



The Influence of Linguistic Intelligence Level and Reading Interest on Narrative Writing Skills of Students in Fifth Grade Primary School

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Abstrak

Pengaruh tingkat kecerdasan linguistik dan minat baca terhadap keterampilan menulis narasi siswa kelas V. Jenis penelitian yang digunakan adalah eksplanasi kuantitatif dengan model penelitian *ex post facto* dengan total sampel berjumlah 40 siswa. Hasil penelitian ini : (1) Tingkat kecerdasan linguistik memperoleh nilai rata-rata 87.38 dan distribusi nilai sebanyak 40 siswa (100%) berada pada kategori sedang. (2) Minat baca siswa memperoleh nilai rata-rata 89.93 dan distribusi nilai sebanyak 38 siswa (95%) berada pada kategori sangat baik dan 2 siswa (5%) berada pada kategori baik. (3) Rata-rata nilai keterampilan menulis narasi siswa sebanyak 35 siswa (87,5%) berada pada kategori sangat baik sedangkan 5 siswa (12,5%) berada pada kategori baik. (4) Tidak terdapat pengaruh yang signifikan dari tingkat kecerdasan linguistik terhadap keterampilan menulis narasi siswa. (5) Terdapat pengaruh secara langsung antara minat baca terhadap keterampilan menulis narasi siswa. (6) Terdapat pengaruh secara positif dan signifikan antara tingkat kecerdasan linguistik dan minat baca terhadap keterampilan menulis narasi siswa.

Kata Kunci : Kecerdasan Linguistik, Minat Baca, Keterampilan Menulis Narasi

Abstract

The influence of the level of linguistic intelligence and reading interest on the narrative writing skills of fifth-grade students. This study uses a quantitative explanation with an *ex post facto* research model with a total sample of 40 students. The results of this study indicate that: (1) The level of linguistic intelligence obtained an average score of 87.38, and the distribution of scores of 40 students (100%) was in the medium category. (2) Students' reading interest obtained an average score of 89.93, and the distribution of scores, as many as 38 students (95%) were in the very good category, and two students (5%) were in a good category. (3) The average score of students' narrative writing skills was 35 students (87.5%) in the very good category, while five students (12.5%) were in the good category. (4) There is no significant effect of the level of linguistic intelligence on students' narrative writing skills. (5) There is a direct influence between reading interest on students' narrative writing skills. (6) There is a positive and significant influence between the level of linguistic intelligence and reading interest on students' narrative writing skills.

Keywords : Linguistic Intelligence, Reading Interest, Narrative Writing Skills

Introduction

Listening, speaking, reading, and writing is skills that cannot be separated from learning a language, including Indonesian. These aspects relate to each other, just as a baby listens to the people around him, then begins to talk and read everything he sees and finally writes down what he reads. A developed, educated, and civilized country can be measured by its education. The ability to write and read is an indicator of quality education in a nation. The ability to read and write has a close relationship with each other; the better a person's reading ability, the better his writing skills.

Intelligence is a general mental capacity that includes the ability to reason, make plans, solve problems, think abstractly, deal with complex ideas, learn from experience, and can be measured by IQ tests that are not influenced by culture and genetics. IQ gradually stabilizes during childhood, and there is little change (Suarca K. et al. 2016). Indonesia is 45th out of 48 countries worldwide, and Indonesia has 45th in the reading (literacy) category. In line with that, the results of PISA 2009 show that the reading literacy of Indonesian students is ranked 57th with a 396 (OECD average score of 439). In 2012 Indonesia was ranked 64th with a score of 396 (OECD average score of 496) (OECD, 2013).

Linguistic intelligence, or word smart, is the ability to use spoken and written language correctly and accurately (Yaumi in Fadlia, 2018). Furthermore (Arif Rochman, 2009) said that linguistic intelligence is the ability of students' minds to use words effectively, both orally and in written form. In general, reading and writing skills are often developed separately. These skills are basic skills in communication, even when people are communicating with people whose voices cannot be seen or heard.

Based on the results of interviews conducted by researchers with the form

teacher of fifth grade Cluster II, Tamalate District, Makassar City, information was obtained that the average reading interest of fifth-grade students was quite low. This is due to the lack of student interest in reading learning books before or after learning takes place. As with reading interest, when researchers made observations for writing skills, the authors found the fact that students' activities during learning activities went quite well. However, some students still could not understand and process words in an essay. Research that has been done (Abdul Rahman et al., 2017) it is shown that there is a difference in the narrative writing ability of students who take part in learning using a rally coach-type cooperative model with the aid of picture media with students who take part in conventional learning, after controlling for linguistic intelligence. There is a contribution of linguistic intelligence to the students' narrative writing ability of 18.7%. In line with that, (Farah Ummu Masnunah, 2019) shows a positive and significant relationship between vocabulary mastery and reading interest in narrative writing skills. Researchers suggest that the school provides supporting facilities for reading activities for their students, including school wall magazines, classroom wall magazines, school libraries, posters in every corner of the school, and a varied collection of books to increase interest in reading which can improve mastery vocabulary. The average relevant research only takes one variable of linguistic intelligence and reading interest on the effect of narrative writing skills.

Based on the description of the problem above, the formulation of the problem in this study is, 1) How is the description of the level of linguistic intelligence on the narrative writing skills of fifth graders of Cluster II Tamalate District, Makassar City? 2) What is the description of reading interest in the

narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City? 3) What is the description of the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City? 4) Does the level of linguistic intelligence simultaneously affect the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City? 5) Does reading interest affect the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City? 6) Does the level of linguistic intelligence and reading interest simultaneously affect the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City?

City, with as many as 224 students. While the sample in this study was UPT SPF SDN Parang Tambung II, as many as 40 students, using the random sampling technique, which was carried out through a lottery. The data collection techniques in this study were: 1) Questionnaires given to students to determine the results of students' linguistic intelligence and reading interest. This questionnaire is equipped with a measurement scale to produce quantitative data, namely the Likert scale. 2) Test, given to students to measure students narrative writing skills. The data analysis technique used is descriptive data analysis and inferential data analysis.

Methods

This study uses quantitative explanatory research with an ex post facto research model. The population in this study were all fifth-grade students of Cluster II Tamalate District, Makassar

Results and Discussion

Based on the results of the research conducted, the following results were obtained.

1. Description of Linguistic Intelligence

Table 1. Distribution of Linguistic Intelligence Statistics Scores

N	Valid	40
	Missing	0
Mean		87.38
Median		88.00
Std. Deviation		3.828
Range		20
Minimum		80
Maximum		100
Sum		3495

Table 2 Categories and Percentages of Linguistic Intelligence Level

Score	K	F	P
30-45	Low	0	0%
46-105	Medium	40	100%
106-120	High	0	0%
Total		40	100%

The table above shows that the average (mean) is 87.38 and that 100% of students have a linguistic intelligence level in the

medium category. So it can be concluded that the level of students' linguistic intelligence is in the medium category.

2. Description of Student Reading Interest Data

Table 3. Distribution of Scores for Reading Interest Statistics

N	Valid	40
	Missing	0
Mean		89.93
Median		90.00
Std. Deviation		5.146
Range		20
Minimum		80
Maximum		100
Sum		3597

Table 4. Distribution of Reading Interest Frequency

Score Interval	K	F	P
82 – 100	Very good	38	95%
63 – 81	Good	2	5%
44 – 62	Enough	0	0%
25 – 43	Less Good	0	0%
Total		40	100%

The table above shows that the average reading interest of students is 89.93, and if it is a percentage, 95% of students are in the very good category

while 5% are in the good category. So it can be concluded that students' reading interest is in the very good category.

3. Description of Narrative Writing Skills

Table 5. Score Statistical Values of Students' Narrative Writing Skills

N	Valid	40
	Missing	0
Mean		93.13
Median		93.00
Std. Deviation		5.145
Range		15
Minimum		85
Maximum		100
Sum		3725

Table 6. Category and Percentage of Narrative Writing Skills

No	Interval	F	K	P
1	86 - 100	35	Very good	87,5%
2	71 - 85	5	Good	12,5%
3	56 - 70	0	Enough	0%
4	≤55	0	Less enough	0%
Total		40		100

The table above shows that the average student narrative writing ability test score is 93.13. If it is presented as a percentage, 87.5% of students are in the

very good category while 12.5% are in a good category. So it can be concluded that the students' narrative writing skills are in the very good category.

4. Partial Regression Test (Uji T)

Table 7. T . Test Results

Coefficients^a

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	48.934	19.709		2.483	.018
1 Linguistic Intelligence Level	.113	.210	.084	.540	.592
Reading Interest	.381	.156	.381	2.445	.019

a. Dependent Variable: Narrative Writing Skill

Based on the table above, it can be described as follows:

a) The level of linguistic intelligence in the .Sig column shows the value of *Sig (2-tailed)* greater than the significance value of 0.05, which was 0.592 and the t-value obtained from table 4.7 was 0.540, for t_{table} obtained the result of 2.02619. With this, it can be concluded that $t_{count} (0,540) < t_{table} (2,02619)$. It means, H_0 was accepted and H_a was rejected, namely the level of linguistic intelligence does not directly affect the narrative skills of fifth

grade of cluster II, Tamalate District, Makassar City.

b) Interest in reading in the .Sig column shows the value of *Sig (2-tailed)* smaller than the significance value of 0.05, which was 0.019 and the t_{count} value obtained from table 4.7 was 2.445 for the t_{table} . The result was 2.0219 with this it can be concluded that $t_{count} (2.445) > t_{table} (2.0219)$. It means, H_a was rejected and H_0 was accepted, namely the level of linguistic intelligence directly affect the narrative skills of fifth grade of cluster II, Tamalate District, Makassar City.

5. Multiple Regression Test (Uji F)

Table 8. F Test Results

Summary Models

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.413 ^a	.171	.126	4.810	.171	3.808	2	37	.031

a. Predictors: (Constant), Reading Interest, Linguistic Intelligence Level

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	176.228	2	88.114	3.808	.031 ^b
1 Residual	856.147	37	23.139		
Total	1032.375	39			

Based on the table above, Sig's value can be seen smaller than the significance value of 0.05, which was 0.031. The f_{count} value obtained in table 4.8 was 3,808 with an average (mean square) of 88,114 for f_{table} ; the result was 3.24. With this, it can be concluded that $f_{\text{count}} (3,808) > f_{\text{table}} (3,24)$. This means that H_0 was rejected and H_a was accepted, namely the level of Linguistic Intelligence and Reading Interest has a significant effect on the Narrative Writing Skills of fifth-grade students of Cluster II Tamalate District, Makassar City, with an R Square of 0.126, which means 12.6% of narrative writing skills were influenced by linguistic intelligence and reading interest.

1. An overview of the level of linguistic intelligence on the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City

The level of linguistic intelligence at the primary school level is still not too much of a concern for teachers. This makes it easier to determine if the student has a high level of linguistic intelligence in what fields, such as writing, reading, listening, or speaking. Linguistic intelligence is one factor that influences the success of learning in schools, including in learning Indonesian, especially in narrative writing skills. This ability is used in processing words effectively, both orally and in writing, with the appropriate or precise meaning. From the research results obtained, an average of 87.38 were in the medium category. The distribution of the linguistic

intelligence level of 40 students (100%) is in the medium category. It can be concluded that the level of linguistic intelligence in students' narrative writing skills is in the medium category.

2. An overview of reading interest in the narrative writing skills of fifth grade of Cluster II Tamalate District, Makassar City

Reading interest is a condition of students who are used to obtain high reading skills as well as a form of one's interest in a source to encourage that person to carry out reading activities based on feelings of pleasure and have a desire to be able to understand the meaning intended by the author in his writing. The study's results obtained an average reading interest of 89.93 students with a very good category. In the frequency of reading interest distribution, as many as 38 students (95%) were in the very good category or criteria, and two students (5%) were in the good category or criteria. Therefore, it can be concluded that reading interest in students' narrative writing skills is very good.

3. An overview of the narrative writing skills of fifth graders in Cluster II, Tamalate District, Makassar City

Narrative writing skills are complex skills in which a person can convey an event or situation creatively in writing, equipped with information about time, place, character, conflict, and moral feelings so that it can be communicated to the reader. The student's writing skills test

average was 93.13, with a very good category. Distribution of categories and percentages of narrative writing skills 35 students (87.5%) were in the very good category, and five students (12.5%) were in a good category. So it can be concluded that the narrative writing skills of fifth-grade students were in the very good category.

4. The influence of the level of linguistic intelligence on the narrative writing skills of the fifth grade of Cluster II, Tamalate District, Makassar City

The results of this study indicate that the level of linguistic intelligence does not improve narrative writing skills. From the data obtained, it shows that $t_{\text{count}} (0.540) < t_{\text{table}} (2.02619)$ with a significance value of 0.05, which was 0.592. It means, H_0 was accepted, and H_a was rejected; namely, the level of linguistic intelligence does not directly affect the narrative writing skills of the fifth grade of Cluster II Tamalate District, Makassar City. This is not in line with what Armstrong (2009) states linguistic intelligence is the ability that a person has to use and process words effectively both orally and in writing. Processing words orally, for example, as a storyteller, orator, or politician, while writing as a poet, editor, or journalist. Furthermore, Musfiroh (2014) states that children with linguistic intelligence tend to like and be effective in verbal and written communication. For example, composing stories, discussing and participating in debates on a problem, learning foreign languages, playing language games, reading with high comprehension, easy to remembering other people's words, not easy writing or misspelling, good at making jokes, good at making poetry, precise in writing Grammar, rich vocabulary, and write clearly. From previous research, we can see that there is a relationship between the application of

linguistic intelligence to students' writing skills, but the difference between this study and previous research is that in this study, linguistic intelligence did not affect narrative writing skills.

5. The influence of reading interest on the narrative writing skills of fifth graders, Group II, Tamalate District, Makassar City

The results of this study indicate that reading interest directly affects students' narrative writing skills. From the data obtained, the average (mean) of the fifth-grade students' reading interest was 89.93, and the standard deviation is 5.146. while $t_{\text{count}} (2.445) > t_{\text{table}} (2.02619)$ with a significance value of 0.05, which is 0.019. That is, H_a was accepted, and H_0 was rejected; that is, reading interest directly affects the narrative writing skills of fifth grade in Cluster II, Tamalate District, Makassar City. The results of this study align with what Farah Ummu Masnunah (2019) stated. There is a positive and significant relationship between vocabulary mastery and reading interest in the ability to write narratives. Susanto, (2013: 66) that the learning process will run smoothly if it is accompanied by interest. Interest contributes greatly to the success of student learning. From previous research, we can see that there is a positive and significant relationship between reading interest and students' narrative writing skills

6. The influence of the level of linguistic intelligence and reading interest on the narrative writing skills of fifth grade of Cluster II, Tamalate District, Makassar City

Linguistic intelligence and reading interest each directly or indirectly influence the narrative writing skills of the fifth grade of Cluster II, Tamalate District, Makassar City. Based on the results of

research and data processing for the influence of linguistic intelligence and reading interest on students' narrative writing skills, the results of hypothesis testing are $f_{\text{count}} (3,808) > f_{\text{table}} (3,24)$. This means that H_0 was rejected and H_a was accepted, namely the level of Linguistic Intelligence and Reading Interest significantly affect the Narrative Writing Skills of fifth-grade students of Cluster II Tamalate District, Makassar City, with an R Square of 0.126, which means 12.6% of narrative writing skills were influenced by linguistic intelligence and reading interest. Value of Sig. 0.05, which is 0.031, so it can be concluded that there is a significant influence between linguistic intelligence and reading interest on students' narrative writing skills. Based on the results of the research and discussion above, it can be concluded that the level of linguistic intelligence and reading interest of students has a positive and significant effect on the narrative writing skills of the fifth grade of Cluster II, Tamalate District, Makassar City for the 2020/2021 academic year as evidenced by the results of hypothesis testing that have been carried out. conducted.

Conclusions

Based on the results and discussion, it is concluded that:

1. The level of linguistic intelligence obtained an average value in the medium category, and the distribution of values for the level of linguistic intelligence of as many as 40 students (100%) was in the medium category.
2. Students' reading interest obtained an average score of 89.93, and the frequency distribution of students' reading interest was 38 students (95%) in the very good category, while two students (5%) were in the good category.
3. The average score of students' narrative writing skills was 93.13, and the distribution of the percentage category of

narrative writing skills of 35 students (87.5%) was in the very good category, while five students (12.5%) were in a good category.

4. There is no significant effect of the level of linguistic intelligence on students' narrative writing skills.

5. There is a direct influence between reading interest on students' narrative writing skills.

There is a positive and significant influence between the level of linguistic intelligence and reading interest on students' narrative writing skills.

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Profil Penulis

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