



PENGARUH MINAT BACA DAN KECERDASAN VISUAL SPASIAL TERHADAP KETERAMPILAN MENULIS TEKS DESKRIPTIF

(Survei pada SMA Negeri di Kota Bekasi)

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ABSTRAK

Pengaruh Minat Baca dan Kecerdasan Visual Spasial Terhadap Keterampilan Menulis Teks Deskriptif (Survei pada SMA Negeri di Kota Bekasi). Penelitian ini bertujuan untuk mengetahui bagaimana minat baca dan kecerdasan visual spasial dapat memengaruhi kemampuan seseorang dalam menulis teks deskriptif. Penelitian ini menggunakan metode survei dengan analisis regresi ganda, dengan menggunakan paradigma penelitian antara variabel X1, X2, dan Y. Kemudian dengan menggunakan rumus Slovin diperoleh sampel sebesar 50 siswa, yang selanjutnya dilakukan analisis data dengan menggunakan program aplikasi SPSS 20.0. Hasil penelitian membuktikan bahwa terdapat pengaruh yang signifikan minat baca dan kecerdasan visual spasial terhadap keterampilan menulis teks deskriptif.

Kata kunci: minat baca, kecerdasan visual spasial, keterampilan menulis teks deskriptif

THE INFLUENCE OF READING INTEREST AND SPATIAL-VISUAL INTELLIGENCE ON DESCRIPTIVE TEXT WRITING SKILLS

(Survey at Bekasi City Public High School)

ABSTRACT

The Effect of Reading Interest and Spatial Visual Intelligence on Writing Descriptive Skills (Survey of State High Schools in Bekasi City). This study aims to determine how reading interest and visual-spatial intelligence can affect a person's ability to write a descriptive text. This study uses a survey method with multiple regression analysis, using a research paradigm between variables X1, X2, and Y. Then, using the Slovin formula, obtained a sample of 50 students, which then performed data analysis using the SPSS 20.0 application program. The study results prove that there is a significant influence on reading interest and spatial-visual intelligence on the writing skills of descriptive texts.

Keywords: reading interest, spatial visual intelligence, writing descriptive skills

PRELIMINARY

Education is the most critical part of character building and national development because education plays a vital role in educating the nation's life. Education is a conscious activity and effort made by humans to enhance their personality by cultivating their potentials, external (five senses and skills) and spiritual (thinking, feeling, creativity, intention, and conscience). Education is a conscious effort to prepare students so that they can play an active and positive role at this time and in the future.

In carrying out the educational process, language plays an important role. Through language, each individual can relate to each other (communicate), share knowledge, learn from each other, share experiences, and improve language intellectual abilities both orally and in writing. A language is a tool for expressing thoughts and feelings in both spoken and written





forms. Besides, language is also a means of communication between community members in everyday life. Of course, there is a two-way relationship between educators (teachers) and students (students).

This view carries the responsibility and consequence that learning Indonesian is very important. Both educators and students can learn from each other and master the skills learned, namely listening, speaking, reading, and writing. These four aspects are, of course, related to one another. For example, accepting, of course, is related to talking like a developing child, starting from listening, then they can speak imitating what they hear. Apart from that, the reading and writing aspects. When someone who has a high reading interest, of course, can affect the way he thinks in writing.

Writing skills are born from a process of habituation and continuous practice. Writing skills will develop if they were supported by perseverance, willingness, and a desire to learn to correct deficiencies. Several factors that need to be considered to improve writing skills include reading interest and spatial-visual intelligence. Between writing and reading, there is a very close relationship, because when we write something in principle, we want the writing to be read by other people or by ourselves at one time. Thus the relationship between writing and reading is the relationship between the writer and the reader (Tarigan, 2008).

Based on the author's observations, a gap was found between the expected student learning outcomes and the student's writing ability. Some students achieved relatively high scores for Indonesian language learning outcomes, but these scores only measured grammar mastery, without including the value of writing skills. Writing is a subject matter that is not liked by students. Students find it challenging to complete the writing they make. The difficulty lies in choosing words and arranging words into good sentences. Some composed sentences look confusing and do not form a good paragraph. The difficulty of students in writing is thought to be due to low reading interest.

A person's ability to do an activity, whether consciously or not, starts from interest, in which everyone has different interests. Slameto (2010) suggests that interest is a constant tendency to pay attention to and reminisce about several activities. Activities that are of interest to someone will continuously attend to with pleasure. With interest will affect the quality of achievement of the activities he is engaged in, such as reading interest. Much knowledge can obtain from reading, which knowledge will help someone in writing. Based on this description, it can conclude that reading interest is one of the determining components of the origin of writing skills.

The process of mastery of writing skills is the same as mastery of speaking skills. Wiyanto (2004) suggests that speaking needs to listen first while writing needs to read. In other words, a person will not be able to write if he has not previously read.

Real field information is needed to determine the effect of reading interest and spatial-visual intelligence on descriptive text writing skills. Therefore, to obtain accurate and complete information, the author is interested in conducting a study entitled *The Influence of Reading Interest and Spatial-Visual Intelligence on Descriptive Text Writing Skills (Survey at SMA Negeri Kota Bekasi)*.

METHODOLOGY

In this study, the authors used a survey method with 503 students from three different schools located in one area of Bekasi city, namely the Jatiasih and Pondokgede districts. This study used Arikunto's opinion (2013: 134) to get a proportional and representative sample of the population to obtain a sample of 50 students.



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There are two variables studied, namely the independent variable and the dependent variable. The independent variable consists of reading interest and mastery of spatial-visual intelligence, and then the dependent variable is writing skills of descriptive text. Meanwhile, to test the data hypothesis used multiple regression analysis.

The data collection technique for the independent variables (X1) uses a Likert scale test with 25 questions, and (X2) uses a spatial intelligence test totaling 20 questions with five answer choices, accompanied by one correct answer. Meanwhile, in the data collection technique for the dependent variable (Y), the writer assigns the respondent to write a descriptive essay of at least 250 words.

There are three instruments used in this study, namely instruments to collect data about the levels of reading interest, visual-spatial intelligence, and the respondent's descriptive text writing skills. After the research variable indicators determining, the next step is to try out the instrument with respondents to test its validity, reliability, and objectivity.

RESULTS AND DISCUSSION

The results of hypothesis testing carry out according to the applicable provisions, which can see in the following table:

Table 1. Calculation Results of the Correlation Coefficient of the Effect of Variables X1 and X2 on Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,153 ^a	,277	,247	7.524
a. Predictors: (Constant), Kecerdasan Visual Spasial, Minat Baca				

Table 2. Recapitulation of Regression Significance Testing Results of the Influence of Variables X1 and X2 with Variable Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1021.527	2	510.764	9.022	.000 ^b
	Residual	2660.793	47	56.613		
	Total	3682.320	49			
a. Dependent Variable: Keterampilan Menulis Teks Deskriptif						
b. Predictors: (Constant), Kecerdasan Visual Spasial, Minat Baca						



Table 3. Recapitulation of the Calculation Results of the Equation of the Regression Coefficient of the Effect of Variables X1 and X2 on Variable Y

Model	Coefficients ^a			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
	(Constant)	25.907	13.861	1.869	.068	
1	Minat Baca	.272	.131	.268	2.071	.044
	Kecerdasan Visual Spasial	.398	.135	.382	2.953	.005

a. Dependent Variable: Keterampilan Menulis Teks Deskriptif

Source: Processed (2020)

From the three tables above, three hypotheses will test, namely:

1. Effect of Reading Interest (X1) and Spatial Visual Intelligence (X2) together on Descriptive Text Writing Skills (Y).

From Table 1 above, it can be seen that the multiple correlation coefficient affects the independent variable reading interest (X1) and visual-spatial intelligence (X2) simultaneously on the ability to write descriptive text (Y) of 0.2777. From these calculations, it concludes that the correlation coefficient is significant. Thus there is a significant effect of the independent variable reading interest (X1) and spatial-visual intelligence (X2) together on writing skills of a descriptive text (Y) of 0.308.

The calculation results are shown in Table 3, to test the hypothesis through regression analysis, in which the regression line equation represents the effect of variables X1 and X2 on variable Y, namely \hat{Y} .

The test for the regression line's significance is to pay attention to the results of the calculations in Table 1. According to the existing provisions, the regression significance criteria are "if Sig = <0.05 then H0 is rejected, which means that the regression coefficient is significant, in other words, there is The significant influence between the independent variables X1 and X2 on the dependent variable Y. The Sig value is the number listed in the Sig column in Table 2. The value of Fcount is the number listed in column F in Table 2. In comparison, the value of Ftable is the value of the distribution table F for the level real 5%.

From Table 2, it can be seen that the value of Sig = 0.000 <0.05 and F 9.022, then H0 is rejected, which means that the regression coefficient is significant. So it can be concluded that there is a significant influence between the independent variable reading interest (X1) and spatial-visual intelligence (X2) together on the dependent variable descriptive text writing skills (Y).

2. The Influence of Reading Interest (X1) on Descriptive Text Writing Skills (Y).

To prove this hypothesis is to pay attention to the value or number listed in column t or column Sig for the reading interest row (X1) in Table 3. According to the existing provisions, the regression significance criterion is "if $t > t$ table then H0 is rejected" or "if Sig <0.05 then H0 is rejected", which means that there is a significant effect of the independent variable X1 on the dependent variable Y. The Sig value is the number listed in the Sig column for the row of reading interest (X1) in Table 3. The t-count is the number shown in column t for the reading interest row (X1) in Table 3. In contrast, the t table's value is the value of the t distribution table for the whole level of 5% with degrees of confidence (df = n - 2) = 50, where n is the number of respondents.

From Table 3, it can be seen that the value of Sig = 0.44 <0.05 and tcount = 2.071, then H0 is rejected, which means that there is a significant influence between the independent variable reading interest (X1) on the dependent variable the ability to write descriptive text (Y). So it can be concluded that there is a significant influence between the independent variable reading interest (X1) on the dependent variable descriptive text writing skills (Y).



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3. Effect of Spatial Visual Intelligence (X2) on Descriptive Text Writing Skills (Y).

To prove this hypothesis is to pay attention to the value or number listed in column t or column Sig for the row of spatial-visual intelligence (X2) in Table 3. According to the existing provisions, the regression significance criterion is "if $t_{count} > t_{table}$ then H_0 is rejected" or "If $Sig < 0.05$ then H_0 is rejected", which means that there is a significant influence on the independent variable X2 on the dependent variable Y. The Sig value is the number listed in the Sig column for the row of spatial-visual intelligence (X2) in Table 3. The value of tcount is the number listed in column t for the row of spatial-visual intelligence (X2) in Table 3. In contrast, the t table's value is the t distribution table's value for the 5% real level with degrees of confidence ($df = n - 2$) = 50, where n is the number of respondents.

From Table 3, it can see that the value of $Sig = 0.005 < 0.05$ and $t_{count} = 2.953$, then H_0 is rejected, which means that there is a significant influence between the independent variable spatial-visual intelligence (X2) on the dependent variable the ability to write descriptive text (Y). So it can be concluded that there is a significant influence between the independent variable spatial-visual intelligence (X2) on the dependent variable descriptive text writing skills (Y).

CONCLUSION

After conducting research and data analysis, it can conclude that there is a significant effect on reading interest and spatial-visual intelligence on writing skills of state high school students' descriptive text in Bekasi city. This is evidenced by the value of $Sig = 0.000 < 0.05$ and $F_{count} = 9.022$.

There is also a significant influence between reading interest and writing skills of state high school students' descriptive text in Bekasi city. This is evidenced by the value of $Sig = 0.044 < 0.05$ and $t_{count} = 2.071$. There is also a significant influence between visual-spatial intelligence and writing skills of descriptive text. This is evidenced by the value of $Sig = 0.005 < 0.05$ and $t_{count} = 2.953$. From the regression test results, it can conclude that there is a significant effect of reading interest and spatial-visual intelligence on writing skills of descriptive texts.

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