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

GRACE NOVELIAN BUULOLO[1], NURSAYANI MARU'AO[2], ADIELI LAOLI[3], ELWIN PIARAWAN ZEBUA[4]
[1,2,3,4]Universitas Nias
gracenovelianbuulolo@gmail.com, maruao.nursayani@gmail.com,
Laoliadieli65@gmail.com, elwinzeb@gmail.com

ABSTRAK
Menulis adalah kemampuan untuk mengkomunikasikan ide, pikiran, dan perasaan kepada orang lain melalui bahasa tulis. Menulis sebagai suatu proses yang melibatkan dan mengajarkan bagaimana mengubah kata, kalimat, dan paragraf menjadi tulisan yang baik, serta bagaimana menghasilkan ide dan cara berinteraksi dengan orang lain, mengidentifikasi apa yang ingin mereka ungkapkan, dan mencoba memahaminya. Berdasarkan penjelasan di atas, dapat disimpulkan bahwa menulis adalah suatu proses di mana kata-kata dan ide diubah menjadi frasa dan paragraf yang digunakan untuk berkomunikasi dengan orang lain dan dapat berbicara dan menerima pesan dari penulis melalui tulisan. Tujuan dari penelitian ini adalah untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskriptif Melalui Strategi Kecerdasan Visual Spasial di Kelas X SMK Negeri 2 Gunungsitoli Barat yang jumlah siswanya adalah 20 orang. Penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian ini diterapkan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan oleh peneliti untuk mengumpulkan data adalah lembar observasi, lembar evaluasi dan catatan lapangan. Pada pertemuan kedua siklus II, peneliti memperoleh peningkatan siswa yang mencapai Kriteria Kompetensi Minimal (KKM) (73). Ada 11 (55%) siswa yang memperoleh nilai 85-100 yang tergolong "Kriteria Sangat Baik", 8 (40%) siswa memperoleh nilai 75-84 yang tergolong "Kriteria Baik", 1 (4%) siswa memperoleh nilai 60-74 yang tergolong "Kriteria Cukup", tidak ada siswa yang mencapai "Kriteria Kurang" dan tidak ada siswa yang mencapai "Kriteria Sangat Kurang". Pada Siklus II rata-ratanya adalah 84, nilai tertinggi adalah 96 dan terendah adalah 65. Ini menyiratkan bahwa kemampuan siswa dalam menulis teks deskripsi meningkat pada siklus II.
Kata Kunci : Menulis, Deskripsi Teks, Visual Spasial Intelligence Strategi.

ABSTRACT
Writing is the ability to communicate ideas, thoughts, and feelings to others through written language. Writing as a process that involves and teaches how to turn words, sentences, and paragraphs into good writing, as well as how to generate ideas and ways to interact with others, identify what they want to express, and try to understand it. Based on the explanation above, it can be concluded that writing is a process in which words and ideas are turned into phrases and paragraphs that are used to communicate with others and can speak and receive messages from the author through writing. The purpose of the research is to Increase the Students' Ability in Writing Descriptive Text Through Visual Spatial Intelligence Strategy at Tenth Grade of SMK Negeri 2 Gunungsitoli Barat which the total numbers of the students was 20 persons. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. The instruments used by the researchers to collect the data were observation sheet, evaluation sheet and field note. In the second meeting of cycle II, the researchers obtained the improvement of students, who achieved the Minimum Competence Criterion (73). there were 11 (55%)

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students who got score among 85-100 classified as "Very Good Criteria", 8 (40%) students got score among 75-84 classified as "Good Criteria", 1 (4%) students who got score among 60-74 classified as "Enough Criteria", no one students who reached the "Less Criteria" and no one students who reached the "Very Less Criteria". In Cycle II the average was 84, the highest mark was 96 and the lowest was 65. It implies that the students' ability in write descriptive text increase in cycle II.

Key word : Writing, Descriptive Text, Visual Spatial Intelligence Strategy.

INTRODUCTION

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

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

According to the Curiculum 2013 syllabus used in SMK Negeri 2 Gunungsitoli, students should have four skills by the eighth grade One of the skills is descriptive; the core competence is to understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities, as well as human, nationality, state, and civilization insights into the causes of phenomena and events, and to apply procedural knowledge in a specific field of study based on their talents and interests.

The syllabus indicates that you should understand the social function, text structure, language elements, and theme. Furthermore, in relation to the students' accomplishment in learning, particularly in the English subject of eighth grade at SMK Negeri 2 Gunungsitoli, the school has defined the Minimum Competence Criteria (MCC) that the students must meet, which is 73. The student's ability to pass the MCC serves as an indicator of their learning success. Students in the tenth grade can be considered effective in writing if they achieve a score of at least 73.

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

At the age of globalization, learning English at vocational high schools is necessary to improve students' communicative abilities and meet functional literacy levels. At this point, they will utilize the language to produce news reports, guides, descriptions, short stories, and other documents. Furthermore, writing is regarded as the most demanding and challenging talent among other language skills. However, in actuality, the aforementioned goals have not been met. This is evidenced by the students' poor writing abilities. Students also require writing abilities, which are the most difficult and challenging skills to develop among all language skills. Students' skills in writing descriptive texts remain low because they believe they lack writing practice, do not understand how to describe things such as places, etc., have limited materialization, and are less interested in writing skills because they lack motivation.

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

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

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

RESEARCH METHODS

In this study, the researchers tried to apply classroom action research to increasing the students' ability in write, especially in descriptive texts. Classroom action research is an achievement using the Visual Spatial Intelligence.

Data Analysis Technique

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

1. Qualitative data.

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

    a. Data reduction.

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

    b. Data Presentation.

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

c. Take a conclusion

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

2. Quantitative Analysis.

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

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

Note:

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

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

Table 1. Scale of Students' Score

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

Source : Nurpratiwi (2019)

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

RESULT AND DISCUSSION

In conducted the research, the researchers took two cycles where one cycle consisted of two meetings.

a. Cycle I

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

1. First Meeting

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

a. Planning

Before doing the action, the researchers prepared everything that was needed in teaching learning process such as: syllabus, lesson plan as the guideline of the researchers and the students', field notes, attendance list to check students attendance in teaching learning activities. These were planned for making the research conduted well.

b. Action

After planning, the researchers conducted the action in the classroom. First meeting in cycle I, was held on May 31st 2023. The teaching-learning process consisted of pre teaching,

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whilst-teaching, and post teaching. First of all, the researchers entered the class with The teacher-collaborator. Then, greeted the students, after that the researchers introduced her self for the students and foremost the researchers asked one of student to lead pray. Then, checked the students' present list, and gave motivations for students'. The researchers continued doing the whilst teaching-learning activities. The researchers's asked the students material they have learned previously and the students told their material previously, the researchers motivated the students to learn writing. Those were some activities that the researchers did in pre-teaching learning activities.

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

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

c. Observation

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

1. Weaknessess of the students' activities :
   a) Some of students did not listen the researchers introduction about their condition, and did not answer their present list
   b) The students' did not listen the motivation from the researchers, did not follow the researchers guidance, did not follow the researchers instruction.
   c) The students' unable to works into group
   d) The students' did not answer the researchers questions
   e) The students' did not listen the researchers conlusions

2. Weaknessess of the researcherss' activities :
   a) The researchers did not asks the students background knowledge about the new material.
   b) The researchers did not concludes the materials.
   c) The researchers did not ask one by one the students based on the students papers.

d. Reflection

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

researchers advice them to stopped their talking. Second, for the researchers weaknessess the improvements was in the next meeting gave motivations and guidance to the students', asks the students background knowledge about the material and after collect the students' paper the researchers shall ask one by one the students based on the students papers.

2. Second Meeting

a. Planning

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

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

b. Action

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

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

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

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

c. Observation

Furthemore, the researchers found some weaknesses in the second meeting which should be improved in the next meeting as follows:

a. Most of the students disturb their friend who does the test.
b. Some of students are not conducive.

c. There were some students' that did not submited their worksheet on time.
    d. Reflection
        In the second meeting of Cycle I, the researchers examined the students' in writing descriptive text through Visual Spatial Intelligence After checking the result of the students' evaluation, it can be explained in table bellow:

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

No	Value	Level	Frequency	Percentage
1	85 – 100	Very Good	4 students	**20%**
2	75 – 84	Good	4 students	**20%**
3	60 – 74	Enough	8 students	**40%**
4	40 – 59	Less	4 students	**20%**
5	0 – 39	Very Less	-	**-**
Total			**20 students**	**100 %**

From the table above explained the students' ability in writing descriptive text in Cycle I was failed. Some of the students did not pass of Minimum Competence Criterion (MCC) stated at school was 73 score. There were 4 (20%) students reached the "very good" level and there were only 4 (20%) students who reached the "good" category. Students who reached "enough" category were 8 (40%) as the indicator of success. The rest of them got score below the enough category, there were 4 (20%) students who reached the "less" category and 0 (0%) students reached the "very less" category. Then, the average of the students value was 65.

b. Cycle II
  1. First Meeting
        The First meeting was done on Monday, June 5th 2023. This meeting was started from pre-teaching-learning activities, then continued in whilst teaching-learning activities and the last in the post teaching-learning activities. The time allocation used was 2 x 45 minutes. The researchers conducted it with the steps as follows**.**
    a. Planning
        Before doing the action, the researchers prepared everything that was needed in teaching learning process such as: syllabus, lesson plan as the guideline of the researchers and the students', field notes, attendance list to check students attendance in teaching learning activities. These were planned for making the research conduted well.

    b. Action
        After planning, the researchers conducted the action in the classroom. First meeting in cycle I, was held on May 31st 2023. The teaching-learning process consisted of pre teaching, whilst-teaching, and post teaching. First of all, the researchers entered the class with The teacher-collaborator. Then, greeted the students, after that the researchers introduced her self for the students jund foremost the researchers asked one of student to lead pray. Then, checked the students' present list, and give motivations for them'.
        The researchers continued doing the whilst teaching-learning activities. The researchers's asked the students material they have learned previously and the students told

their material previously, the researchers motivated the students to learn vocabulary. Those were some activities that the researchers did in pre-teaching learning activities.

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

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

   c. Observation

In this meeting, the researchers found the weaknesses in implementation writing descriptive text in doing the activities, they were:

   a. Most of students forgot about last material and did not give their opinion about the material.
   b. Some of the students were still not able to convey their opinion

Besides the weaknesses found by the researchers, there were also some strengths in the implementation of teaching learning process, namely:

   a. Many students were able to understand the material
   b. Most of students were able to give their opinion regarding the material they were all studying
   c. Students were able to follow the learning that applied by the researchers

   d. Reflection

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

   a. The researchers review and remind about last materil to the student.
   b. The researchers encouraged and persuaded the students to be brave to convey their idea in turn.

2. Second Meeting

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

   a. Planning

Before doing the action, the researchers prepared everything that was needed in teaching learning process such as: syllabus, lesson plan as the guideline of the researchers and the students', field notes, attendance list to check students attendance in teaching learning activities. These were planned for making the research conduted well.

   b. Action

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

c. Observation

During the process of implementing learning at the second meeting, researcherss found advantages in the learning process, as follows:

1. Students were able to write descriptive text
2. Students were able to apply visual spatial intelligence strategy procedure
3. Students were able to convey their opinión
4. Students were able to follow all the instruction from the researchers

d. Reflection

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

Table 3. The Students' Abilty in Writing Descriptive Text Through Visual Spatial Intelligence at the Tenth Grade of SMK Negeri 2 Gunungsitoli In Cycle II

No	Value	Level	Frequency	Percentage
1	85 -100	Very Good	11 students	**55%**
2	75 – 84	Good	8 students	**40%**
3	60 – 74	Enough	1 students	**4%**
4	40 – 59	Less	0 students	**0%**
5	0 – 39	Very Less	0 student	**0%**
Total			**20 students**	**100 %**

Table above showed that from 26 students, there were 11 (55%) students reached the "very good" leveland there were only 8 (40%) students who reached the "good" category, there were 1 (4%) students reached the "enough" category as the indicator of success. The rest of them got score below the enough category, there is no students reached the "less" category and "very less" category. It was calculated that there was 88% students reached the indicator of success. Therefore, the researchers concluded that the indicator of success was achieved.

CONCLUSION

In Cycle I, the researchers expected the students got and learn writing, the students are able to categorize the English vocabulary, and the students can understand the meaning of English vocabulary. But after the researchers evaluated the students' score, the result of the

students' score was not satisfying. Most of students could not pass the Minimum Competence Criterion. In Cycle I, there no one students who got score among 0-39 classified as "Very less Criteria", 4 (20%) students got score among 40-59 classified as "Less Criteria", 8 (40%) students who got score among 60-74 classified as "Enough Criteria", there were 4 (20%) students only who got score among 75-84 classified as "Good Criteria" and there were 4 (20%) students who reached the "Very Good Criteria". In cycle I the average was 67, the highest mark was 85 and the lowest was 40. Furthermore the researchers continued the research to the Cycle II.

In Cycle II, the students' ability got improvements in writing ability through Visual-spatial intelligence. The students' are able to categorize the English vocabulary, the students are having adequate vocabulary and the students' can understand the meaning of the English vocabulary. There was no students categorized into very poor criteria, the students got score higher or same than Minimum Competence Criterion. In Cycle II In Cycle II there were 11 (55%) students who got score among 85-100 classified as "Very Good Criteria", 8 (40%) students got score among 75-84 classified as "Good Criteria", 1 (4%) students who got score among 60-74 classified as "Enough Criteria", no one students who reached the "Less Criteria" and no one students who reached the "Very Less Criteria". In Cycle II the average was 84, the highest mark was 96 and the lowest was 65. It implies that the students' ability in write descriptive text is increase in cycle II. Based on the previous result, it can be conclude that Visual spatial intelligence Strategy increase the students' writing ability at the tenth grade of SMK Negeri 2 Gunungsitoli in 2023/2024.

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