

The Effect of Student's Intelligence in Writing Narrative Text at Grade X of SMA Methodist Berastagi

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ABSTRACT

The student aims at examining (1) the level of linguistics intelligence of grade X students at SMA Methodist Berastagi, (2) writing narrative text skills of grade X students at SMA Methodist Berastagi, and (3) whether there is significant influence of linguistics intelligence in writing narrative text of grade X students at SMA Methodist Berastagi. The type of this study was quantitative. Data were collected by Pre-test and Post-test. The result of the study reveal that: The average score obtained by grade X students at SMA Methodist Berastagi based on The Result The Pre-Test score for the Experimental Group was 57,8, with a maximum of 75 and a minimum of 33. Based on the results of the pre-test on the control group, SMA Methodist Berastagi's grade X pupils' average score was 45 was the lowest and 64,6 was the highest score. Based on the results of the post-test in the experimental group, grade X students at SMA Methodist Berastagi received an average score of 80,1; the best score was 94, and the lowest score was 71. Based on the results of the post-test in the control group, SMA Methodist Berastagi pupils in grade X received an average score of 79.2 out of 100, the highest score was 92, and the lowest score was 71

INTRODUCTION

Because English is a foreign language and an international language that is widely spoken by people in most of the world, it plays a significant role as one of the subjects taught in schools. In addition, science publications, journals, and articles regarding knowledge and technology frequently employ the English language. Therefore, English is taught as a foreign language in Indonesia from junior high schools to colleges in order to be able to promote science, knowledge, and technology as well as to communicate with people from other nations.

Generally, English is taught up to and including university degrees of education in Indonesia. Students in senior high school are supposed to be able to comprehend writing skills well, according to The Educational Unit Oriented Curriculum. A requirement of this program is that students can write effectively in English. Consequently, students will utilize intelligence through vocabulary, sentence structure, and spelling mastered in order to reproduce a reading according to the author's point of view.

Intelligence includes the ability to reason, plan, think abstractly, comprehend concepts and language, and learn. Understanding is sometimes referred to as Intelligence Quotient (IQ), cognitive functioning, intellectual ability, aptitude, thinking skills and general ability. Therefore, one of the characteristics of people who have intelligence is being able to use writing skills effectively, understand and apply grammatical, spelling, punctuation rules, and use vocabulary effectively.

The act of writing itself requires the use of syntax, sentence structure, vocabulary, and cross-cultural awareness. The process of producing symbols that must be arranged according to predetermined norms to create words and words that need to be put together to create sentences constitutes writing, according to Byrne (2002). It indicates that writing ability is the capacity to create a series of phrases that are organized in a specific order and connected in specific ways. The sequence could be brief. Maybe only two or three sentences, but thanks to the way the sentences have been arranged and connected, they make sense as a complete. What we would refer to as a "text" is formed by them.

Students are expected to comprehend a variety of elements of narrative text when learning about the writing process, particularly for narrative texts. It consists of the text's function, structure, and prevailing grammatical features. Students are expected to be able to create a narrative text correctly by mastering all of its components. The instructor, of course, plays a crucial role in assisting the students in the teaching and learning process in order to meet this expectation. According to Harmer (2003), a teacher has eight different roles in the classroom that they can play, including controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Harmer explains that in addition to the tasks that are played in the classroom, a teacher can also serve as a language model and a source of understandable input. To ensure that pupils can master the topic, all of these things are necessary.

The reason why the researcher conduct this research is because when conducting and observations at Berastagi Methodist High School. The researcher chose 10 students as samples and then the researcher asked the students to write

a narrative text. The researcher saw that students did not understand about narrative text and also the researcher has found that students have difficulty in writing narrative text, they make mistakes in the writing narrative text. This is because each student experiences different intelligence.

LITERATURE REVIEW

The process of writing is the way or steps in organizing a written text that is used to complete an entire paragraph, make the content clear, coherent, and it is able to pique students' interest in learning it. These steps in the process of writing help to complete the main written text. Harmer (2004) asserts that there is a process involved in using written information, and that process can be impacted by the writing's substance. According to Harmer's thesis, the writing process consists of four components:

Planning

Before beginning to write or type, a writer plans what they are going to write. Planning serves as an outline for what they are going to do. The author attempts to be sincere in what she writes. For some writers, planning may entail taking thorough notes. When making a plan, a writer must take into account three key factors: The structure of the writing, or the best way to arrange the facts, thoughts, or arguments the author has decided to present, is determined by the aim of the writing, the text's genre and language, the information chosen for writing, and the information itself.

Drafting

The first draft of a work of writing may be referred to as a draft by the author. Drafts are frequently written with the understanding that they will be changed in the future. As a result, numerous drafts are generated before final versions.

Editing

An author typically reads their writing after creating a draft to determine where it works and where it doesn't. Reflecting and revising are often helped by other readers or editors who comment and make suggestion, another readers reaction to a piece of writing will help the author to make appropriate revision

Final Draft

The writer who have editing their draft, making the changes they consider to be necessary, they produce their final version, the original plan and the first draft have some differences.

METODOLOGI

Cohen (2007) said that research instrument is a tool used by the researcher to collect the data with certain rules. In collecting data, instruments served to facilitate, smoothen, and make data collection work more systematic. The instrument used in this study was a test. The test to determine linguistic intelligence in student is to use aspects of linguistic intelligence assessment, as a step The first step is to see the level of linguistic intelligence possessed at grade X of SMA Methodist Berastagi. Next write a pretest before treatment, then writing posttest after treatment. The test used In this study, linguistic intelligence's impact was investigated in writing narrative texts at grade X SMA Methodist Berastagi.

Aspects of Linguistic Intelligence Assessment:

1. Students who pay attention to the teacher's explanation
2. Students who actively make observations
3. Students who dare to ask questions during the learning process
4. Students who can write narrative text with good and correct sentences
5. Students who can tell their narrative text in front of their friends

The techniques used to collect data in this study will observation and test. The observation method is used to observe students who have linguistic intelligence in carrying out their learning activities.

1. Observation

The observation technique is used by researchers to directly observe students in the learning process, especially students who are taken as research objects. This allows students to introduce the potentials obtained, namely to receive good treatment from the teacher.

2. Test

The form of the test used is a text narrative writing test. The stages of data processing are:

1. Collect the student's writing narrative
2. Scoring the students' score based on score criteria
3. Calculation data score
4. Tabulating the student score

RESEARCH RESULT

The data was the information that the researcher needed in doing a research. the data of this research was taken from the result of the students grammar the data was the students' score of teaching writing narrative text in teaching writing narrative text. For the data the writer divided in two class namely experimental class and control class. The researcher gave the test in the form of writing test.

The researcher have done at SMA Methodist Berastagi. The population of this research was the students of tenth grade. There was 30 students who would be taken as the samples. The researcher used two classes to conduct this research, namely experimental group at X-1 (15 students) and control group at X-2 (15 students).

Firstly, the writer gave pre-test to both group experimental and control group. Pre-test was used to see ability of each students before doing the treatment. After giving the pre-test, the researcher saw that the score was low. The next step. The writer gave treatment using linguistic intelligence for teaching writing narrative text. After the process of applying treatment was done, the researcher gave pre-test to the both of group, experimental and control group. The result of the pretest and post test showed the mean score both of the group, experimental and control group. The explanation above, it can be seen in the following table:

Table 1. The Result Pre-Test in Experimental Group

No	Students' Initial Name	Total	Criteria
1	AS	71	Good
2	CM	52	Poor
3	KS	65	Fair
4	RE	41	Very Poor
5	MD	66	Fair
6	MS	55	Poor
7	WK	75	Good
8	SS	33	Very Poor
9	SC	41	Very Poor
10	AD	55	Poor
11	AB	65	Fair
12	AT	72	Good
13	NA	60	Poor
14	JA	55	Poor
15	AA	61	Fair
TOTAL		867	
MEAN		57,8	

The calculation of pre-test:

$$mX = \frac{\Sigma X}{N_x}$$

$$MX = \frac{867}{15} = 57,8$$

The data above showed the result of pre-test in experimental group which was calculated by the researcher. The total score in pre-test was 867. It was scored before giving them treatment. The lowest score for pre-test was 33 at the highest, so the researcher needed to make one more time the test namey, post-test. So that the researcher can see affect for the students score. The researcher has collect their score.

Table 2. The Result of Pre-Test on Control Group

No	Students' Initial Name	Total	Criteria
1	AN	72	Good
2	DA	75	Good
3	DN	64	Fair
4	LA	62	Fair
5	LD	66	Fair
6	AD	55	Poor
7	AT	75	Good
8	LI	45	Very Poor
9	AL	65	Fair
10	BS	55	Poor
11	BT	70	Fair
12	DU	72	Good
13	BP	63	Fair
14	DB	65	Fair
15	MN	65	Fair
TOTAL		969	
MEAN		64,6	

The calculation of Pre-test:

$$mX = \frac{\Sigma x}{Nx}$$

$$MX = \frac{969}{15} = 64,6$$

The data above showed the result of pre-test in control group which was calculated by the researcher. The total score in pre-test was 969. It was scored before giving them treatment. The lowest score pre-test was 45 and the highest was 75 and the mean score was 64,6

After applying the pre-test to both of group, experimental and control groups, the researcher found that the score was low. Therefore, the researcher gave them treatment to the experimental and control group in different way. the experimental group was collected the result of the student writing narrative text and researcher found out their weakness, many students had mistaken in content, using language, grammar and language features. Meanwhile control group was taught without portfolio assessment. Then the researcher gave them post-test to both of groups.

Table 3. The Result of Post Test in Experimental Group

Aspect Writing								
No	Students' Initial Name	C	O	V	G	M	Post-Test	Criteria
1	AS	20	20	20	18	9	93	Excellent
2	CM	20	10	10	20	12	72	Good
3	KS	20	10	15	15	15	75	Good
4	RE	20	15	20	15	3	73	Good
5	MD	20	20	20	12	10	82	Very Good
6	MS	20	15	15	11	11	72	Good
7	WK	20	20	20	20	12	92	Excellent
8	SS	15	15	15	15	11	71	Good
9	SC	19	10	18	17	8	72	Good
10	AD	20	15	15	15	10	75	Good
11	AB	18	16	20	15	11	80	Good
12	AT	20	20	20	20	14	94	Excellent
13	NA	20	15	20	15	15	85	Very Good
14	JA	20	18	20	10	7	75	Good
15	AA	20	17	19	20	14	90	Very Good
TOTAL		1.201						
MEAN		80,1						

$$mX = \frac{\sum X}{Nx}$$

$$MX = \frac{1.201}{15} = 80,07$$

The results of observing the learning activities of class X students in the process were carried out for 2 meetings with the provision of treatment and student responses and expressed in percentages as follows:

Table 4. Results of Observation Data Analysis of Student Learning Activities

No	Observed Aspects	Number of Active Students at The Meeting				Average	Percentage
		I		II			
1.	Students who pay attention to the teacher's explanation	P R E T E S T	8	8	P O S T E S T	8	100%
2.	Students who are actively observing		4	6		5	62,5%
3.	Students who dare to ask questions during the learning process		3	5		4	50%
4.	Students who write narrative essays with good sentences.		4	6		5	62,5%
5.	Students who recount the results of the essays that have been made		4	6		5	62,5%

The information gathered from observations of student learning activities based on the 5 features that were noticed was gained through research observations on 15 research subjects in total. The results are shown in the table above. Based on observations 1 and 2, it can be seen that the proportion of pupils 62.5% of students pay attention while the teacher explains, but 100% of students pay attention when the instructor of students who dare to ask questions during the learning process is 50%, the percentage of students who write narrative essays with a good sentence of 62.5%, the percentage of students who retell the results of their essay by 62.5%.

DISCUSSION

There are several recent studies that are closely related to this research. In a previous study in the journal *The Impact of Multiple Intelligence Strategies on Students' Achievement in Narrative Text Writing* (Journal of Transformation of Teaching and Learning English). This research is a quantitative research with experimental type. The population in this study were students of class XI SMA Private Catholic 2 Kabanjahe. The number of students as many as 142 people and 60 people were taken as samples. A control group of 30 students and an experimental group of the remaining students were chosen. The goal of this study is to determine how using diverse intelligence tactics affects students' ability to write narrative texts. Following the administration of the treatment and the collection and analysis of the data, it was discovered that the Multiple Intelligence Strategy had a considerable impact on the students' success in writing narrative texts. This indicates that students who received instruction utilizing the many intelligences strategy scored higher than students who received instruction without it. The t-test result shows that, with $df = 58$ and a

threshold of significance of 0.05, the value of t-observed (2.73) is greater than the value of t-table (1.67)

The researchers This study focuses on how students' linguistic intelligence affects their narrative writing texts. The results showed that students' intelligence had an effect on the ability to write narrative texts. In this experimental study, the research was conducted on tenth graders of Berastagi Methodist High School and used a one group pretest-posttest research design. Initially given a test in the form of a pretest before being given treatment and ending with a final test or posttest. The average value of the pretest in writing narrative essays of students before being stimulated on their linguistic intelligence was in the low category.

The average score of the posttest results of students' narrative writing after being stimulated by activating linguistic intelligence had better narrative writing results than before. In addition, the percentage of students' narrative writing outcomes categories also increased.

Based on the results of inferential statistical analysis using the t-test formula, it is known that the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t-table at the significance level is 0.05, so the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, which means that there is an influence of linguistic intelligence factors on students' writing skills.

Based on the results of the data analysis above, then it can be concluded that there is an influence of linguistic intelligence on the learning outcomes of students of class X SMA Methodist Berastagi.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research that has been explained about the influence of linguistic intelligence on the narrative writing skills of the tenth graders of Berastagi Methodist High School, it can be concluded that:

1. The results of the pretest of the influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School does not meet the standard of completeness of writing narrative results
2. The results of the posttest of the influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School has met the standard of completeness measurement of narrative writing results because students who completed 87.5% > 12.5%.
3. By using the t-test formula, the results of inferential descriptive statistical analysis are obtained the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t-table at the significance level is 0.05.

Based on the results above, that the results of the pre-test did not meet the standard of completeness of the results of writing narrative text, and then the researchers used treatment using linguistic intelligence. The results of the posttest on the narrative writing skills of the tenth graders of Berastagi Methodist High School have met the standard for measuring the completeness of narrative writing results. so that it is proven that there is an influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School.

Therefore, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

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