got unsuccessful score criteria. In the Post test in cycle I, there was 10 students (47%) who got successful score criteria. In the post test in cycle II there was 16 students (84%) who got successful score criteria. In Other words, the students' writing skills in descriptive text was improved. Based on the observation sheet, interview, and documentation, it can be showed that the expression and enthusiasm of students in learning were also improve.

Keywords : Students' Writing Skills in Descriptive Text and Visual Spatial Intelligence

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CHAPTER I

INTRODUCTION

A. The Background of Study

ThroughIn globalization era, the English teaching learning in junior high schools is required to improve the communicative skills of students to achieve standards of functional literacy. They will use language at this stage to write news, manuals, descriptions, short stories, and so on. In addition, among other language skills, they consider writing to be the most difficult and challenging skill to learn among other language skills.

However in fact, the objective above is not achieved yet. This can be seen from the fact that the students' writing skill is still low. They also expenced by students in writing in the form of writing skills, to be the most difficult and challenging skill to learn among other language skills.

The reason why the students' writing skills is still low is that the students feel reading is boring, because they do not understand the question writing assignment. They didn't know what was in it, even though the teacher decided the subject for them. Most of the students are less interested to writing skills, because they do not have any motivation in their selves.

According to Harmer , writingisused for a variety of purposes and produced in many different forms. So, However, writing is the most constructed skill to develop.[1] Heaton state, "Writing skills are complex and difficult to teach, requiring not only mastery of grammatical and rhetorical devices, but also logical and judgment elements". [2] Hyland alsodefines that, "Writing is a socio-cognitive activity that involves skills in planningand drafting, as well as knowledge of languagecontext andaudience.[3] Therefore, writing requires a long process of developing an idea / finding an idea, deciding the genre and construction of the text, producing it and exploring knowledge through that.

In addition, writing is a progress activity. Oshima and Hogue arugues that when someone writes something, they have thought about what will be said and how you will say it. This means that after he finishes writing, their must read what they has written and then make changes and corrections.Therefore, writing never takes a single step, but writing requires a process that has several steps.[4]

In teaching-learning of writing, there are several teaching techniques that can be introduced to solve these issues. Howard Gardner's decided theory of multiple intelligences in this research, Which is to use multiple intelligence-based techniques, taking into account that in some domains, classrooms naturally consist of learners of

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[1]Harmer, J. (2004). *How to Teach Writing.* England:Pearson Education Ltd.
[2] Heaton, John Brian. (1990). *Writing English Language Tests (New Edition).* Hongkong:Longman UK Limited.
[3] Hyland. (2004). *Genre and Second Language Writing.* Ann Arbor, MI:The University of Michigan Press.
[4] Oshima, Aliceand Ann Hogue, 1997.*Writing Academic English..* (New York: Addison WesleyPublishing Company), p

different intelligences. There are six types of intelligence involved in this study; These are: body-kinesthetic intelligence, naturalist intelligence, visual-spatial intelligence, musical intelligence, logical-mathematical intelligence, and interpersonal intelligence. However, the research only chooses one of the eight multiple intelligences, there is Visual-Spatial Intelligence strategy.

Visual-Spatial Intelligence Strategy is one of Multiple Intelligences Strategy which cooperate with multi-media such as short pictures videos, and sequence of pictures that is useful in teaching-learning process. There were Visual-Spatial Intelligence strategy students will learn how to descriptive text in interesting way, because they will learn using such as a picture and shorts videos as a media.

The reason why researcher uses visual spatial intelligence is an option with the existence of this visual spatial can help the students' interest in reading comprehension, especially in learning English. Writing is also difficult because writers need to organize their ideas that are organized and reasonable to make the readers understand the entire information. Usually, before ultimately thinking that their writing is coherent, a writer must invest considerable time, intense and frequent focus before finally thinking that their writing is coherent. They also experienced the same event where a very difficult skill to learn was considered to be writing. This can be seen from the importance of their writing abilities, which, relative to other abilities, appear to experience low scores. Then they are generally confused in deciding / designing the subject and material they want to write about when they get to the writing assignment.

Based on the background above, the researcher assumes that writing skills become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive research. By doing this research, the researcher expected that this research with title "*Improving Students' Writing Skills in Descriptive Text by Using Visual-Spatial Intelligence Strategy at MTS Al-Jumhuriyah Sei Rotan in Academic Year 2020/2021*".

B. The Identification of Problem

Through this study, the researcher formulates the statement of the problem as follows:

1. First, it is difficult for some students to determining the content of their writing and organize it into understandable ideas. They didn't know what was in it, even though the teacher decided the subject for them. It seems that they haven't maximized their creative use of imagining what things to write about. It can be seen from the fact that they have not been able to develop / maximize their creativity for what they will write.

2. In the teaching writing process, the teacher focuses of one explanation rather than paying attention to writing techniques such as the use of punctuation.

3. Teachers rarely use interesting learning media, especially for teaching learning of writing.

C. The Limitation of the Study

The Researcher are limited to knowing the development of the students' abilities before and after using spatial visual intelligence in English learning to improve a writing skill descriptive text of students in second grade **at MTS.s Al-Jumhuriyah Batang Kuis in Academic Year 2020/2021.**

D. Research Question

Based on the above context, this study was conducted as follows to answer the following research problem:

1. How do the students' skills before using visual spatial intelligence in English learning to improve descriptive text?

2. How do the students' skills after using visual spatial intelligence in English learning to improve descriptive text?

3. How is the improvement of students' skills using visual spatial intelligence in English learning to improve descriptive text?

E. The Objective of the Study

Based on the formulations of the study, the objects of this study are:

1) To know the student's abilities before using visual spatial intelligence in English learning to improved descriptive paragraph

2) To know the students' abilities after using visual spatial intelligence in English learning to improved descriptive paragraph.

3) To know the improvement of the students' abilities using visual spatial intelligence in English learning.

F. Significances of the Study

The result of the study are expected to be used theoritically and practically:

1. Theoretically

   On teaching English in writing descriptive paragraph and to provide benefits for further research on appropriate strategies in learning activities in writing descriptive text.

2. Practically

   a. For the students, to improve their skills and understanding in writing descriptive text by using visual-spatial strategies that quickly facilitateunderstanding how to write descriptive text.

   b. For the teachers, to be able to facilitate teachers in teaching descriptive text through visual-spatial strategies that are more interesting and creative.

   c. For the researcher, to increase their knowledge of visual-spatial strategies used in learning to write descriptive text and serve as a means for developing efficient.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework represents to provide some of the concepts that are more clearly applied in this study which uses the spelling bee game to improve students 'abilities in paragraph description by using visual spatial intelligence for students' English. Several theories and some facts will be included to support the research ideas in order to help the research design this research.

1. Writing Skill of Descriptive Text

a. Definition of Writing Skill

According to Abbas Saleh, writing skills are the ability to express idea, opinions, and feelings to other parties through written language.[5] Writing skills are the consistency of expressing the ideas the accuracy of the words used, vocabulary and grammar, and the use of spelling must follow that. It implies that writing skills are the abilities that a person has through written language to expressing their ideas.

According to Tarigan, Writing skills are one of the active and expressive language skills used to engage with other parties implicitly and not face to face.[6] It can be assumed that writing skills are skills that are used without having to deal directly with others as a means to communicate by written language with others.

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[5] Abbas Saleh, *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar,* Jakarta: Dirjen Dikti Depdiknas, 2006, p.125 e.

[6] Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan berbahasa,* Bandung:angkasa, 2008, p.3

As explain above, writing is additional complex activities. Kane mentions the definition of writing as a process that involves and learns how to return words and sentences and paragraphs into good writing.[7] Jhon Langan argue that how to create ideas and ways to communicate with others, find what they want to write and try to understand them.[8]

Writing is an attempt to transfer spoken language into written form. Mastering language skills is an instrument for expressing ideas, ideas or reasons in written form..[9] Then, according to Utami Dewi, writing is a language expression in the form of letters, symbols or words. The main purpose of writing is communication.[10]

It can be inferred that writing is an activity, based on the explanation above. In which words and ideas are translated into sentences and paragraphs that are used to communicate with others. You can speak and receive the message from the author by writing.

Writing is a basic language skill, as important as speaking, listening and reading, according to Harmer.This means learners need to learn how to write. There are four elements: (1) Planning, the writer must start preparing. To begin writing, We need a good strategy. Three key points are concerned with planning: intent, audience, and structure of content, (2) Drafting, a set of techniques designed to coordinate and create a continuous piece of writing, (3) editing, reflecting and revising. Describe revising as a way to strengthen the draft or to correct it. After competing in the final

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[7]Thomas S. Kane, (2000), *Essential Guide to Writing*, (New York: Oxford University Press), p.17

[8]John Langan, (2011), *College Writing Skills,*(United States of America: McGraw Hill), p.12

[9]JB.Heaton, (1988), *Writing English Language Test*, (Consultant Editors: New York), p.135

[10]Utami Dewi, (2013), *How to write, (*Medan: La Tansa Press), p. 2

draft, the draft itself will be re-examined and re-evaluated, and (4) Final Drafting, will be accompanied by a written text ready to conclude with its intended audience. The final draft in writing, the final result of the text. They may be short stories, essays, books, magazines, journals, and other texts.

In the holy Al-Qur'an criptures it is also mentioned that skills are important to learn. In this case Allah explains in Surah Al-Alaq (1-5):

عَلَّمَ (4) بِالْقَلَمِ عَلَّمَ الَّذِي (3) الْأَكْرَمُ وَرَبُّكَ اقْرَأْ (2) عَلَقٍ مِنْ الْإِنْسَانَ خَلَقَ (1) خَلَقَ الَّذِي رَبِّكَ بِاسْمِ اقْرَأْ (5) يَعْلَمْ لَمْ مَا الْإِنْسَانَ

Meaning: *Recite in the name of your Lord who created, Created man from a clinging substance, Recite and your Lord is the most Generous, Who taught by the pen, Taught man that which he knew not (Al-Alaq:1-5)*

Based on Tafsir Al-Mukhtashar / Markaz Tafsir Riyadh, under the supervision of Sheikh Dr. Shalih bin Abdullah bin Humaid, Imam Masjidil Haram. Namely teaches humans to write with a pen. Allah started the da'wah of Islam with a call and an invitation to read and write, because in it contained enormous benefits.

In Islam, writing skills is one that people must learn. In the holy Al-Qur'an verse which states agreeing to the text stated in the Qur'an: Surah Al-Qalam verse:

نٓ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Meaning: *" Nun, by the pen and by what they write"*[11]

According to Al-Qur'an, learners must have an important skill that is writing and in the Al-Qur'an there is a verse about writing, namely surah Surah Al-A'raf ayat 154 :[12]

وَلَمَّا سَكَتَ عَن مُّوسَى ٱلۡغَضَبُ أَخَذَ ٱلۡأَلۡوَاحَ ۖ وَفِي نُسۡخَتِهَا هُدًى وَرَحۡمَةٌ لِّلَّذِينَ هُمۡ لِرَبِّهِمۡ يَرۡهَبُونَ ﴿١٥٤﴾

Meaning: :*"Then, when the anger of Moses abated, He took up the tablets, and in their inscription there was guidance and mercy for all those who fear their lord".(Al-A'raf ayat:154).*

In the above paragraph it can be related in the form of conditions that require the reader not only to read sincerely, but also to choose readings that do not lead to things that are contrary to God.[13] Therefore, it is seen the difference between the science that is described and desired by Islam and that which is described and desired by Europe. Many verses that instruct Muslims to seek knowledge, because Islamic law gives greater attention to science.

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[11] M. Taquiddin Al-Hilali and M. Mukhsin Khan, (1996), *The Noble Qur'an*, (Madinah Maktaba Darussalam), p.774

[12] Risman Bustaman, *Tulis Menulis Khitabah Sebagai Pilar Keilmuan Persfektif Tafsir Tematik, Hermeneutik dan Linguistik*, IAIN Batu Sangkar Barat. P.615

[13] Quraish Shihab,*Membumikan Al-Qur"an Fungsi dan Peran Wahyu dalam Kehidupan Masyarakat,* (Bandung : Mizan, 1992)

Abu Hurairah radhiallahu 'anhu said:

مَامِنْأَصْحَابِالنَّبِيِّصَلَّى‌اللهُعَلَيْهِوَسَلَّمَأَحَدٌأَكْثَرَحَدِيثًاعَنْهُمِنِّي،إِلَّامَاكَانَمِنْعَبْدِاللَّهِبْنِعَمْرٍو،فَإِنَّهُكَانَيَكْتُبُوَلاَأَكْتُبُ

Meaning: *"There is no one of the Companions of the Prophet sallallaahu' Alaihi Wasallam who has the most (narrated) hadith from Him (Sallallahu 'Alaihi Wasallam) besides me, except from Abdullah bin Amr, because he used to write, whereas I did not write." (HR. Bukhari no.113).*

b. Definition of Descriptive Text

Based on the school-based curriculum approved by the Republic of Indonesia's 2004 Department of National Education, written teaching in English must cover five different genres of text, specifically,: narrative, narrative, process, descriptive, and junior high school reports. [14] Description is one way of telling something by providing more information so that through our senses we can visualize what is actually seen, what it feels like and others.

The purpose of the descriptive text is to described people, thing, place, and animal. Oshima and Hogue stated it relates to the senses in a descriptive way, becauseIt shows you how it looks, feels, smells, tastes and/or sounds. In his or her mind, the reader may visualize the object, place, or person.[15]

This means that the reader can get information about features, skills, materials, and so on. Meanwhile, according to Anderson and Kathy Anderson, the

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[14] Depdiknas, (2005*) Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas Republik Indonesia

[15] Alice Oshima and Ann Hogue, (1997), *Introduction to Academic Writing*, (United States of America: Pearson Longman). P.15

aim of the descriptive text is to describe the subject by describe the function without including personal views, description of a specific building, description of a specific animal, description of a specific place, and description of a specific person are examples of descriptive text.

2. **Visual Spatial Intelligence**

   a. Definition of Visual Spatial Intelegence

   In Armstrong, according to Gardner, knowledge has much to do with the ability to (1) solve problems and (2) create products and works in a rich context and naturalistic circumstances**.**[16]

   According to Bandler and Grinder in Depotter, intelligence is an expression of a person's way of thinking which can be used as a learning modality, almost everyone tends to one of the learning modalities that plays a role in filters for learning, processing and communication. The researcher may conclude that, intelligence is some of the skills an individual has to be able to solve problems that will be faced in life by producing something useful both in the society.

   Wibowo and Suhandi said this made students who are unable to offer constructive answers in approving science and impact on low learning outcomes.[17]

   According to Gardner, spatial visual knowledge in Armstrong is the ability to correctly perceive the visual-spatial environment (as a hunter, scout, or guide, for

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[16] Gardner, H., (2013), *Multiple Intelegences: Memaksimalkan Potensi dan Kecerdasan Individu dari Masa Kanak-Kanak Hingga Dewasa*, Daras: Jakarta.

[17] Wibowo, F. C., & Suhandi, A. (2013)). *Penerapan Model Science Creative Learning (SCL) Fisika Berbasis Proyek Untuk meningkatkan Hasil Belajar Kognitif dan Keterampilan Berpikir Kreatif.* Jurnal Pendidikan IPA Indonesia, 2(1), 67-65.

example) and make adjustments to those perceptions (for example, as an interior decorator, architect, artist, or inventor).[18]

This intelligence includes attention to the lines, forms, spaces, and interactions between these components. This requires the ability to visualize, graphically represent visual or spatial concepts, and correctly orient themselves in a spatial matrix.

According to Gardner, visual-spatial intelligence is a personal skills to create a mindset about the spatial world, use it and manipulate this mindset in solving every problem related to the spatial world. Visual-spatial intelligence is closely related to learning geometry. There is a cause of low understanding and ability of students to solve geometry problems generally caused by geometric objects that are quite abstract and the visual spatial ability of students is still low. Therefore, it is very important to improve students 'visual-spatial ability to increase the percentage of students' understanding in learning geometry.

Based on the experts' explanation above, visual spatial hardness is an intelligence possessed by someone to understand something by visualizing using good visual senses in the form of shape, color and space and the results of the vision, one of which is the child can paint it perfectly on blank paper.

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[18] Gardner, H., (2013), *Multiple Intelegences: Memaksimalkan Potensi dan Kecerdasan Individu dari Masa Kanak-Kanak Hingga Dewasa*, Daras: Jakarta.

b. Principle of Visual-Spatial Intelligence

Silverman argues that visual-spatial learners show various characteristics, intuitions, originalities, and abilities from a variety of sources to synthesize data.[19] First, visual usage to teach lessons, including pictures, graphs, drawings, charts, outlines, story maps and diagrams. Students can draw images from visual input, draw images from touch, draw images based on sound and expression, and draw without direct input, Sawyer says.[20] Second, pairing pictures by drawing, using diagrams, or making mental drawings into new material that is expected to increase the number of students will permanently store new information. Third, the best way to help students remember and store knowledge is to develop visuals. Sousa notes that the retrieval mechanism by which long-term memory retains these expenses is interesting so that they can reliably locate, understand and recover them in the future.[21]

c. The Design of Visual Spatial Intelligence

Golon states they learn from the whole picture rather than see it gradually from many perspectives.[22] Visual usage to teach lessons, including pictures, graphs, drawings, charts, outlines, story maps and diagrams. Pairing pictures by drawing, using diagrams, or making mental drawings into new material that is expected to increase the number of students will permanently store new information. Connell

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[19] . Silverman, L. (2000). *Upside-down brilliance: The visual-spatial learner.* Denver: DeLeon Publishing.

[20] . Sawyer, R.K. (Ed) (2006). *The cambridge handbook of learning sciences.* Cambridge University Press. Cambridge

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state web maps and concepts are needed because of the fact they mean visual chunking to process and remember information.

d. The Procedure of Visual Spatial Intelligence

In the learning process the media is very necessary, aims to facilitate the learning communication process. Students as a means of using their eyesight, children can know exactly what they are learning and develop all the potential that children have, including the potential for spatial visual intelligence. Through the media, learning will be more focused according to the desired goals. Among the objectives of the media in learning activities is to be skilled in learning the material being studied. In addition, to create an attractive, active, effective and efficient learning atmosphere. Therefore, with the existence of learning media, learning objectives will be achieved more easily.

I used a visual-spatial intelligence approach in this study to enhance the writing skill to in descriptive texts to help the learning process. By using a visual-spatial intelligence strategy, the teacher provides / shows real objects or images of certain things, such as the name of an object, and so on. Pictures and other visualizations that can guide students to think about what is explained based on the pictures, so that they can sort their writing in a more organized and optimally.

e. The Advantages and Disadvantages of Visual Spatial Intelligence

There are many advantages that students get in studying visual spatial intelligence. Firstly, Visual spatial intelligence is a very simple strategy, so that it is

easy to apply to students, The degree of visual intelligence enables learners not only to gain information through static images, but also to engage their imagination, to visualize objects from different angles.Visual spatial intelligence plays a major role in the development of visual images, memorizing them by means of images, and should therefore be established to a greater degree.

Spatial Visual also have disadvantages, including this technique is a strategy they have never heard of and practiced. For readers who are not familiar with writing skills, they will not be able to understand what they are going to write and explain the object, from an image that is visually what is seen in the image. Visual spatial intelligence strategy is a difficult technique for them because its a new strategy in teaching learning process.

B. Related Study

This research is a related literature from other studies. The first research has been conducted by M. Danial Rosis (2019) from Universitas Negeri Semarang (UNNES). The title Increasing the Students' Ability to Write Descriptive Text Through Visual- Spatial Intelligence Strategy. The population of this study was the seventh grade students of SMP Negeri 1 Wonopringgo in Academic Year of 2017/2018. This analysis used random sampling in the sample selection process. The research was launched by conducting a pre-test. Whereas, in the treatment section, visual-spatial intelligence strategy was taught to the experimental group, while verbal-linguistic intelligence strategy was taught to the control group. The writer then submitted a post-test after care was given to both classes. Students are asked to write

text descriptive. The main objective of this research was to establish whether or not the Visual-Spatial Intelligent approach was successful in enhancing the learning achievement of junior high school students in descriptive writing skills.

The second was conducted by M. Mahyana and friends with the title Improving the Visual-Spatial Intelligence and Results of Learning of Junior High School Students' with Multiple Intelligences-Based Students' Worksheet Learning on Lens Materials in SMP N 2 Banda Aceh (2018). In this sample, the population was all Class VIII SMP N 2 Banda Aceh students, with a total of 224 students. The student sample consisted of students of Class VIII-2 and VIII-3 who were chosen on the basis of feedback and certain factors from science teachers teaching in the class by purposeful sampling technique. In this research, a quasi-experimental design with a pretest and posttest category was used. The sample was done by using purposeful sampling.

Data collection was performed by Pre-Test and Post-Test for visual-spatial intelligence and learning performance. Questionnaires are used to assess student responses after using LKS based on multiple-bit intelligence. The results of the tests for normality and homogeneity showed the data was homogeneous and distributed normally. The used of visual-spatial strategy is very suitable for students because it contains a lot of pictures, symbols, and keywords that help them arrange sentences into descriptive text in paragraphs.

The third research Improving the Visual-Spatial Intelligence and Results of Learning of Junior High School Students' with Multiple Intelligences-Based Students' Worksheet Learning on Lens Materials, and the results that have been discussed, the

findings of this study suggest that visual-spatial intelligence and student learning result in the learning lens content provide a very significant improvement in student learning outcomes by learning using MI-based worksheets. Furthermore, after learning using MI-based lens material worksheets, the responses provided by learners were also positive.

C. Conceptual Framework

Writing is a method of arranging ideas in which the writer is supposed to be creative in using language skills to produce written texts. The use of visual spatial strategies has an important role. According to Gadner in Musfiroh, spatial visual intelligence is sensitivity to lines, colors, shapes, spaces, balance, shadows, harmony, patterns, and relationships between these elements. The ability to visualize, present ideas visually and spatially, and orient themselves appropriately is another aspect. Spatial visual intelligence really rests on sharpness of sight and accuracy of observations. Therefore, the existence of a visual spatial intelligence strategy in descriptive text, students can be supported to develop the writing abilities of students.

D. Actional Hyphothesis

Based on theoretical framework above, In this study, the action hypothesis was visual-spatial intelligence strategy can improve writing ability of the student in descriptive text by using visual spatial intelligence strategy.

CHAPTER III

METHOD OF RESEARCH

A. Research Setting

This research was conducted at MTS.s Al-Jumhuriyah Batang Kuis. Located on Jl. Medan-Batang Kuis Km, 12.5 Percut Sei Rotan Class VIII, there are 2 classes, researchers chose Class VIII 1 as a source of data in the Odd Semester Academic Year 2020/2021.

B. Data and Data Source

In this research, data collection was collected by using quantitative and qualitative data. The quantitative knowledge was derived from the results of the students' scores on the pre-test and post-test. The qualitative data was analyzed from observation sheets and interview sheets, the development of students' writing skills in descriptive text by using visual spatial intelligence techniques.

This research will get data from students and teachers when conducting this research process activity. Observation data was extracted from the students' practice of writing descriptive texts. The researcher obtained from English teachers and students the source of interview data for researchers, and the researcher obtained documentation data from school files and personal documentation collected during the study. books, websites, internet and articles are the other sources of data analysis.

C. Research Method

This analysis was part of Classroom Action Research (CAR). The aim of this study was to improve students to writing skill in descriptive text by using visual spatial intelligence strategy at Grade VIII students of MTS.s Al-Jumhuriyah Sei Rotan.

According to opkin Classroom Action Research encourages teachers to improve their performance by reflection, always try learning strategies that will involve their students from teacher-centered learning and encourage students to discovery, which is to find themselves to

be able to stand independently in the relation to science is beyond the authority of the teacher. It is participatory in its intention to carry out "Classroom Action Research" researchers as implementers starting from determining the topic, formulating the problem, carrying out actions, observing and analyzing and evaluating.

Where as collaborative in "Classroom Action Research" is assisted by colleagues or profession. This research will make collaboration between researchers and classroom teachers. The researcher plans, monitors, defects, and collects data, The data is then analyzed and the findings of his analysis are eventually announced. Suwarsih Madya stated that action research was research that was directly related to field practice in natural situations. The scope of research was very limited and action research was more aimed at making changes to all participants and changes in the situation of the research site.[23]

Kemmis and Mc Taggart Classroom Action Studies are based on the approach used in this research.The research using Classroom Action Research in this study collects data by conducting this Classroom Action Research in two cycles. In each stage, four stages are involved, there was planning, action, observation, and reflection. A simple model of the essence of the process cycle of action was developed by Kemmis and McTaggart, as shown in figure 3.1.

Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart[24]

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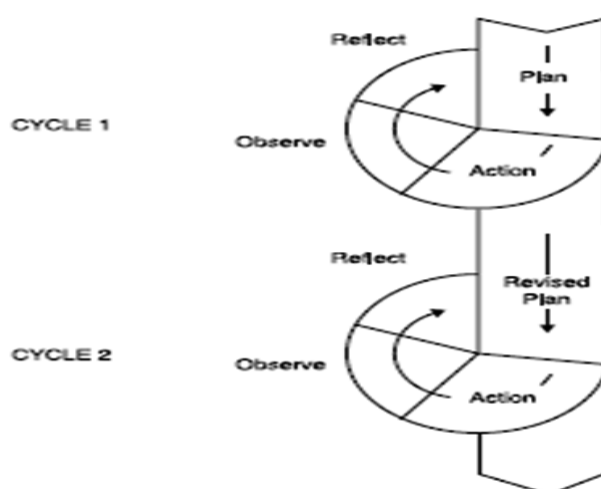
[23] Madya, S., (2007),*Teori dan Praktik Penelitian Tindakan*, (Bandung:Alfabeta), p. 55

[24]Rochiati Wiriatmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen),(* Bandung: Remaja Rosda karya) p. 66

There are four steps in each cycle, based on the statement above: planning, action, observation, and reflection. If efficient, by completing the previous steps to solve the problem, it will proceed to the next cycle. Teaching choices will be strengthened by the new cycle.If new planning improve the ability of learners to write descriptive text, the cycle can be stopped. Otherwise, the cycle will continue in the next cycle until determined. Before my cycle began, this test was published to be given basic knowledge about writing in descriptive text.

According to Kemmis & Mc Taggart, the ction research requires four broad phases in a research cycle. The method of this analysis of action is as follows:

Cycle 1

1. Planning

   There are some plans prepared as follows by the writer related to the action:

   a) The teacher prepared a syllabus.

   b) The teacher prepared learning materials that are in accordance with syllabus.

   c) The teacher prepared the lesson plan.

   d) The teacher prepared list of students' name and scoring.

   e) The teacher prepared a classroom observation sheet. When the methodology is applied, the teaching-learning process would be capable of understanding it.

   f) Preparing for the test

2. Action

   a) The teacher prepared reminded students to learn in groups.

   b) The teacher prepared the teaching learning activity of writing descriptive text using the lesson plan-based visual spatial approach was introduced.

   c) The teacher prepared gave The prepared instructor gave students the opportunity to ask questions about the materials, as well as the learning system that has been implemented.

d) The teacher prepared continued to accompany and direct students throughout the process learning take place.

e) Learning closed with prayer.

1. Observation

In this step, the English teacher checks the observation sheet as an observer. During the learning process, observers track student behaviors. In writing and the learning process, observation will do all the processes. The observation process will be carried out by the state of the observer, the learning teaching process, the activity and skill of the teacher and student.

2. Reflection

The researcher reflected some things in this step, as follows:

a) Reflected the evaluation of teaching learning process.

b) Reflected and evaluated of what have done.

2. Cycle II

Based on the result of the reflection from the first cycle, the second cycle was performed. If the outcomes of findings are still low in classroom action study, more action is required to increase the quality of the content in the next cycle. During give the treatment, writing skills tests were given to students. Students are given assignments to complete writing skills in descriptive texts.

D. Technique of Collecting Data

In classroom action research, researchers use some techniques to collect qualitative and quantitative data. Researchers use tests to get data as quantitative data collection techniques.A test is a set of questions or exercises or other instruments that are used to assess an individual group's skills, knowledge intellect, abilities or talents.[25] In this study researchers used Pretest and Post-test. First is Pre-test, it was done before the teacher does not use Visual-Spatial Intelligence. The second is the Post test, which is done after the teacher uses a

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[25] Ibid, p.138

personal photo as a language teaching medium to find out the results of this study before and after using Visual-Spatial Intelligence.

Tests, observation and interviews are obtained through the analysis of qualitative data. The following is an explanation of these techniques:

1. Test

A test is a technique for collecting knowledge and assessing the accomplishment, personality, intelligence, interest, and determination of the skills or students to learn that has been done. To assess the improve and success of students in the sample, the writing test is performed in this research. The test was done twice, it was taken from pre-test and post-test are performed by writing in descriptive text.

2. Observation

Observation is a method used to monitor student' activities during the teaching and learning process of English. The researcher as observes the situation and monitors all activities in study time. It aims to respond to students when they get some explanation and some assignments. In this study, the observation list is used in many aspects to observe the subjects of the study. The aspects to be observed are students' attention and cooperation during the lesson, students are active in asking and answering questions, and doing assignments from the teacher.

3. Interviews

Interviews will be given to some students and English teachers. In this study there are two interview sessions that will be conducted in this study. The first interview will be conducted in the first cycle or before the application of visual-spatial intelligence and while students do the pre-test, the second will be done at the end of the second cycle or after the application of visual-spatial intelligence. Students will be questioned about their issues in writing during the first interview session, and students will be interviewed about their answers or comments after applying visual-spatial intelligence in the second interview

session. Only once in the first cycle did the English teacher interview students about their interest in learning in writing.

    4.   Document

In the documentation, the researcher will defect the teaching and learning process in the classroom and record student activities in class by using a camera to collect the required data. Documentation is an activity to look for variables such as transcripts, books, notes, etc. In this method, the researcher matches the checklist to find the variable that has been decided.[26]

Data collection techniques are methods which can be used by researchers to collect data in research. Techniques of data collection may be defined as research practices to collect a number of data in the field used to address research or test hypotheses.[27]

E. Technique of Analyzing Data

The data analysis was analyzed using t-tests for quantitative techniques and there are three qualitative analysis measures for Miles and Huberman for qualitative data, as follows:

1. Qualitative Data

The qualitative data were analyzed by Miles and Huberman. There are three components and compiled activities in qualitative data analytics: data condensation, data display, conclusion collection and verification.[28]

    a. Data Condensation

The process of data condensation ischoosing, concentrating on simplifying, abstracting and modifying the data that occurs in documents or transcripts of writtenfields. This means that researchers have reduced data before, during, and after the data and analyze the data.

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[26] Ibid, p.128

[27] Hendryadi, *Metode Pengumpulan Data*, 2016, http://tepenr06.wordpress.com,acced on March, 05, 2020

[28]Suryani dan Hendrayadi, (2015),*Metode Riset Kuantitatif, Jakarta: Prenadamedia grup,* p.183

b. Data Display

Data display is an unorganized and compact array of data that enables allows drawing conclusions and actions. By displaying data, researchers will easily understand and analyze what will happen with the data presented.Researchers would use the results of written assessments in the display of data by students in this research, since it is the most common display of data.

c. Conclusion Drawing and Verification

Qualitative data analysis starts from the beginning of data collection to determine what is meant by non-regulation, patterns, interpretations, potential combinations, causal flows, and prepositions.The conclusion is a new finding in qualitative research that can be the answer to research problems.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.[29] There were four kinds of triangulation, they were:

a. Source triangulation

b. Method triangulation

c. Researcher triangulation, and

d. Theory triangulation.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulation.

2. Quantitative Data

The results of data processing using quantitative analysis are then presented in the scores. The results of the quantitative analysis are then described in the form of words with the help of supporting data which are processed in qualitative analysis sourced from observation sheets and field note sheets.

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[29] Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, (USA: Sage Publications), p. 229

The formula for finding a single mean (data) according to Sugiyono (2007: 49) is as follows:

$$Me = \frac{\sum xi}{n}$$

Me = *mean* (rata-rata)

$\sum$ = *epsilon* (baca jumlah)

X_i = nilai X ke i sampai n

n = jumlah individu

Next, to get the percentage of classes that meet the minimum completeness criteria - Minimum Completeness Criteria (KKM) 75 (seventy five) the percentage of each cycle score will be calculated using the following formula:

P: The Percentage of students who get the point ($\geq$75).

R: The total number of students who get the point ($\geq$75).

T: The total number of students who do the test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

After analyzing the data, the research finding of thisstudy are:

1. PreliminaryStudy

Before conducting the first cycle, the researcher did the preliminary study to find out the students' writing skills on descriptive text. In this preliminary data, the researcher gave the reading test and also interview. The used of reading test is to know the students' writing skills on descriptive text. The researcher noted the score which passed of 75 was success depending on minimum mastery criteria – Kriteria ketuntasan Minimal (KKM) from the school.

The number of students who took the test was 19 students. After the test conducted, it was found that all of the students could not passed the minimum score 75. The total of the students' score from the pre – test was 1184. So, the mean score was 62,32.

Based on the result above, it can be seen that the students' writing skills on descriptive text and the students' score was still low. It can be seen from the mean score was 62,32. The percentage of the students who passed the test was 32%. The students who passed the test were 6, and there were 13 students did not passed the standard minimum criteria on English lesson.

The result of the interview from qualitative data before conducting the first cycle were the teacher's problem in making learning process. Moreover, the

students' did not understand about descriptive text and still confused distinguish the text to other. It was shown from the result of the interview with the English teacher, as follows:

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was conducted by the researcher before the visual spatial strategy was applied by the researcher in learning process. The result of observation can be seen from the following data. When the researcher observed some students, the researcher found the students had difficulty to answer the question of the descriptive text. This data showed that the students' writing skills in using descriptive text was still low. It can be seen from their score of pre-test. The interview also informed that the students' ability in using the descriptive text was still low. I interviewed the students 1. It can be proven from the following data:

"Saya tidak suka menulis dalam bentuk bahasa inggris Miss, karena tulisan dengan pengucapannya berbeda miss" (I don't like writing in English Miss, because the writing is different in pronunciation Miss). Another student said that: *"Ketika menulis dalam teks bahasa inggris saya kurang mengerti tentang grammar Miss".* (When writing in English text I do not understand the grammar Miss). Another student: *"Saya kurang tertarik menulis dalam bentuk bahasa inggris dikarenakan pengucapan dan penulisannya berbeda dan kurangnya kosakata saya Miss".* (I'm not interested in writing in English because the pronunciation and writing are different and my vocabulary is lacking Miss.)

From the result of the interview above, it can be conclude that the students' students' writing skills in using descriptive text was still low. The students got some problems in reading. Therefore, the researcher continued the preliminary data to the firstcycle.

2. **Cycle I**

The researcher have done some steps in the first cycle, they were: planning, acting, observing, and reflecting. Here the activities that have done in everysteps:

a. Planning

The researcher planned the lesson in the planning step, which consists of the main competencies and basic competencies that were seen in the syllabus based on teaching materials. In order to clarify the activities of students during the teaching and learning process, the researcher then prepared the teaching and learning process tools, such as observation sheets, test evaluations, and attendance lists.

In this step, such activities were done by the researcher, and they were:

a. Making lesson plan

b. Preparing the requisite media in action

c. The preparation of observation sheets, interview sheets and diary notes.

b. Action

The teacher tasks in this process according to the schedule that was planned in the planning phase. The teacher begins the class. The teacher did the appreciation by welcoming students, checking the student attendance list, and asking them to pray together.

When doing the research in the second cycle, there were so many activities. There were:

a. The teacher explained the procedures of the learning visual-spatial strategy.

b. The topic was given by teachers and the pictures shared

c. The teacher ask the students to write a list of question related to the picture.

d. The teacher asked students to form a discussion group.

e. The teacher provides an example with a picture that has been explained in front of the class.

f. Each student must write down the answer from the picture that the teacher has given in the form of descriptive text.

g. The teacher closed the meeting and collected the results of the answers from the students and encouraged students to be more interested in learning.

c. Observation

The observation was focused on the teaching learning situation in which the behaviors of students and the writing skills and interaction between teacher and students were applied in the visual-spatial strategy.

The researcher helps students to be inspired to be express good ideas on the basis of the observation sheet. In addition, students listen to and Pay attention to the teacher's interpretation, and follow the instructions of the teacher.After given the post test I, the number of students who passed the KKM was 9 from 19 students. The total of the students score was 1313. So, the mean of the students score was 69,1. From the result, it can be seen that the students in post – test I was improving higher than the

students' score in pre – test. The percentage of the students' score of the test who passed the KKM was 47%.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation sheet and interview. The observation sheet was done to observe how students' attitude and problem in teaching and learning process. The students were enjoyable and enthusiastic about the topic and they were able to read in descriptive text, and the students can develop their idea about the object because they can exchange ideas with their friend about the object. The result of the teacher's and students' interview can be seen from the interview of English teacher about the students' reading comprehension in narrative text, as follows: *"Menurut pendapat saya, saya merasa siswa sangat tertarik dengan adanya metode visual-spatial ini dalam pembelajaran bahasa inggris. Karena dengan adanya metode ini siswa dapat hanya melihat gambar (visual) yang membuat ide/imajinasi mereka itu dikembangkan dengan baik".* It was strengthened by the result of students' interview as follows: *"Menurut saya miss, menulis teks deskriptif jauh lebih mudah dengan menggunakan strategi visual spatial ini Miss karena dengan melihat gambar kami dapat mengembangkan semua ide kami dengan baik dan benar".*

The another student said that*:"Kemampuan writing saya meningkat karena penggunaan grammarnya tidak sesulit yang saya pikirkan dan saya lebih mudah membuat sebuah teks/ paragraf hanya dengan melihat sebuah gambar yang jelas".*

The researcher could improve the students' writing skills on descriptive text, and the students more understood about descriptive text because the researcher gave

the example with objects in the form of images. The form, the sentence and the words can be read and understood better than in preliminary research. Otherwise, when the teacher gave them description and instruction, they paid attention. The researcher stated, from the score of the students and the response of the students above, to proceed in cycle II in hopes of being the highest. The second cycle was held to obtain the students' score and improvement score.

    d. Reflecting

At the end of the first cycle, the researched evaluated the teaching and learning process. As a teacher, the researcher asked students about their challenges and concerns in following the lessons in the course of teaching and learning.

The students' writing skills in the post test cycle I, the result it was showed the total score of the students' was 1313 and there were 19 students' who took the test. So, the mean that the researcher got was 55.74. The percentage of the students' score in post test cycle I was 9 students passed the score 75 or up 75 was 47%.

From the students' score and the students' response above, the students' writing skills in post test cycle I was still low. Because the students' writing skills on descriptive text in post test I was categorized not success. In hoping for the right one, the researcher chose to continue in cycle II

2) Cycle II

The cycle II was done based on the result of cycle I. If the results of the observations indicated that the score was still low, further action was therefore required in order to make some quality changes in the next cycle. So, the steps

were: planning, acting, observing, and reflecting The steps that were done by the researcher in the cycle II were:

a. Planning

Based on the teaching material, the researcher prepared the lesson plan in the planning, improved the teaching media, prepared the teaching aid, and prepared the observation sheets.

b. Action

In the first step, all aspects were better prepared by the study during the first cycle. When doing the research in the second cycle, there some activities. There were:

       a. Giving instructions on how to explain the picture based on it.

       b. The topic was given by teachers and the pictures shared

       c. The teacher ask the students to write a list of picture-related questions.

       d. The teacher asked students to form a discussion group.

       e. The teacher provides an example with a picture that has been explained in front of the class.

       f. Each student must write down the answer from the picture that the teacher has given in the form of descriptive text.

       g. The teacher closed the meeting, and collected the results of the students' answer and motivated students to be more active in learning.

b. Observing

In this step , like the previous meeting, the researcher also observed the learning process assisted by the English teacher as the collaborator. The researcher can tackle the class easily and effectively based on the observation sheet. The researchers concentrated on the teaching and learning process, and student behaviors were observed. The result of observation was collected as the data.

The students' score in the post – test II was improving. There were 16 students passed the KKM and 3 students that failed the test. The total score of the students was 1586. So, the mean score was 83,4. By the total and the mean score, it can be concluded that the score of the students' improved higher than the pre – test and the post – test I. The percentage of the students who passed the KKM was 84%.

Qualitative and quantitative result, they were two results in the cycle II that found by the researcher. From the qualitative result it can be seen that using visual spatil strategy in learning process became more interesting and enjoyable, it can make the students' more understand and more active how to read well in descriptive text because they can exchange their ideas. From observation sheet, the researcher explained the generic structure and example of descriptive text, the students could follow the researcher's instruction well. So, the post – test cycle II was categorized successful.

It can be concluded from the above data that visual spatial strategy could improve the students writing skill on descriptive text. Until cycle II, the research stopped the research.

d. Reflection

In this stage, the researcher could reflect the data weather the action, which could enhance the writing skill of students. The researcher could be concluded as follow:

The score of the students' in cycle II, and quantitatively, the score of the students' in cycle II, it can be seen that the students who took the test were 19 students. The total score of the students' was 1586. So, the mean of the students' score was 83,4. The percentage of the students' score of the post test cycle II was 19 students who reached the score up 75 was 84%. It can be conclude that post test cycle II was successful.

Based on the explanation above, it can be conclude that the researcher felt the cycle could be stopped. Most of the students' score improve from the cycle I to cycle II. Because the students' writing skills on descriptive text was improve by using visual spatial intelligence.

B. Discussion

This research was conducted to find out by using the strategy of visual-spatial intelligence to improve students' skill to write descriptive text in English lessons. Visual-spatial intelligence is one of the strategies that teachers could use to improve the skill of students' to write descriptive text in English learning. The results of

research conducted by researchers suggest that the visual-spatial strategy is effective or may be used to write descriptive texts in learning. This strategy is also intended to prevent student boredom, that can reduce interest in learning English.

In the learning process, the impact of learning visual-spatial strategies was easier for the students, and the students were able to write descriptive text correctly. There was an increase in the teaching and learning process between cycle I and cycle II from these results. The results of the research showed hat by using visual-spatial intelligence strategy, the student scores were improved in writing descriptive text. It could be seen from the data that showed that the mean score of the students improved at each meeting. It could be seen from the data which showed that the mean of the students in the second cycle (83,4) was higher than the first cycle (69,1) and also in test before done cycles (63,32). The results of the research, it could be seen from the table of the improvement of the student scores got better in the post-test I than the pre-test, and the post test II got better than post test I.

Based on the explanation above, it shows that using visual-spatial strategy to improve the students' ability in writing descriptive text got a good improvement. Therefore, the use of the visual-spatial learning strategy on the writing skill of the students' in descriptive text was significant.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research that aims to improve the students' skills in writing descriptive texts by using a visual-spatial strategy. The conclusions were obtained through real phenomena as researcher did during observation. The researcher draws the following conclusions:

1. The students' writing skill in descriptive text before using visual spatial strategy was very low. From the data can be seen that the students' mean score on the Pre-Test was 62,32. Then, it can be conclude that the students skill have difficulties when answering the test.

2. After analyzing the data, the researcher found that the students' writing skills in descriptive text after using visual spatial strategy was improved. It could be seen from the results of the pre-test and post-test in cycles I and II. Based on the students' score in the Post-Test cycle I, the mean score was 69,1 and then the mean score in the Post-Test Cycle II was 83,4. Therefore, the students' score after applying visual spatial strategy was higher than before applying visual spatial strategy.

3. The students' writing skill in descriptive text after using visual spatial strategy was improved. The students can answer the test easily, and they can find the correct answer. By using a visual-spatial intelligence strategy, the students can

explained what's on their mind based on the picture an other visualization. They also can sort their writing being more organized and optimal. From the interview, visual spatial strategy was helping the students in learning descriptive text to improve their writing skill at the second grade students of MTS Swasta Al-Jumhuriyah Sei Rotan.

B. Suggestion

The following idea is offered to be considered, having seen the results of the research:

1. For the teacher should created all alternative, such as media in teaching English especial in writing skill. They should create good conditions for the classroom by using visual-spatial intelligence strategies and make the more responsive and enthusiastic during the method of teaching and learning.

2. English learn should learn by students through practice and experience. Students should pay attention to guidance during the teaching and learning process and students should learn the material until it is challenging for the teacher in the class

3. The other researchers who want to develop all information and knowledge in the form of visual-spatial intelligence strategies that have an interest, I suggested conducting research related to the subject of the study.

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APPENDIX I

LESSON PLAN I

(*Cycle I*)

School	: **Mts. Al-Jumhuriyah Batang Kuis**
Subject	: **English**
Class/Semester	: **VIII/2**
Material	: **Descriptive Text**
Aspect/Skill	: **Writing**
Allocated of Time	: **4 x 40 Minutes (2 Meetings)**

A. Standard Competence

KI-1 and KI-2 : Recognize and live the teachings of the religion that are accepted, admire and appreciate honest conduct, discipline, accountability, care, respectful, confident, in the range of relationships and their life, in engaging With the social and natural environment, efficiently.

KI 3 : Knowing, applying, evaluating, factual, conceptual, procedural information based on his curiosity about science, technology, art, culture and humanities with individual, national, insights into the state and society related to the origins of phenomena and events, and applying, in the field of analysis, procedural knowledge.

KI 4 : In concrete and abstract realms domains relevant to the creation of what they learn individually in school, cultivate, reason, and serve, and are Capable of using approaches according to scientific standards.

B. The Basic Competencies and Indicators of Achievement of the Competencies

3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and simple, according to the context of their use.

4.4 Descriptive Text

4.4.1 Capture contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings.

4.4.2 Compile descriptive text oral and written, short and simple, related to tourist attractions and famous historic buildings, taking into account social functions, text structure, and linguistic elements, correctly and in context.

D. Learning Objective

1. Demonstrate the seriousness of learning English related to simple descriptive texts about world tourist attractions or famous buildings.
2. Demonstrates caring, confident, and responsible behavior in carrying out communication related to describtive texts about famous tourist attractions.
3. Identifying social functions, text structure and linguistic elements in a simple describtive text about tourist attractions or famous buildings.
4. Respond to meanings in descriptive, oral and written texts, simple, about people.
5. Compile simple verbal and written descriptive text about world tourist attractions or famous buildings.

E. Learning Material

1. Descriptive Text

F. Learning Activities

1. Strategi Ekspositori metode ceramah

G. Teaching Learning Procedure

- **First Meeting**

- **Media :** paper, Picture, laptop

Activities	Description of Activities	Time
Opening	a) The teacher walks into the and immediately greets students and immediately say hello using English so that the first meeting so they can feel in the English environment. the teacher said "*Good morning my beloved student*". b) Make sure students respond to greetings from the teacher too." *Good morning, Teacher/Sir/Ma'am*." c) If students do not respond to greetings from the teacher, do not continue the lesson. d) The teacher then checks attendance list of students in class and makes sure students are present and not present. So the teacher can convey the objectives of learning.	5 Minutes
Main	*Observing*	30 minutes

Activities	• The teacher prepared learning materials that are in accordance with syllabus	
	• The teacher reminded students to learn in groups.	
	• The teacher implemented the teaching learning activity of writing descriptive text using visual-spatial strategy.	
	• The teacher prepared a classroom observation sheet. When the methodology has been applied.	
	• Students observes the teacher who clarifies the procedure used.	
	• The teacher gives a picture on a paper, both an object and others.	
	• Students explain the pictures based on their understanding and use with own words.	
	• Students train their visual intelligence by paying attention and explaining through the media in the form of picture that have been explained.	
	Questioning	
	• The teacher gives a picture on a paper, both an object and others. From the picture, students must	

	explain in as much detail as possible with their understanding about the picture.	
	• The teacher asks students questions about the state of the image presented by the teacher. Such us:	
	1. *Have you understood this picture?*	
	2. *What is discussed in the picture?*	
	• Learners answer the questions that are given.	
	• The question can be repeated by the teacher.	
	• Randomize the questions using other pictures so that students better grasp the significance of the teacher's questions.	
	Associating	
	• Discussion in analyzing picture with detail, be it a place, person, object, or animal with a social focus, text structure, and language features.	
	Experimenting	
	• Learners in groups discuss about	

	the picture and describe it in front of the class given from the teacher. • Each student described about the picture and explained it in their own language in front of their classmates. • The teacher supervises and advises students. *Communicating* • Students present the results of their work but in their own language in front of their classmates. • The teacher checks work of students presentations.	
Closing	• After students participate in learning activities at this first meeting, students will be given questions about describing objects that are around the class in their own words. • In order to find out if students understand, the worksheets in the form of questions from the teacher.	5 Minutes

H. Assessment Scoring Rubic

No	Performance Indicator	5	4	3	2	1
1.	First paragraph introduces the topic clearly and grabs the reader's attention					
2.	The content/idea of the text is in line with the topic/title					
3.	Overall writing makes sense/has clear message					
4.	The text structure/generic structure meets the nature of descriptive generic structure					
5.	All paragraphs flow cohesively and coherently					
6.	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used					
8.	The words are correctly spelled					
9.	The text mechanics are correctly and properly used.					
Total Score						
Students' Score: Total Score/45x100						

I. Media

- Paper, Laptop, Infocus

J. Learning Sources

- Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell.* Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- Internet

Medan, September 2020

Known By:

English Teacher   Researcher

(**Namira Fatma , S.Pd**)   (**Bulan**)

NIP:

Principal of Mts Al- Jumhuriyah Batang Kuis

(**Hendra Syahputra , M.Pd**)

NIP:

APPENDIX II

LESSON PLAN II

(Cycle II)

School   : Mts. Al-Jumhuriyah Batang Kuis

Subject   : English

Class/Semester   : VIII/2

Material   : Descriptive Text

Aspect/Skill   : Writing

Allocated of Time : 4 x 40 Minutes (2 Meetings)

A. Standard Competence

KI-1 and KI-2 : Recognize and live the teachings of the religion that are accepted, admire and appreciate honest conduct, discipline, accountability, care, respectful, confident, in the range of relationships and their life, in engaging with the social and natural environment, efficiently.

KI 3 : Knowing, applying, evaluating, factual, conceptual, procedural information based on his curiosity about science, technology, art, culture and humanities, with individual, national, state, and civilization insights into the sate and society related to the origins of phenomena and events, and applying, in the field of analysis, procedural knowledge.

KI 4 : In concrete and abstract realms domains relevant to the creation of what they learn individually in school, cultivate, reason, and serve, and are capable of using approaches according to scientific standards.

B. The Basic Competencies and Indicators of Achievement of the Competencies

3.4   Distinguish social functions, text structure, and linguistic elements of several oral and   written descriptive texts by giving and requesting

information related to famous tourist attractions and historic buildings, short and simple, according to the context of their use.

4.4 Descriptive Text

4.4.1 Capture contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings.

4.4.2 Compile descriptive text oral and written, short and simple, related to tourist attractions and famous historic buildings, taking into account social functions, text structure, and linguistic elements, correctly and in context.

D. Learning Objective

1. Demonstrate the seriousness of learning English related to simple descriptive texts about world tourist attractions or famous buildings.

2. Demonstrates caring, confident, and responsible behavior in carrying out communication related to describtive texts about famous tourist attractions.

3. Identifying social functions, text structure and linguistic elements in a simple describtive text about tourist attractions or famous buildings.

4. Respond to meanings in descriptive, oral and written texts, simple, about people.

5. Compile simple verbal and written descriptive text about world tourist attractions or famous buildings.

E. Learning Material

1. Descriptive Text

F. Learning Activities

1.   Strategi Ekspositori metode ceramah

G. Teaching Learning Procedure

- **First Meeting**
- **Media :** paper, Picture, laptop

Activities	Description of Activities	Time
Opening	a) The teacher walks into the classroom and immediately greets students and immediately say hello using English so that the first meeting so they can feel in the English environment. the teacher said "*Good morning my beloved student*". b) Make sure students respond to greetings from the teacher too." *Good morning, Teacher/Sir/Ma'am*." c) If students do not respond to greetings from the teacher, do not continue the lesson. d) The teacher then checks attendance list of students in class and makes sure students are present and not present. So the teacher can convey the objectives of learning.	5 Minutes
Main Activities	*Observing* • The teacher prepared learning materials that are in accordance with syllabus.	30 minutes

| | The teacher reminded students to learn in groups. The teacher implemented the teaching learning activity of writing descriptive text using visual-spatial strategy. The teacher prepared a classroom observation sheet. When the methodology has been applied. Students observes the teacher who clarifies the procedure used. The teacher gives a picture on a paper, both an object and others. Students explain the pictures based on their understanding and use with own words. Students train their visual intelligence by paying attention and explaining through the media in the form of picture that have been explained. *Questioning* The teacher gives a picture on a paper, both an object and others. From the picture, students must explain in as much detail as possible with their understanding about the picture. | |

	The teacher asks students questions about the state of the image presented by the teacher.Such us: 3. *Have you understood this picture?* 4. *What is discussed in the picture?* - Learners answer the questions that are given. - The question can be repeated by the teacher. - Randomize the questions using other pictures so that students better grasp the significance of the teacher's questions. *Associating* - Discussion in analyzing picture with detail, be it a place, person, object, or animal with a social focus, text structure, and language features. *Experimenting* - Learners in groups discuss about the picture and describe it in front of the class given from the teacher. - Each student described about the	

	picture and explained it in their own language in front of their classmates. • The teacher supervises and advises students. *Communicating* • Students present the results of their work but in their own language in front of their classmates. • The teacher checks work of students presentations.	
Closing	• After students participate in learning activities at this first meeting, students will be given questions about describing objects that are around the class in their own words. • In order to find out if students understand, the worksheets in the form of questions are given from the teacher. • Students are asked to make conclusions on learning at this meeting.	6 Minutes

H. Assessment Scoring Rubic

No	Performance Indicator	5	4	3	2	1
1.	First paragraph introduces the topic clearly and grabs the reader's attention					
2.	The content/idea of the text is in line with the topic/title					
3.	Overall writing makes sense/has clear message					
4.	The text structure/generic structure meets the nature of descriptive generic structure					
5.	All paragraphs flow cohesively and coherently					
6.	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used					
8.	The words are correctly spelled					
9.	The text mechanics are correctly and properly used.					
Total Score						
Students' Score: Total Score/45x100						

I. Media

- Paper, Laptop, Infocus

J. Learning Sources

- Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell.* Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
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Medan, September 2020

Known By:

English Teacher   Researcher

(**Namira Fatma , S.Pd**)   (**Bulan**)

NIP:

Principal of Mts Al- Jumhuriyah Batang Kuis

(**Hendra Syahputra , M.Pd**)

NIP:

APPENDIX III

INTERVIEW SHEET

Interview with the English teacher (Before Classroom Action Researcher)

The Research: Menurut pengalaman ibu, bagaimana partisipasi siswa dalam belajar Bahasa Inggris di dalam kelas?

The Teacher : Menurut saya ya, siswa ya berpartisipasi dalam belajar sewaktu dikelas akan tetapi ada beberapa siswa mungkin kurang berpartisipasi dalam belajar mungkin dengan kurangnya pengetahuan mereka dalam bahasa inggris dan tidak menutup kemungkinan itu bisa terjadi.

The Research: Apa strategi pembelajaran yang biasa ibu lakukan di kelas dalam *writing skills* ?

The Teacher : Biasanya dikelas saya menggunakan metode komunikatif. Contohnya seperti: Siswa menulis dialog tentang aktivitas mereka, yang dapat dilaksanakan perseorangan ataupun kelompok.

The Research: Apakah ada kesulitan yang sering ibu hadapi dalam mengajar *writing skills* ?

The Teacher : Tidak dapat dipungkiri kesulitannya pasti ada, seperti siswa terkadang salah dalam penulisan, dan pasti artinya nanti juga salah. Mungkin siswa kurang teliti dalam menulis bahasa inggris.

The Research: Apakah sarana atau fasilitas sekolah yang dapat mendukung proses pembelajaran Bahasa Inggris?

The Teacher : Fasilitas sekolah cukup mendukung, pada saat pembelajaran saya biasa menggunakan media seperti, buku paket, speaker, laptop yang saya sesuaikan dengan materi pembelajaran siswa.

The Research: Bagaimana kondisi dalam kelas ketika saat kegiatan pembelajaran berlangsung? Apakah dengan adanya pelajaran bahasa inggris, siswa mengaplikasikannya dengan baik?

The Teacher : Siswa lumayan aktif, seperti yang saya katakan pasti ada beberapa siswa yang kurang aktif. Sebagian siswa memang mengaplikasikannya dengan baik karena ya mereka paham, akan tetapi terkadang mereka masih bingung di bagian grammarnya.

The Research: Apakah sebelumnya ibu pernah mendengar strategi *visual spatial intelligence* ?

The Teacher : Seingat saya pernah

The Research: Menurut ibu, apakah strategi *visual spatial* efektif untuk meningkatkan kemampuan siswa dalam writing skills?

The Teacher : Menurut saya efektif ya, karena dengan visual (gambar) yang dapat dilihat siswa juga dengan jelas

APPENDIX IV

INTERVIEW SHEET

Interview with the English teacher (After Classroom Action Researcher)

The Research: Bagaimana peningkatan kemampuan writing skills siswa setelah menggunakan strategi kecerdasan *visual spatial* ?

The Teacher : Bagus sekali, saya merasa siswa sangat tertarik dengan adanya metode visual-spatial ini dalam pembelajaran bahasa inggris. Karena dengan adanya metode ini siswa dapat hanya melihat gambar (visual) yang membuat ide/imajinasi mereka itu dikembangkan dengan baik.

The Research: Bagaimana partisipasi siswa ketika pembelajaran dengan menggunakan strategi kecerdasan *visual spatial* ?

The Teacher : Pastinya lebih meningkat, apalagi minat mereka dalam menulis.

The Research: Apakah masalah yang terjadi pada saat siswa dalam menulis descriptive text dengan menggunakan strategi *visual spatial* ?

The Teacher : Masalahnya adalah beberapa siswa lupa membawa kamus, jadi kesulitan dalam membuat kalimatnya.

The Research: Apa pendapat ibu setelah melihat penggunaan strategi *visual spatial* dalam menulis teks descriptive text dalam pembelajaran di kelas?

The Teacher : Menurut saya, siswa lebih percaya diri sekali. Mereka dapat menjelaskan sebuah gambar , dan menjelaskannya dengan detail dengan kalimat yang tepat.

The Research: Setelah melihat pembelajaran menulis teks descriptif dengan menggunakan strategi *visual spatial*, apakah strategi ini efektif digunakan pada meningkatkan writing skills pada siswa?

The Teacher : Penggunaan strategi visual spatial sejauh ini saya lihat, sangat efektif digunakan untuk meningkatkan writing skills siswa karena mereka sangat lebih mudah membuat sebuah teks secara efektif dan efesien. Dang yang paling penting siswa bahagia dan tidak merasa pelajaran bahasa Inggris adalah beban bagi mereka.

APPENDIX V

INTERVIEW SHEET

Interview with the Student (Before Classroom Action Researcher)

Researcher: Apa yang kamu suka belajar bahasa Inggris?

Student 1: Saya kurang suka miss

Student 2: Saya tidak suka miss

Student 3: Kalau saya miss, saya tidak suka belajar bahasa inggris miss

Researcher: Skill apa yang adik sukai dari pembelajaran bahasa Inggris?

Student 1: Speaking miss

Student 2: Writing miss

Student 3: Writing miss

Researcher: Apakah kesulitan yang kamu hadapi ketika menulis dalam bahasa Inggris?

Student 1: Saya kurang mengerti tentang grammar miss.

Student 2: Tulisannya dengan pengucapannya berbeda miss

Student 3: Kurangnya pengetahuan kosakata saya miss.

Researcher: Selama ini strategi apa yang dilakukan guru dalam pembelajaran menulis?

Student 1: Terkadang miss mira membagikan sebuah gambar untuk kami jelaskan.

Student 2: Membuat teks dialog miss

Student 3: Mengajarkan penulisan yang baik dan benar.

Researcher: Apakah kesulitan yang kamu hadapi ketika menulis dalam bahasa Inggris khusunya writing skills?

Student 1: Terkadang masih kurang teliti dalam penulisannya miss.

Student 2: Kesulitan dalam menentukan grammar yang tepat pada teks yang membuat saya terkadang suka bingung miss.

Student 3: Kosakata yang masih kurang miss.

APPENDIX VI

INTERVIEW SHEET

Interview with the Student(After Classroom Action Researcher)

Researcher: Apakah kamu menyukasi belajar dalam writing descriptive text menggunakan metode *visual spatial*?

Student 1: Iya miss, belajarnya lebih menyenangkan

Student 2: Saya semakin suka belajar bahasa inggris, karena tidak membosankan.

Student 3: Sangat suka miss, karena dengan metode ini saya lebih paham dalam writing skill dan belajarnya juga menyenangkan.

Researcher: Apakah yang kamu pikirkan tentang menulis *descriptive text* setelah menggunakan strategi *visual spatial* ?

Student 1: Menurut saya, saya lebih mudah membuat sebuah teks/ paragraf hanya dengan melihat sebuah gambar yang jelas.

Student 2: Kala saya miss, kemampuan writing saya meningkat karena penggunaan grammarnya tidak sesulit yang saya pikirkan.

Student 3: Menurut saya miss, menulis teks deskriptif jauh lebih mudah dengan menggunakan metode visual spatial ini miss karena dengan melihat gambar kami dapat mengembangkan semua ide kami dengan baik dan benar.

APPENDIX VIII

OBSERVATION SHEET

CYCLE I

Teacher Name : Namira Fatma S.Pd

Observation Activity : Teacher Activities

Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher's capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of t he study			√	
6.	The teacher introduces about Show and Tell Method				√
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about appropriateness with the lesson plan)				√

9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				√
11.	The students give attention to teachers' explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)			√	
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				√
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)			√	

APPENDIX VIII

OBSERVATION SHEET

CYCLE II

Teacher Name   : Namira Fatma S.Pd

Observation   Activity   : Teacher Activities

Note   : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about Show and Tell Method			√	
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about appropriateness with the lesson plan)				√

9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				√
11.	The students give attention to teachers' explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)			√	
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)			√	

APPENDIX IX

OBSERVATION SHEET

CYCLE I

Teacher Name   **: Namira Fatma S.Pd**

Observation Activity   **: Students Activities**

Note   **: Give Thick (√) in the Category Column, where 4**

(Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	**2**	**3**	**4**
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation			√	
3.	The students are interest and enthusiast in studying with show and tell method				√
4.	The students participate in learning process			√	
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words			√	
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic			√	

APPENDIX X

OBSERVATION SHEET

CYCLE II

Teacher Name   **: Namira Fatma S.Pd**

Observation Activity   **: Students Activities**

Note   **: Give Thick (√) in the Category Column, where 4**

(Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation				√
3.	The students are interest and enthusiast in studying Show and Tell Method				√
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words			√	
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic			√	

APPENDIX XI

<div align="center">

PRE TEST

</div>

Instruction:

Make a paragraph describing about the picture. You can explain from the picture above in your own words related to the picture.

1.
Write your description here:

APPENDIX XII

POST-TEST I

Instruction:

Make a paragraph describing about the picture. You can explain from the picture above in your own words related to the picture.

1.

Write your description here:

APPENDIX XIII

POST-TEST II

The test in this post test is oral test. The students writing this text from teacher, and then they understand about the contents of these writing and can answer questions from this text.
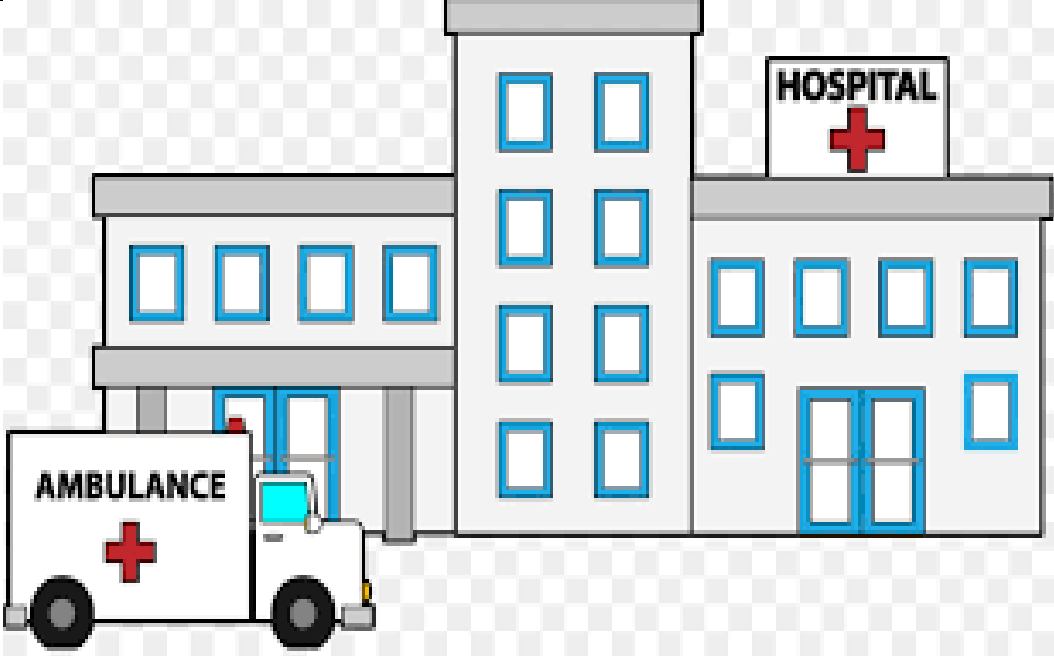
Instruction:

Make a paragraph describing about the picture. You can explain from the picture above in your own words related to the picture.

1.
Write your description here:

APPENDIX XIV

KEY ANSWER

PRE TEST

1. My bedroom is my favorite place for me to rest, relax and sleep. My bedroom is very enjoyable place for me. It's like a place for me. My bedroom is not too large but it's very comfortable for me. The walls are blue, because my favorite color is blue. In my bedroom there is two soft and comfortable sleeping pillows in white. In my bedroom there is study table. Above the bed there is a place for a lamp, right and left, which serves to illuminate the bedroom to make it look bright. On this table there are lots of reading books, vases of flowers and for beautify my bedroom. On the bed there is bookshelf, there are a many books, like my books from my junior high school. in front of the bed there is a light blue carpet that is quite wide. Every day, I still clean my bedroom, and I love a clean bedroom.

POST TEST I

2. I've got a favorite teacher. Mr. Hendra, he is. He's my teacher of English, and he's still young. He is a person who is strict and disciplined. To cover his wide eyes, he is still wearing glasses. He also understands the students, and when we need his support, he still offers rational advice or opinions. He made all his students enjoy learning English because he is very smart to establish silence. He is the best teacher I have ever had, by far. Through his excitement and his enjoyment of becoming a teacher, he has the ability to make a subject that many students find incredibly dull come to life. Seeing him get excited about something that happens in every lesson is so funny. I think he's a very creative and imaginative teacher, and his warm personality has made him the school's most successful teacher.

POST TEST II

3. For me, my school is the best of the best schools. My school is a beautiful and green school. The teachers always lined up in front of this building every morning to welcome a tradition to honor our teachers in my grade. Our teacher is seen by us as our school parents who preserve and train us. Other buildings, such as language laboratories, a library, toilets, a multimedia space and a hall. There are small flower gardens in front of every classroom that add to my school's beauty. Students regularly use the gardens as a place to play and learn. So, the students feel very comfortable.

AFFENDIX XV

The Students' Score During Pre - test (cycle I)

NO	The Student's Initial	Pre-Test	
		Score	**Got Score of Over 75**
1	**AH**	82	**PASSED**
2	**AS**	57	FAILED
3	**DP**	86	**PASSED**
4	**DS**	62	FAILED
5	**DA**	62	FAILED
6	**FM**	57	FAILED
7	**ID**	53	FAILED
8	**IL**	55	FAILED
9	**MAS**	51	FAILED
10	**MIF**	82	**PASSED**
11	**NA**	82	**PASSED**
12	**PN**	46	FAILED
13	**RN**	82	**PASSED**
14	**RFT**	44	FAILED
15	**R**	64	FAILED
16	**SW**	51	FAILED
17	**SWS**	44	FAILED
18	**SL**	82	**PASSED**
19	**YMLS**	42	FAILED
	Total $\sum$x	1184	
	The Mean Score	62.32	

First, the researcher measured the mean score in order to get the pre-test result:

$=$

$= \text{x } 100\%$

$= 63.32$

Then the percentage used the following formula for the percentage of students who passed the KKM score:

$P =$

$P1 = \text{x } 100\%$

$= 32\%$

The Students' Score During Post - test I (cycle 1)

NO	The Student's Initial	POST-TEST	
		Score	Got Score of Over 75
1	AH	82	**PASSED**
2	AS	53	FAILED
3	DP	86	**PASSED**
4	DS	82	**PASSED**
5	DA	62	FAILED
6	FM	64	FAILED
7	ID	53	FAILED
8	IL	57	FAILED
9	MAS	53	FAILED
10	MIF	84	**PASSED**
11	NA	84	**PASSED**

12	PN	82	**PASSED**
13	RN	82	**PASSED**
14	RFT	64	FAILED
15	R	73	FAILED
16	SW	62	FAILED
17	SWS	82	**PASSED**
18	SL	84	**PASSED**
19	YMLS	24	FAILED
	Total ∑x	1313	
	The Mean Score	69.1	

First, the researcher measured the mean score in order to get the pre-test result:

$$=$$

$$=$$

$$= 69,1$$

Then the percentage used the following formula for the percentage of students who passed the KKM score:

$$P =$$

$$P1 = \text{ x } 100\%$$

$$= 47\%$$

The Students' Score During Post - test II (cycle 2)

NO	The Student's Initial	POST-TEST	
		Score	**Got Score of Over 75**

1	AH	86	**PASSED**
2	AS	71	FAILED
3	DP	86	**PASSED**
4	DS	84	**PASSED**
5	DA	71	FAILED
6	FM	86	**PASSED**
7	ID	84	**PASSED**
8	IL	86	**PASSED**
9	MAS	73	FAILED
10	MIF	93	**PASSED**
11	NA	91	**PASSED**
12	PN	91	**PASSED**
13	RN	84	**PASSED**
14	RFT	80	**PASSED**
15	R	88	**PASSED**
16	SW	82	**PASSED**
17	SWS	84	**PASSED**
18	SL	86	**PASSED**
19	YMLS	80	**PASSED**
	Total $\sum$x	1586	
	The Mean Score	83.4	

First, the researcher measured the mean score in order to get the pre-test result:

$$=$$

$$=$$

$$= 83,4$$

Then the percentage used the following formula for the percentage of students

who passed the KKM score:

P =

P1 = x 100%

= 84%

The Percentage of students' writing skills in descriptive text

Meeting	Students who got ≥75	Percentage
Pre-Test	6	32%
Cycle 1	10	47%
Cycle 2	16	84%

APPENDIX XVI

The Students' Attention List during the Research

No	Name of Students	Meeting					
		1	2	3	4	5	6

1.	Adelina Hiroshi	√	√	√	√	√	√
2.	Afrizal Syahputra	√	√	√	√	√	√
3.	Dendi Purnama	√	√	√	√	√	√
4.	Dewi Safitri	√	√	√	√	√	√
5.	Doni Affandi	√	√	√	√	√	√
6.	Firly Misnoval	√	√	√	√	√	√
7.	Ilham Dirgantara	√	√	√	√	√	√
8.	Irma Lubis	√	√	√	√	√	√
9.	Muhammad Arya Saputra	√	√	√	√	√	√
10	Muhammad Ikhsan Fadillah	√	√	√	√	√	√
11	Nurul Aulia	√	√	√	√	√	√
12	Putri Nabila	√	√	√	√	√	√
13	Rifki Novriansyah	√	√	√	√	√	√
14	Risa Fadillah Tanjung	√	√	√	√	√	√
15	Risky	√	√	√	√	√	√
16	Setia Wati	√	√	√	√	√	√
17	Sri Wahyuni Siregar	√	√	√	√	√	√
18	Syahputra Lubis	√	√	√	√	√	√
19	Yohana Mey Lita Simanjuntak	√	√	√	√	√	√

APPENDIX XVII

DOCUMENTATION

APPENDIX XVIII

PERMIT LETTER

YAYASAN PENDIDIKAN AL - JUMHURIYAH
MADRASAH TSANAWIYAH SWASTA AL – JUMHURIYAH

Jalan Medan Batang Kuis Km 12,5 Dusun III
Desa Sei Rotan Kecamatan Percut Sei Tuan Kabupaten Deli Serdang KP 20371

SURAT KETERANGAN RISET
Nomor : 382/MTs Alj/X/2020

Yang bertanda tangan dibawah ini :
Nama   : Hendra Syahputra,S.Pd.I.M.Si
NIP   : -
Jabatan   : Kepala Madrasah
Tempat Tugas   : MTs Al – Jumhuriyah

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama   : BULAN
Tempat/Tanggal Lahir   : Sampean,04 Februari 1998
NIM   : 0304161013
Program Studi   : Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)
Alamat   : DUSUN SAMPEAN JULU DESA SAMPEAN Kelurahan
                              SAMPEAN Kecamatan SUNGAI KANAN.

Telah Selesai Melaksanakan Penelitian di MTs Al – Jumhuriyah Sei Rotan Mulai
Tanggal 21 September 2020 s/d 22 Oktober 2020, untuk memperoleh data dalam rangka
penyusunan Skripsi dengan judul :

**"IMPROVING STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT BY
USING VISUAL –SPATIAL INTELLIGENCE STRATEGY AT GRADE VIII OF
MTS AL – JUMHURIYAH BATANG KUIS "**

Demikian surat keterangan riset ini di buat dan di berikan kepada yang bersangkutan
untuk dapat dipergunakan seperlunya.

Sei Rotan, 22 Oktober 2020
Kepala MTs Al – Jumhuriyah

Hendra Syahputra,S.Pd.I.M.Si