The Correlation of Diction Mastery and Writing Interest With Students' Writing Ability

Amalisa[1], Tri Riya Anggraini[2], Eva Nurchurifiani[3]
[123]STKIP PGRI Bandar Lampung
*amalisaamalisa@gmail.com

Abstract: The problem was raised in this research is the relationship between mastery of diction and writing interest with the ability to compose narratives. This research was conducted because of the reality on the ground that the ability to compose narratives and mastery of diction, as well as interest in writing, need to be developed. This study aims to describe the relationship between diction mastery and writing interest with the ability to compose narratives for fifth grade students at SDN 4 Tanjung Aman. To achieve the research objectives mentioned above, the authors use the correlational method, meaning that data is collected after all the events in question have taken place. The techniques used in collecting research data are questionnaires, tests, and observations. Research data analysis techniques include requirements analysis test, statistical analysis, and research hypothesis testing techniques. The results of the study show: (1) diction mastery is positively related to the ability to compose narratives as indicated by a correlation coefficient of 0.775 > 0.535 (r table); (2) writing interest is positively related to the ability to compose narratives as indicated by a correlation coefficient of 0.649 > 0.361 (r table); and (3) mastery of diction and writing interest together have a positive relationship with the ability to compose narrative coefficients of 0.807.
Keywords: diction, narrative text, writing

INTRODUCTION

Language has a central role in the intellectual, social and emotional development of students and is a supporter of success in learning all fields of study. Indonesian language learning is directed at increasing the ability of students to communicate in Indonesian properly and correctly, both orally and in writing and to foster operations on the results of Indonesian human literary works (Wahyuningsih et., 2019). Efforts to improve students' language competence to be active, creative, innovative, and directly involved in learning. One aspect of language skills that has a very important role in efforts to give birth to future generations who are intelligent, critical, creative, and cultured

is writing skills, students will be able to express ideas, thoughts and feelings intelligently to others in a coherent and systematic manner in writing. In essence, learning a language is learning to communicate (Lestari et al., 2018). Therefore, language learning is directed at improving students' skills in communicating in Indonesian, both orally and in writing.

Moreover, Indonesian language learning needs to be designed in such a way that students are able to communicate both orally and in writing (Indrilla, 2018). To teach students to be able to communicate, especially in written language, the implementation of writing learning should be directed at continuous writing practice activities by paying attention to the writing rules correctly (Hastomo, 2016). The teacher factor, for example, students are burdened with too many theories so that learning becomes very boring. The student factor, many students think that learning to write is less fun and less interesting so students are lazy to practice writing and less interesting so students are lazy to practice writing and are less interested in developing themselves in writing .

The results of teaching writing are also influenced by two factors, namely linguistic and non-linguistic factors (Reswati etl., 2021). Linguistic factors that influence include word choice or diction, use of punctuation, word formation, use of spelling, and effective sentence mastery. Non-linguistic factors that influence writing include interest in writing, motivation, discipline, intelligence, and interest in reading. Through writing students can express or inform the wealth of knowledge, thoughts, ideas, feelings, experiences, and imaginations to others in written form. This writing ability is important for students, that writing is one of the basic competencies in developing writing skills at the K13 junior high school level in 2013, the Indonesian Language and Literature subject at the junior high school level explains the competency standards, namely expressing information in various forms of writing (narrative, description, persuasion, argumentation, exposition). To teach students to be able to communicate, especially in written language, the implementation of writing learning should be directed at continuous writing practice activities by paying attention to the correct writing rules (Dalman, 2012). No less important in composing a narrative of word choice (diction), interest in writing is interrelated so that writing becomes better (Alwi, 2010).

Based on the description above, the researchers were interested to investigate the correlation of diction mastery and writing interest with students' writing ability.

METHOD

The method used in this study is a survey method with correlational

analysis techniques. (Siyoto & Ali, 2015). This method is used to be able to observe the object to be examined directly. The correlational analysis technique aims to determine whether or not there is a relationship and how close the relationship is. This study examines the extent to which variations in one or more factors are related to variations in other factors. in this study to determine whether or not there is a relationship between mastery of diction, and reading interest with the ability to compose narratives.

RESULTS AND DISCUSSION
RESULT
      In the descriptive data of this research, the research data will be presented in the form of the lowest score, highest score, mean (mean), median, and mode; measure of diversity, namely range, variance, standard deviation, and data presentation in the form of frequency distribution and histogram. The data frequency distribution table for the ability to compose narratives (Y) can be seen in the table below:

Table 1. Frequency Distribution of Writing Score Ability

No	Interval Class	Absolut frequency	Relatve Frequency
1	62 – 65	7	20
2	66 – 69	2	5.7
3	70 – 73	7	20.0
4	74 – 77	5	14.3
5	78 – 81	5	14.3
6	81 – 86	6	17.1
	Total	32	100

      Based on the table 1 above, it is known that as many as 6 respondents or 17.1% received scores in the highest interval class (81 - 84) and as many as 7 respondents or 70% obtained scores in the lowest interval (62 - 65). Diction mastery variable data obtained from the calculation of the research score of the diction mastery variable on 32 respondents. Based on the analysis of the assessment scores, the range of diction mastery scores is between 7.00 to 36.00 from the theoretical score range of 0 to 100. This means that the lowest score of respondents is 7.00 and the highest score is 36.00. In addition, the mean value (mean) is 27.81, the median is 29, the mode is 31, and the standard deviation (S) is 8.26.

Table 2. Frequency Distribution of Diction Mastery Scores

No	Interval Class	Absolut frequency	Relative Frequency
1	7 – 11	2	5.7
2	12 – 16	0	0.0
3	17 – 21	4	11.4
4	22 – 26	9	25.7
5	27 – 31	9	25.7
6	32 – 36	8	22.9
	Total	32	100

Based on the table 2 above, it is known that as many as 8 respondents or 22.90% obtained scores in the highest interval class (32 – 36) and as many as 2 respondents or 5.7% obtained scores in the lowest interval (7 – 11).). Interest in writing variable data obtained from the calculation of the research score for the variable interest in writing to 32 respondents. Based on the analysis of the scores of the assessment results, it was obtained that the empirical score of interest in writing was between 95.00 to 135.00 from the theoretical score range of 0 to 200. This means that the lowest score of the respondents was 95.00 and the highest score was 135.00. In addition, the mean value (mean) is 113.71, the median is 104, the mode is 106, and the standard deviation (S) is 9.71.

Table 3. Frequency Distribution of Interest in Writing Score

No	Interval Class	Absolut frequency	Relative Frequency
1	95 – 100	7	20.0
2	101 – 106	5	14.3
3	107 – 112	2	5.7
4	113 – 118	4	11.4
5	119 – 124	5	14.3
6	125 - 130	5	14.3
7	131 - 136	4	11.4
	Total	32	100

Based on the table 3 above, it is known that as many as 4 respondents or 11.4% obtained scores that were in the highest interval class (131 – 136) and as many as 7 respondents or 20.00% obtained scores that were in the lowest interval (95 – 136). 100). The described data recapitulation is summarized in the following table 4 below.

Table 4. Statistics Recapitulation

Statistic Description	Y	X1	X2
Mean	73.31	27.81	113.71
Standar Error	1.895769	1.431793	1.580346
Median	55	29	104
Mode	68	31	106
Standard Deviation	11.6863	8.826162	9.741904
Sample Variance	136.5697	77.90114	94.90469
Kurtosis	-0.94503	0.711877	0.275765
Skewness	-0.37765	-0.85246	-0.78839
Range	21	29	40
Minimum	62	7	95
Maximum	86	36	135
Sum	1421	1287	1196
Count	38	38	38
Largest (1)	53	46	45
Smallest (1)	14	9	9

Confidence Level (95.0%)	3.841193	2.901087	3.202084

Description :
X1 : Diction Mastery
X2 : Interest in Writing
Y : Narrative Writing Ability

DISCUSSION

Based on the analysis that has been done, it can be concluded that there is a positive relationship between diction mastery (X1) and writing interest (X2) with writing ability (Y) with a correlation coefficient of ry12 = 0.807. That means, the better the mastery of diction and interest in writing, the better the students' narrative writing skills. On the other hand, if the diction mastery and writing interest are low, the students' narrative writing skills will also be low. Composing is a process of compiling, recording, and communicating meaning in multiple settings, interactive, and directed to achieve certain goals by using a conventional system that can be seen (Gie, 2002).

Composing is an activity of expressing ideas, feelings or emotions in writing. In order for communication through written symbols to be achieved as expected, the author pours ideas or ideas into appropriate, orderly and complete language. The thoughts can be in the form of experiences, opinions, knowledge, desires, and feelings that are expressed to others by means of written language. The result of the embodiment of written language becomes a written work in the form of any composition, both fact and fiction, whether it is a few pages long or up to many volumes in length, in the style of poetry or prose (Djibran, 2008).

Therefore, it can be said that around 32.6% of the ability to compose a narrative is determined by mastery of diction and interest in writing with a coefficient of determination of 32.6%. Based on the coefficient of determination, it can be seen that mastery of diction and interest in writing are not the only factors that play a role in the ability to compose narratives.

CONCLUSION

Based on the results of testing the proposed research hypothesis, it is evident that the interest in diction mastery variable (X1) and writing interest variable (X2), on the ability to compose narratives (Y) can be concluded that there is a relationship between mastery of diction and the ability to compose narratives. The better the mastery of diction, the better the ability to compose narratives and vice versa if the mastery of diction is low, the ability to compose narratives will also be low. With a coefficient of determination of 57%, it can be said that about 57% of the ability to compose a narrative is determined by

mastery of diction. Based on the value of the coefficient of determination.

Second, there is a relationship between interest in writing and the ability to compose narratives. The better the mastery of diction, the better the ability to compose narratives and vice versa if the interest in writing is low, the ability to compose narratives will also be low. Third, there is a relationship between mastery of diction and interest in writing together with the ability to compose narratives. The better the mastery of diction and the interest in writing together, the better the ability to compose narratives will be. On the other hand, if the mastery of diction and writing interest is low, then the writing ability of children will also be low. Likewise, there is a relationship between mastery of diction and the ability to compose narratives. The better the mastery of diction, the better the ability to compose narratives and vice versa if the mastery of diction is low, the ability to compose narratives will also be low.

REFERENCES

Alwi, Hasan. (2010). Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka.

Dalman. 2012. Keterampilan Menulis. Jakarta: Rajawali Pers.

Djibran, Fahd. 2008. Writing is Amazing. Yogyakarta: Juxtapose.

Gie, The Liang. (2002). Cara Belajar yang Efisien. Yogyakarta: Gajah Mada Press.

Hastomo, T. (2016, January). The Effectiveness of Edmodo to teach writing is viewed from students' motivation. In Proceeding of International Conference on Teacher Training and Education (Vol. 1, No. 1).

Indrilla, N. (2018). The effectiveness of scientific approach and contextual teaching and learning approach in teaching writing. Lingua Cultura, 12(4), 405-413.

Lestari, S. ., Surastina, S., Rachmasisca, F. M. ., & Hastomo, T. . (2018). The Correlation of Effective Sentence Mastery and Language Attitude with Students' Writing Summary Ability. IJLHE: International Journal of Language, Humanities, and Education, 1(2), 1–10.

Reswati, R., Surastina, S., Alfiawati, R. ., & Hastomo, T. (2021). The Correlation between Effective Sentence Mastery and Learning Activities with Writing Ability in The Elementary School Students. IJLHE: International Journal of Language, Humanities, and Education, 4(2), 78–88.

Siyoto, S., Ali, S. 2015. Dasar Metodologi Penelitian.Yogyakarta:Literasi Media Publishing.

Wahyuningsih, L. S. ., Sutiyono, A. ., & Hastomo, T. . (2019). The Use of A Scientific Approach to Improve Argumentation Writing Ability for Middle School Students. IJLHE: International Journal of Language,

Humanities, and Education, 2(1), 63–71.