



**THE CORRELATION BETWEEN LEARNING AUTONOMY
AND WRITING MASTERY AT THE FIFTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT
IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for Graduate Degree Education (S. Pd) in English

Written By:

ULFAH ROMAITO PARDEDE
Reg. No. 18 203 00116

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



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ULFAH ROMAITO PARDEDE
Reg. No. 18 203 00116

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Advisor II

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201103 2 007



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) Exemplars

Padangsidempuan, January 2023
a.n. **Ulfah Romaito Pardede**
To: **Dean**
Tarbiyah and Teacher Training
Faculty
In-
Padangsidempuan

Assalamu'alaikum wr.wb

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Ulfah Romaito Pardede**, entitled "**The Correlation between Learning Autonomy and Writing Mastery at the Fifth Semester Students of English Department IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduated degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be soon examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikumwr.wb.

Advisor I



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917199203 1 002

Advisor II



Sokhira Linda Vinderambe, M.Pd.
NIP. 19851010 201103 2 007

DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here:

Name : Ulfah Romaito Pardede
Reg. Number : 18 203 00116
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Title of the Thesis : **The Correlation between Learning Autonomy and Writing Mastery at the Fifth Semester Students of English Department IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from others, except the guidance from advisors and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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Padangsidimpuan, December 2022

Declaration Maker



Ulfah Romaito Pardede
Reg. Number 18 203 00116

APPROVAL AGREEMENT FOR PUBLICATION

As academic civity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the named who signed here:

Name : Ulfah Romaito Pardede
Register Number : 18 203 00116
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-3
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Padangsidimpuan, January 2023

Signed



Ulfah Romaito Pardede
Reg. Number 18 203 00116

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Ulfah Romaito Pardede
Registration Number : 18 203 00116
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Title of Thesis : **The Correlation Between Learning Autonomy and Writing
Mastery at the Fifth Semester Students of English
Department IAIN Padangsidimpuan**

Chief,



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 002

Secretary,

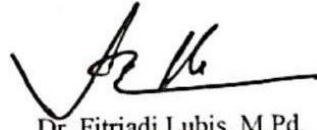


Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 2000312 2 002

Members,



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 002



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002



Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002



Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006053602

Proposed:

Place : Padangsidimpuan
Date : December, 23rd 2022
Time : 14.00 WIB until finish
Result/Mark : 83.25 (A)
IPK : 3.56
Predicate :



RELIGION MINISTRY INDONESIAN REPUBLIC
STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat : Jalan T. Rizal Nurdin Km. 4,5 Telep (0634) 22080 Sihitang 22733
Padangsidimpuan

LEGALIZATION

Thesis : **The Correlation between Learning Autonomy and Writing
Mastery at the Fifth Semester Students of English
Department IAIN Padangsidimpuan**

Written By : **Ulfah Romaito Pardede**

Reg. No : **18 203 00116**

Faculty/ Department : **Tarbiyah and Teacher Training Faculty**

The thesis had been accepted as a partial fulfillment of the requirement for Graduate Degree of Education (S.Pd.) in English.

Padangsidimpuan, October 2022

Dean



Dr. Lelya Hilda, M.Si.

NIP. 19720920 200003 2 002

Name : Ulfah Romaito Pardede
Reg. Number : 18 203 00116
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-3)
The Title of the Thesis : The Correlation between Learning Autonomy and Writing Mastery at The Fifth Semester Students of English Department IAIN Padangsidempuan

ABSTRACT

This research discussed about correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidempuan. The problems of this research were the students lack independents' in writing, students cannot write nicely and students do not have confidence in writing.

This research has three formulations of problems, they were: 1) how is the learning autonomy at the fifth semester students of English Department IAIN Padangsidempuan. 2) how is the writing mastery at the fifth semester students of English Department IAIN Padangsidempuan. 3) is there any significant correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidempuan. The aims of this research were to know students' learning autonomy at the fifth semester students of English Department IAIN Padangsidempuan, to know students' writing mastery at the fifth semester students of English Department IAIN Padangsidempuan, and to find out the correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidempuan.

This research is a correlation research with the population was the fifth semester students of English Department IAIN Padangsidempuan. The sample of this research was population sample, they are 61 students. The researcher used questionnaire for learning autonomy and test (free writing) for writing mastery as the instrument for collecting data. The data were analyzed statistically by using product moment.

The calculation of product moment by getting correlation coefficient $r_{xy} = 0.579$ and r_{table} on 5% significant level was 0.254. Hypothesis (H_a) was accepted namely $0.579 > 0.254$ ($r_{count} > r_{table}$). Based on calculation of t_{count} the result was 5.455 and t_{table} on 5% significant level was 2.000. Based on calculation of t_{count} , the result was $t_{count} > t_{table}$ ($5.455 > 2.000$). It meant there was significant correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidempuan in enough category.

Key words: Learning Autonomy, Writing Mastery

Nama : Ulfah Romaito Pardede
Nim : 18 203 00116
Fakultas : Tarbiyah and Teacher Training Faculty
Jurusan : Tadris Bahasa Inggris (TBI-3)
Judul Skripsi : Hubungan Belajar Mandiri dan Kemampuan Menulis Pada Semester V Tadris Bahasa Inggris IAIN Padangsidempuan

ABSTRAK

Penelitian ini membahas tentang hubungan kemandirian belajar dan kemampuan menulis pada semester V Tadris Bahasa Inggris IAIN Padangsidempuan. Masalah dalam penelitian ini adalah mahasiswa kurang mandiri dalam menulis, mahasiswa tidak bisa menulis dengan baik dan mahasiswa tidak memiliki rasa percaya diri dalam menulis.

Penelitian ini memiliki tiga rumusan masalah, yaitu: 1) bagaimana kemandirian belajar mahasiswa semester V tadris Bahasa Inggris IAIN Padangsidempuan. 2) bagaimana kemampuan menulis mahasiswa semester V tadris Bahasa Inggris IAIN Padangsidempuan. 3) apakah ada hubungan yang signifikan antara kemandirian belajar dan kemampuan menulis mahasiswa semester V tadris Bahasa Inggris IAIN Padangsidempuan. Tujuan penelitian ini adalah untuk mengetahui kemandirian belajar mahasiswa semester V tadris Bahasa Inggris IAIN Padangsidempuan, untuk mengetahui kemampuan menulis mahasiswa semester V tadris Bahasa Inggris IAIN Padangsidempuan, dan apakah ada hubungan signifikan antara kemandirian belajar dan kemampuan menulis pada semester V Tadris Bahasa Inggris IAIN Padangsidempuan.

Penelitian ini adalah penelitian korelasi dengan populasi pada penelitian ini adalah mahasiswa semester V Tadris Bahasa Inggris IAIN Padangsidempuan. Sampel penelitian adalah populasi sampel, berjumlah 61 mahasiswa. Instrumen yang digunakan peneliti adalah menggunakan angket untuk mengukur kemandirian belajar dan tes writing (free writing) untuk menguji kemampuan menulis mahasiswa. Data dianalisis menggunakan product moment.

Hasil perhitungan menggunakan product moment dengan memperoleh $r_{xy} = 0.579$ dan r_{table} pada level signifikan 5% adalah 0.254. Hipotesis (H_a) diterima yaitu $0.579 > 0.254$ ($r_{count} > r_{table}$). Berdasarkan hasil perhitungan t_{count} hasilnya adalah 5.455 dan t_{table} pada level signifikan 5% adalah 2.000. Berdasarkan hasil perhitungan t_{count} hasilnya adalah $t_{count} > t_{table}$ ($5.455 > 2.000$). Artinya ada hubungan yang signifikan antara kemandirian belajar dan kemampuan menulis pada semester V Tadris Bahasa Inggris IAIN Padangsidempuan pada kategori cukup.

Kata kunci: Belajar Mandiri, Kemampuan Menulis

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First of all, let the researcher says a lot of praise and Alhamdulillah to Allaah SWT, as the best Creator of everything in the world and as the most Merciful who has given to the researcher the health, time, knowledge and chance so the researcher can accomplish her thesis entitled “The Correlation between Learning Autonomy and Writing Mastery at The Fifth Semester Students of English Department IAIN Padangsidempuan”. The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in jahiliyyah era into the good one, which has created by knowledge like this era.

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Padangsidempuan, January 2023

Researcher

ULFAH ROMAITO PARDEDE
Reg. No: 18 203 00116

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is a route of creativity decanting ideas that exists in the mind into the form of writing with a particular goal or intention. Writing is a language skill that should be known by students. Writing is an essential things in the academic environment and the nonacademic. Writing is expressing idea, opinion, experience, information and organize them into statement and paragraph that can be read and understood by the reader.

Based on the fifth semester of English department curriculum. The syllabus in writing 2, the students must be able to write some kinds of genres such as descriptive text, narrative text and recount text. The one of important material that students should understand is recount text.

There are a few essentials why students should have ability to write recount text, they are: First, writing sharpness creativity and creativeness ranges. When write, positive regions of brain are activated, part of brain popularly known to be the seat of creativity, exploration, and problem solving. Second, writing widens knowledge base. Writing can widen knowledge capacity and significantly also develop an excellent memory.

The government has done various efforts to improve the quality of education, include curriculum development, procurement of textbook, school

operational assistance and teacher quality improvement. Lecture is one of an important position to enhance students' mastery. In enhance students' writing mastery, lecturer should capable of choosing and using suitable educational materials. The efforts that can lecturer use to increase students' capacity are making a lesson plan and using suitable approach or media. The effort that institute give to increase writing mastery is complete facilities. The efforts above can increase writing recount text.

Based on interview with students of English department in IAIN Padangsidimpuan at fifth semester, RT said "I cannot write nicely, lack of understanding grammar that frequently make mistake inside the structure of the sentence, lack of vocabulary items and lack of interest to write".¹ AN said "I do not have idea in writing, I feel difficult to write because I do not understand in placing the word in order to form a good sentence and make sentence into a paragraph, I do not have confidence in writing, I do not have writing habits, access to writing sources, and lack of independents' in writing".² Based on the interview it can be conclude that some students still poor in writing.

There are many factors that have an effect on writing are: environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials, and learning styles.³ Learning style is the way of students in absorbing

¹RT, *Private Interview to the student of Class TBI-III at fifth semester*, (Padangsidimpuan: IAIN Padangsidimpuan, October 29th 2021)

²AN, *Private Interview to the student of Class TBI-III at fifth semester*, (Padangsidimpuan: IAIN Padangsidimpuan, October 29th 2021)

³Gavin Reid, *Learning Styles and Inclusion*, (London: Paul Chapman Publishing, 2005), p. 7.

and understanding the information or idea which they have got in learning process. Learning style is students' way of thinking and process of getting knowledge. Learning style as an individuals' habit ways of processing the knowledge and transforming the knowledge into personal knowledge. Everyone has different opinion about kinds of learning styles. There are four kinds of learning styles are: collaborative learning, competitive learning, dependent learning, and independent learning. Independent learning in another word is learning autonomy.⁴ It can be conclude that, learning style is one of factor that have an influence in writing. Learning autonomy is kind of learning style.

Learning autonomy is the ability to take charge of one's own learning. Learning autonomy as the ability to assume responsibility for one's on affairs. Therefore, having autonomy means molding behavior and attitude of autonomous in learning English writing will have been striven in order to enhance ability in writing. Autonomy is a capability for decision making and independent action. When the learners take part the active role in their learning are known as autonomous learning.

There are several importances of learning autonomy, they are: First, give the intelligence to the students. Second, instilling a way to strive students without

⁴Gary Confessore, "The Relationship of Multiple Learning Style to Levels of Learner Autonomy", *International Journal of Self-Directed Learning*, Vol. 7, No. 1, Spring 2010, p. 4. <http://www.curtisnewbold.com/wp-content/uploads/2016/09/IJSLD-13.1.pdf>

depending on others. Third, students can provide solutions to every problem encountered. Fourth, students can choose and sort out the decisions that taken.

The role of learning autonomy in writing recount text is the students can develop their ideas. Writing need a concentrate that is the reason why the students need learning autonomy in writing because they can more focus to share the ideas. Learning autonomy in writing can be referred to as promoting the learner to develop a sense of responsibility for language acquisition.

Based on the explanation above, the researcher was interested to do a research entitled “The Correlation Between Learning Autonomy and Writing Mastery at The Fifth Semester Students of English Department IAIN Padangsidempuan”.

B. Identification of the Problem

Writing is a language skill that should be known by students. Writing recount text is a process of expressing idea and experience and organize them into paragraph that can be read and understood by the reader.

As mention above, the factors are: environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials, and learning styles. Here, learning style means learning autonomy.

C. Limitation of the Problem

Based on identification of the problem above there are some factors that influence students' writing mastery, such as environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials, and learning styles, it means learning autonomy.

This research did not discuss all factors. This research only discuss one factor. This research was limited to learning autonomy. This research limit to that factor because based on all the factor such as environment, mood, self-esteem, motivation, teaching styles, supports, task/ task expectations, materials, and learning styles. Learning style in another word is learning autonomy has a stronger correlation on writing mastery.

D. Formulation of the Problem

Formulation of the problem of this research are:

1. How is the learning autonomy of the fifth semester students of English Department IAIN Padangsidimpuan?
2. How is the writing mastery of the fifth semester students of English Department IAIN Padangsidimpuan?
3. Is there any significant correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidimpuan?

E. Objectives of the Research

Objective of this research are:

1. To know the students' learning autonomy of the fifth semester students of English Department IAIN Padangsidimpuan.
2. To know the students' writing mastery of the fifth semester students of English Department IAIN Padangsidimpuan.
3. To find out the correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidimpuan.

F. Significances of the Research

By directing the study about the correlation between learning autonomy and writing mastery, researcher hopes that the result of the research will be handy or helpful to give some involvements to English language and learning:

1. For Dean

The result of this research can be information for dean of how correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidimpuan.

2. For the Lecturers

The result of this research can be information for lecturers in teaching writing and the aspect that influence it.

3. For the Other Researcher

The result of this research hopefully useful as the resource of their reference and also useful to advise and let know the readers about correlation between learning autonomy and writing mastery at the fifth semester students of English Department IAIN Padangsidempuan.

G. Outline of the Research

Outline of this research divided into five chapters. Chapter one consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research and outline of the reseacrh.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of learning autonomy, writing mastery, matrial of writing, related findings, framework of thinking and hypothesis.

Chapter three consists of methodology of the research which is divided int subchapter, place and time of the research, reseacrh method, population and sample, definition of operational variables, instrument of collecting data, validity and reliability, technique of ollecting data and technique of data analysis.

Chapter four, consist of the data description, data analysis, discussion and threats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

H. Theoretical Description

1. Learning Autonomy

a. Definition of Learning Autonomy

Learning Autonomy was defined as the ability to take charge of one's own learning.⁵ According to Gathercole in Teng, autonomy is when the learner is willing to and able to take over of his personal learning.⁶ Based on the opinion of the experts, it can be concluded that learning autonomy is ability of take over personal learning.

According to Little in Teng, learning autonomy as having the capacity for detachment, critical reflection, decision making and independent action. Learning autonomy is the ability of learners to set their personal schedule or plan and follow it through.⁷ It means that learning autonomy is the ability of students to make decisions and organize activities and be independent in learning.

Based on the opinion of several experts regarding learning autonomy, it can be concluded that learning autonomy is ability in take over personal learning, decision making, organize the activities or plan,

⁵Saleh Al- Busaidi & Faisal Al-Maamari, "University Teachers' Understanding of Learner Autonomy", *Theory and Practice in Language Studies*, Vol 4, No. 10, pp. 2051-2060, October 2014, ISSN 1799-2591. <https://www.academypublication.com/issues/past/tpls/vol04/10/10/pdf>

⁶(Mark) Feng Teng, *Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language*, (Hongkong: Springer, 2019), p. 3. <https://b-ok.cc/book/3578649/85e932>

⁷(Mark) Feng Teng, p. 3.

and have independent action in leaning. Independence plays an important role, which meant learners should have been able to choose their own goals as well as material, and resources.

According to Knowles in the broadest meaning, learning autonomy described as the process of an individual take the initiative without the help of others in diagnosing their learning needs, formulating learning goals, and evaluating learning outcomes.⁸ It means that learning autonomy is individual's process of improving his or her own learning.

In learning autonomy, students do not learn simply because someone tells them what to study. Students learn more significantly when they take ownership in their learning.⁹ Learning autonomy and self-directed learning were quite similar because both cases, it was the learner who assume responsibilities for his/her own learning.¹⁰ It means that learning autonomy is the nature of independent in learning.

Learning autonomy is a learning style that students do without relying on others help to achieve learning objectives, namely mastering the material and students can apply their knowledge in solving problems. Learning autonomy is considered very influential because most students only learn when there are assignment and test.

⁸Malcolm S. Knowles, *Self-Directed Learning, A Guide for Learners and Teachers*, (Chicago: Associates Press Follet Publishing Company, 1975), p. 18. <https://b-ok.cc/book/6036566/57c328>

⁹John Dent, et. al., *A Practical Guide for Medical Teachers. Sixth Edition*, (Toronto: Elseiver Limited, 2021), p.169. <http://b-ok.cc/book/5940304/878378>

¹⁰(Mark) Feng Teng, p. 3.

b. Purpose of Learning Autonomy

Learning autonomy is important aspect in learning. Student do not have learning autonomy will be difficult to be responsible in the learning process, students cannot take own decision and have no initiatives in problem faced.

There are three purposes of learning autonomy. The purposes consist of:

1. To enhance the ability of learners to be independent in their learning.
2. To foster transformational learning as central to independent learning.
3. To promote emancipatory learning and social actions as an integral part of independent learning.¹¹

The purpose of learning autonomy is for students to discover new things that make them assess their own learning outcomes, to enhance ability, to foster and to promote learning to be independent learning.

c. Characteristic of Learning Autonomy

Learners who have independent learning can be seen from learning activities, they do not need to be told to study and activities learning is carried out on their own initiative. Everyone has different opinion about characteristic of learning autonomy. According to Kartadinata in Desmita, learning autonomy is classified into five aspects

¹¹Sharan B. Merria, et. al., *Learning in Adulthood A Comprehensive Guide. Third Ed*, (San Francisco: Jossey-Bass, 2007), p. 107.

and can be used as indicator. Here are five characteristic learning autonomy, namely:

1. Responsibility. Characteristics are able to complete the tasks given without the help of others, no procrastination in doing task, able to make their own decisions and solve the problem.
2. Progressive and tenacious. Characteristics are not easy give up when faced with problems, persevere in the pursuit of achievement, have efforts to fulfill their wishes, do various ways to achieve the goal and like challenging things.
3. Initiative or creative. Characteristics are having high creativity and have great ideas.
4. Self-control. Characteristics are able controlling emotions, able to control action, think before acting and able to self-discipline.
5. Confidence. Characteristics are knowing yourself deeply and believe in your own abilities.¹²

The characteristics above are needed so the learners are able to become strong individuals who do not depend on others and have a sense of responsibility.

¹²Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung: PT Remaja Rosdakarya, 2009), p. 185-186.

d. Factors of Learning Autonomy

Learning autonomy is influenced by several factors. According to Syah, there are two factors, namely contained within itself (endogenous factors) and factors that exists outside of itself (exogenous factors).

1. Endogenous Factors (Internal)

Endogenous factors are factors that influences which come from within itself. The factor is learning interest. Interest is basically acceptance of relationship between oneself and something outside yourself. The closer relationship the greater interest.

2. Exogenous Factors (External)

Exogenous factors are factors that comes from outside the self, often referred as environmental factors. The environmental faced by the individual influences development of person's personality both in negative and positive terms. A good family and community environment, especially in the field of values and values life habits will shape personality, including in independence.¹³

Based on description above, it can be conclude that in achieving learning autonomy there are several factors that influence it. These factors have role which is very important as a basis for determining how far students can behave and think independent both in learning process.

¹³Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT. Rajagrafindo Persada, 2003), p. 145-155.

e. Principles for Fostering Autonomy In The Classroom

Fostering autonomy in the classroom is steps to against making a learning environment where the learners are pushed to make decision about their personal learning.¹⁴ There are no simple principles to encourage autonomy but these following steps will largely define the principles. There are four principles according to Nunan, including:

- 1) Be actively involved in the students' learning, it means that in traditional classrooms, teachers direct the student' learning. Teachers help learners take greater control over their learning become more actively.
- 2) Provide a range of learning options and resources, it means that learners are expected to provide or have other learning resources that can support their learning.
- 3) Offer choices and decision making opportunities, it means that to build opportunities and decision making is very important.
- 4) Support the learners, it means that teacher as a counselor to individual learners during and between classes. The line between support and direction.¹⁵

Based on explanation above, it takes conclusion there are five principles for fostering autonomy in the classroom and important influence on involvement of the learners in them.

2. Writing Mastery

a. Definition of Writing

Definition of writing is mentioned by several experts in various. According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements

¹⁴David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill/Contemporary, 2003), p. 294.

¹⁵David Nunan, p. 294-295.

and paragraphs that will be clear to a reader.¹⁶ According to Lyons in O'Malley and Pierce, writing is personal act in which writers take ideas or prompts and transform them into self-initiated topics.¹⁷

Based on explanation above, it can be concluded that writing is a written works to express someone feelings, ideas, thinking and organize them into a good statement and paragraphs in order to be understand by all of the reader easily of what the writer wants to say.

According to Lubis, writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas.¹⁸ It means that writing is produce the words and express the ideas.

Meaning of writing in specific definition is the ability to express ideas and thoughts in writing and ability to write various types of genres such as: descriptive text, recount text, narrative text, procedure text, explanation text, discussion text, exposition text, news item, report text, and anecdote.¹⁹ It can be concluded that there are two definitions of writing. General definition and specific definition is based on the syllabus or curriculum.

¹⁶David Nunan, p. 88.

¹⁷J. Michael O'Malley & Lorrain Valdez Pierce, *Authentic Assessment for English Language Learners*, (New York: Addison-Wesley Publishing Company, 1996), p. 136.

¹⁸Rayendriani Fahmei Lubis, "Writing Narratie Text", *English Educational*, Vol. 2, No. 01, January 2014, p. 61. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115>

¹⁹Syllabus Writing 2 English Department IAIN Padangsidimpuan, *Private Document*, (IAIN Padangsidimpuan: 2018).

b. Purposes of Writing

Purposes in writing determines the nature of the writing. Every written text has purpose. There are two purposes of writing, namely: general purpose and specific purpose. General purpose according to Stead and Hoyt, there are five purposes of writing, they are

1. To instruct. It means to tell the reader how to do something. Example text types are recipe, directions, rules and others.
2. To inform. It means to provide information: describe, explain and give the readers facts. Example types text are descriptive report, presentation, interview and others.
3. To persuade. It means to influence the reader to take action. Example types text are letter, essay, advertisement and others.
4. To narrate. It means to draw the reader into an event to provide insight. Example types text are personal narrative, personal thought, diary and others.
5. To respond. It means to express ideas about a topic and evaluate thinking. Example types text are response to literature, and response to personal communications²⁰

While the purpose of writing specifically is based on the syllabus writing 2 English Department IAIN Padangsidempuan. The purpose of writing are: the learners are able to write various types of genres such as: (descriptive text, recount text, narrative text, procedure text, explanation text, discussion text, exposition text, news item, report text, and anecdote), the learners are able to understand and know each purpose of these genres, and the learners can identify generic structure and language features.²¹ It is important to understand the purposes of writing, especially for which writers are write and then to select a text type to match the goal. It can be

²⁰Tony Stead and Linda Hoyt, *A Guide of Teaching Nonfiction Writing*, (Portsmouth: Greenwood Publishing Group, 2011), p. 13. <https://www.readingNonfictionWriting.pdf?cfchltk=VixrOKR2Um>

²¹Syllabus Writing 2 English Department IAIN Padangsidempuan, *Private Document*, (IAIN Padangsidempuan: 2018).

conclude that there are two kinds of writing purpose. General purpose consist of five purpose and specific purpose is based on the syllabus or curriculum.

c. Process of Writing

Writing is not an instant process. It takes time and engages so many activities. Oshima states that there are four processes a good writing, they are; prewriting, organizing, writing and polishing. The explanation can be seen below:

- 1) Prewriting
Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic.
- 2) Organizing
Organizing is the writing process to organize the ideas into simple outline. Here, the students write topic sentence then they give more information about the topic sentence or write supporting sentences.
- 3) Writing
Writing is the next step to write a rough draft, suing the outline as guide. Write a rough draft as pass as possible without stopping and don't think about the grammar, punctuation or spelling.
- 4) Polishing
There are two steps in polishing they are revising and editing. Revising is attack the big issues of the content organization. Editing is make into smaller issues and repair about the grammar, punctuation and mechanics.²²

Based on explanation above, can be said that there are some steps must be followed by writer to make a good writing. That processes are

²²Alice Oshima, *Introduction to Academic Writing*, (New York: Pearson Longman, 2007), p. 16-18.

very important in writing, if the process is not complete the writing will be messy.

d. Component of Writing

The component of writing is needed to recognize the criteria for writing assessment in the research study. According to Nunan, there are five components of writing as follows:

- 1) Content. The writer has an ability to think creatively to develop his ideas.
- 2) Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- 3) Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and express the ideas.
- 4) Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
- 5) Mechanics. The writer is able to write in appropriate spelling, punctuation, and capitalization.²³

The ability to write is not only in the form of activities that transfer thoughts into written form, but also must be done in writing that is arranged correctly. It can be concluded that writing consist of several component. If one of these component does not exist, then a writing cannot be said to be good. The five components are very important in writing.

²³David Nunan, p. 94.

e. Material of Writing

1) Definition of Recount Text

Definition of recount text is mentioned by several experts in various. According to Djuhaire, recount text is a type of text that content reports events, occurrences, or activities that have happened to someone, or in the form of someone's experiences.²⁴ According to Aditiawarman, recount text can be said as a text which tells some event in the past time. Recount text is a text which reconstructs events, experience and achievement from the past in the logical sequence.²⁵

Based on opinion above, it can be concluded that recount text is a kind of text that describes a person's experiences in the past and in the logical sequence.

2) Social Function of Recount Text

According to Aditiawarman the purpose of recount text is to inform or entertain the reader. The purpose of the text is to retell past event to reader or listener with actual or imaginary experience in past time and presents some event that aimed to restate an event.²⁶ It

²⁴Otong Setiawan Djuhaire, *Mengerti Bahasa Inggris SMA/MA*, (Bandung: Yrama Widya, 2007), p. 437.

²⁵Mac Aditiawarman, *Recount Text through Toontown Game at Senior High School Ekasakti*, (Beau Bassin: LAP LABERT Academic Publishing, 2018), p. 8. <https://zenodo.org/record/25411268/files/EBOOK-Recount%20Text%20Through%20Toontown%20Game%20At%20Senior%20High%20School%20Ekasakti.pdf>

²⁶Mac Aditiawarman, p. 9

means purpose of the text to tell and to entertain the readers with imaginary experience or past event.

Harjono defines the purpose of recount text is to reconstruct and describe something that has already happened. They are used to retell experience and responses to these experiences.²⁷ It means that purpose of recount text are to retell, describe and inform others experiences.

Based on explanation above it can be concluded that, to retell something happened and actual or imaginary experiences.

3) Generic Structure of Recount Text

According to Djuhaire, recount text generally has three generic structures, those are orientation, sequences of event and re-orientation. Orientation is introduction or opening in the form of character introduction time and place. Event is a series of chronologically event happen. Re-orientation is ending of the text which summarizes the event.²⁸

Aditiawarman states that the structures of recount text consist of three parts. First, orientation is a part that introduces the setting and characters. Second, event that usually has more than one. Third, re-orientation is the ending of the text.²⁹

²⁷Harjono, "Improving Students' Ability in Writing Recount Text by Using RGFE Homework and Verbal Imagery", *English Educational*, Vol. 3, No. 02, February 2011, p. 3. <https://jurnal.untan.ac.id/index.php/jpdpb/article/download/6478/6701>

²⁸Otong Setiawan Djuhaire, p. 437.

²⁹Otong Setiawan Djuhaire, p. 437.

It can be concluded that there are three generic structures of recount text: orientation, event, and re-orientation.

4) Language Features of Recount Text

Recount text uses certain language features. According to Djuhair, there are some language features of recount text as follows:

- a. Usually written in the past tense.
- b. Words that show the order of event (then, first, next, afterwards, just before that, at least, meanwhile)
- c. The subject of recount tends to focus on individual or group participant (third person).
- d. Personal recounts are common.
- e. Using action verbs and circumstances such as adverb of place and adverb of time to show the action and detail information of events that occur in their story.³⁰

Based on the explanation above, there are five language features of recount text, but the important language feature is using simple past tense because the characteristic of recount is simple past tense.

5) Example of Recount Text

The text below can be analyzed based on the generic structure of the recount text as follows:

Harbour Cruise	Title
On Tuesday we went on a harbour cruise.	Orientation

³⁰Mac Aditiawarman, p. 11

We went underneath the harbour bridge and then we went past some submarines. When we got to Clifton Gardens we had a picnic after we had finished we played on the climbings. Then Mr. Robinson come over and said Mr. Moses was giving out frozen oranges. Then after we finished that we went home.	Event
It was a nice day out. ³¹	Re-orientation

By Air	Title
I used to travel by air a great deal when I was a boy. My parents used to lived in South America and I used to fly there from Europe in the holidays.	Orientation
An air-hostess would take charge of me and I never had an unpleasant experience. I used to travelling by air and only on one occasion have I ever felt frightened. After taking off, we were flying low over the city and slowly gaining height, when the plane suddenly turned round and flew back to the airport. While we were waiting to land, an air-hostess told us to keep calm and to get off the plane quietly as soon as it had touched down. Every body on board was worried and we were curious to find out what happened. Later we learnt that there was a very important person on board. The police had been told that a bomb had been planted on the plane.	Event
After we landed, the plane was searched thoroughly. Fortunately, nothing was found and five hours later we were able to take off again. ³²	Re-orientation

Based on the examples, it can be conclude that the purpose of the text is to re-tell and entertain. The text consist of three parts, they are orientation, event and re-orientation and using of simple past tense.

³¹Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 20.

³²L.G. Alexander, *Practice and Progress: An Integrated Course for Pre-Intermediate Students*, (England: Longman, 1990), p. 197.

I. Review of Related Findings

There have been many researches done regarding to this research problem. The related findings are:

The first, Masita who has done the research and found that there was significant and positive correlation between those variables ($r = 437$). Meanwhile variables presented gave contribution to the other variable due to its relationship.³³

The second, Ilham who has done the research and found that there was a strong significant correlation between sophomores' autonomous learning of writing and their writing ability ($r > \text{table}$, $0.769 > 5\%$). The coefficient of determination also reveals that sophomores' autonomous learning of writing has affective contribution to their writing ability at 59%.³⁴

The last is Br. Nasution who has done the research and found that the result of the research obtain value was 0.018 lower than alpha value 0.05 which indicates that there was a significant correlation between learner autonomy and English proficiency. It mean that null hypothesis (H_0) was rejected while alternative hypothesis (H_a) was accepted. The value of r obtained is $0.282 > r$ table 0.235. It mean that the correlation coefficient was in the low level because correlation value (r) 0.282 was in the range between 0.200-0.400. In conclusion,

³³Dyah Dewi Masita, "EFL Students' Ability in Performing Autonomous Learning and Their Writing Proficiency", (Malang: Pascasarjana UM, 2016) <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/50110>

³⁴Muhammad Ilham, "The Correlation Between Sophomores' Autonomous Learning of Writing and Their Writing Ability", (Riau: UIN Sultan Kasim Riau, 2018) <http://ejournal.uin-suska.ac.id/index.php/IJIELT/article/view/5147/3062>

here was a significant, positive and low correlation between students' learner autonomy and students' proficiency at MAN 1 Pekanbaru.³⁵

Based on related findings above, the researcher wants to research the correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidempuan but this research is different with the research above. It can be looked from: place and time of research.

J. Framework of Thinking

Learning autonomy is ability in take over personal learning, decision making, organize the activities or plan, and have independent action in leaning. Independence plays an important role, which meant learners should have been able to choose their own goals as well as material, and resources. Writing is a written works to express someone feelings, ideas, thinking and organize them into a good statement and paragraphs in order to be understand by all of the reader easily of what the writer wants to say.

Learning autonomy in writing recount text can develop learner's idea. Writing need a concentrate, that's way the learners need learning autonomy in writing because they can more focus to share the ideas. Learning autonomy in writing can be referred to as promoting the learner to develop a sense of responsibility for language acquisition.

³⁵Nur Ainun Br. Nasution, "*The Correlation between Learner Autonomy and English Proficiency at the Eleventh Grade students of MAN 1 Pekanbaru*", (Pekanbaru: Sultan Syarif Kasim Islamic University Riau, 2021) <http://repository.uin-suska.ac.id/53613/2/THESIS%20NUR%AINUN%20BR%20NASUTION.pdf>

There are two variables of this research are learning autonomy as independent variable (X) and writing mastery as dependent variable (Y).

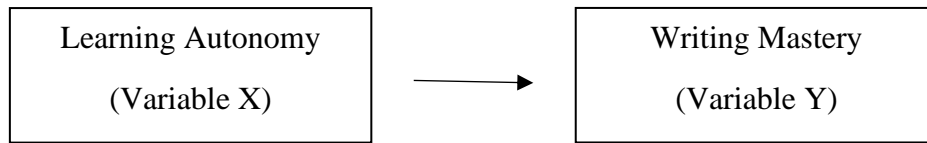


Figure 2.1 Correlation between Learning Autonomy and Writing Mastery.

K. Hypothesis

The hypothesis of this research are:

1. There is a significant Correlation between Learning Autonomy and Writing Mastery at the Fifth Semester Students of English department IAIN Padangsidempuan. (Ha)
2. There is no significant Correlation between Learning Autonomy and Writing Mastery at the Fifth Semester Students of English department IAIN Padangsidempuan. (Ho)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has been conducted at the fifth semester of English Department IAIN Padangsidimpuan. The location is on JL. T. Rizal Nurdin Km, 4.5 Sihitang. The process of this research began from January 2022 until October 2022.

B. Research Method

The kind of this research was quantitative research. The type of this research was correlation research. According to Gay, correlation method is involves collecting data to determine whether and to what degree the correlation exist between two or more variables.³⁶ At correlational method, the data will be collected and analyzed by used statistical analysis to get the real result. From the explanation above, it can be inferred that this research was done to correlate between two variables.

C. Population and Sample

a. Population

Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions.³⁷ So, the

³⁶L. R. Gay, et. al., *Educational Research*, (United State of America: Pearson, 2012), p. 9.

³⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2015) p. 117.

population is not just people, but also objects and other objects. Population is also not just the amount that is on the object or subject, but includes all the characteristics or properties possessed by the object or subject.

Based on the previous paragraph the population has been taken from all students at the fifth semester of English department IAIN Padangsidempuan. There were two classes, it can be presented as follows:

Table 3.1
The Population of the Research

No.	Class	Students
1	TBI-1	30
2	TBI-2	31
Total Students		61

b. Sample

The sample is a part of the population who want to study. Sugiyono stated that sample is part of the number and characteristics possessed by that population.³⁸ It means that if the population is large, and the researcher is not possible to study everything in the population, for example due to limited funds, man power and time, the researchers can use samples taken from the population.

In this research, researcher used total sampling as the sampling technique. Sugiyono states that total sampling is a sampling technique when all respondent population is used as a sample. Based on the

³⁸Sugiyono, p. 118.

explanation above, it takes conclusion that the sample had been taken all from the population. There were 61 samples.

D. Definition of Operational Variables

1. Learning Autonomy

Learning autonomy is ability in take over personal learning, decision making, organize the activities or plan, and have independent action in leaning. Independence plays an important role, which meant learners should have been able to choose their own goals as well as material, and resources.

2. Writing Mastery

Writing is a written works to express someone feelings, ideas, thinking and organize them into a good statement and paragraphs in order to be understand by all of the reader easily of what the writer wants to say.

E. The Instruments of Collecting Data

Instrument is very important to support every research. This research made questionnaire and test as the instrument to collect data.

1. Questionnaire

Questionnaire is some question to get information that pointed understanding to reference in learning autonomy. Appropriate with the instrument of this research, the researcher wants to know the students' learning autonomy. The researcher gave question to students in form

questionnaire. Researcher tested the students based on the indicator by questionnaire.

The type of questionnaire in this research was likert-type scale. According to Sugiyono, Likert scale is used to measure attitudes, opinions, and perception a person or group about social phenomena.³⁹ The variable to be measured is used as a starting point to arrange instrument items which can be in the form of statements or question. Sugiyono states the answer to each instrument items has a gradation of word in the form:

- 1) Always with the score is 5
- 2) Often with the score is 4
- 3) Sometimes with the score is 3
- 4) Rarely with the score is 2
- 5) Never with the score is 1⁴⁰

The questionnaire consisted of 20 items. Each item of questionnaire was developed from indicator that has been described in the following below:

Table 3.2
Indicator of Learning Autonomy⁴¹

No.	Indicator	Number of Item	Total
1.	The students have responsibility	1, 2, 3, 4, 5, 6	6
2.	The students have progressive and tenacious	7, 8, 9	3
3.	The students are creative and initiative	10, 11, 12, 13, 14	5

³⁹Sugiyono, p. 93.

⁴⁰Sugiyono, p. 94.

⁴¹Desmita, p. 185-186.

No.	Indicator	Number of Item	Total
4.	The students have self-control	15, 16	2
5.	The students have self-confident	17, 18, 19, 20	4
Total			20

2. Test

Test is the treatment that used to measure knowledge, intelligence, and ability or skills of someone or groups. The test is free-writing and consist of one question. The test was about writing recount text or writing about experiences. The researcher used test to know students' writing mastery. To measure writing, the researcher used indicator, as follows:

Table 3.3
Indicators of Writing Mastery of Recount Text⁴²

Aspect of Scoring Generic Structure	Indicator	Score	Level	Criteria
Orientation	The students are able to write orientation	24-28	Excellent	Relevant orientation in detail, simple past tense mastery
		19-23	Good	Rather less relevant detail of orientation, simple past tense mastery
		14-18	Average	Less relevant detail of orientation, frequent error simple past tense
		9-13	Poor	Unrelated orientation, error simple past tense

⁴²Atikasari Husna, "Students' of Difficulties in Writing Recount Text at Inclusion Classes", LET: linguistic, Literature and English Teaching Journal, Vol. 9, No. 1, 30 April 2019, p. 59-60. <https://jurnal.uin-antasari.ac.id/index.php/let/article/view/3077/1835>

Aspect of Scoring Generic Structure	Indicator	Score	Level	Criteria
Event	The students are able to write event	56-60	Excellent	Relevant event in detail, clearly ideas, simple past tense mastery
		51-55	Good	Rather less relevant detail of event, logical idea but incomplete sequence, simple past tense mastery
		46-50	Average	Less relevant detail of event, ideas confused, frequent error simple past tense
		41-45	Poor	Unrelated event, lack of idea, error simple past tense
Re-orientation	The students are able to write re-orientation	10-12	Excellent	Relevant re-orientation in detail, simple past tense mastery
		7-9	Good	Rather less relevant detail of re-orientation, simple past tense mastery
		4-6	Average	Less relevant detail of re-orientation, frequent error simple past tense
		1-3	Poor	Unrelated re-orientation, error simple past tense

F. Validity and Reliability

In quantitative research, the main criteria of the data are valid, reliable, and objective⁴³. Validity is the accuracy of what is written and what is reported.

Reliability related to the stability and finding of the data. The consistency of the data is needed to convince that this research was reliable.

⁴³Sugiyono, p. 267.

Reliability is how far the measurement in a research still consistent after examined repeatedly to the subject in the same situation.

This research used face validity which use to know the learning style of the students. In face validity, the questionnaire and test has been judged by the expert. To make it sure, the researcher discussed with the lecturer who taught in English Department.

G. Technique of Collecting Data

The data have been collected at the fifth semester students of English Department IAIN Padangsidimpuan. In collecting data, the researcher used questionnaire and test to students. First, the researcher asked students for their attention and participation. Second, the researcher gave the questionnaire to students and asked to answer directly base on their receptive criteria. The questionnaires used likert scale and consist of 20 items. Third, the researcher collected all questionnaires as they have finished to be answered. Then, the researcher gave test to students. The test was about writing recount text and consist of two tittles, the students should choose one tittle. The researcher gave chance or time for students to answer it. At the end, the researcher gave score for each performance of students.

From these instruments, the researcher had known how learning autonomy is and how writing mastery of the fifth semester students of English Department IAIN Padangsidimpuan and it has been determined the admission and rejected of the hypothesis.

H. Technique of Data Analysis

In this data processing stage of research, the stages can be formulated in descriptive statistic analysis. Descriptive statistic analysis is a static function to describe or give a picture of the object being investigated through the data sample and the population as it without doing analysis and making conclusions apply to the public.⁴⁴ Descriptive statistics are the ways of presenting the data analyzed by the following data:

1. Mean

The formula used is:

$$M_{(x)} = \frac{\sum fX}{N}$$

Description:

$M_{(x)}$ = Mean (Average)

$\sum fX$ = The sum of multiplication of each score with a frequency

N = Number of students

2. Median

The formula used is:

$$Me = l + \left(\frac{\frac{1}{2}n - F_{kb}}{f_i} \right) i$$

Description:

l = lower limit

F_{kb} = Cumulative frequency

F_i = Original frequency

3. Modus

The formula used is:

$$Mo = l + \left(\frac{fa}{fa+fb} \right) i$$

Description:

Mo = Mode

l = Lower limit

fa = Frequency located at the interval that contains the mode

fb = Frequency located below the interval containing mode

i = Class interval⁴⁵

⁴⁴Sugiyono, p. 208.

⁴⁵Anas Sudjono, *Pengantar Statistika Pendidikan*, (Jakarta: PT. Raja Grafindo, 2010), p. 85.

Tabl 3.4
Interpretation of Mean Score⁴⁶

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	fail

4. Identified Normality Test

Normality test is used to know whether the data of research is normal or not. The researcher used Chi Quadrate Formulation to know normality test. The formula used is:

$$x^2 = \sum \frac{(fo-fh)^2}{fh}$$

Where:

x^2 = Value of Chi-Square

fo = Observed Frequency

fh = Expected Frequency⁴⁷

5. Correlation of Two Variables

In the correlational research, the most suitable analysis was using the statistical process. It means that the data has been collected and analyzed by used “r” product moment formulation. The researcher used this research to see the correlation between two variables. The correlation between learning autonomy and writing mastery, this hypothesis has one dependent variable and also one independent variable. To determine

⁴⁶Anas Sudjono, p. 85.

⁴⁷Sugiyono, p. 243.

whether there is a correlation. The correlation between learning autonomy and writing mastery, used the formula of correlation “r” product moment as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N\{\sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Pearson

N = The number of sample

$\sum X$ = The sum of scores in X-distribution

$\sum Y$ = The sum of scores in Y-distribution⁴⁸

Based on the test the significant of the variables researcher uses the formula:

Table 3.5
Criteria Score Interpretation⁴⁹

Percentage	Criteria
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Enough correlation
0.60 – 0.799	High correlation
0.80 – 1.000	Very high correlation

To know the contribution of coefficient correlation between variable X and Y, formula determinant correlation was used:

$$Kp = r^2 \times 100\%$$

Where:

Kp = Determine correlation

r = Coefficient correlation⁵⁰

⁴⁸Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, (Medan: Perdana Publishing, 2015), p. 100

⁴⁹Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2017), p. 231.

⁵⁰Ahmad Nizar Rangkuti, p. 98.

6. Testing Hypothesis

The significances of variable X and Y has been calculated by:

$$T_{count} = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1 - (r_{xy})^2}}$$

T_{count} = Result of t-test

n = Total of sample

r_{xy} = Coefficient correlation between x and y⁵¹

⁵¹Ahmad Nizar Ranguti, p. 103.

CHAPTER IV

RESULT OF RESEARCH

In this chapter, the researcher discussed result of the research about the correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidempuan. The researcher had calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used “r” product moment formulation. Then the researcher describe the data as follow:

A. Description of Data

Description of the data is explained by dividing the variables. Result description of the research from variable (X) was learning autonomy and variable (Y) was writing mastery. In this part, the researcher showed both of result or score of the variable.

1. Students' Learning Autonomy

After calculating the score, it was gotten that the lowest score was 64 and the highest score was 97. To complete this research data, the research also calculated that the mean score was 80.26, the median score was 76.35 and mode score was 82.25 (See in appendix 6). Mean score is the score which represent the general value that was achieve by the students. Median is the middle score which divided a distribution data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that learning autonomy at the fifth semester students of English department IAIN Padangsidempuan has been gotten as table below:

Table 4.1
The Score Resume of Students' Learning Autonomy

No	Statistic	Variable X
1	The highest score	97
2	The lowest score	64
3	Range	33
4	Interval	5
5	Mean score	80.26
6	Median score	76.35
7	Mode	82.25

Based on the above table, it showed that mean was 80.26. It means that students' learning autonomy is in very good category. To know the revelation of data done in variable X, score of learning autonomy which the total classes were 7 and interval was 5.

Then, the computed of the frequency distribution of students' score is applied into table frequency distribution as follows:

Table 4.2
The Frequency Distribution of Learning Autonomy

No	Interval	Mid-Point	Frequency	Percentage
1	64-68	66	5	8.1%
2	69-73	71	7	11.4%
3	74-78	76	12	19.6%
4	79-83	81	15	24.5%
5	84-88	86	14	22.9%
6	89-93	91	6	9.8%
7	94-98	96	2	3.2%
Total			61	100 %

Based on above table, the variable revelation of students' learning autonomy showed that there are seven intervals. The lowest middle point was 66 there are 5 students with 8.1 % percentage. The highest frequency was 15 with middle point was 81 and the percentage was 24.5%. The lowest frequency was 2 with middle point 96 and the frequency was 3.2%. It can be conclude that the most students are in 79-83 (15 students/ 24.5%). In the other hand, the least students are in interval 94-98 (2 students/ 3.2%).

In order to get description of the data clearly and completely, the researcher presents them on histogram in the following figure:

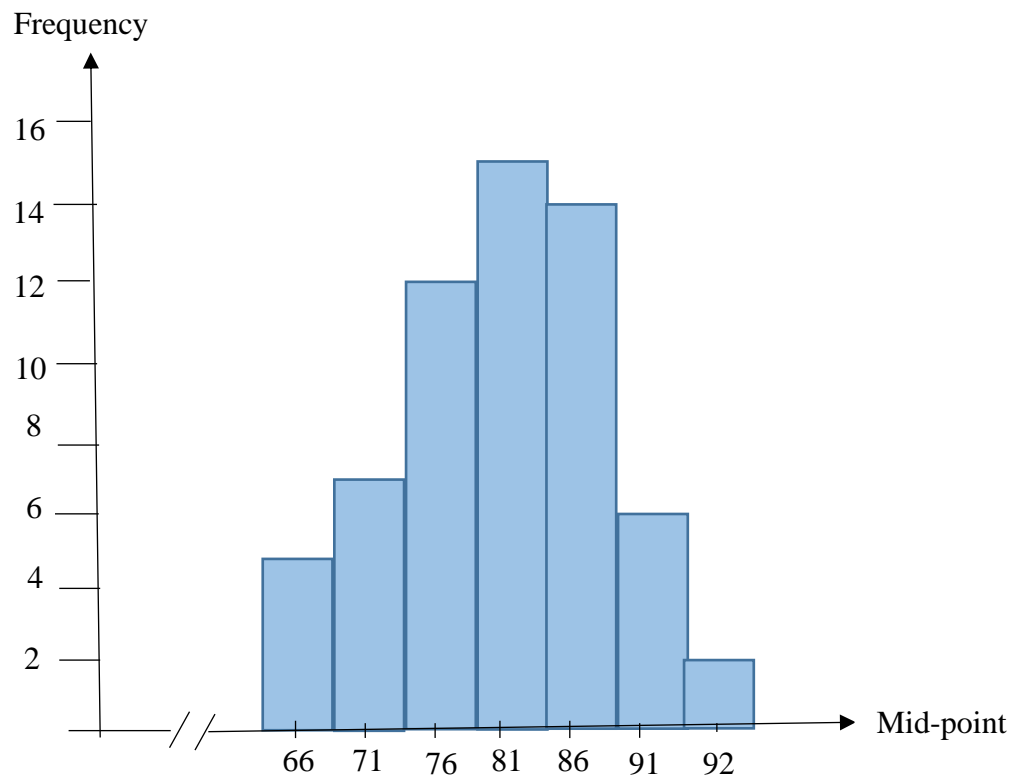


Figure 4.2: Data Description of Students' Learning Autonomy

From the above histogram, it can be seen that the highest frequency is 15 in mid-point 81 and the lowest frequency is 2 in the mid-point 96.

2. Students' Writing Mastery

The score resume of variable Y that students' writing mastery at the fifth semester students of English department IAIN Padangsidempuan has been gotten as table below:

Table 4.3
The Score Resume of Students' Writing Mastery

No	Statistic	Variable Y
1	The highest score	99
2	The lowest score	44
3	Range	55
4	Interval	8
5	Mean score	80.02
6	Median score	109.02
7	Mode	83.5

Based on the above table, the researcher has gotten that the highest score was 99, the lowest score was 44, mean score was 80.02, median score was 109.02 and mode score was 83.5 (See in appendix 8). The calculation of mean score at students' writing mastery was in very good category. To know the revelation of data done in variable Y, score of writing mastery which the total classes were 7 and interval was 8.

Then, the computed of the frequency distribution of students' score is applied into table frequency distribution as follows:

Table 4.4
The Frequency Distribution of Writing Mastery

No	Interval	Mid-Point	Frequency	Percentage
1	44-51	47.5	1	1.6%
2	52-59	55.5	5	8.1%
3	60-67	63.5	3	4.9%
4	68-75	71.5	7	11.4%
5	76-83	79.5	18	29.5%
6	84-91	87.5	18	29.5%
7	92-99	95.5	9	14.7%
Total			61	100%

Based on the above table, it can be conclude that the most students are in interval 76-83 (18 students/ 29.5%) and interval 84-91 (18 students/ 29.5%). In the other hand, the least students are in interval 44-51 (1 student/ 1.6%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

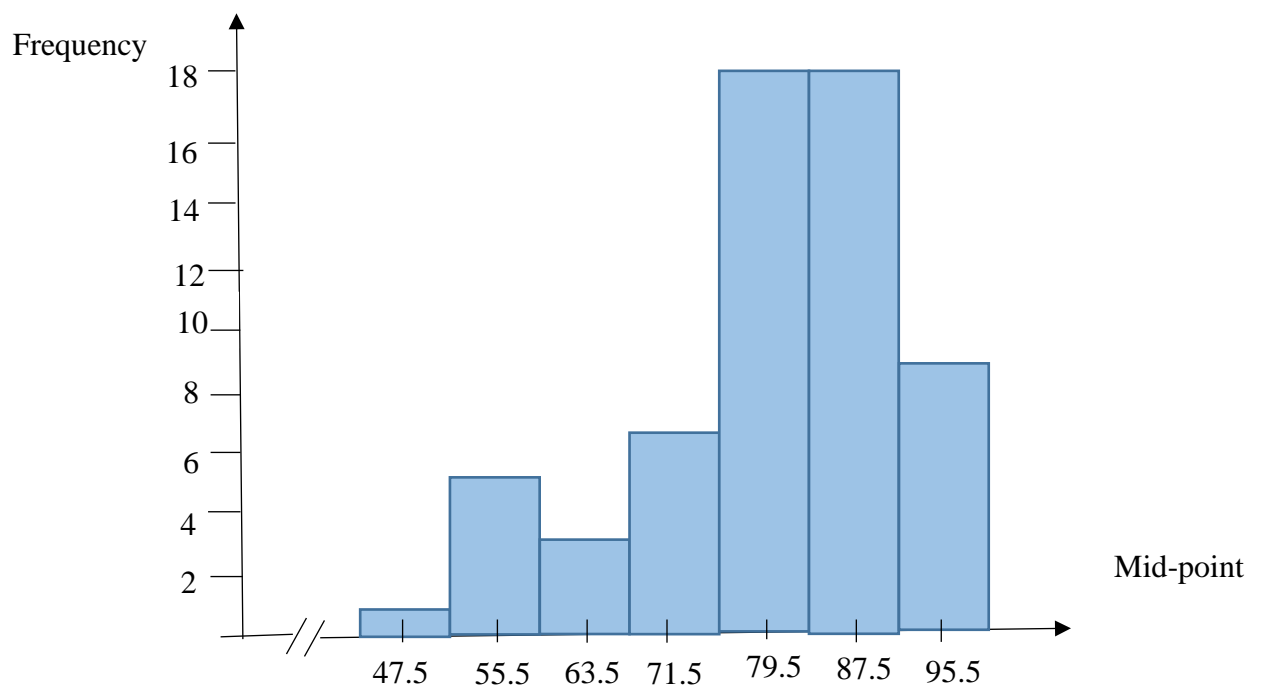


Figure 4.3: Data Description of Students' Writing Mastery

From the above histogram, it can be seen that that the highest frequency are 18 in mid-point 79.5 and 87.5 and the lowest frequency is 1 in the mid-point 47.5

B. Data Analysis

1. Normality Test

After getting the result score of variable X and Y, data were analyzed by using Chi-Square formulation. Normality test was as the requirement of test before testing hypothesis.

Table 4.5
Normality of Data X and Data Y

Class	Normality Test	
	t_{count}	t_{table}
Data X	-13.68	12.592
Data Y	-14.66	12.592

Based on the table above, score of data X = $x^2_{count} < x^2_{table}$ (-13.68 < 12.592) and score of data Y = $y^2_{count} < y^2_{table}$ (-14.66 < 12.592) with $df = 7-1$ on 5% significant level. It mean that data X and Y were distributed normal (See in appendix 10 and11).

2. Testing Hypothesis

The aim of testing hypothesis was to determine the correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidimpuan by using the “r” product moment formulation. Before testing hypothesis, first performed the calculation of scores obtained by the respondent as below:

$$\sum X = 4940$$

$$\sum X^2 = 404138$$

$$\sum XY = 397056$$

$$\sum Y = 4898$$

$$\sum Y^2 = 402607$$

By using the values above, calculation of correlation between variable X and Y is explained below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N\{\sum X^2 - (\sum X)^2\}}\{N \sum Y^2 - (\sum Y)^2\}}$$

$$r_{xy} = \frac{61(397056) - (4940)(4898)}{\sqrt{61\{404138 - (4940)^2\}}\{61(402607) - (4898)^2\}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{24652418\} - (24403600)}\{(24559027) - (23990404)\}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{24652418\} - (24403600)}\{(24559027) - (23990404)\}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{248818\}\{568623\}}}$$

$$r_{xy} = \frac{21804756}{\sqrt{141483637614}}$$

$$r_{xy} = \frac{21804756}{37614310789}$$

$$r_{xy} = 0.579$$

Based on above calculation, between variable X and Y by $r_{xy} = 0.579$ $df = N - 2 = 61 - 2 = 59$ at significant level 5% = 0.254 and significant level 1% = 0.330. So, it found that $r_{count} > r_{table}$ or $0.579 > 0.253$. The correlation of this research was positive correlation, it can be seen from calculation r_{xy} product moment was 0.579. So, the hypothesis (Ha) was accepted and (Ho) was rejected. Ha: There is a significant correlation between between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidimpuan.

The result showed that there was a significant positive correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidimpuan in enough category. It has been written in the table of criteria score interpretation below.

Table 4.6
Criteria score interpretation

Percentages	Criteria
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Enough correlation
0.60 – 0.799	High correlation
0.80 – 1.000	Very high correlation

To look for the contribution of variable X and to variable Y as follow:

K_p = The score of determine coefficient correlation

r = The score of coefficient correlation

$$K_p = r^2 \times 100\%$$

$$K_p = 0.579^2 \times 100\%$$

$$Kp = 0.335241 \times 100\%$$

$$Kp = 3.52 \%$$

Based on calculation above, the contributed variable X (learning autonomy) toward variable Y (writing mastery) there was 33.52% and 66.48% is influenced by other variables.

Testing the truth of significant correlation, this research used t_{count} formulation as follow:

$$T_{count} = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

$$T_{count} = \frac{0,579 \sqrt{61-2}}{\sqrt{1-(0,579)^2}}$$

$$T_{count} = \frac{0,579 \sqrt{59}}{\sqrt{1-0,335241}}$$

$$T_{count} = \frac{0,579 (7,68)}{\sqrt{0,664759}}$$

$$T_{count} = \frac{4,446}{0,815}$$

$$T_{count} = 5.455$$

Based on calculation above, the researcher found that $t_{count} = 5.455$ and $df = N - 2 = 59$ and t_{table} on 5% significant level 2.000. So, $t_{count} > t_{table}$ ($5.455 > 2.000$). So, it can be concluded that there was a significant correlation between two variables and it was said that the validity of the contribution of variable X to Y was “accepted”.

C. Discussion of the Result

After doing the research, the researcher found that the correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidempuan was in enough correlation. the researcher discussed the result and compared with research related findings. But, previously, the researcher said that there was not research that was exactly same as the title of this study, namely “The Correlation between Learning Autonomy and Writing Mastery”

The researcher compared with the other researches, first, Masita found that there is significant and positive correlation between those variables ($r = 437$) which means the hypothesis was accepted.⁵² Second, Ilham found that there is a strong significant correlation between sophomores’ autonomous learning of writing and their writing ability ($r > \text{table}, 0.769 > 5\%$).⁵³ Third, Nasution found that there is correlation between learner autonomy and English proficiency at the eleventh grade students of Pekanbaru. The value of r obtained is $0.282 > r \text{ table } 0.235$. It means that the hypothesis was accepted. The value of r obtained is $0.282 > r \text{ table } 0.235$. It means that the hypothesis was accepted.⁵⁴

⁵²Dyah Dewi Masita, “*EFL Students’ Ability in Performing Autonomous Learning and Their Writing Proficiency*”, (Malang: Pascasarjana UM, 2016) <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/50110>

⁵³Muhammad Ilham, “*The Correlation Between Sophomores’ Autonomous Learning of Writing and Their Writing Ability*”, (Riau: UIN Sultan Kasim Riau, 2018) <http://ejournal.uin-suska.ac.id/index.php/IJELT/article/view/5147/3062>

⁵⁴Nur Ainun Br. Nasution, “*The Correlation between Learner Autonomy and English Proficiency at the Eleventh Grade students of MAN 1 Pekanbaru*”, (Pekanbaru: Sultan Syarif Kasim Islamic University Riau, 2021) <http://repository.uin-suska.ac.id/53613/2/THESIS%20NUR%20AINUN%20BR%20NASUTION.pdf>

Based on explanation, it can be seen that the correlation both of the variable was significant proven by T_{count} was higher than T_{table} . So, it is proved learning autonomy has a significant correlation in writing mastery. The higher learning autonomy, the higher writing mastery. The last from hypothesis testing of the research, it was found that learning autonomy has significant correlation in writing mastery at the fifth semester students of English department IAIN Padangsidimpuan in enough category. This fact can be seen from correlation coefficient $r_{xy} = 0.579$ and $r_{\text{table}} \text{ On } 5\% = 0.254$. Based on calculation of t_{count} the result was $t_{\text{count}} > t_{\text{table}}$ ($5.455 > 2.000$).

There are many factors that have an effect on writing one of them is learning styles. Learning autonomy is part of learning style. Students with high level of learning autonomy will have more confidence in writing. It means learning autonomy was one factor which can influence on writing. Learning autonomy is needed and really important in writing.

D. Threats of the Research

The researcher found threats of the research as following:

1. The researcher gave students the questionnaire and test. The researcher explained them how to answer the questionnaire and answer the test of writing recount text (free writing). The researcher did not know how serious the student answered the questionnaire and test.
2. The researcher was in capable of measuring honest aspect of the students in answering the questionnaire and test.

3. The researcher did not know whether students concentrated or not in answering the questionnaire and time was limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research, the conclusion is described as below:

1. After calculating the students score in learning autonomy, it found that the total of mean score was 80.26. It can be known that learning autonomy at the fifth semester students of English Department IAIN Padangsidimpuan was very good.
2. After calculating the students score in writing mastery, it found that the total mean of score was 80.02. It can be known that writing mastery at the fifth semester students of English Department IAIN Padangsidimpuan was very good.
3. The correlation between learning autonomy and writing mastery at the fifth semester students of English department IAIN Padangsidimpuan was enough. From result the data, it was found the value $r_{xy} = 0.579$ if and compared to “r” table on 5% significant value with $(df) = 61-2 = 59$ got the score 0.253. So, it can be known that $r_{count} > r_{table}$ or $0.579 > 0.253$. The hypothesis (Ha) was accepted whereas the hypothesis (Ho) was rejected because the value of $T_{count} = 5.455$ and $T_{table} = 2.000$ or $T_{count} > T_{table}$. It means that learning autonomy has contribution to students’ writing mastery.

B. Suggestion

After taking the conclusion, the researcher give suggestion as follows:

1. Lectures should help and support students to set their learning autonomy
2. The institution as people who have authority to support student's learning autonomy and students as a educational goals.
3. The researcher hopes that the other researcher or reader who want to investigate a research related to this research to find other factors that influence of writing mastery. Because, there are many factors that affect students' writing mastery.

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APPENDIX 3

QUESTIONNAIRE RESULT OF LEARNING AUTONOMY

No	Initial	Number Of Questionnaire																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AAY	5	5	5	5	5	3	5	5	5	5	4	4	5	5	4	5	4	4	4	5	92
2	AUBR	4	3	2	4	4	4	5	2	3	3	4	4	5	5	5	5	4	5	4	4	79
3	AS	5	4	3	4	4	3	4	3	4	4	4	5	5	4	4	5	4	4	4	3	80
4	AIH	5	4	3	4	3	2	3	2	5	2	3	5	3	5	4	5	2	4	3	5	76
5	ANS	4	4	4	4	4	4	4	4	4	4	4	5	4	4	3	4	4	3	3	4	78
6	ASN	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
7	CM	5	3	3	3	3	3	5	3	3	3	4	4	4	4	4	4	4	3	3	2	64
8	DFR	4	4	3	2	2	1	4	3	2	3	4	5	5	5	5	5	5	5	5	5	77
9	DSSH	4	4	4	4	4	3	5	4	4	3	3	4	5	4	4	5	5	4	5	5	83
10	DSP	3	3	4	5	4	4	5	4	5	4	4	5	5	5	5	5	3	5	5	5	88
11	DFN	4	4	4	4	4	3	4	4	4	4	4	4	4	5	4	5	4	4	4	4	81
12	ERT	4	4	4	4	4	1	4	4	4	4	4	4	5	5	4	5	4	5	5	5	83
13	ER	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	97
14	E	5	5	5	5	5	2	5	5	5	4	4	4	5	5	5	5	5	5	5	5	94
15	EH	4	4	4	4	5	5	4	5	5	4	4	4	4	4	5	4	4	5	5	5	88
16	FDAH	4	4	3	3	2	1	4	2	4	3	2	5	5	5	5	5	5	5	5	5	77
17	FN	4	4	3	3	4	2	4	4	4	3	4	4	5	5	4	5	4	4	4	5	79
18	FAF	4	4	4	4	4	3	4	4	4	3	3	5	5	5	5	5	5	5	5	5	86
19	FAZ	4	4	4	4	4	2	5	4	4	4	4	4	4	4	4	4	4	4	4	5	80
20	IRBS	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	5	4	4	5	5	85
21	IS	5	4	4	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	96
22	IP	4	4	4	5	4	4	5	4	4	4	4	5	5	5	4	5	5	4	5	5	89
23	IAL	4	4	4	5	4	3	5	3	3	3	3	5	5	5	3	5	4	5	5	5	83
24	JH	3	3	4	2	2	1	4	2	4	3	4	3	4	4	3	5	3	3	3	4	64
25	KS	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	84

No	Initial	Number Of Questionnaire																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
26	K	4	4	4	5	4	4	5	4	4	4	4	4	5	4	5	5	4	4	4	5	86
27	MRP	3	4	3	4	3	1	5	2	2	1	1	2	4	4	4	5	4	4	4	5	65
28	MR	5	5	5	5	5	2	5	3	5	5	5	4	4	4	5	5	4	4	4	5	89
29	MTS	4	4	4	4	4	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	75
30	MM	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3	3	3	4	75
31	MRD	4	4	5	4	4	5	4	3	4	4	5	5	5	4	5	5	5	3	5	4	87
32	NAH	5	3	4	2	3	3	5	2	4	2	3	4	5	4	5	5	5	5	5	4	76
33	NPS	5	5	3	3	3	2	4	2	3	2	2	4	4	4	5	4	3	4	4	5	76
34	NANH	4	5	5	5	4	5	4	5	4	4	4	4	5	5	4	5	4	3	4	4	87
35	PZHL	4	5	4	3	3	1	4	3	3	4	4	4	3	3	3	5	4	3	4	3	70
36	RSD	4	4	4	4	3	3	4	2	3	3	4	4	4	4	4	4	3	3	4	2	70
37	RS	4	3	2	4	3	2	5	2	2	3	4	4	4	4	4	5	4	4	4	4	71
38	RNH	5	4	5	5	5	5	4	5	5	5	4	5	5	3	2	5	5	5	5	5	92
39	RSS	3	4	3	3	3	2	4	3	3	3	3	3	2	3	3	5	3	3	3	5	64
40	RAS	4	4	5	4	3	2	5	4	4	4	4	4	4	5	4	5	3	4	4	5	81
41	SP	5	3	5	5	2	2	5	1	3	3	1	5	4	3	2	5	4	3	4	5	70
42	SAS	3	3	4	3	2	1	4	2	2	5	2	3	3	5	3	5	5	5	3	5	66
43	SS	4	4	3	3	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	73
44	SL	3	4	4	4	3	3	5	3	3	3	4	4	4	3	4	4	3	4	5	4	74
45	SNS	4	4	4	4	4	4	4	4	5	3	3	3	4	4	5	4	4	5	5	5	81
46	SUS	4	4	4	5	4	4	5	4	4	4	3	5	5	5	5	5	4	3	5	5	87
47	SA	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	5	5	4	4	79
48	SW	4	4	4	4	4	3	5	4	4	4	4	4	5	5	4	4	5	5	4	5	85
49	TMH	4	3	4	5	3	1	5	2	3	5	5	5	3	3	5	5	5	4	5	5	80
50	TS	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	94
51	TAN	4	5	4	4	4	1	4	4	4	3	3	3	5	5	5	5	5	5	5	5	88
52	THHR	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	3	4	4	4	77
53	WATH	5	5	5	5	3	4	4	3	5	5	5	3	4	5	3	4	5	3	5	3	86
54	WD	4	3	3	3	3	1	5	2	3	2	3	3	5	4	5	5	5	5	5	5	74
55	WN	4	4	4	5	4	1	5	4	3	4	4	5	5	5	5	5	3	4	3	5	82

APPENDIX 4

SCORE RESPONDENT OF LEARNING AUTONOMY

No	Initial	Score
1	AAAY	92
2	AUBR	79
3	AS	80
4	AIH	76
5	ANS	78
6	ASN	80
7	CM	64
8	DFR	77
9	DSSH	83
10	DSP	88
11	DFN	81
12	ERT	83
13	ER	97
14	E	94
15	EH	88
16	FDAH	77
17	FN	79
18	FAF	86
19	FAZ	80
20	IRBS	85
21	IS	96
22	IP	89
23	IAL	83
24	JH	64
25	KS	84
26	K	86
27	MRP	65
28	MR	89
29	MTS	75
30	MM	75
31	MRD	87
32	NAH	76
33	NPS	76
34	NANH	87
35	PZHL	70
36	RSD	70
37	RS	71
38	RNH	92
39	RSS	64
40	RAS	81
41	SP	70

42	SAS	66
43	SS	73
44	SL	74
45	SNS	81
46	SUS	87
47	SA	79
48	SW	85
49	TMH	80
50	TS	94
51	TAN	88
52	THHR	77
53	WATH	86
54	WD	74
55	WN	82
56	WS	93
57	YTWS	83
58	YPSS	80
59	YAH	85
60	SWN	83
61	NKH	93

APPENDIX 5

SCORE RESPONDENT OF WRITING MASTERY

No	Initial	Score
1	AAY	87
2	AUBR	90
3	AS	82
4	AIH	63
5	ANS	81
6	ASN	80
7	CM	81
8	DFR	89
9	DSSH	73
10	DSP	90
11	DFN	74
12	ERT	76
13	ER	95
14	E	90
15	EH	94
16	FDAH	91
17	FN	65
18	FAF	88
19	FAZ	54
20	IRBS	99
21	IS	98
22	IP	68
23	IAL	80
24	JH	89
25	KS	68
26	K	84
27	MRP	95
28	MR	90
29	MTS	78
30	MM	81
31	MRD	99
32	NAH	88
33	NPS	89
34	NANH	58
35	PZHL	93
36	RSD	69
37	RS	99
38	RNH	44
39	RSS	55

40	RAS	83
41	SP	55
42	SAS	88
43	SS	87
44	SL	78
45	SNS	85
46	SUS	74
47	SA	78
48	SW	65
49	TMH	78
50	TS	89
51	TAN	78
52	THHR	77
53	WATH	56
54	WD	97
55	WN	79
56	WS	86
57	YTWS	79
58	YPSS	80
59	YAH	70
60	SWN	81
61	NKH	87

APPENDIX 6

VARIABLE X (LEARNING AUTONOMY)

1. Maximal and minimal score have gotten by setting the variable score from low score to high score

64	64	64	65	66	70	70	70	71	73
74	74	75	75	76	76	76	77	77	77
78	79	79	79	80	80	80	80	80	81
81	81	82	83	83	83	83	83	84	85
85	85	86	86	86	87	87	87	88	88
88	89	89	92	92	93	93	94	94	96
97									

2. High score = 97
3. Low score = 64
4. Range = high score – low score
= 97 - 64
= 33
5. Total score of class (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log (61)$
= $1 + 3.3 (1.78)$
= $1 + 5.874$
= 6.874
= 7

6. Interval (i)
 $i = \frac{R}{BK} = \frac{33}{6,874} = 4,800 = 5$

7. Mean

No	Class Interval	F	X	FX	F kb	F ka
1	64-68	5	66	330	61=N	5
2	69-73	7	71	497	56	12
3	74-78	12	76	912	49	24
4	79-83	15	81	1.215	37	39
5	84-88	14	86	1.204	22	53
6	89-93	6	91	546	8	59
7	94-98	2	96	192	6	61=N
Total		61		4.896		

$$M_{(x)} = \frac{\sum fx}{f}$$

$$M_{(x)} = \frac{4896}{61} = 80.26$$

8. Median

$$Me = l + \left(\frac{\frac{1}{2}N - fk_b}{fi} \right) i$$

$$l = 78.5$$

$$\frac{1}{2}N = 30.5$$

$$fk_b = 37$$

$$i = 5$$

$$fi = 15$$

$$Me = 78.5 + \left(\frac{30.5 - 37}{15} \right) 5$$

$$Me = 78.5 + \left(\frac{-6.5}{15} \right) 5$$

$$Me = 78.5 + (-0.43)5$$

$$Me = 78.5 + (-2.15)$$

$$Me = 76.35$$

9. Modus

$$M_o = l + \left(\frac{fa}{fa + fb} \right) i$$

$$l = 78.5$$

$$fa = 15 - 12 = 3$$

$$fb = 14 - 14 = 1$$

$$i = 5$$

$$M_o = 78.5 + \left(\frac{3}{3+1} \right) 5$$

$$M_o = 78.5 + \left(\frac{3}{4} \right) 5$$

$$M_o = 78.5 + (0.75) 5$$

$$M_o = 78.5 + 3.75$$

$$M_o = 82,25$$

APPENDIX 7

VARIABLE Y (WRITING MASTERY)

1. Maximal and minimal score have gotten by setting the variable score from low score to high score

44	54	55	55	56	58	63	65	65	68
68	69	70	73	74	74	76	77	78	78
78	78	78	79	79	80	80	80	81	81
81	81	82	83	84	85	86	87	87	87
88	88	88	89	89	89	89	90	90	90
90	91	93	94	95	95	97	98	99	99
99									

2. High score = 99
3. Low score = 44
4. Range = high score – low score
= 99 - 44
= 55
5. Total score of class (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log (61)$
= $1 + 3.3 (1.78)$
= $1 + 5.874$
= 6.874
= 7

6. Interval (i)
$$i = \frac{R}{BK} = \frac{55}{6,874} = 8,001 = 8$$

7. Mean

No	Class Interval	F	X	FX	F kb	F ka
1	44-51	1	47.5	47,5	61=N	1
2	52-59	5	55.5	277,5	60	6
3	60- 67	3	63.5	190,5	55	9
4	68-75	7	71.5	500,5	52	16
5	76-83	18	79.5	1.431	45	34
6	84-91	18	87.5	1.575	27	52
7	92-99	9	95.5	859.5	9	61=N
Total		61		4.881,5		

$$M_{(x)} = \frac{\sum fx}{f}$$

$$M_{(x)} = \frac{4.881,5}{61} = 80,02$$

10. Median

$$Me = l + \left(\frac{\frac{1}{2}N - fk_b}{fi} \right) i$$

$$l = 75.5$$

$$\frac{1}{2}N = 30.5$$

$$fk_b = 45$$

$$i = 8$$

$$fi = 18$$

$$Me = 75.5 + \left(\frac{30.5 - 45}{18} \right) 8$$

$$Me = 75.5 + \left(\frac{75.5}{18} \right) 8$$

$$Me = 75.5 + (4.19)8$$

$$Me = 75.5 + 33.52$$

$$Me = 109.02$$

11. Modus

$$M_o = l + \left(\frac{fa}{fa + fb} \right) i$$

$$l = 75.5$$

$$fa = 18 - 7 = 11$$

$$fb = 18 - 18 = 0$$

$$i = 8$$

$$M_o = 75.5 + \left(\frac{11}{11 + 0} \right) 8$$

$$M_o = 75.5 + (1) 8$$

$$M_o = 75.5 + 8$$

$$M_o = 83.5$$

APPENDIX 8

Result of Variable X and Variable Y

No	Initial of Students	Variable X	Variable Y
1	AAY	92	87
2	AUBR	79	90
3	AS	80	82
4	AIH	76	63
5	ANS	78	81
6	ASN	80	80
7	CM	64	81
8	DFR	77	89
9	DSSH	83	73
10	DSP	88	90
11	DFN	81	74
12	ERT	83	76
13	ER	97	95
14	E	94	90
15	EH	88	94
16	FDAH	77	91
17	FN	79	65
18	FAF	86	88
19	FAZ	80	54
20	IRBS	85	99
21	IS	96	98
22	IP	89	68
23	IAL	83	80
24	JH	64	89
25	KS	84	68
26	K	86	84
27	MRP	65	95
28	MR	89	90
29	MTS	75	78
30	MM	75	81
31	MRD	87	99
32	NAH	76	88
33	NPS	76	89
34	NANH	87	58
35	PZHL	70	93
36	RSD	70	69
37	RS	71	99
38	RNH	92	44
39	RSS	64	55
40	RAS	81	83

41	SP	70	55
42	SAS	66	88
43	SS	73	87
44	SL	74	78
45	SNS	81	85
46	SUS	87	74
47	SA	79	78
48	SW	85	65
49	TMH	80	78
50	TS	94	89
51	TAN	88	78
52	THHR	77	77
53	WATH	86	56
54	WD	74	97
55	WN	82	79
56	WS	93	86
57	YTWS	83	79
58	YPSS	80	80
59	YAH	85	70
60	SWN	83	81
61	NKH	93	87
Total		4.940	4.898

APPENDIX 9

STATISTICAL ANALYSIS OF DATA

No	Initial of Students	Variable X	Variable Y	X²	Y²	XY
1	AA Y	92	87	8.464	7.569	8.004
2	AUBR	79	90	6.241	8.100	7.110
3	AS	80	82	6.400	6.724	6.560
4	AIH	76	63	7.776	3.969	4.788
5	ANS	78	81	6.084	6.561	6.318
6	ASN	80	80	6.400	6.400	6.400
7	CM	64	81	4.096	6.561	5.184
8	DFR	77	89	5.929	6.400	6.853
9	DSSH	83	73	6.889	6.561	6.059
10	DSP	88	90	7.744	8.100	7.920
11	DFN	81	74	6.561	5.476	5.994
12	ERT	83	76	6.889	5.776	6.304
13	ER	97	95	9.409	9.025	9.215
14	E	94	90	8.836	8.100	8.460
15	EH	88	94	7.744	8.836	8.272
16	FDAH	77	91	5.929	8.281	7.007
17	FN	79	65	6.241	4.225	5.135
18	FAF	86	88	7.396	7.744	7.568
19	FAZ	80	54	6.400	2.916	4.320
20	IRBS	85	99	7.225	9.801	8.415
21	IS	96	98	9.216	9.604	9.408
22	IP	89	68	7.921	4.624	6.052
23	IAL	83	80	6.889	6.400	6.640
24	JH	64	89	4.096	7.921	5.696
25	KS	84	68	7.056	4.624	5.712
26	K	86	84	7.396	7.056	7.224
27	MRP	65	95	4.225	9.025	6.175
28	MR	89	90	7.921	8.100	8.010
29	MTS	75	78	5.625	6.084	5.850
30	MM	75	81	5.625	6.561	6.075
31	MRD	87	99	7.569	9.801	8.613
32	NAH	76	88	5.776	7.744	6.688
33	NPS	76	89	5.776	7.921	6.764
34	NANH	87	58	7.569	3.364	5.046
35	PZHL	70	93	4.900	8.649	6.510
36	RSD	70	69	4.900	4.761	4.830
37	RS	71	99	5.041	9.801	7.029
38	RNH	92	44	8.464	1.936	4.048
39	RSS	64	55	4.096	3.025	3.520

40	RAS	81	83	6.561	6.889	6.723
41	SP	70	55	4.900	3.025	3.850
42	SAS	66	88	4.356	7.744	5.984
43	SS	73	87	5.329	7.569	6.351
44	SL	74	78	5.476	6.084	5.772
45	SNS	81	85	6.561	7.225	6.885
46	SUS	87	74	7.569	5.476	6.438
47	SA	79	78	6.241	6.084	6.162
48	SW	85	65	7.225	4.225	5.525
49	TMH	80	78	6.400	6.084	6.240
50	TS	94	89	8.836	7.921	8.366
51	TAN	88	78	7.744	6.084	6.864
52	THHR	77	77	5.929	5.929	5.929
53	WATH	86	56	7.396	3.136	4.816
54	WD	74	97	5.476	9.409	7.178
55	WN	82	79	6.724	6.241	6.478
56	WS	93	86	8.649	7.396	7.998
57	YTWS	83	79	6.889	6.241	6.557
58	YPSS	80	80	6.400	6.400	6.400
59	YAH	85	70	7.225	4.900	5.950
60	SWN	83	81	6.889	6.561	6.723
61	NKH	93	87	8.649	7.569	8.091
Total		4.940	4.898	404138	402.607	397.056

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of r_{xy} .

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N\{\sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{61(397056) - (4940)(4898)}{\sqrt{61\{404138 - (4940)^2\}\{61(402607) - (4898)^2\}}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{24652418 - (24403600)\}\{(24559027) - (23990404)\}}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{24652418 - (24403600)\}\{(24559027) - (23990404)\}}}$$

$$r_{xy} = \frac{(24220416) - (2415660)}{\sqrt{\{248818\}\{568623\}}}$$

$$r_{xy} = \frac{21804756}{\sqrt{141483637614}}$$

$$r_{xy} = \frac{21804756}{37614310789}$$

$$r_{xy} = 0.579$$

APPENDIX 10

Result of Normality Data X

No	Class Interval	F	X	FX	X'	FX'	X' ²	FX' ²
1	64-68	5	66	330	3	15	9	45
2	69-73	7	71	497	2	14	4	28
3	74-78	12	76	912	1	12	1	12
4	79-83	15	81	1.215	0	0	0	0
5	84-88	14	86	1.204	-1	-14	1	14
6	89-93	6	91	546	-2	-12	4	24
7	94-98	2	96	192	-3	-6	6	18
Total		61		4.896		9		141

$$MX = M' + i \frac{\sum fx'}{N}$$

$$MX = 81 + 5 \frac{9}{61}$$

$$MX = 81 + 0.7$$

$$MX = 81.7$$

$$SD_t = i \sqrt{\frac{\sum FX'^2}{N} - \left(\frac{\sum FX'}{N}\right)^2}$$

$$SD_t = 5 \sqrt{\frac{141}{61} - \left(\frac{9}{61}\right)^2}$$

$$SD_t = 5 \sqrt{2.31 - 0.02}$$

$$SD_t = 5 \sqrt{2.29}$$

$$SD_t = 5 \times 1.51$$

$$SD_t = 7.55$$

Table of Normality Test with Chi Quadrat Formulation

No	Class Interval	Class Limit	Z-Score	Limit of Large Area	Large of Area	fh	fo	$\left(\frac{fo-fh}{fh}\right)$
1	64-68	63.5	-2.41	0.00798	-0.03	-1.83	5	-3.73
2	69-73	68.5	-1.74	0.04182	-0.09	-5.49	7	-2.27
3	74-78	73.5	-1.08	0.14007	-0.19	-11.59	12	-2.03
4	79-83	78.5	-0.42	0.33724	0.24	14.64	15	0.02
5	84-88	83.5	0.23	0.0910	-0.22	-13.42	14	-2.04
6	89-93	88.5	0.90	0.3159	-0.12	-7.32	6	-1.81
7	94-98	93.5	1.56	0.4406	-0.04	-2.44	2	-1.81
		97.5	2.09	0.4817				
							X²	-13.68

Based on the table above, the researcher found that $X^2_{\text{count}} = -13.68$ while $X^2_{\text{table}} = 12.592$, cause $X^2_{\text{count}} < X^2_{\text{table}} = -13.68 < 12.592$ with $df = 7-1 = 6$ on 5% significant level. So distribution of data X (Learning Autonomy) is normal.

APPENDIX 11

Result of Normality Data Y

No	Class Interval	F	X	FX	X'	FX'	X' ²	FX' ²
1	44-51	1	47.5	47.5	4	4	16	16
2	52-59	5	55.5	277.5	3	15	9	45
3	60-67	3	63.5	190.5	2	6	4	12
4	68-75	7	71.5	500.5	1	7	1	7
5	76-83	18	79.5	1431	0	0	0	0
6	84-91	18	87.5	1575	-1	-18	1	18
7	92-99	9	95.5	859.5	-2	-18	4	27
Total		61		4.881,5		-4		125

$$MX = M' + i \frac{\sum fx'}{N}$$

$$MX = 79.5 + 8 \frac{-4}{61}$$

$$MX = 79.5 + (-0.5)$$

$$MX = 79$$

$$SD_t = i \sqrt{\frac{\sum FX'^2}{N} - \left(\frac{\sum FX'}{N}\right)^2}$$

$$SD_t = 8 \sqrt{\frac{125}{61} - \left(\frac{-4}{61}\right)^2}$$

$$SD_t = 8 \sqrt{2.04 - 0.0036}$$

$$SD_t = 8 \sqrt{2.0364}$$

$$SD_t = 8 \times 1.4$$

$$SD_t = 11.2$$

Table of Normality Test with Chi Quadrat Formulation

No	Class Interval	Class Limit	Z-Score	Limit of Large Area	Large of Area	fh	fo	$\left(\frac{fo-fh}{fh}\right)$
1	44-51	43.5	-3.16	0.00079	-0.00635	-0.38	1	-3.763
2	52-59	51.5	-2.45	0.00714	-0.03379	-2.06	5	-3.42
3	60-67	59.5	-1.74	0.04093	-0.11293	-6.88	3	-1.43
4	68-75	67.5	-1.02	0.15386	0.22823	-13.92	7	-1.50
5	76-83	75.5	-0.30	0.38209	0.22669	13.82	18	0.30
6	84-91	83.5	0.40	0.1554	-0.2111	-12.87	18	-2.39
7	92-99	91.5	1.11	0.3665	-0.0926	-5.64	9	-2.59
		98.5	1.74	0.4591				
							X²	-14.66

Based on the table above, the researcher found that $X^2_{\text{count}} = -14.66$ while $X^2_{\text{table}} = 12.592$, cause $X^2_{\text{count}} < X^2_{\text{table}} = -14.66 < 12.592$ with $df = 7-1 = 6$ on 5% significant level. So distribution of data Y (Writing Mastery) is normal.

APPENDIX 12

Table of Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5 %	1%		5 %	1%		5 %	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	95	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181
15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105

20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,443	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372	900	0,065	0,086
23	0,413	0,526	48	0,284	0,368			
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	2,79	0,361	1000	0,062	0,081

APPENDIX 13

CRITICAL VALUES OF T TABLE

Degrees of freedom (df)	0.2	0.15	0.1	0.05	0.025	0.01	0.005	0.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	28.07	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291

APPENDIX 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.0233
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811

-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17106	0.16853	0.16602	0.16602	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.4641
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4207	0.4222	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441

1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817

APPENDIX 15

Chi-Square Table

Dk	Significant Level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	38,885
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 16

RESEARCH DOCUMENTATION

1. TBI-I (Penjelasan tes serta angket dan mahasiswa menjawab angket dan tes writing)



2. TBI-II (Penjelasan tes serta angket dan mahasiswa menjawab angket dan tes writing)



CURRICULUM VITAE



A. Identify

Name : Ulfah Romaito Pardede
Reg. No : 18 203 00116
Place/ Birth : Padangsidempuan/ January, 28th 2000
Sex : Female
Religion : Islam
Address : Jl. Abdul Jalil Nasution

B. Parents

Father's Name : Abdul Hamid Pardede
Mother's Name : Ramilah Noor Lubis

C. Educational Background

1. Elementary School : SD Negeri 200109
2. Junior High School : SMP Negeri 3 Padangsidempuan
3. Senior High School : SMA Negeri 1 Padangsidempuan
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022
Website: <https://fik.iain-padangsidimpuan.ac.id> E-Mail: fik@iain-padangsidimpuan.ac.id

Nomor : **B 2291 /In.14/E.1/PP.009/08/2022**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

// Agustus 2022

Kepada Yth:

1. **Dr. Fitriadi Lubis, M.Pd.** (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ulfah Romaito Pardede
NIM : 18 203 00116
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Correlation Between Learning Autonomy and Writing Mastery at The Fifth Semester Students of English Department IAIN Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi TBI



Dr. Lis Yulianti Safrida Siregar, S. Psi., M.A.
NIP.19801224 200604 2 001

Fikri Ravani Siregar, M.Hum.
NIP.19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Website: <https://ftik-iain-padangsidempuan.ac.id> E-Mail: ftik-@iain-padangsidempuan.ac.id

Nomor : B - 2693 /In.14/E.1/TL.00/09/2022
Hal : Izin Penelitian
Penyelesaian Skripsi.

**Yth. Dekan Fakultas Tarbiyah Dan Ilmu Keguruan
UIN Syahada Padangsidempuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ulfah Romaito Pardede
Nim : 1820300116
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Bahasa Inggris
Alamat : Jl.Abdul Jalil Nasution

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Learning Autonomy and Writing Mastery at The Fifth Semester Students of English Department IAIN Padangsidempuan"

Sehubungan dengan itu, kami mohon bantuannya untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidempuan, 12 September 2022

a.n Dekan
Wakil Dekan Bidang Akademik



Dr Hj. L. Yulianti Syafrida Siregar, S.Psi., MA
NIP.19801224 200604 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Website: <http://ftik.iain-padangsidempuan.ac.id> E-mail : ftik@iain-padangsidempuan.ac.id

Nomor : 90/In.14/E.6a/PP.00.9/10/2022
Hal : Surat Keterangan Penelitian

19 Oktober 2022

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Ulfah Romaito
NIM : 18 203 00116
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan dari tanggal 14 September 2022 dengan judul "The Correlation between Learning Autonomy and Writing Mastery at the Fifth Semester Students of English Department IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris



Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004