

The Correlation between Diction Mastery and Carefulness with Students' Writing Ability

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Abstract: This study aims to determine the correlation between diction and punctuation mastery with the student's writing ability. The method used in this study is the correlational method, which is to find out and describe the relationship between diction mastery and persuasive writing ability, the relationship between punctuation mastery and persuasive writing ability, and the relationship between diction and punctuation mastery and students' writing ability. The results of this study are 1) There is a positive and significant relationship between mastery of diction and t students' writing ability with the correlation coefficient = 0.483, while the contribution given by the variable mastery of diction to students' writing ability is 23,329% and the remaining 76,671% is determined by other factors/variables; 2) There is a positive and significant relationship between the mastery of punctuation and the students' writing ability with a correlation coefficient of $r = 0.829$, while the contribution given by the variable mastery of punctuation to students' writing ability is 68.724%, then the remaining 31.276% is determined by other factors/variables; 3) There is a positive and significant relationship between mastery of diction and punctuation with students' writing ability with a correlation coefficient of $R = 0.848$, while the contribution given is 71.91%, then the remaining 28.09% is determined by other variables/factors. These results show that the variable mastery of diction and punctuation has strongly influenced the students' writing ability.

Keywords: diction, punctuation, and persuasive writing skills

INTRODUCTION

Writing activities are important for the entire learning process experienced by students because writing activities have many advantages. The students can explore their abilities, and potential students are required to motivate, relate, and compare facts that they might never do if they did not write. Writing activities influence the students to attract, seek, and master information related to their writing topics. According to Huot (2003), writing is a process of assessment. There are several stages in the writing activities, such as pre-writing, writing, and revision.

In addition, Thompson (2012) states writing is a stimulating activity; even writing can be mentioned as a creative activity that will lead students to become successful people in writing. It means that the students can master their writing ability if they have high creativity. Creativity has part of the writing process. It plays to produce a good stable in writing. Writing persuasion text is one of the most critical abilities for students because students can educate themselves to influence someone. The students can quickly develop an object by collecting words full of meaning and power by having this ability so the reader can accept it. The words in persuasion are solicitation, influencing, and persuasion. According to Gorys Keraf (2003:115), persuasion is a verbal art that aims to convince someone to do something desired by the speaker (oral form, for example, speech) or by the author (written form, electronic print) at present or in the future.

The purpose of persuasion is to inform, persuade and influence. Some words mean inviting and influencing other people (Luu, 2011). The goal of persuasion is to influence listeners and readers. One factor affecting a person's language skills, both orally and in writing, is mastering diction well. Mastery of diction is essential because diction is a valuable tool to convey one person's message to others so that it is by his intentions or thoughts. Someone will have difficulty with language, including when they want to write persuasion without a good mastery of diction.

Diction or choice of words is more comprehensive than what is reflected by the structure of the words. This term is not only used to state which words are used to express an idea or idea, but also includes issues of phraseology, language style, and expression. "Diction is defined as the choice of effective words and following the meaning, subject matter, situation of events, and the reader" (Ahmadi, 2008:34).

The writing aspect is a thing that must be studied in the KTSP, such as the competency standard (SK), which is to disclose information in the form of summaries, news texts, and slogans/posters. This research's basic competence (KD) is writing slogans/posters for various purposes with varied and persuasive choices of words and sentences. Students who have a relatively high mastery of diction allow students to express ideas easily. The students can compose sentences coherently and correctly so that the reader can accept the author's intent, following the author's purpose with good diction mastery.

Based on the problems encountered during the pre-study, the mastery of diction and punctuation for class VIII students at SMP Negeri 2 Kota Bumi needs to be improved in persuasive writing because students' persuasive writing skills are not optimal. Many students have good ideas in mind due to observation, research, discussion, and reading. Once the concept is reported in writing, the writing idea is too conventional. The focus of the writing is not

well-defined. The language style used is monotonous, the choice of words (diction) is not accurate, the variations of words and sentences are dry, and the use of punctuation marks is inappropriate. This problem happens because the learning techniques used are less varied. Students only acquire the material in the student workbook. According to the description above, the researchers decided to examine "The Correlation of Diction Mastery and Carefulness with Students' Writing Ability. "

METHOD

The research method in this research is the quantitative method. According to Sudjana (2005: 86), the quantitative method is a method that produces a generally acknowledged conclusion in a parameter. The primary purpose of the quantitative methodology is to explain a problem but produce generalizations. The population in this study were all grade VIII students in the second semester of SMP Negeri 2 Kotabumi in the 2018/2019 academic year, totaling 238 students and consisting of three classes. The researchers obtained the sample of this study as 15% of the total population. So, the sample of this study is set at $15\% \times 238 \text{ students} = 35.7$ or monthly to be 36 students.

The data collection technique used is a test technique. To get the correct research data, the research uses data collection steps following the proper procedure. Data collection is conducted by using instruments that have been tested for validity and reliability. This study uses three research instruments. The instrument used is a diction mastery instrument using multiple-choice objective tests given to all students employed as research samples. Instrument of knowledge of punctuation by using multiple-choice test questions instrument. These multiple-choice test questions are given to students by students who have been sampled directly without being represented. To measure the ability to write persuasion, you must use a performance test, namely writing a persuasive essay with a predetermined theme.

Three research instruments were employed for data collection. The first instrument is the diction mastery instrument (X1). The students were asked to give one correct answer about the statements related to diction mastery. The second instrument is the instrument of knowledge of punctuation marks (X2). This instrument is used to determine students' understanding of punctuation. The students were asked to give one correct answer about the knowledge of punctuation in the questions. The last instrument is an instrument of writing persuasion ability (Y). This instrument is conducted to determine the students' proficiency in writing persuasion. This instrument is in the form of a performance test; students are asked to make a persuasive essay following the theme/event that the teacher has determined.

RESULTS AND DISCUSSION

Results

There is a positive and significant relationship between mastery of diction (X_1) and mastery of punctuation (X_2) together with the ability to write persuasion (Y) based on the research data. The relationship between diction mastery (X_1) and punctuation mastery (X_2) simultaneously with persuasive writing ability (Y) is indicated by a multiple correlation coefficient (r) of 0.848 at $N = 36$.

This result shows that the correlation coefficient value is positive, so the hypothesis (H_{a3}) is accepted, which means that there is a positive relationship between diction mastery (X_1), punctuation mastery (X_2), and persuasive writing ability (Y). The direction of the relationship is positive because the value of the correlation coefficient is positive, meaning that the higher the mastery of diction and mastery of punctuation marks, the higher the ability to write persuasion of students.

Table 1. The Result of Correlation Diction Mastery and Punctuation Mastery on The Students' Writing Ability

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Sig. F Change
						F Change	df1	df2		
1	.848 ^a	.720	.703	5.073	.720	42.379	2	33		.000

- a. Predictors: (Constant), Punctuation, and Diction Mastery
- b. Dependent Variable: Writing Ability

This result shows that the correlation coefficient is positive, so the hypothesis (H_{a3}) is accepted, which means that there is a positive relationship between mastery of diction (X_1) and mastery of punctuation (X_2) simultaneously with the student's writing ability (Y). A probability value test (F-test) was carried out to determine the significance of the relationship between the three variables. From the results of the F-test, the value of sig. F-change = 0.000. Because of the value of sig. F change (0.000) < 0.05, H_0 is rejected, and H_{a3} is accepted.

Therefore, it is concluded that H_{a3} is accepted because there is a positive and significant relationship between mastery of diction and mastery of punctuation simultaneously with the ability to write persuasion. To find out the contribution (contribution) given between the variables of mastery of diction (X_1) and mastery of punctuation (X_2) simultaneously on the students' writing ability (Y) is $R^2 \times 100\% = (0.848)^2 \times 100\% = 71.91\%$. Consequently,

the contribution given by the variable mastery of diction and mastery of punctuation to the ability to write persuasion is 71.91%, and the remaining 28.09% is determined by other factors/variables.

Based on the data above, it is concluded that there is a positive and significant relationship between mastery of diction and the student's writing ability. Furthermore, there is a positive and significant relationship between mastery of punctuation and the student's writing ability. Last, there is a positive and significant relationship between mastery of diction and mastery of punctuation simultaneously with the student's writing ability.

Discussion

Writing is essentially a communication activity carried out by the author to the reader (Apriyanti et al, 2018). The students must have several abilities, one of which is diction mastery for writing a text. Mastery of diction is one of the supporting factors to achieve the purpose of writing, namely being able to express ideas in writing appropriately, and it is in line with the understanding competence of the reader. Mastery of diction will significantly affect writing skills because mastery of diction is closely related to one's vocabulary. The students will easily convey ideas in writing to readers to understand with the correct terminology.

Theoretically, it can be stated that mastery of diction is students' ability to convey their ideas in written or oral form using the correct vocabulary. In other words, the students can get the message or main idea to the reader entirely and perfectly by mastering diction. Students' mastery of diction significantly contributes if it is associated with persuasive writing skills. It is necessary to use effective diction to write well so that the information conveyed follows what the author intended. Diction mastery is in the excellent category if it is successful in expressing messages, ideas, feelings, or notifications under the intent of the speaker or writer (Singgih et al, 2018). The students can describe something using effective diction because the primary purpose of writing a description is to explain something to the reader by using the proper diction in persuasive writing. So, it is hoped that the reader can capture the information in writing according to what the author wants to convey. Theoretically and practically, as described above, mastery of diction is one of the essential aspects for students to do writing activities, especially persuasion writing (Fitriyani, 2015).

Many components must be mastered by the author, one of which is mastery of punctuation (Rose, 2009). In writing persuasion, the students are required to reflect on their ideas clearly, and systematically so that the reader or recipient of the letter can obtain clarity from the information written. Furthermore, a student must have a high mastery of punctuation to produce

good writing. High mastery of punctuation is one of the keys to the success of learning writing skills. Students who have high motivation to write will find it easier to express their intentions and thoughts, in this case writing persuasion, than students who are less motivated to write. Consequently, it is suspected that there is a positive relationship between mastery of punctuation and persuasion writing skills.

Based on the results above, the ability to write persuasion is one aspect of language skills that students must possess. The factors of mastery of diction and mastery of punctuation can support the ability to write persuasion empirically. In summary, a student who has mastery of diction and mastery of punctuation well then he will be able and skilled in writing persuasion. This statement has been proven empirically from the research the author conducted on class VIII students of SMP Negeri 2 Kotabumi in the 2018/2019 academic year.

CONCLUSIONS

In summary, high mastery of punctuation is one of the keys to the success of learning writing skills. Students who have high motivation to write will find it easier to express their intentions and thoughts, in this case writing persuasion, than students who are less motivated to write. Thus, it is suspected that there is a positive relationship between mastery of punctuation and persuasion writing skills. Based on the results above, the ability to write persuasion is one aspect of language skills that students must master. The factors of mastery of diction and punctuation can support the ability to write persuasion because a student who has mastery of diction and punctuation well can master writing persuasion. This statement has been proven empirically from the research the author conducted on class VIII students of SMP Negeri 2 Kotabumi in the 2018/2019 academic year.

This research provides information that the variable mastery of punctuation significantly affects the ability to write persuasion in class VIII students of SMP Negeri 2 Kotabumi in the 2018/2019 academic year. These results indicate that the student's mastery of punctuation in the implementation of persuasive writing is in the high category level, so the mastery of punctuation marks will affect the students' ability to write persuasion. Mastery of diction and mastery of punctuation simultaneously significantly correlated with the ability to write persuasion in students. The magnitude of the correlation ($r = 0.848$), while the contribution given is 71.91%, and the remaining 28.09% is determined by other variables/factors. These results provide information that the variable mastery of higher education and mastery of punctuation strongly influences the ability to write persuasion. This proves that students' mastery of diction and punctuation in

writing descriptions is at a high category level, so it will affect the ability to write persuasion. For further researchers who will conduct research related to mastery of diction and mastery of punctuation in improving persuasive writing skills, it is necessary to examine from other perspectives and other aspects that influence efforts to improve persuasive writing skills and develop a program and approach

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