

# Relationship OF The Power Of The Diksi With The Writing Of Drama

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**Abstract--** The purpose of this study was to find out whether there was a relationship between Mastery of Jurisdiction and the Ability to Write Drama. The method used in this research is descriptive survey method with correlational techniques. The total sample of this study is the same as the total population, which is 50 students of CiptaInsani Middle School in Bogor, West Java. In this study the instruments used in data collection were using multiple choice tests. Instrument development is pursued in several ways: (1) Arranging research variable indicators (2) Arranging instrument grids (3) Testing instruments and (4) Testing the validity and reliability of instruments. The data collection technique for the Diction Mastery variable used an objective test consisting of 30 questions. Tests for mastery of diction are multiple choice with 4 choices of answers, but only one answer is correct. The choice of the correct answer is given a weight of 1 while the wrong answer option is given a weight of 0 (zero). Assessment is carried out with a rating scale with a rating scale (1 to 30). The results showed that: there was a positive and significant relationship between mastery of diction and the ability to write drama. It can be seen that the value of  $t$  arithmetic = 5.241 with a significant value of  $0.000 < 0.05$ , which means there is a significant relationship of mastery of diction by writing plays for students of CiptaInsani Middle School. The results of this study are expected to be one of the efforts to develop learning to write literary discourse and the contribution of thought to learning the ability to write literature based on the idea of developing dramawriting.

**Keywords :** *Mastery of Diction, Ability to Write Drama*

## I. INTRODUCTION

[1] Learning is a human characteristic so that humans can be distinguished from other living things. Learning is done by humans throughout their lives, anytime, anywhere with anyone. Learning long before or after the present time, and in a different place.[2] Functional and communicative learning of Indonesian is learning that emphasizes more students to learn languages, in relation to the function of language as a tool for communication. This human imagination is an aspect of the development of human behavior.

In the aspects of communication, imagination and writing that need to be considered are diction. Basically, jurisdiction is the selection of the right words so that truth, clarity,

effectiveness, harmony occurs and is suitable for a particular situation and forms groupings of words that are cognate, harmonious, expressive, and appropriate to createnuancesofsense andvalue. Dictation or choice of words involves the ability to choose the right words and suitable for a particular situation, for example in drama writing to give the impression of a living, imaginative, expressive life in dialogues. Based on this, it is assumed that there is a positive relationship between mastery of diction and the ability to write drama.[3] explains as follows diction is a choice of words that include the understanding of words that are used to convey ideas, how to form appropriate groupings of words appropriate expressions and which styles are best used in a situation, ability to distinguish precisely the nuances of meaning, the form that fits the intonation and the sense of value, the choice of the right and appropriate words possessed by a language. Diction is the choice of words means we choose the right words to say or express something. The choice of words is of the utmost importance both in the world of coral making and in the speech world[4].

[5] The choice of words must also be in accordance with the situation and place of use of the words. The right words will help someone express exactly what they want to say, both oral and written. Speaking diction or choice of words that are related to the form and meaning of the word, therefore diction is inseparable from the meaning itself in this study.

From a number of opinions above, it can be concluded that diction is the choice of words that include the correct and accurate truth, clarity and effectiveness. In choosing words (diction) there are two basic requirements that must be considered, namely accuracy and suitability. Requirements for accuracy concerning meaning, the logic aspects of the words chosen must express what they want to express. Compliance requirements are related to the match between the word used and the situation and circumstances of reading. In addition, students are less interested and less understanding to create good drama scripts such as research that has been done before due to several things. [6] says that:

In learning writing especially writing drama scripts the teacher only provides explanations about drama texts. students are not shown directly in the form of drama texts so that in the process of activities students cannot create good

drama because students do not have a picture of the drama script. This is what causes students to be less interested and less motivated in participating in learning to write drama scripts.

[7]The learning process is at the core of educational activities in schools. The teacher has the task of being a facilitator, motivator, model in learning. The teacher is able to arouse students' enthusiasm in the learning process karenaguru understands the attitude as a responsible leader. Students get maturity in their attitude through the learning process.

[8]In speaking and also writing, a speaker performs two types of activities, namely planning and carrying out which includes tatar discourse, layout of sentences, levels and articulations.

This is reinforced from the results of research conductedi[9], "The students' ability to write essays is still very low. These problems are due to the lack of vocabulary and the lack of proper and inadequate words used by students."

Writing is a language skill that is used to communicate indirectly, not face to face with other people, writing is a productive and expressive activity[10]. Furthermore, Tarigan said that writing requires experience, time, opportunity, practice, special skills and direct teaching to become an author [10]. Writing is lowering or describing graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols if they understand the language and the graph [10]. Writing is very important for education because it makes it easier for students to think. Writing is a form of thinking, but it is precisely thought for certain reading and for a certain time [10]. Writing is a creative process [11].

[7]Writing can be done by everyone, but many are not skilled. Need more attention in this matter. Unlike listening and speaking, writing requires practice in order to be skilled. Not only skilled, in writing activities must also have the intention to write. Starting with intention, then practice continuously until he is proficient in writing.

**II. METHOD**

The research data were analyzed quantitatively using simple linear regression analysis techniques. To get accurate results, the researcher used computer assistance program Statistical Package for the Social Sciences (SPSS) version 21 for Windows. The null hypothesis (H0) that is to be tested in this study is whether there is an influence of student learning interest on learning achievement in Indonesian at CiptaInsani Middle School, Bogor, West Java. In this study the instruments used in data collection were using multiple choice tests. Instrument development is pursued in several ways: (1) Arranging research variable indicators (2) Arranging instrument grids (3) Testing instruments and (4) Testing the validity and reliability of instruments. The data collection technique for the Diction Mastery variable used an objective test consisting of 30 questions. Tests for mastery of diction are multiple choice with 4 choices of answers, but

only one answer is correct. The choice of the correct answer is given a weight of 1 while the wrong answer option is given a weight of 0 (zero). Assessment is carried out with a rating scale with a rating scale (1 to 30).

The collection technique for the Drama Writing Ability variable uses essay tests. Students are asked to make a one-round drama script based on predetermined illustrations. Assessment includes: creating themes, creating settings (setting), carrying out exploration, creating characters, describing characters, creating dialogues with the right choice of words, sequential flow and using appropriate punctuation spellings. Assessment is carried out with a rating scale with a rating scale (1 to 100).

**III. FINDINGS AND DISCUSSION**

The data were analyzed quantitatively using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows to investigate the relationship of mastery of diction with mastery of writing drama to students of Cipta Insani Middle School in Bogor, West Java. The results of the data analysis produced by the variable value of diction and writing the description essay are: From the total sample of 50 students the diction value is a minimum value of 65, the maximum value is 82 and the average value is 73, 89 while for the essay writing value the minimum value is 68, the maximum value is 90 and the average value is 82.56. The SPSS analysis data are as follows:

TABLE I. SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,603 <sup>a</sup>	0,364	0,351	3,124

Fig. 1. a. Predictors: (Constant), DIKSI

Table 1 above explains the magnitude of the correlation value (R) which is 0.603 and explains the percentage size of the influence of the mastery variable toward writing a drama called determination which is the result of R. understanding that the influence of mastery of diction is 36.4% while the rest is influenced by other variables.

TABLE II. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	267,975	1	267,975	27,464	,000 <sup>b</sup>
Residual	468,345	48	9,757		
Total	736,320	49			

In the table explains that F count = 27.464 with a significant level / probability of  $0.000 < 0.05$ , the regression model can be used to predict the variable writing drama.

TABLE III. COEFFICIEN

Model	Unstandarized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B		Beta		
(Constant)	45,068	7,168		6,288	0.00
DIKSI	0,508	0,097	0,603	5,241	0.00

In the coefficients table, in the constant column is 45.068 while the Dictation value is 0.508, so the regression equation can be written:  $Y = a + bX$  or  $45,068 + 0,508X$ . The coefficient b is called the regression coefficient and states the change in the average variable writes the drama for a variable change of units. This change is an increase if b is positive and decreases if b is negative. So that the equation can be explained as follows: The constant of 45.068 states that if there is no mastery value, the writing value of the drama is 45.068.

Regression coefficient x is 0.508, implying that each addition is 1 value of mastery, then the writing value of drama increases by 0.508. It can be seen that the value of t arithmetic = 5.241 with a significant value of  $0.000 < 0.05$ , which means there is a significant relationship of mastery of diction by writing plays for students of CiptaInsani Middle School.

#### IV. DISCUSSION

From the total sample of 50 students the diction value is a minimum value of 65, the maximum value is 82 and the average value is 73, 89 while for the essay writing value the minimum value is 68, the maximum value is 90 and the average value is 82.56. The results of the study showed that there was a significant relationship between mastery of diction and the ability to write plays. This is evidenced by the magnitude of the correlation / relationship (R) which is equal to 0.603 and explained the percentage size of the influence of the mastery variable on writing a drama called determination which is the result of penguadratan R. Obtained the coefficient of determination ( $R^2$ ) of 0.364, which means diction is 36.4% while the rest is influenced by other variables. The ANOVA table explains that F count = 27,464 with a significant level of probability of  $0,000 < 0,05$ , so the regression model can be used to predict variable writing drama. So that the equation can be explained as a constant value of 45,068 stating that if there is no mastery value, the writing value of the drama is 45,068. The regression coefficient of x is 0.50, implying that each addition is 1 value of mastery, then the writing value of drama increases by

0.508. It can be seen that the value of t arithmetic = 5.241 with a significant value of  $0.000 < 0.05$ , which means there is a significant relationship of mastery of diction by writing plays for students of CiptaInsani Middle School.

#### V. CONCLUSIONS AND SUGGESTIONS

The ANOVA table explains that F count = 27,464 with a significant level of probability of  $0,000 < 0,05$ , so the regression model can be used to predict variable writing drama. So that the equation can be explained as a constant value of 45,068 stating that if there is no mastery value, the writing value of the drama is 45,068. The regression coefficient of x is 0.50, implying that each addition is 1 value of mastery, then the writing value of drama increases by 0.508. It can be seen that the value of t arithmetic = 5.241 with a significant value of  $0.000 < 0.05$ , which means there is a significant relationship of mastery of diction by writing plays for students of CiptaInsani Middle School. From the total sample of 50 students the diction value is a minimum value of 65, the maximum value is 82 and the average value is 73, 89 while for the essay writing value the minimum value is 68, the maximum value is 90 and the average value is 82.56.

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