

CHAPTER I

INTRODUCTION

This chapter describes the current study's nature and theoretical foundation. It begins with the research problem's background, identification of the problem, the main problem, the limitation of the problem, research questions, the purpose of the research, the formulation and significance of the research, previous research, and the framework of thinking, theoretical foundation, and research methodology.

1.1 Background of the Research

Teacher's profession is a profession that is very different from other professions. Teachers play a strategic role, in particular in the formation of national character through the development of personalities and values. The teaching profession is not just a hobby. Apart from being responsible for implementing teaching programs in schools, teachers are also responsible for carrying out the educational process for their students. The teacher of English language who work with high school students are aware of the challenges involved in teaching students how to master various writing assignments and how to create compositions that are generally cohesive, correct, meaningful, and appropriate.

As we have already known, English is an international language that has been recognized by worldwide. Almost every country is required to learn English even containing as the subjects in school and colleges in Indonesia, one of them is in SMK Taman Karya Madya Teknik Cirebon. Unfortunately, in Indonesia English is still a language which difficult to be learned because of some reasons such as; the spelling of English words are difficult for them, they also lack of vocabulary in English, lack of motivation. Specifically, the most reason that make English so difficult for Indonesian students is grammar. It is issued caused students feel nervous when they learn English language.

Teachers have the responsibility, according to Law of the Republic of Indonesia No. 14 of 2005 "Teachers and Instructors" (2005), to develop the potential of their students to become healthy, wise, and capable of faith and devotion to the one God. Independent, creative, democratic, and accountable. It is one of the most strategic and important tasks that will determine the future and destiny of the country.

According to Harley (2004), teachers meet students personally and take responsibility for their development while they are at work. The individual is at the center of the teacher's responsibility. Think of an instructor as a production facility that converts raw materials into semi-finished products. The yield depends on the quality of the manufacturing tools and know-how. A learner-centered approach views the teacher as a facilitator, while the student is a constructive participant.

Pedagogical competence is distinguished by pedagogical and professional competence. On the other hand, education is related to personality ability and social ability. Teaching ability and professional ability have always been the main factors for improving the quality of teachers, but personality ability and social ability have been neglected. The most important aspects of the educational process are social and personality skills. These two abilities are necessary for teachers to develop the mind and character of students.

Now, Howard Gardner sums up interpersonal intelligence by linking abilities to multiple intelligences. Gardner (2004) defines multiple intelligences as verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic intelligence.

For verbal-linguistic, visual-spatial, bodily-kinesthetic, musical-rhythmic, and naturalist knowledge, pedagogical competence and professional competence are compatible. Interpersonal and intrapersonal skills are social and personality competencies that every teacher must have in order to teach in any subject.

Teachers are not expected to be fluent in verbal-linguistic, visual-spatial, bodily-kinesthetic, musical-rhythmic, or naturalist abilities. The teacher only needs to be an expert in one of them. All teachers, regardless of study field, must have interpersonal and intrapersonal intelligence. Because interpersonal intelligence is required for pedagogical competence, personality competence, and social competence, while intrapersonal intelligence is required for teacher personality competence, this is the case. As a result, interpersonal intelligence, particularly personality and social competence, is the most important quality a teacher must possess in order to maintain their professionalism.

The researchers want to discuss interpersonal intelligence, which is the ability to see and understand others' intentions, motivations, and desires. People who are people smart are aware of their surroundings, including gestures, voices, and facial expressions, and can respond appropriately when they speak. This intelligence also allows people to enter the worlds of others, understand their points of view and behavior, and lead a group in general. Individuals with this intelligence have strong social skills and enjoy connecting and communicating with others. People with this ability can also place themselves and read the situations of others. They are quick to adapt to new situations.

It has something to do with spoken activities that connect people with the person they are talking to, according to the theory of interpersonal intelligence. It all comes down to learning to recognize, respond to, and build relationships with others. Interpersonal intelligence is revealed by how a person communicates with others. In other words, as they speak, their interpersonal intelligence will influence their words and actions.

The goal of this research would be to find out how the teacher's interpersonal intelligence affects the students' writing ability. The researcher is curious whether a teacher's interpersonal intelligence influences their students' writing skills in class or after they leave. The researcher is interested in this because many instances in the teaching-

learning process do not effectively improve students' writing after class.

One of the most important productive skills for English learners to master is writing. According to Richard and Renandya, the most difficult skill for second and foreign language learners is writing (2002). Furthermore, they claim that writing entails both the generation and organization of mental thoughts, as well as their translation into a readable text. Their reasoning suggests that many students, particularly those learning a foreign language, struggle with writing. As a result, some effort is required to preserve or advance the students' writing abilities.

According to Freedman et al, developing second language skills in students has always been an interesting task (2014). The writing process demonstrates that students are truly taught how to write coherently in a second language, spell correctly, and use proper grammar. As a result, classroom strategies, according to Cohen (2014), refer to the sense of second language learning introduced to the complex shifts made by second language speakers. These techniques include cognitive learning techniques and metacognitive learning techniques.

In terms of content standards, students in the tenth grade must learn the following text types: descriptive, recount, and narrative. The researcher chose a descriptive paragraph as the subject of the study in this case. Hyland (In Rahmawati, 2013) defines descriptive text as "text that defines, classifies, or generalizes about a phenomenon in greater detail." The goal of descriptive text is to describe real or imagined events. As a result, if students can describe something using descriptive text grammar and structure, they will be able to order the sentences into an effective paragraph almost immediately. It is related to the teacher's interpersonal intelligence because when the teacher motivates and builds up the minds of the students, the students can organize the sentences into good sentences.

Airey (2016) asserts that an effective approach is required to encourage students to participate in writing exercises while also refining and expanding writing skills. Teachers should define the target areas, as

well as the skills that must be developed and the conditions that promote learning in those areas, in detail. According to Alharbi, the field of learning second language (L2) writing has been well-established for the last two decades (2017). According to Angelova and Zhao (2016), for effective teaching of writing to L2 learners, teachers should select a target area that can facilitate learning. Furthermore, after identifying the target skill areas, language teachers should focus on the topic that generates the most student participation.

Gardner (2004) defined interpersonal intelligence as the ability to communicate with others, which supports Gardner's claim that interpersonal intelligence is one of several intelligences related to interpersonal interaction. The ability to move, communicate with others, work as part of a team, and motivate others shows that intelligence is developing.

Based on the cases and explanations presented above, the researcher concluded that students' writing ability must be related to their teacher's interpersonal intelligence. That is what drew the researcher to conduct this study. The researcher was interested in the relationship between a teacher's interpersonal intelligence and the writing ability of his or her students.

Based on the background statement, the researcher is interested in conducting a study titled, **“Analyzing the Teacher’s Interpersonal Intelligence in Teaching English Writing at SMK Taman Karya Madya Teknik Cirebon”**.

1.2 Identification of the Issue

The identification of the issue is required to provide clarification on the problems that have been investigated. In this study, the following issues were identified:

- 1.2.1** The teacher is unfamiliar with how to estimate the students’ feelings.
- 1.2.2** The teacher is unfamiliar with the temperaments, moods, intentions and desires of others and respond appropriately.

- 1.2.3 The teacher is unfamiliar with the student's goal
- 1.2.4 The teacher is less to give the motivation to students
- 1.2.5 The teacher is unfamiliar with the situation of the student obstacles in writing English.

1.3 The Main Issue

Based on some of the issues identified above, the researcher focuses on a main issue of the teacher's teaching process during writing is taught to students and her interpersonal intelligence to deliver the material to students.

1.4 The Delimitation of the Issue

The issue is defined by the researcher analyzing how teachers use their interpersonal intelligence when teaching descriptive text writing to their students. This study focuses on students in the tenth grade at SMK Taman Karya Madya Teknik Cirebon.

1.5 Research Questions

According to explanation above, the research questions are formulated as follows:

- 1.5.1 What are teacher's characteristics of interpersonal intelligence in teaching English writing in the classroom?
- 1.5.2 How does teacher overcome students' obstacles in English writing by teachers' dimension of interpersonal intelligence?

1.6 Aim of the Research

The aims of this research based on the research questions are:

- 1.6.1 To identify teacher's characteristics of interpersonal intelligence in teaching English writing in the classroom.
- 1.6.2 To explore teacher overcomes students' obstacles in English writing by teachers' dimension of interpersonal intelligence.

1.7 Significances of the Research

As follows, the research is expected to make a significant theoretical and practical contribution :

1.7.1 Theoretical Significance

This study is expected to contribute significantly to the advancement of how teachers teach, particularly in terms of their social interactions with their students and how they develop their students' moods, motivations, and desires in the classroom.

1.7.2 Practical Significance

For the next researcher, more information about interpersonal intelligence was provided, which can aid in improving students' English ability, particularly their writing ability.

1.8 Previous Research

This research is the development of another research that conducted the similar issue the study "Implications of Multiple Intelligences Theory in ELT Field" by Dr. Salem Saleh Khalaf Ibnian (2013) discovered that multiple intelligences theory (including interpersonal intelligence) can play an important role in creating an appealing, encouraging, and motivating environment in ELT (English Language Teaching Class). ELT teachers and specialists must use Gardner's (1983, 1999) various types of intelligence to design activities that take into account students' attitudes, interests, and levels in order to keep them engaged and involved and motivate them to put more effort into learning.

In his study, "Analyzing the Lecturers' Interpersonal Intelligence to Students' Speaking Skill at the Second Semester Students of English Education Department in UIN Alauddin Makassar," Andi Zakinah Sa'ad (2017) concluded that lecturers were motivating and encouraging students and frequently stimulating them to speak, and that the lecturer's interpersonal intelligence has a beneficial effect on helping students improve their speaking skills.

Meanwhile, Fitri Oviyanti (2017) defines interpersonal intelligence as a person's ability to establish good social relations through indicators such as empathy, prosociality, self-awareness, effective problem-solving abilities, and effective communication skills in his research titled "Urgensi Kecerdasan Interpersonal Bagi Guru"- The Urgency of Interpersonal Intelligence for Teachers. This intelligence is required by the teacher in order to meet the needs for personality competence and social competence.

Saidi (2020) conducted another study titled "Interpersonal and Intrapersonal Intelligences: Are They Related to EFL Teachers' Self-Efficacy Beliefs?". Stated that teachers' intelligence profiles, which include interpersonal and intrapersonal intelligence, can help teachers understand other factors involved in the teaching and learning process. Furthermore, an effective classroom activity will be led by a teacher who is aware of their own abilities and the ability to establish good communication with students (Anderson, 2004).

Here, the researcher focused on analysing the teacher's interpersonal intelligence in teaching English writing at SMK Taman Karya Madya Teknik Cirebon. It means that to identify the teacher's characteristics of interpersonal intelligence in teaching English writing, and the ways to teacher overcome students' obstacle in writing descriptive text by teacher's dimension of interpersonal intelligence.

1.9 Framework of Thinking

Based on the research background and the questions of research, the framework of thinking of this research is:

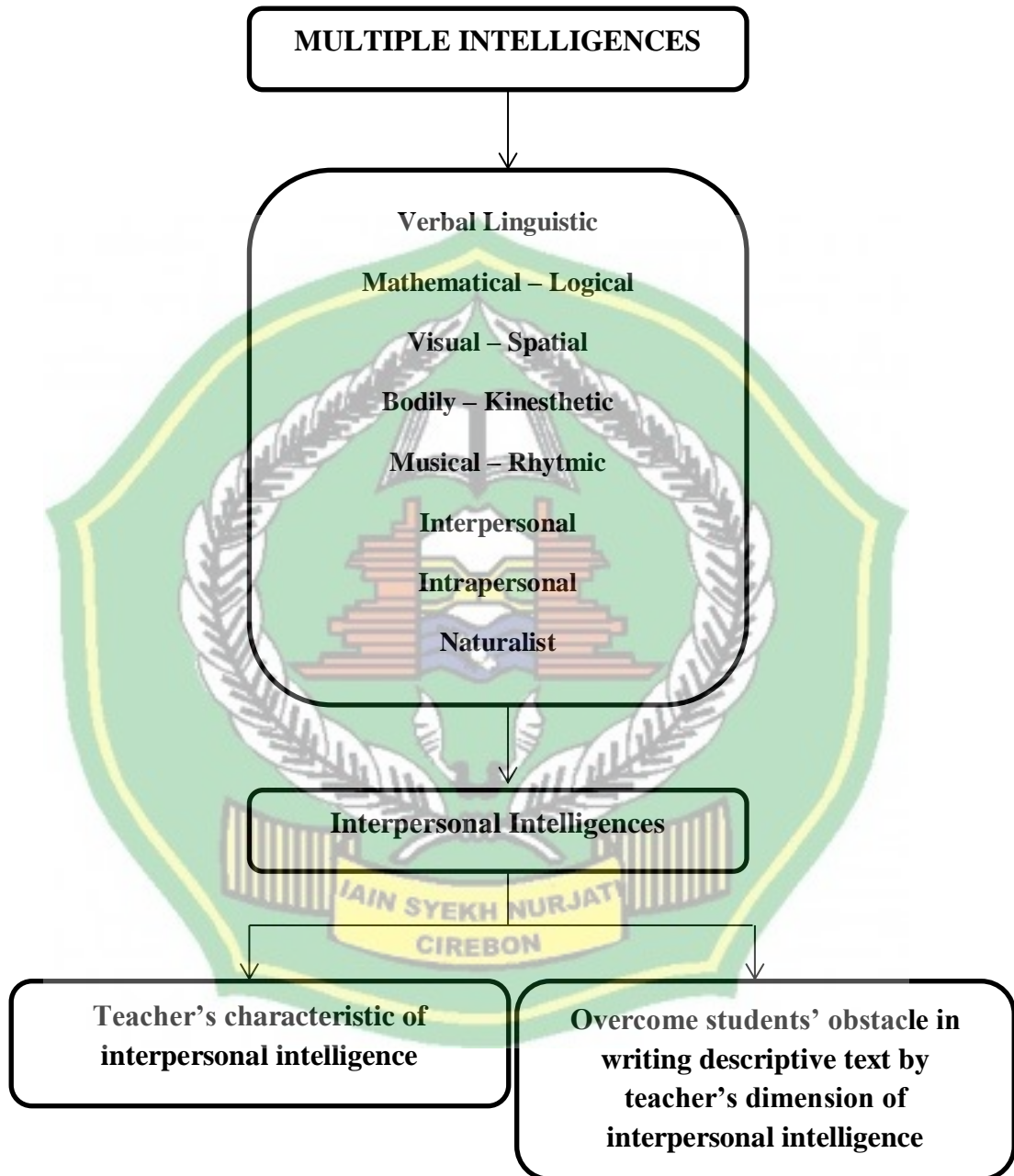


Figure 1.1 Framework of Thinking

1.10 Theoretical Foundation

1.10.1 Multiple Intelligence

Gardner's intelligence hypothesis was first laid out in his book *Frames of Mind* (1983). Gardner was pleasantly surprised by the interest in his theory shown by educators, which he expected from his peers. Gardner pushed readers in this book to redefine intelligence and reject conventional concepts that most people were familiar with. Gardner divides intelligence into seven categories: linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, and interpersonal intelligence. Linguistic intelligence is the understanding of word meanings, grammar rules, and spoken language sounds, rhythms, inflections, and tone (Gardner, 1983).

This intelligence appears to be distributed similarly among humans. Lawyers, political leaders, teachers, and authors are all professions that rely heavily on language skills. Babbling is the most common way for language to develop in early childhood, followed by formation and, finally, coherent phrases. A linguistic learner remembers names, dates, and locations well and enjoys reading, writing, and word games (Teele, 1996). This student also speaks fluently, has a large vocabulary, spells words correctly and effortlessly, and frequently learns to read faster by using a phonics approach.

A musically gifted person can read and write music (Teele, 1996). In children, this intelligence is frequently visible. A person with musical intelligence can listen to music and understand its structure. Gardner believes that an informed listener must be willing to broaden his understanding of musical material and its fate (1983). He should pay closer attention to the melodies, rhythms, harmonies, and tone colors. To follow the composer's train of thought, he must

first grasp the fundamentals of musical form.

Due to their increased sensitivity to environmental sounds, musical learners can benefit from listening to music while reading or studying. This student benefits from incorporating rhythm into the lesson through (a) hand clapping, (b) finger snapping, (c) word chanting, or (d) rhythmic movement.

A person's logical-mathematical intelligence can be seen in their interactions with objects, their ability to order and rearrange items, and their ability to calculate sums (Gardner,1983). The ability of logical-mathematical intelligences to recognize an object's function as well as similarities between objects is demonstrated by their ability to classify items with comparable properties. The vast majority of logical-mathematical learners work in industries that are heavily reliant on numbers. In order to solve complex problems and mental math challenges, this intelligence requires the ability to reason logically, calculate, and solve problems (Shearer, 2004). A logical and mathematical student is interested in patterns and relationships, enjoys testing things, enjoys problem solving, and can think clearly and logically (Teele, 1996). When information is presented in a systematic, logical, and organized manner, this student learns best.

When no physical stimuli are present, spatial intelligence refers to the ability to examine the visual world accurately and recreate aspects of one's visual experience (Gardner, 1983). It may be necessary for the spatial learner to create new forms or modify existing ones. Spatial learners enjoy changing their perspectives or viewing an object from various angles. Spatial learners enjoy the arts, and they enjoy reading maps, charts, and diagrams. They can easily complete jigsaw puzzles and reflect through visuals and photos (Teele, 1996). For this learner, pictures provide powerful visual cues that aid in word context disclosure and support learning

to read or spell.

A person who has bodily-kinesthetic intelligence can use their body in expressive or purposeful ways (Gardner, 1983). With this intelligence, one can operate items using both gross motor skills of the body and fine motor skills of the hands and fingers. People with a high level of bodily-kinesthetic intelligence excel at acting, dancing, sports, choreography, and directing plays and films (Shearer, 2004). When the environment allows the physically-kinesthetic learner to move around and act things out, such as through physical activities and hands-on learning projects, he or she learns through bodily feelings (Teele, 1996).

Finally, intrapersonal and interpersonal intelligence are classified as personal intelligences. In order to comprehend and direct behavior, one must be able to recognize and categorize emotions in interpersonal and intrapersonal contexts (Gardner, 1983). Intrapersonal intelligence can be used specifically to distinguish between pleasant and unpleasant emotions when deciding whether to engage in or leave a scenario. Using this intelligence, one can also recognize and apply symbols to complex sets of emotions. A strong aptitude for objective self-evaluation, goal planning, self-monitoring/correction, and emotional self-management is a trait of those with intrapersonal intelligences (Shearer, 2004). People with high intrapersonal intelligence work as pilots, police officers, writers, and teachers, among other occupations. Because they are aware of their own emotions, weaknesses, and strengths, the intrapersonal learner prefers to work alone (Teele, 1996). Furthermore, if controversial topics are brought up, this learner may express strong opinions. Interpersonal intelligence is the ability to detect and recognize other people's moods, temperaments, motivations, and intentions (Gardner). With this intelligence, one can detect hidden behaviors and take

appropriate action to direct a group of people who require guidance. People with strong interpersonal intelligence frequently work in the helping fields such as therapy, counseling, or shamanism as well as in politics, religion, parenting, and education (Teele, 1996). The interpersonal learner participates in a variety of social activities and performs at their best in cooperative or collaborative groups.

The researcher will concentrate on interpersonal intelligence, which is covered in more detail below, out of all those various intelligences listed before.

1.10.2 Interpersonal Intelligence

Stenberg and Slater (2002) defined intelligence as an intentional, adaptive activity or cognition. Each person's cognitive talents and intelligence are strongly related. Psychometry, also referred to as an IQ test, is a tool that can be used to assess this intelligence. The idea that IQ is a mental age that humans possess based on a comparison of chronological ages is another viewpoint. According to the idea of multiple intelligences published in 2003, there are eight different types of intelligence, including: 1) linguistic-verbal, 2) logical-mathematical, 3) spatial-visual, 4) rhythmic-musical, 5) kinaesthetic, 6) inter-personal, 7) intra-personal, and 8) naturalist.

Interpersonal intelligence, according to Lwin (2008), is the ability to communicate with those around us. This intelligence is defined as the ability to understand and predict the intentions, temperaments, moods, and desires of others in order to respond appropriately. We can use this intelligence to build connections, influence, leadership, and community relationships.

As quoted by Christina (2013), Gardner did not look human intelligence based on standardized test scores alone, but Gardner explains intelligence as follows:

- 1) Intelligence is the ability to solve problems that occur in human life.
- 2) Intelligence is the ability to produce new problems to be completed.
- 3) Intelligence is the ability to create something or offering services that will lead to appreciation in culture someone.

Types of Intelligence	Examples of Relevant Behaviour
Language intelligence : Effective language skills.	<ul style="list-style-type: none"> - Arguing persuasively. - Writing poetry. - Pay attention to subtle nuances in the meaning of the word.
Logic-Mathematical intelligence : The ability to reason logically, especially in the fields of mathematics and science.	<ul style="list-style-type: none"> - Solving math problems quickly. - Produce mathematical proof. - Formulate and test hypotheses regarding observed symptoms.
Spatial intelligence : The ability to pay attention to details on things that are seen, imagining and manipulating visual objects in a person's mind.	<ul style="list-style-type: none"> - Combine mental images. - Describes an object similarly. - Makes subtle differences between objects that are visually similar.
Music intelligence : The ability to create, understanding, and appreciate	<ul style="list-style-type: none"> - Combine mental images. - Describes an object similarly. - Makes subtle differences

music.	between objects that are visually similar.
Kinaesthetic intelligence : The ability to use gestures skilfully.	<ul style="list-style-type: none"> - Dance. - Playing basketball. - Playing mime.
Interpersonal intelligence : The ability to pay attention to subtle aspects of other people's behaviour.	<ul style="list-style-type: none"> - Read other people's moods. - Detect the intentions and desires of others. - Use knowledge about others to influence their thoughts and behavior.
Intrapersonal intelligence : Awareness of one's own feelings motives and desires.	<ul style="list-style-type: none"> - Distinguish similar emotions, such as sadness and regret. - Identify motives that direct their own behavior. - Use knowledge about our self to be able to relate effectively with others.
Naturalist intelligence : The ability to recognize natural patterns and differences between various life forms and natural objects.	<ul style="list-style-type: none"> - Identify members of certain plant or animal species. - Classifying natural forms (such as: rocks, mountain types). - Applying knowledge possessed about nature in activities such as farming, gardening or training animals.

Table 1.1 Types of Intelligence

Interpersonal intelligence differs from intellectual intelligence. People with high cognitive abilities frequently have poor interpersonal communication skills. According to Muhammad Yaumi (2012), interpersonal intelligence is the ability to read social signs and cues, verbal and nonverbal communication, and the ability to adjust communication style appropriately.

According to T. Safira (2005), interpersonal intelligence, also known as social intelligence, is defined as a person's ability and skills in creating, building, and maintaining social relationships, so that both parties benefit from win-win solutions or mutual profit. Thorndike, who calls it social intelligence, and Howard Gardner, who calls it interpersonal intelligence, are two psychologists who explicitly affirm the existence of this interpersonal intelligence. Either social or interpersonal words are only terms, but they both mean the same thing: the ability to create, build, and maintain mutually beneficial interpersonal relationships.

Interpersonal intelligence, according to Gardner (2004), is the ability to understand other people: what motivates them, how they work, and how to work with them. Interpersonal intelligence is concerned with the subtle aspects of other people's behaviors. This intelligence is intelligence with indicators that are enjoyable for others. The inner child's interpersonal intelligence demonstrates peaceful attitudes.

Interpersonal intelligence, according to Thomas Amstrong (2009), is the ability to perceive and differentiate between other people's moods, intentions, motivations, and feelings. This can include being aware of gestures, voices, and facial expressions; distinguishing between different interpersonal cues; and effectively responding to such cues in some practical way (e.g. to influence a group of people to follow a certain line of action).

As a result, interpersonal intelligence can be defined as the ability to perceive and distinguish others' moods, intentions, motivations, and desires, as well as the ability to respond appropriately to others' moods, temperaments, motivations, and desires. By having interpersonal intelligence, people can feel what the others feel, capture the intentions and motivations of other people to act something, and be able to give the right response, so that other people become comfortable.

Gardner (2004), Interpersonal intelligence is built among on the core ability to recognize differences; in particular, a big difference in mood, temperament, motivation, and will. In a more advanced form, this intelligence allows adults to have the ability to read will and the wishes of others, even when the desire is hidden.

In addition to cooperation, Muhammad Yaumi (2012) defined interpersonal intelligence as the ability to digest and respond appropriately to others' moods, intentions, motivations, feelings, and wishes. Sensitivity and ability are two other components that aim to capture differences in purpose, motivation, mood, feelings, and other people's ideas. They have interpersonal intelligence, which includes empathy for others and sensitivity to facial expressions, sounds, and gestures.

In other words, interpersonal intelligence entails a variety of skills, including the ability to empathize with others, organize a group of people toward a common goal, understand and read other people's thoughts, and interact socially.

1.10.3 Characteristics of Interpersonal Intelligence

Interpersonal intelligence is associated with the concept of interacting with other people. The interaction includes not only relationship aspects such as discussing and sharing joys and sorrows, but also comprehension of thoughts, feelings, and abilities

to provide empathy and response. People with dominant interpersonal intelligence typically belong to extroverted groups and are highly sensitive to the moods and feelings of others. They have the ability to work well in groups. As a result, they are very adaptable when working in a group because they can easily understand the personalities of others.

According to Muhammad Yaumi (2012), in general interpersonal intelligence can be observed with joy manifest in one's behavior. People who have intelligence strong interpersonal tend to be able to adapt and together with other people. In addition, the person can lead well when appointed as a leader. Also, being able to understand the views of others when they want to negotiate, persuade, and get information. People who have very strong interpersonal intelligence love to interact with other people and have lots of friends.

Specifically the characteristics of people who have interpersonal intelligence that is:

- 1) Study very well when in a constructive situation interaction between one and other,
- 2) More contact with other people, more happy,
- 3) Very productive and growing rapidly when learning cooperative and collaborative,
- 4) When using social networking interactions, it's very fun to do by chat or teleconference,
- 5) Feel happy to participate in socio-religious organizations and politics,
- 6) Very happy to attend talk shows on TV and radio,
- 7) When playing or exercising, it is very good at playing in teams rather than playing alone,
- 8) Always feeling bored and not excited when working alone,
- 9) Always involve yourself in clubs and various activities

extracurricular,

10) Very caring and attentive to issues and social issues.

Anderson describes the following characteristics of someone with high interpersonal intelligence in T. Safaria (2005):

- 1) Be able to effectively develop and create new social relationships.
- 2) Be able to empathize with or understand other people in general.
- 3) Be able to effectively maintain social relationships so that they are not destroyed by time and continue to grow intimate / deep / meaningful.
- 4) Be aware of verbal or nonverbal communication raised by others, or, in other words, be sensitive to changing social and its demands.
- 5) Be able to solve problems in social relationships using a win-win solution approach, and most importantly, prevent problems from arising in social relations.
- 6) Having effective communication skills, which include effective listening, effective speaking, and effective writing. This includes being able to maintain a physical appearance that is appropriate for the demands of the social environment.

According to Tadzkirotun & Musfiroh (2008), individuals who are intelligent within interpersonal has some or most indicators of intelligence, namely:

- 1) People often come to be asked for advice, both in the environment workplace or in the neighbourhood;
- 2) Prefer activities that require teamwork. In exercise prefer group sports, such as badminton, volleyball, soccer ball, rather than individual activities, such as swimming;
- 3) Tend to ask for help or talk to other people when face problems rather than trying to solve problems alone;
- 4) Have many friends, at least three people;

- 5) Prefer playing together like monopoly, snake ladder, rather than entertainment that is individual, such as video game or solitaire (playing alone);
- 6) Likes the challenge of teaching someone else or a group of people about things that are mastered;
- 7) Think of yourself as a leader or considered a leader by other people;
- 8) Enjoy or enjoy being in a crowd;
- 9) Glad to be involved in social activities related to work, place of worship, or neighbourhood;
- 10) Prefer filling night time with parties or discussions rather than living alone at home.

If observed, it appears that there are similarities between opinions and the special characteristics of interpersonal intelligence above, namely:

- 1) People who have high interpersonal intelligence have good social relations with people in around.
- 2) People with high interpersonal intelligence show tendency to really like to interact socially
- 3) People with high interpersonal intelligence have abilities to work in a team well.

Understanding of the character of others is the main characteristic of interpersonal intelligence is an important factor for effective communication. For building effective communication requires an in-depth understanding of views and ideas of each. Communicating with other people means trying to understand and hear his opinion about a subject, put yourself in the perspective of that person, so that you can understand the reasoning behind that view.

1.10.4 Dimensions of Interpersonal Intelligence

According to T. Safaria (2005), interpersonal intelligence has three main dimensions that work together to form a unified whole. The following are three aspects of interpersonal intelligence:

a. Social Sensitivity

The ability to detect and observe changes in others, both verbally and non-verbally. Children with high sensitivity will recognize and understand others' reactions, whether positive or negative. The following are some social sensitivity indicators :

1) Empathy attitude

Empathy is our understanding of other people based on point of view, perspective, needs, people's experiences that is. Therefore, empathy is needed in the process socialize in order to create a mutually beneficial relationship and meaningful.

2) Responding attitude

Responding is a moral act that must be done culturally, like sharing, helping someone in need, working with other people and express sympathy.

b. Social Insight

A person's ability to understand and solve problems effectively in one social interaction, so that these problems do not inhibit or destroy previously established social relationships. It also has the ability to understand social and ethical situations, allowing children to adapt to the situation.

The basic foundation of this social insight is the development of self-awareness child well. This developing self-awareness will make children able to understand his condition both internal and external like being aware of emotions that are

appear, or realizing the appearance of the way he/she dressed himself, the way he/she spoke and the tone of his voice.

The indicators of social insight are:

1) Self-awareness.

Self-awareness is able to realize and appreciate totality its existence in the world, such as realizing its desires, ideals, his hopes, and future goals. This self-awareness very important for children to have because self-awareness has a function monitoring and control functions within ourselves.

2) Understanding of social situations and social ethics.

In acting, it must be considered about the situation and social ethics. This understanding regulates which behavior should be done and which behavior is prohibited to do. These rules cover a lot of things like how ethics in visiting, making friends, eating, playing, borrow, ask for help and many other things.

3) Problem solving skills.

In the face of interpersonal conflict, skills are needed to solve any problem. The higher ability to solve any problem a child have, the more positive results that will be obtained from the settlement interpersonal conflict.

c. Social Communication

Anderson (2005) defines mastery of social communication skills as an individual's ability to use the communication process to relate to and build warm interpersonal relationships. Someone requires the suggestion while creating, building, and maintaining social relationships. Of course, the means used are communication, which includes both verbal and nonverbal communication, as well as communication through physical

appearance. Communication skills that must be mastered include effective listening, effective speaking, public speaking, and effective writing.

1) Effective communication

Communication is the most important means in human life. Communication must be owned by someone who wants success in his life. There are four basic communication skills that need to be trained, namely providing feedback, expressing feelings, supporting and responding to others and accepting yourself and others.

2) Effective listening.

Listening is a communication skill. Listening requires focus and empathy, so that people feel understood and valued. Based on the above explanations, researchers can conclude that interpersonal intelligence is a person's ability or skill in creating, building, and maintaining social relationships in such a way that both parties benefit.

1.10.5 Teaching Writing

Writing is one of the language skills that students learn. Furthermore, students' communicative competence in English is influenced by their writing ability. According to BSNP (2006), communicative competences include the ability to comprehend oral and written texts as well as produce oral and written texts. These abilities manifest themselves in four language skills: listening, speaking, reading, and writing.

There are some objectives and indicators to consider when teaching writing skills. The goal on a functional level is for students to improve their linguistic competence (using grammar and vocabularies). Writing is a difficult process because it necessitates cognitive abilities to recognize specific segments of language in

order to produce qualified writing. The writing process is generally divided into two stages: idea exploration and text processing. Writing in the language becomes a complicated activity, according to Rivers (1981), because it involves meaningful segments of language: words, sentences, grammar, and how to transfer those segments into written forms.

To achieve the goals of teaching writing skills, some approaches can be used. According to Harmer, there are two approaches to teaching writing (2001). They are more concerned with the outcome of the writing process than with the process itself. Focusing on the writing process, he claims, leads to those who advocate a process-oriented approach to writing. Teachers, on the other hand, must be familiar with the various stages of the writing process.

Writing approaches, including a process approach, are used to help students understand the materials and express their ideas grammatically and orderly in English in order to achieve the objectives of study in writing skill. Nunan (1989) continues by stating that a process approach to writing examines or focuses on the act of composition from a different perspective. He also claims that the process approach is concerned with the writing and revising steps. In other words, the writing process is as important as the product in this process approach. As a result, through regular writing practices that include effective activities and better input to help students improve their writing skills, the process approach can be developed.

The writing process is divided into several stages. Students engage in a specific activity to construct their writing at each stage. The writing process, according to Richard and Renandya (2002), includes planning, drafting, revising, and editing. During the planning stage, students are encouraged to write.

Teaching, according to Brown (2007), is "showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know to understand." Teaching can be defined as more than just passing on knowledge from the teacher to the students; it can also include guiding and assisting students in their learning. One of the most important language skills to teach is writing. Because, as stated by Harmer (2007), most educational examinations, whether testing foreign language abilities or other skills, frequently rely on students' writing proficiency to measure their knowledge. Teachers must therefore devote more time to writing instruction. Teachers should take on the following roles when teaching English, particularly writing :

1) Motivator

The teacher should be the motivator for students when teaching writing by creating an environment conducive to idea generation, convincing students of the utility of the activity, and encouraging students to exert the greatest amount of effort possible for maximum benefit. If you act as a motivator for your students, they will be more motivated to learn to write.

2) Resource

The teacher should be a resource for the students. That is, the teacher should be ready to provide information and language as needed. Teachers must inform students of their availability and be ready to review students' work as it progresses, offering constructive and tactful advice and suggestions.

3) Feedback Provider

As a provider of feedback, the teacher should respond to what the students have written. As a response, the teacher can correct the students' work. These corrections include, among

other things, grammar, punctuation, and content.

1.10.6 Descriptive Text

1.10.6.1 Definition of Descriptive Text

A descriptive text is one in which the characteristics of someone, something, an animal, or a specific location are described. According to Fitriyanti, Wardiman defined descriptive text as "text that describes a specific thing, person, or thing" (2014).

Descriptive text is a type of text that serves as a source of information. This type of text is used to describe something specific, such as an animal, a person, or a group of people. M Mursyid PW and Linda Gerot, 2005 Descriptive text, as previously defined, is text that describes a person, place, animal, or thing.

1.10.6.2 Generic Structure of Descriptive Text

According to Pardiono (2007), the generic structures of descriptive text are as follows:

- Identification: the phenomenon of identification to be described.
- Description: a description of parts or things (physical appearance), qualities (degree of beauty, excellence, or worth of value), and characteristics (prominent aspects that are unique).

1.10.6.3 Language Features of Descriptive Text

According to Wardiman (2008), the following are the main language features of descriptive text:

a. Specific Participant

Descriptive text is unique in that it describes a specific

- object.
- b. Adjectives are used.
Beautiful, sharp, strong, small, big, handsome, famous, and so on.
 - c. Use of the Simple Present Tense.

1.10.6.4 The Evaluation of Descriptive Text

A subjective test is used to evaluate descriptive writing. The paragraph will be used as the basis for the subjective test. Students must choose one of the topics provided and write a descriptive text using the generic structure. They also employ descriptive text language elements like the simple present tense and adjectives. Writing can be assessed in a number of ways. 2001 (Nurgiantoro). Those are:

- i. Content (The agreement with the title chosen)

When the title accurately represents the content of a piece of writing, it is considered good. A text's content should be relevant to or equivalent to the title, and it should fully describe it. According to Brown (2004), the writing section assesses English writing ability, which includes the ability to organize, develop, and support ideas with examples or evidence, as well as generate and write a response to one assigned topic in standard written English.

- ii. Organization (Paragraph unity, coherence, and cohesion)

It is concerned with how students organize their thoughts. The degree to which each paragraph is well-organized. A good text, on the other hand, is composed of well-organized paragraphs linked together by connecting words.

iii. Vocabulary (The precision of using vocabulary)

Vocabulary is essential for successful second language study, according to Rivers, as cited in Nunan (1992). When writing, a writer should use appropriate vocabulary to express what they want to write.

iv. Grammar

A thorough understanding of tenses and structure is required for paragraph construction. While a long sentence is not required, the grammar is incorrect. Students find it difficult to organize a good paragraph if they do not understand the tenses and structure.

v. Mechanic (Spelling and punctuation)

A paragraph is a collection of sentences that must be spelled and punctuated correctly. Whether or not the students comprehend the importance of writing and make only a few spelling mistakes.

All of the aforementioned factors will be used to evaluate students' descriptive text writing results, including content, organization, vocabulary, grammar, and mechanics.

Descriptive text, according to Mukarto (2007), is used to describe a specific person, place, or thing. The generic structures of descriptive text are as follows :

- 1) Introduction of the thing, place, or person to be described.
- 2) Description: a description of the parts, qualities, and characteristics of the thing, person, or location under consideration.

The relational verbs "to be" and "has/have" are used in descriptive text. Examples:

- *Samuel Rizal is a well-known actor.*
- *He has extremely short hair.*

These are simple present tense sentences..

a. Nouns

They can be discovered in

- 1) The description topic is a classroom, and
- 2) The classroom's components: doors, windows, tables, pictures, chairs, and walls.

b. Adjectives

They are used to describe the topic's and parts' characteristics. They can be defined by their size (large), color (brown), or quality (clean). As an example:

The classroom is described by the adjectives large and clean.

The doors and windows are described by the adjective brown.

Vocabulary for describing someone, such as:

- 1) *Tall, short, big, thin, fat, slim*
- 2) *Hair, face, nose, cheeks, mouth, lips*
- 3) *Curly, straight, long, short, wavy, black, grey*
- 4) *Oval, round, pointed, flat*

c. Language focus

- Verb be; is, am, are
- Verb have; have, has
- Verb do; do, does
- Simple present tense

d. Noun phrases

There are combination of adjectives and nouns. (e.g.: big and clean classroom, two brown doors).

1.10.7 Writing Descriptive Text

A descriptive text writing lesson is being observed by the researcher. Before discussing descriptive text, the researcher wanted to define descriptive or description. Crosby (1986) defines description as "the use of language to convey what you have sensed, seen, heard, smelled, felt, or tested." This means that a description is a reason for something we've seen, felt, smelled, or tested. As shown below, Hammond et al. (1992) explain descriptive text :

Social Function	Schematic Structure	Significant Grammatical Pattern
To describe a particular person, place, or things.	Identification : identifies the person, place or things to be described. Description : describe parts, qualities, characteristics.	Concentrate on specific rather than general participants. Verbs of being and having, simple present tense. The use of descriptive adjectives to construct a long nominal group.

Table 1.2 Descriptive Text

1.10.8 Student Obstacles in Writing Skill

People write for a variety of reasons, including personal enjoyment. Aside from personal enjoyment, some students' internal and external writing problems, according to some experts, are as follows :

1. The Internal Problems in Writing

a. Grammatical Problems

According to Melese (2007), students struggle with subject verb agreements, pronoun references, and connectors.

b. Problem of Word Choice.

Students struggle with using the right words in the right places when writing in a second language. The desire to impress the reader leads to a diction issue.

c. Cognitive Problems

- Punctuation Problems

It is problematic, according to Byrne (1988), because punctuation has never been as standard as spelling.

- Capitalization Problems

Capital letters can be used to start sentences, important words, topics, and headings. The difficulties stem from the inability to distinguish between proper and common nouns (Gowere et al., 1995).

- Spelling Problem

Due to the influence of other languages, variant pronunciations, and other historical factors, the English spelling system has become complex for students (Gowere et al., 1995).

- Content Problem

Learners of English as a second or foreign language face additional challenges in exploring ideas and thoughts in order to communicate with others.

- Problem Organization

Learners struggle with paragraph structure, topic development within paragraphs, structuring the entire discourse and a theme within a discourse, distinguishing between a topic and supporting ideas or generalizations, and specific details.

2. The External Problems in Writing

a. Inadequate Understanding of Writing Stages

Byrne categorizes writing complexities as psychological, linguistic, and cognitive issues (1988). That is, writing is a skill that must be honed over time through consistent effort and practice.

b. Lack Motivation of Students

When students' concerns and interests are recognized, they are given numerous opportunities to write, and they are encouraged to participate, writing tasks can be developed quickly. It means that students will be encouraged to write if writing tasks engage and motivate them.

c. Insufficient Time

Students require time to gather ideas, organize them, write drafts, proofread, and rewrite. According to Quantum and Chakraverty (2000), writing, which is an important part of language learning, is essentially a reflective activity that requires adequate time to consider specific topics.

d. Inadequate Practice

"Writing is essentially a creative process," writes Davies (1998), and "good writers must learn to communicate their ideas clearly to an unseen audience." Furthermore, for meaningful learning to take place, learners must accept responsibility for their own learning. To become a good writer, a student must also write a lot.

e. Teacher Reactions

According to Byrne (1988), teachers must consider what students have accomplished rather than what they have failed to accomplish if they are to be true readers rather than judges. This may assist student writers in appreciating and incorporating feedback into their revisions.

1.11 The Methodology of Research

1.11.1 Research Method

This study was qualitative in nature. According to Arikunto (2013), the collected data is classified based on the types, characteristics, or condition. According to Sugiyono (2012), qualitative research is descriptive research because the data collected is in the form of words or pictures rather than numbers.

Qualitative research, according to Mc Millan and Scumacher (2001), investigates the richness, depth, and complexity of phenomena. Furthermore, qualitative research, according to Dornyei (2007), aims to provide descriptions of natural social phenomena. The study includes both library and field research. Primary data is gathered directly from field research participants, whereas secondary data is gathered from libraries. As a result, the researcher will go to the location and make observations.

The researcher conducted descriptive qualitative research to gain a thorough understanding of the situation in the field. Qualitative research, in addition to data collection, can reveal new ideas and criticisms of the process, resulting in enrichment and improvement of the learning process. The purpose of this study was to investigate the relationship between the teacher's interpersonal intelligence and the students' writing ability.

1.11.2 Source and Type of Data

This study relied on both primary and secondary data sources. Primary data, according to Kothari (1985), is information that is collected for the first time. The primary sources of this research are English teacher and students in X TKR 1 at SMK Taman Karya Madya Teknik Cirebon. The English Teacher chosen is the recommendation of the curriculum whom she has the ability to warm students with her attitude. In addition, the five representative

students also is the recommendation of the teacher based on their attitude and behavior in the classroom.

Secondary data based on the published data or it based on the original data Church (2001) the researcher uses some books, journal, and thesis as secondary data.

1.11.3 Instruments of the Research

The researcher is the primary instrument in this study. The primary data collection tool is the researcher, who has knowledge and references pertaining to the research (Census Berau, 2018).

1.11.4 Techniques of Data Collection

Methodologically, this research design employs qualitative research because the researcher will only describe the data that will be analyzed, as stated above. According to Creswell (2014), there are numerous methods for gathering data, including observation, interviews, documents, and audio and visual materials. As a result, the researcher will conduct this research using three instruments: observation, interview, and documentation. These will be suitable for this research design. As a result, the technique used to collect data for this research conducted by :

1) Observation

The monitoring of a systemic phenomenon under investigation is known as observation. According to Creswell (2012), observation is both the process of gathering data and the process of learning in a specific school setting. Using an observation checklist, the researcher examined the teacher's interpersonal intelligence during the teaching process. The researcher's observation of the situation in the classroom while teaching writing is referred to as a "observation checklist". This observation's

data could also be used to validate other data.

2) Interview

An interview is conducted to collect data from respondents in order to obtain relevant information from the teacher and students during the learning process. Taking notes on the teacher's and students' background experiences by asking questions and soliciting responses. According to Alwasilah (2012), when collecting data, the interview can be used to collect information that was missed during observation. The researcher wants to know if the teacher has any difficulties overcoming students' obstacles in writing, as well as how the teacher overcomes students' obstacles in writing descriptive text using the teacher's interpersonal intelligence dimension.

1.11.5 Technique of Data Analysis

The data was analyzed using qualitative analysis by the researcher. According to Ellie (2002), qualitative analysis is the process of reviewing, synthesizing, and interpreting data in order to describe and explain the phenomena or social worlds under investigation. According to Arikunto (2013), the data source of qualitative research is spoken or written words observed by the researcher, as well as the things observed by the observer in order for the researcher to deduce the implicit meaning from the files or things. As a result, the researcher used the words to describe the findings of the study.

The Miles and Huberman Model was used by the researcher to analyze data. Data analysis entails three steps: data reduction, data display, and conclusion drawing/verification.

The researcher analyzed the data using the descriptive method. To describe the teacher's strategies in teaching English

vocabulary, Miles and Huberman (1994) (cited in Moleong, 2007)
The positivism paradigm is the foundation of data analysis. The following is an explanation of how data is analyzed :

a. Data Reduction

Data reduction is accomplished by summarizing field notes and separating main points related to research problems, and it is then organized systematically to describe and facilitate data searching if it is ever required again. The research findings are not all statistically significant. It means that relevant information must be considered while irrelevant information must be ignored. The researcher selected, focused, and abstracted the data in the field note during the data reduction process. During research activities, data is reduced. In this case, the researcher reduced information during research activities if the data was unimportant or did not support the required data.

b. Data Display

The entire description of the result, which can take the form of a matrix or coding, is displayed using data display. Following the completion of the study, the researcher can draw conclusions and verify that the data is meaningful by describing the data in descriptive or narration form. This technique is used as the second component in data analysis to arrange the information, description, or narration in order to draw a conclusion. The researcher considered what the researcher should do by presenting data. Based on her understanding, the researcher can analyze the other action.

c. Conclusion and Verification

To ensure the significance of the results, verification is carried out concurrently with the research using member check, triangulation, and audit trail. Conclusions are drawn continuously throughout the course of this study. The researcher gathers information and formulates her interpretation as she goes. The researcher wishes to record not only what she observes on a daily basis, but also her interpretation of those observations.

1.11.6 Research Timeline

This research will need some months to investigate the research proposal until thesis revision. This research starts from 2020.

Table of research timeline

No	Activity	Des 19				Jan 20				Feb 20		Jun 20		Sep 21				Dec 21			
		1	2	3	4	1	2	3	4	1	2	1	2	1	2	3	4	1	2	3	4
1.	Writing Research Proposal and Consultation	√	√																		
2.	Proposal Seminar and Research Instrument			√	√																
3.	Conducting Research Sample, Validity and Reliability of Data						√	√													
4.	Collecting of Data									√	√										
5.	Data Analysis											√	√								

6.	Finishing Thesis Writing																			√	√	√	√						
7.	Thesis Examination																								√	√			
8.	Thesis Revision																											√	√

Table 1.3 Research Timeline

