THE EFFECT OF USING GENIUS LEARNING STRATEGY ON STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXTS

Pengaruh Dari Penggunaan Metode Genius Learning Pada Kemampuan Siswa Menulis Descriptif Teks

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Abstract: The objectives of this research find out whether there is a significant effect of using genius learning strategy on student’s ability in writing descriptive texts. This research belongs to descriptive quantitative design to the eighth grade students of SMP Swasta Pelita Medan. The data was obtained using pre-test and post-test. Pre-test was given to both groups before treatment and post-test was given after treatment. The writer uses Genius Learning strategy as method to support students produce a descriptive text. The result of the study are; the value of the $t_{obs}$ was 9.741 the degree of freedom (df) is 28 at the level significance 0.05 is 1.701. It means the value of $t_{obs}$ is higher than $t_{table}$, the Alternative Hypotheses ($H_a$) is accepted and the Null hypotheses ($H_0$) is rejected. The researcher concluded that The Genius learning strategy significantly affects the ability of writing descriptive text to the eighth grade at SMP Swasta Pelita Medan. The writer suggests for the students of English Education Department should use the genius learning strategy as it has already been proven effective to improve student’s ability on writing.

Keywords: Writing, Descriptive Texts


Kata kunci: Penulisan, Teks Deskriptif

1. INTRODUCTION

The Study Background

In our life one form of effective communication is written communication. Writing is a form of indirect communication that can be a medium to express feelings and ideas easily.
By writing, someone can explain their thoughts and ideas to others. In the process of learning English, writing activities are activities that are very often done by students. This is because writing is a manifestation of the language skills that are most recently controlled by students after listening, speaking and reading skills. But this writing activity is considered by students because they think that writing activities are very difficult to do compared to other language skills. Writing is a form of indirect communication using written media. Writing skills taught to eighth grade students are descriptive text writing skills.

Writing skills need to be cultivated in the eighth grade students of SMP to be able to practice communication and language effectively. Based on the writer's experience when observing and teaching at SMP Swasta Pelita in class VIII SMP, information about learning outcomes in writing descriptive text is obtained as follows:

Table 1. List of Student Grades in Writing Description Text

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AA.P</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>A S P</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>D A</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>D P</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>F G</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>J N</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>K A</td>
<td>58</td>
</tr>
<tr>
<td>8</td>
<td>M. A NST</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>M. F</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>M. H</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>M. HL</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>M R Purba</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>N</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>P D S</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>R N</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>R Z</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>R I F</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>S M R</td>
<td>70</td>
</tr>
</tbody>
</table>
Unsatisfactory learning results obtained by students, can occur because learning is still centered on the teacher. So far, the learning done by teachers tends to be monotonous and boring for students. The lecture strategy is the one most often used by the teacher. In fact, there are many weaknesses in this lecture learning strategy.

The teacher needs to find a learning strategy that is fun and can make students become active in learning. One learning strategy that can be chosen by the teacher to improve the ability to write descriptive text is the genius learning strategy. Genius learning strategy helps students to be able to learn appreciatively.

What is offered by the Genius Learning is a system very organized of a very efficient for the students, the teacher, the learning process and the environment learning. In the Genius Learning we create students as the center of the learning process, as the subject of education no like the way it is always been the students placed in a position exact as objects educations. The approach used in genius learning helps students to understand their strengths suitable their own learning style. Student will understand the correct learning process.

Based on the explanation above, the writer is interested in conducting a study entitled "The Effect of Using Genius Learning Strategy on Student's Ability in Descriptive Texts."

The Problem of the Study

Based on the issues on the background of study above, the problem of the study can be formulated as follows: “Is there any effect of using genius learning strategy on students’ ability in writing descriptive texts?”

The Objectives of the Study
To find out the effect of using Genius Learning Strategy on student’s ability in writing descriptive text.

The Scope and Limitation

The researcher limit this research, because the writer only focuses on writing skills in descriptive text. The writer uses Genius Learning strategy as method to support students produce a descriptive text.

The Significance of the Study

a. Theoretically

The result of this study will present useful information to support the theories dealing with the use of Genius Learning Strategy on teaching writing.

b. Practically

1. The teachers, to help them in created the teaching process especially in teaching writing.

2. The students, to help them to be aware about their potential and choosing certain strategy on their learning to increase their ability.

3. The other researchers, to give more information in the same field as a basic knowledge for their research.

Genius Learning Strategy in application and the results are expected to be help students understand strength and the potential advantages they have which could be developed. In application Student Genius Learning strategies positioned as the center of the learning processor education subject, unlike the ones so far where students are positioned as educational object. With the implementation of the strategy Genius Learning in the process learning, students are expected not only to hear Physics concepts only, but also can understand, see, practice and directly demonstrate how the process of the concepts happened real in learning. The application Genius Learning Strategy with the effective and efficient in step by step which teachers can do:

1. Conditions are Conducive

   The teacher tries to make conditions are conducive, feel safe, love and appreciate at the beginning of the meeting before starting the learning process.

2. Connect
The teacher tries to give positive affirmations about material to be studied, so help students connect what is known by students with teaching materials as well what might be used by students themselves from information known with teacher's direction.

3. The Big Description
The teacher gives a basic summary about the material to be studied as a memory booster student memory.

4. Aim
The teacher conveys the purpose would be achieved from the final process.

5. Entry the information
The teacher involves several styles teaching so the process delivery of information has unique and interesting by step writing descriptive texts simple but easy understood by students

6. Activation
The teacher gives action positive to students for know the level students' understanding of writing descriptive text.

7. Demonstration
The teacher gives a test on it was about knowledge, understanding and the right time to give feedback from that information obtained by students.

8. Repeat and Conclude
The teacher does conclude and repetition at each process with that atmosphere pleasant and comfortable and give final conclusions.

Advantage and Disadvantage of Genius Learning Strategy

The advantages of the Genius Learning type of learning model are as follows:
1. Getting the right frame of mind (relaxed, confident and ready to learn)
2. Obtaining information in the most appropriate ways.
3. Investigate the meaning, implications and meaning of the problem.
4. Able to trigger memory when you need it.

The Disadvantage is:
1. Students have not been able to connect between material
2. Students are not used to demonstrating their work in front of the class
3. Requires a relatively long time to get used to students
2. RESEARCH METHODOLOGY

Location of The Research

This research was conducted at SMP Swasta Pelita Medan. This school was located at Suasa Selatan Psr III Mabar Hilir. The Researcher did preliminary observation at the eighth grade students at Suasa Selatan Psr III Mabar Hilir when the researcher was doing Interprenership Program (PPL).

Research Design

The research was conducted in experimental design. There are two groups of students, namely the control and experimental groups. Experimental group was taught by using Genius Learning strategy and control group was taught by using conventional way. This research is intended to investigate the effect of using Genius Learning Strategy on Students’ ability in descriptive texts of the eighth grade at SMP Swasta Pelita Medan.

Population and Sample

The population of this research are taken from eight grade students of academic years 2019-2020 of SMP Swasta Pelita Medan, which consists of three classes, they are VIII-1 consists of 30 students, VIII-2 consists of 30 students and VIII-3 consists of 31 students, so total of the population are 91 students.

The researcher use random sampling. The experimental group was taught by genius learning strategies.

<table>
<thead>
<tr>
<th>No</th>
<th>Control Class</th>
<th>Eksperimen Class</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII-1 = 30</td>
<td>VIII-2 = 30</td>
<td>60</td>
</tr>
</tbody>
</table>

Treatment

In this research, the researcher gives different treatments. The control group was taught in conventional way and the experimental group was taught using Genius Learning Strategy.

Research instruments
In this research, the researcher applied 2 tests, namely pre-test and post test. The instruments used was written test about Descriptive. The students were asked to connect the story has been read from the researcher and present it in front of the class. In collecting the data it was collected by giving test, control and treatment that would be given to experimental group. To get the final score is \( 20 \times 5 = 100 \). So if the students can get all criteria the score is 100.

The Technique of Collecting Data

The data collection is an important part in conducting a research study. To collect the data, this study uses control and experimental group.

a. Control
The control group was treated by conventional learning.

b. Experiment
The experimental group was treated by using genius learning strategy.

c. Giving Writing Test
After giving the treatment, the writing test is given to experimental and control group, the test same as the control. The test used is intended to figure out whether the treatment significantly affect students’ ability in writing.

The Technique of Data Analysis

In this research, the procedures of the technique of analyzing data are:

1. Collecting the students’ score in control and experiment.
   Students are given an initial test in the form of a test that is capable of writing Descriptive. then after being given learning using the genius learning strategy, then students are given a test of descriptive writing ability

2. Tabulating the students’ score in control and experimental group
   The test results are then checked and given a value. the value is given in accordance with the assessment instrument in table 3.3. Then the value obtained from the test is entered into a table for analysis using the formula.

3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following :
   Determining coefficient \( r \) by formulation (Sugiyono 2012: 183)
\[ r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} \]

Where:
- \( r_{xy} \) : Product moment correlation
- \( n \) : The amount of sample in experiment and control
- \( x \) : Mean score of experiment class
- \( y \) : Mean score of control class

Product moment and the meaning of closeness in a statistical analysis or data analysis. Here's the explanation:

a. Coefficient value 0 = There is no relationship at all (rare)

b. Coefficient value 1 = Perfect relationship (rare)

c. Coefficient values > 0 to <0.2 = Relationship is very low or very weak

d. Coefficient value 0.2 to <0.4 = Low or weak relationship

e. Coefficient of 0.4 to <0.6 = Relationship is large enough or strong enough

f. Coefficient of 0.6 to <0.8 = A big or strong relationship

g. Coefficient value 0.8 to <1 = Relationship is very large or very strong.

3. DISCUSSION

Data

The researcher conducted the research and got the complete data from all the research instruments including test in eighth grade at SMP Swasta Pelita Medan. It was done in two weeks, on August 12\textsuperscript{th} 2020 until August 29\textsuperscript{th} 2020. The participants of this research were the students VIII-1 and students VIII-2. The first time researcher taught how to write descriptive texts using genius learning strategy. The second time similar with the first treatment, the teacher given oral test in the form of description students favorite place in student’s house. The third times, the researcher showed material the students then asked questions based on the materi.

The researcher has several steps to analyze the data, First the scores of pre-test and post-test of students in the control class we presented in table 4.1. Second the scores of pre-test and post-test students in the experimental class we presented in table 4.2. Each table had
four columns. The first column showed the number of students. The second column showed the pre-test scores. The third column showed post-test scores and the last column showed the gained scores which were resulted from the post-test score and subtracted in the pre-test score.

*The Fulfillment of Statistical Assumptions*

Homogenity test

The homogenity of the sample was calculated by the following formula in (Sudjana, 2002 : 205):

\[
F = \frac{S_g}{S_t}
\]

$F$ : Homogenity of the samples  
$S_g$ : The highest score  
$S_t$ : The lowest score

The homogenity of the samples shows that:

\[F = \frac{182.5}{88.2} = 2.06\]

\[F_{\text{value}} < F_{\text{table}}\]

\[2.06 < 2.14\]

Shows that $F_{\text{value}}$ of pre-test is 2.06, while the $F_{\text{table}}$ is 2.14 with the degree of the freedom (df) is (obtained: n-1= 30-1= 29). It can be concluded that $F_{\text{value}} < F_{\text{table}}$ the data is homogenity.

*Validity Test*

*Validity of Pre-Test*

Instrument testing is done to get a valid and reliable instrument. To determine the level of accuracy of the instruments used and then question number I will be tested by using Correlation Point Biserial Formula.

\[
\sum x = 17 \\
\sum y = 224 \\
\sum xy = 148 \\
\sum y^2 = 1799 \\
N = 30
\]
\[ \sum x^2 = 17 \]

\[ r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[N \sum x^2 - (\sum x)^2\right]\left[N \sum y^2 - (\sum y)^2\right]}} \]

\[ = \frac{30(148) - (19)(227)}{\sqrt{30(17) - (17)^2} - \left[30(1799) - (224)^2\right]} \]

\[ = \frac{4440 - 3808}{\sqrt{510 - 289}(53970 - 50176)} \]

\[ = \frac{632}{\sqrt{838474}} \]

\[ = 0.690 \]

From the result of the calculation of the question number 1 \( r \) count 0.690 and \( r \) table 0.361. Then the question number 1 is declared valid with \( r \) count > \( r \) tab.

**Table 3. Validity Test “Pre-Test”**

<table>
<thead>
<tr>
<th>No</th>
<th>( r ) count</th>
<th>( r ) table</th>
<th>status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.690</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>0.477</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.252</td>
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<td>Invalid</td>
</tr>
<tr>
<td>4</td>
<td>0.440</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.129</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
<tr>
<td>6</td>
<td>0.264</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
<tr>
<td>7</td>
<td>0.205</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
<tr>
<td>8</td>
<td>0.411</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.363</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>10</td>
<td>0.218</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
</tbody>
</table>

From 10 question that have been tasted, there were 5 invalid questions and 5 valid questions. So, the researcher took 5 valid questions to research instrument.

**Validity of Post-Test**

Instrument testing is done to get a valid and reliable instrument. To determine the level of accuracy of the instruments usedand then question number I will be tested by using Correlation Point Biserial Formula.

\[ \sum x = 18 \]

\[ \sum y = 219 \]

\[ \sum xy = 140 \]

\[ \sum x^2 = 18 \]

\[ \sum y^2 = 1641 \]

\[ N = 30 \]
From the result of the calculation of the question number 1 r count 0,493 and r table 0,361. Then the question number 1 is declared valid with r count > r table.

<table>
<thead>
<tr>
<th>No</th>
<th>r count</th>
<th>r table</th>
<th>status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.493</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>0.607</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.493</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.164</td>
<td>0.361</td>
<td>Invalid</td>
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<tr>
<td>5</td>
<td>0.023</td>
<td>0.361</td>
<td>Invalid</td>
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<tr>
<td>6</td>
<td>0.253</td>
<td>0.361</td>
<td>Invalid</td>
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<tr>
<td>7</td>
<td>0.349</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
<tr>
<td>8</td>
<td>0.537</td>
<td>0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.011</td>
<td>0.361</td>
<td>Invalid</td>
</tr>
<tr>
<td>10</td>
<td>0.743</td>
<td>0.361</td>
<td>Valid</td>
</tr>
</tbody>
</table>

From 10 question that have been tested, there were 5 invalid questions and 5 valid questions. So, the researcher took 5 valid questions to research instrument.

**Realibility Test**

Realibility test conducted to determine the reliability of the instrument was analysed determining coefficient r by formulation (Sugiyono 2012: 183)

**Reliability of Pre-Test**

\[
\sum X = 1468 \quad \sum Y^2 = 103492 \\
\sum Y = 1738 \quad N = 30 \\
\sum XY = 87044 \\
\sum X^2 = 77776
\]
From the calculation of reliability, the result of $r$ count $0.489$ and $r$ table $0.361$. So, the instrument of pre-test was reliable.

**Reliability of Post-Test**

$$\sum X = 1740 \quad \sum Y = 2348 \quad \sum Y^2 = 185472 \quad N = 30$$

$$\sum XY = 137632 \quad \sum X^2 = 103728$$

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[ N \sum x^2 - (\sum x)^2 \right] \left[ N \sum y^2 - (\sum y)^2 \right]}}$$

$$= \frac{30(137632) - (1740)(23488)}{\sqrt{\left[ 30(103728) - (1740)^2 \right] \left[ 30(185472) - (2348)^2 \right]}}$$

$$= \frac{43440}{\sqrt{\left[ 4128960 - 4085520 \right] \left[ 5564160 - 5513104 \right]}}$$

$$= \frac{43440}{\sqrt{(84240)(51056)}}$$

$$= \frac{43440}{65581.68}$$

$$= 0.662$$

From the calculation of reliability, the result of $r$ count $0.662$ and $r$ table $0.361$. So, the instrument of post-test was reliable.
Inter – Rater Reliability

Inter-rater reliability is the level of agreement between raters or judges. The scoring system was based on by researcher and teacher of English. The scoring system was based on a rating system (scale 1-6).

Each speaker was given the score on basis of rating system. the rater should be familiar with the description of students' skill. For validity and reliability of the scores, three raters were asked to provide the assessment is in accordance with the scale system. The first and second rater is the researcher, who assesses the idea/content and grammar skill of students in writing descriptive. While the third rater is the teacher of the English language research who assesses the vocabulary of students in English. The post-test results for experimental groups and control groups.

T- Test

The researcher used t-test formula to find the empirical evidence statistically and to make the testing of the hypotheses. Before the calculation of t-test the researcher made the calculation table to gain Mean and Standard Deviation from two variables.

Hypotheses Testing

The researcher formulated the Null hypotheses (H₀) and the Alternative Hypotheses (Hₐ) as follow:

(H₀) : There is no significant effect of using Genius Learning Strategy on Student’s ability in Writing Descriptive text.

(Hₐ) : There is significant effect of using Genius Learning Strategy on Student’s ability in Writing Descriptive text

The assumption of these hypotheses as follows:

a. If $t_{\text{obs}} \geq t_{\text{table}}$ the Null hypotheses (H₀) is rejected, and the Alternative Hypotheses (Hₐ) is accepted. It means there is significant effect of using Genius Learning Strategy on Student’s ability of Writing Descriptive text.

b. If $t_{\text{obs}} \leq t_{\text{table}}$ the Null hypotheses (H₀) is accepted, and the Alternative Hypotheses (Hₐ) is rejected. It means there is no significant effect of using Genius Learning Strategy on Student’s ability of Writing Descriptive text.
The comparing the value of $t_{obs}$ and the $t_{table}$ on the degree of freedom the one tailed test at the level significance $0.05 = 1.701$ the researcher made conclusion of the hypotheses that $t_{obs}$ was higher than $t_{table}$ namely $9.741 > 1.701$. It means that the Alternative Hypotheses ($H_a$) was accepted and the Null hypotheses ($H_0$) was rejected.

**Research Findings**

The result indicated that there was effect on student’s ability of writing descriptive text by using genius learning strategy. There are two classes used as research subjects. The first class VIII-I the control group and the second is VIII-II experimental group. The total both of classes is 60 students. There were chosen by sampling random techniques. The experimental group was taught by using Genius Learning Strategy and control groups was taught by using conventional way based on writing descriptive texts.

Before after giving the treatment to the two groups, the researcher conducted a test to get the student’s writing ability score. Both the control and experimental groups were given two types of test. They were pre-test, test before giving the treatment and post-test, test after conducting the treatment.

**Discussion**

From the data analysis, the objective of this study is to know if there was an effect of Genius Learning Strategy on students’ ability of writing descriptive text of eighth grade at SMP Swasta Pelita Medan in academic year 2019/2020. And based on data analysis there was an significant students’ ability writing and after being taught by using Genius Learning Strategy.

In overall, every student feel difficulty when they writing descriptive texts without same learning method. Students also feel bored if they create about idea/content. Therefore, the researcher use this strategy also to give a description how to discuss a new information.

The finding of this research can be known that the mean of students’ writing descriptive texts scores before being taught by using Genius Learning Strategy is (57.93) and the mean of students’ writing Description after being taught by using Genius Learning Strategy is (78.27). Based on the mean of pre-test and post-test, it was known that mean score of post-test higer than mean score of pre-test. It means writing descriptive texts after taught by using Genius Learning Strategy was significantly affect students’ ability in writing descriptive texts. And students would feel that learnig is fun, effective and fast.
In the finding equations that increase used the same learning strategies by Insari Pangestu in 2016. The study entitled “The Effect of genius learning strategy to writing skills narrative texts” class v students of SDN KEBRAON i / 437 Surabaya. This study aimed to test the Effect of the strategy Genius Learning to narrative writing skills. The research subjects are students of class V SDN Kebaron II / 437 Surabaya totaling 32 students. Data were collected using a test method to determine the understanding of the concept and to determine the attitude questionnaire were analyzed using scientific, descriptive statistics, t-test and SPSS manova. The results showed that: (1) there is a difference between understanding the concept of a group of students who learn by Genius Learning learning and direct instruction (sig = 0.001 < 0.05), (2) there is a difference between the scientific attitude with a group of students who study learning and direct instruction Genius Learning (sig = 0.000 < 0.05), (3) there are differences in the understanding of scientific concepts and attitudes among a group of students who learn by Genius Learning learning and direct instruction (sig = 0.000 < 0.05). It means that similarity result of research finding in this research.

This similarity of research finding occurs because the results of the research findings were same from the students high scores with Genius Learning Strategy. But there were the different the total students n the sample and the English texts that is tested on the students. The test can also had an effect on the results of the research. The researcher gave interpretation toward “t-test table the result of data calculated shows that the value of t_{obs} was and the t_{table} was. So, the t_{obs} was higher than t_{table} . Based on the explanation above, it shows that using Genius Learning Strategy to the student’s ability of writing descriptive text got a good effect. So, there was any significant effect of using Genius Learning Strategy on Student’s ability of Writing Descriptive text.

The statistical measurement at the finding showed that Ho (Null Hypothesis) was not accepted or rejected, Ha (Alternative Hypothesis) was accepted, because value of t count in higer than t table (value of critic”t”). It can be concluded: the first is there was a significant difference in students’ ability in writing descriptive texts by using Genius Learning Strategy of eighth grade students SMP Swasta Pelita Medan Deli. And second is by used Genius Learning Strategy in teaching writing description was effective to writing skills of eighth grade at SMP Swasta Pelita Medan Deli.

After the researcher applied Genius Learning Strategy in writing on writing Descriptive texts, the students got easier to writing the descriptive texts. It supported by theory (Gunawan.A.W, 2006: 6) that In applying the genius learning model, it starts from
the beliefs and expectations that if students could be motivated properly and taught in the right ways, ways that respect their uniqueness, then they could all achieve a maximum learning outcome. What is offered by the genius learning model is a system that is designed with a very efficient link that includes students, teachers, learning processes, and learning environments. In genius learning students are placed as the center of the learning process, as subjects of education. Unlike what has happened so far, students are placed in a position that is not right, namely as an educational object. The research findings of this thesis showed the effectiveness of Genius learning strategy to affect students’ writing description. The score of pre-test and post-test the different result in writing descriptive texts students of eighth grade of VIII-2. Then, the conclusion of Genius Learning Strategy effective students writing skill. The effectiveness also supported by data analysis and finding of research.

4. CONCLUSION

Based on the research finding, the researcher concluded that there was significant influence of writing towards student’s writing skills on descriptive texts of eighth grade at SMP Swasta Pelita Medan Deli, and then it can be concluded that using Genius Learning Strategy was effective for the subjects of English in writing descriptive texts students of eighth grade at SMP Swasta Pelita Medan Deli.

5. SUGGESTION

The researcher findings provide valuable suggestions for the improvement of student’s ability in writing descriptive text. Thus the following points are suggested:

1. English teachers
   English teacher should use the Genius Learning Strategy as it has already been proven effective to improve student’s ability on writing.

2. Students
   The students should improve their ability of writing by using genius learning strategy and practice the writing in daily activity.

3. Other Researchers
   The result of this research can be used as input for other researchers who want to conduct research related to ability of writing skills.
REFERENCES


