THE CORRELATION BETWEEN STUDENTS' LEARNING AUTONOMY AND THEIR WRITING ACHIEVEMENT OF THE 12TH GRADE AT SMK N 4 PAYAKUMBUH

A THESIS

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Written By:

DHYVA VHABIOLINA
2319.067

Advisor:

Dr. MELYANN MELANI, SS.M.Pd
NIP. 198101312003122003

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI
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CHAPTER I
INTRODUCTION

A. Background of The Problem

The educational paradigm in Indonesia has changed significantly, including one example becoming the transition from teacher-centered to student-centered learning processes. Furthermore, this paradigm shift has sparked significant debate, as it was explicitly stated in the Indonesian Education curriculum, which requires all aspects of education to be student-centered. Moreover, teachers in Indonesia clearly find themselves in a quandary about how to participate in this debate. On the one hand, teachers must change their teaching methods to become more modern (student-centered). However, looking at the situation faced by Indonesian teachers, it was clear that student-centered learning was still difficult to implement.

As a result, the curriculum continues to evolve, and teachers often employ the same methods. In contrast, students' motivation to learn did not align with the expected curriculum. Some students in Indonesia learn not because they want to learn, but because they want to get good scores. Teachers stay in their comfort zone, while students don't know why they are learning. As a result, this phenomenon has become a tradition for both teachers and students in Indonesia when it comes to the teaching and learning process. Indonesia faces significant challenges in curriculum implementation, while teachers are facing behavioral problems.

Students must autonomously organize and direct their own learning both inside and outside of the school where they are to support their ability to communicate. Students must be motivated to develop their own learning strategies in order to overcome class time constraints and increase their chances of successful language learning and development. This is the reason learning autonomy must be further discussed. This is due to the fact that success in learning, particularly English, is influenced by a number of factors, one of which is autonomy. Autonomy can influence student learning success because it raises students' awareness of the importance of learning and allows them to regulate their own learning (Teng, 2019).

Learner autonomy can be describe and define in a number of ways in connection with language learning and there are different terms in the literature (Walker et al., 2003). Learning autonomy can define as having the capacity for detach-ment, critical reflection, decision making and independent action (Teng, 2019). There are a number of terms related to autonomy, which can be distinguished from it in various ways (Benson, 2011). Learning autonomy is crucial for students, especially in today's curriculum, where the learning process must be student-centered. To put it another way, students must be more engaged than teachers. Students must be able to learn independently and organize their studies. This is because learning autonomy is the right of students to regulate their own learning, beginning with when and where they study, what their study goals are, and how long they study (Lennon, 2012). Student learning autonomy has a

significant impact on student learning success. This is because the presence of learning autonomy encourages students to become independent learners rather than relying on the teacher for explanations. As a result, students will be able to explore deeper knowledge and develop it in their learning. Learning autonomy is critical for students in order to achieve high levels of achievement, particularly in writing. Students with good learning autonomy, of course, have explored deeper knowledge, resulting in students with good writing skills.

Writing is the mental work of investing ideas, deciding how to express them, and organizing them into statements and paragraphs that are understandable to the reader (Nunan et al., 2003). Writing, as one of skills used in communication, has its own position in English learning (Kardena et al., 2020). Learning autonomy can influence student writing success. This is, of course, because students who are able to explore their abilities more deeply will become autonomous students, allowing them to develop their ideas when writing. The more independent students are in their learning, the more knowledge they will have, and the deeper their knowledge will be, resulting in good writing achievement. Writing achievement is the mastery of students in writing. Student writing achievement is the success of these students in writing after going through several learning processes. The results of this writing achievement will later be displayed in the form of student scores.

Students should be able to write autonomously and individually. This is due to the fact that independent students will look for the best way to achieve good results when writing. Whether it's through the use of a dictionary or other language aids. The greater the student's autonomy, the better his writing achievement. This means that learning autonomy is linked to student writing achievement. The assertion of this theory is supported by the fact that, in recent decades, much emphasis has been placed on learner autonomy over achievement (Amiri & Sharifi, 2014). Learning autonomy can be considered as an essential element for the success of a writing class, and it encourages teachers to give their students the freedom, and responsibility that is crucial for students' development as writers (Foster in Tebib, 2019).

As previously stated, students' learning autonomy influences their ability to write. The greater the student's learning autonomy, the better the student's writing skills, and the higher the student's writing achievement.

Based on preliminary research conducted by using interviews with teachers and several students of class XII, and also by using documents in the form of student scores in writing, the researcher found several problems, as follows:

The first problem is some students have low writing achievement. Based on the researcher's analysis through the grades given by the teacher, there are several students who have low writing achievement, which after the researcher conducts further analysis, according to the teacher actually,

it is identified that some of these students have high learning autonomy, because these students during learning always do their assignments optimally, learn without having to be asked and also do assignments without having to ask friends for answers. Furthermore, it can conclude that the first problem is some of students have low writing achievement but, these students have high learning autonomy.

The second problem is that some students have low learning autonomy. According to the teacher, there are some students who have low autonomy because they have not been able to organize themselves when learning, still depending on other students' answers. After further investigation by rechecking the teacher's writing scores, students who have low learning autonomy according to the teacher, it turns out that some of these students have high writing achievement.

The last problem is that some students think that writing is a complication. According to some of these students, in learning English writing is one of the difficult things because it must consider several aspects. Based on the statements of some of these students, after further exploration, it turns out that these students also do not know and do not have efforts to overcome difficulties in writing.

Based on the theory above and also based on the reality or problems found in the field, the purpose of this study is to find out whether there is a correlation between students' learning autonomy and their writing achievement. The hypothesis is that the higher the students'

learning autonomy, the higher the students' writing achievement. However, it is possible that there are students with low learning autonomy but high writing achievement. Therefore, this study was conducted to find out more about this case, especially in class XII.

Based on the explanation above, this research is entitled, **"The Correlation between Students' Learning Autonomy and Their Writing Achievement of The 12th Grade at SMK N 4 Payakumbuh".**

B. Identification of The Problem

Based on the background above, this research has the following problems:

1. Some students have low writing achievement but high learning autonomy.
2. Some students have low learning autonomy, but high achievement in writing.
3. Some students think that writing is a complication and some of these students do not know how and what to do to overcome these problems.

C. Limitation of The Problem

Based on the identification of the problem, this research is limited by the problem, namely the correlation between students' learning autonomy and their writing achievements in class XII students.

D. Formulation of The Problem

Based on the limitations of the problem above, this study consists of several formulas, as follows:

1. Was there a significant correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh?
2. What is the direction of the correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh?
3. What is the magnitude of the correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh?

E. Purpose of The Research

Related to the formulation of the problem above, this research consists of several purposes of the research, as follows:

1. To find out whether there is a correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh.
2. To find out the correlation direction between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh.
3. To find out the correlation magnitude between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh.

F. Significance of The Research

This research has several significances, as follows:

1. For the researcher

   For the researcher herself, this research is written to fulfill the prerequisite of achieving bachelor degree.

2. For the teacher

   Researchers hope this research can be useful for teachers so that they can make students' learning autonomy better, so that they can make students have skills in writing.

3. For the students

   Researchers hope this research can be a reference for students and understand that learning autonomy is a very important activity because it can add insight.

4. For the future researcher

   Hopefully this research can be a reference if you are interested in research on this subject.

G. Definition of Key Terms

To avoid misunderstanding, it is necessary for this research to define some key terms as follows:

1. Correlational research is to measure two or more variables and examine whether there are correlation among the variables.
2. Learning autonomy refers to students' ability to manage their own learning, from study time to study goals to study duration.

3. Writing is an activity in which a writer expresses ideas or messages in written form.
4. Writing achievement refers to students' success in writing after they have studied according to the syllabus.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Concept of Learning Autonomy

a) Definition of Learning Autonomy

Autonomy is defined as the ability to take charge of one's own learning. Autonomy is about people taking more control over their lives individually and collectively (Shelton-Strong, 2022). Learning autonomy can define as a situation in which the learner is totally for all of the decisions concerned with his or her learning and implementation of those decisions (Nunan et al., 2003). Autonomy can also be described as a capacity to take charge of, or take responsibility for, or control over your own learning. From this point of view, autonomy involves abilities and attitudes that people possess, and can develop to various degrees (Cabut, 1982). Learning autonomy is the learner's ability and willingness to make choices independently.

In order to have successful learning, learners should be reflectively engaged in planning, monitoring and evaluating their learning in the class (Littlewood, 1996). Based on the explanation above, it is possible to conclude that learning autonomy refers to the learner's authority in determining their goals, strategies, techniques, and steps in learning, as well as their involvement in

those goals. The learner is free to make changes to their learning process as long as they are beneficial to them. However, the teacher is only required to prepare the material that the learner should reach and to guide them if any problems arise during the process, but they are not permitted to give direct instruction. This action is designed to increase student awareness of themselves.

According to definitions above, learners must be independent theorists with a clear understanding of the entire learning process, including the purpose of learning, the goal of learning, the method of learning, the materials used in learning, and so on. In other words, autonomy includes both decisions and actions; when the learner takes responsibility for his own learning by making decisions about it and putting them into action.

Learner autonomy, particularly in the field of foreign language learning, was clearly articulated in Holec's 1979 report for the Council of Europe, titled Autonomy in Foreign Language Learning. In terms of the philosophical underpinnings of learner autonomy, the first step in encouraging learners to become more autonomous is for them to accept responsibility for their own learning. Learners should be given the authority to make decisions about all aspects of their own unique learning styles, capacities, and needs (Chik et al., 2018). The key idea that autonomy in language learning has borrowed from constructivism, is that

effective learning is active learning (Ecclestone, 2002). This means that learner autonomy is a matter of explicit or conscious intention: one cannot accept responsibility for one's own learning unless one understands what, why, and how one attempts to learn.

Learner autonomy ensures a ‘learner’s freedom as an individual one’ and it goes ‘against old, traditional and teacher- centred practice of language teaching’ (Bah, 2016). Autonomous learning encourages EFL learners to take responsibility for their own learning and this also helps them build up their cognition and self confidence.

b) Indicators of Learning Autonomy

In measuring students' learning autonomy, there are four indicators related to learning autonomy according to Murase, namely:

a. Technical Autonomy, which consists of two sub-indicators, as follows:

a) Behaviourial autonomy : the ability to control one's learning through the use of cognitive and metacognitive strategies such as goal setting, planning, and monitoring.

b) Situational autonomy : the ability to direct one's own learning in situations where students must study independently.

b. Psychological Autonomy, which is comprised of three sub-indicators, as listed below :
    a) Motivational sub-dimension : one's intrinsic/extrinsic motivation towards learning English, the capacity to take control of one's own learning by knowing about the strategies to motivate oneself, and one's responsibility for success/failure in learning English.
    b) Metacognitive sub-dimension : the ability to control one's learning by understanding one's own learning (needs, preferences, strengths/weaknesses) and using metacognitive strategies.
    c) Affective sub-dimension : the ability to direct one's learning by being aware of one's affective states (anxiety, self-esteem, and other emotions) and knowing how to control these affective factors.
c. Political-Philosophical autonomy, which consists of four sub-indicators, namely :
    a) Positive freedom : one's perspectives on positive freedom in the context of learning

English, where learners have the freedom to control their learning (content, goals, and purposes) with teacher approval.

b) Negative freedom : one's perspective on negative freedom in the context of learning English, where learners can learn whatever they want, without restriction.

c) Group autonomy : one's perception or awareness of teachers as authorities as well as other types of authorities such as parents or government policy.

d) Individual autonomy : one's perspective on taking control of and making decisions about the content, goals, and purpose of learning English.

d. Socio-cultural autonomy, which is divided into two sub-indicators, namely:

a) Social-interactive dimension : one's perspective on learning with/from teachers and/or other students.

b) Cultural dimension : one's perspective on learning in different cultures (Western or Indonesian) (Everhard & Murphy, 2015).

Learning autonomy indicators are also presented by experts other than Murphy. The indicators are as follows:

a) Students have a learning process
b) Students have to learn by using learning many resources
c) Students have the skills to research
d) Students know their advantages and limitations
e) Students have the skills in listening, speaking, reading and writing
f) Students can make decisions and solve problems
g) Students gather information in a variety of ways to solve problem
h) Students have positive self-opinions
i) Students have their own identity
j) Students are confident that they can learn
k) Students see the importance of learning
l) Students have funny, happy enthusiasm for learning
m) Students appreciate who love learning (Suphandee et al., 2018)

From the two experts who put forward different indicators of learning autonomy, it can be concluded that students who are said to have learning autonomy are able to overcome the problems experienced.

c) Kinds of Learning Autonomy (Dafei, 2007) :

There are two types of learning autonomy, as follows:

1) Full Autonomous

Full autonomy is defined as the student being entirely accountable for all learning-related decisions and their implementation. In full autonomy, no teacher or institution is involved. Furthermore, the student does not rely on pre-prepared resources. This form of autonomy is called as andragogy, and it is employed for high school or university students.

2) Semi Autonomous

This labeled the stage in which students are preparing for independence. In this scenario, the pupils take the initiative to actively learn, in which case they should be encouraged to perform some independent studying with the teacher's assistance. Simultaneously, teachers must adopt a new teaching technique in order to complete the shift from the teacher-centered to the student-centered teaching model. This is known as semi-autonomous learning. The teacher's function has changed as a result of this process, albeit only partially and not completely. This form of autonomous learning is appropriate for both senior high school and

paedagogy.

There is a distinction between the two types of learning autonomy: in full autonomous learning, the teacher plays no role in supporting pupils in learning. When it comes to learning, students are entirely self-sufficient. While students are semi-autonomous, teachers nevertheless support them in their study. In other words, teachers continue to play a role in students' learning.

d) Characteritics of autonomous learner:

Students are involved in the application of autonomous learning. Since this technique emphasizes learner-centeredness, students play a role in this activity. As stated below, students can learn how to learn autonomously while being guided by the teacher:

1) Be able to use different channels to get as much information as possible
2) Be active in the process of classroom learning
3) Be ready to take certain charge of his or hers own learning.
4) Overcome the complete dependency on teachers.
5) Learn to impose his or her self-discipline.
6) Learn to monitor his or hers own learning process (Cabut, 1982)

e) Factors that affect learner autonomy in learning English :

Several distinct factors, both positive and negative, have had an impact on LA's expansion. These variables are divided into

two categories in this study: internal factors and external factors. Psychological aspects, learning habits and learning strategies, positivism, constructivism, critical theory, critical theory, cognitive strategies, metacognitive strategies, and developed skills and awareness are all internal factors. Teachers, tasks, and the environment are examples of external factors.

(1) Internal Factors.

(a) Psychological Aspects

The attitudes and beliefs of learners influence their learning efficiency. If a student believes he or she lacks the ability to learn, he or she may not put forth the necessary effort (Wenden, 1998). Motivation is essential to the growth of LA, for example Dickonson believes that inner drive is a requirement for LA.

(b) Learning Habits and Learning Strategies

Learners have different learning styles and employ various learning strategies (Begum and Chowdhury, 2015). As a result, they believe that these study habits and methods may either help or hinder learners' autonomy.

(c) Positivism

This teaching method emphasizes the

importance of teachers as knowledge facilitators. As a result, learners will lose motivation to set learning objectives or make decisions, preferring to be passive recipients. This constantly clashes with LA, stifling its growth.

(d) Contructivism

This method helps students derive new information from their existing knowledge base. It is anti-positivism, so it promotes the growth of LA. Participants were also encouraged to conduct their own research.

(e) Critical Theory

Analytical thinking is beneficial to learning autonomy (Leaver et al., 2005). Rather than attempting to comprehend and explain things, the approach encourages critique and change. As a result, students can learn on their own and construct their own concepts. This allows students to consider the topic from a variety of perspectives, which may help them decide whether or not to pursue it further.

(f) Cognitive Strategies

Repetition, resourcefulness, translating, note-taking, deduction, contextualization, transferring,

inference, and clarifying inquiries are examples of cognitive functions that learners can apply to language learning. When students master the use of these strategies, they become self-sufficient.

(g) Metacognitive Strategies

Planning, thinking, monitoring, and analyzing a person's learning capacity are some of these strategies. Individuals who can use them are more involved and self-directed in their learning journey, and they have better self-regulation, which demonstrates learning autonomy (Leaver et al., 2005). Thus, if these techniques are applied, students will be more cooperative and self-assured in their language learning.

(h) Developd Skill and Awareness

A lack of learning abilities and knowledge is associated with poor self-study performance (Balçikanli, 2010). Learners Students will be far more positive and independent, as Tran and Duong (2018) agree, if they have some expertise in a field related to the course goals.

(2) External Factors.

(a) The Teachers

Many researchers argue that teachers should do more than just impart knowledge in typical classroom settings to assist improve LA. Teachers not only help students understand how to create learning objectives, choose appropriate learning resources, and so on, but they also provide them the freedom to make their own judgments (Leaver et al., 2005). Teachers should take on various responsibilities, such as guide, resource, and facilitator, to encourage students to be more fully independent (Alonazi, 2017). Most EFL students are more interested in learning when they are taught by an enthusiastic teacher (Tu Cam Tran & City, 2022).

(b) The Tasks

Tasks that must be completed have a significant impact on LA, either positively or negatively. Students will become more intrinsically motivated if they work on tasks that are both interesting and challenging. Students, on the other hand, may become dissatisfied with monotonous tasks.

(c) The Environment

Environmental factors, including situational and social aspects, have a significant impact on LA

(Cabut, 1982). The social aspect of learning is influenced by parents, siblings, relatives, friends, and teachers. Peer interactions, on the other hand, are essential for self-regulated learners. As a result, this social environment may make it easier for students to collaborate in the classroom (Kha, 2022).

f) Aspects which influences learning autonomy

There are several aspects that can influence learning autonomy in students. The following are the aspects that influence learning autonomy according to Szabo. Aspects of learning autonomy by Szabo :

(a) Intrinsic motivation

Intrinsically motivated learners can identify with the goals of learning, making them more willing to accept responsibility for the outcome. In turn, increased student self-determination and autonomy fosters intrinsic motivation. In other words, motivation and responsibility can boost each other.

(b) Extrinsic motivation

It is important to note that while rewards and punishment (extrinsic motivation) can stimulate

learning, they also increase the learner's reliance.

(c) Self-confidence

Self confidence contributes to the development of responsibility in and of itself. Learners must believe that they can manage their own learning and that they can rely on themselves rather than just the teacher. The effect also works in the opposite direction: a sense of responsibility and independence leads to a sense of well-being and confidence.

(d) Motivation and evaluation from the teacher

By encouraging students to focus on the process of learning (rather than the outcome), we help them examine their own contribution to their learning. This awareness of the impact of their efforts is a necessary first step toward developing a responsible attitude.

(e) Self evaluation

Self-evaluation requires students to go even further: they must put themselves in the shoes of the teacher and judge their own work as objectively as possible. They can then develop an idea of their level of proficiency, identify their weak and strong

points, and plan their next steps. When they set goals for themselves, they are more likely to consider them their own and feel accountable for meeting them.

(f) Learning strategies

Learning strategies are tools for improving language competence, and learners can only be held accountable for their performance if they are aware of these tools. As a result, we must show students the various available strategies, assist them in determining what works best for them, and assist them in learning how and when to use these strategies. We can introduce students to the thrilling experience of discovering and developing their own abilities (Szabo, 2000).

g) The significance of the learning autonomy

There are four compelling reasons to support learner autonomy in English learning :

1) It increases learner motivation and results in more effective learning.
2) It gives students more opportunities for English communication in a non-native setting.
3) It meets the individual needs of students at all levels.

4) It has a long-term impact (Kreutzer & Ph, 2003).

2. The Concept of Writing Achievement

a) Definition of Writing

There are various definitions of writing as explained by various linguists. Writing is a physical as well as a mental act. Writing is a productive skill, so that writing is one of important skills by the students in learning English (Roza & Silvia, 2022). Writing, on the other hand, is the mental work of creating ideas, deciding how to express them, and organizing them into statements and paragraphs that are understandable to a reader (Nunan et al., 2003). Writing is a component of a larger activity in which the emphasis is on something else, such as language practice, acting, or speaking (Harmer, 2004).

Writing, on the other hand, is the representation of a language in a textual medium using a set of signs or symbols. Writing is an activity of expressing a feeling or information through writing (Syahrul et al., 2018). Writing requires the ability to generate words and ideas from within oneself, as well as the ability to criticize them in order to describe which ones to use (Hunter & Elbow, 1982). Writing is the nature of the writing composing process. Written products are frequently the result of procedures that require specialized skills, skills that not every speaker develops naturally (Nunan et al., 2003).

Based on the explanation above, it is possible to conclude that the definition of writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs for the purpose of indirectly communicating something with other people.

Writing has long been regarded as a critical skill in the teaching and learning of English as a Second Language (ESL) because it is a multifaceted skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Because listening, speaking, and reading are all interconnected, writing helps to improve all of them.

Writing is essential because it is widely used in higher education and the workplace. Students who do not know how to express themselves in writing will struggle to communicate effectively with professors, employers, peers, and just about anyone else. Proposals, memos, reports, applications, preliminary interviews, e-mails, and other forms of professional communication are common in the daily life of a college student or successful graduate. Writing is necessary. It has many benefits because it helps to express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, allow a person to later reflect on and re-evaluate his/her ideas, provide and receive feedback, and

prepare for school and employment (Klimova, 2012). Writing is necessary because writing aids language development at all levels : grammar, vocabulary, phonology, and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings; it requires a willingness to play with the language; it focuses more on the right side of the brain, with a focus on feelings, physical sensations, intuition, and musicality; and it provides scope for learners who would not be able to express themselves in the usual processes of formative assessment (Maley, 2018).

b) Stages to writing

There are four stages to writing: planning, drafting, editing (reflecting and revising), and final version (Harmer, 2004).

(1) Planning

When planning, the writer set aside time to consider three major issues. The purpose of their writing must be considered first because it will influence not only the type of text they wish to produce, but also the language they use and the information they choose to include. Second, experienced writers consider the audience for whom they are writing, as this influences not only the shape of the writing but also the language used. Third,

the writer should think about the content structure of the 10 piece, how to best sequence the facts, ideas, or arguments that they have decided to include.

(2) Drafting

A draft is the first version of a piece of writing. This first attempt at a text is made with the expectation that it will be revised later. A number of drafts may be produced on the way to the final version as the writing process progresses into editing.

(3) Editing (reflecting and revising)

After completing a draft, writers usually go over their work to see where it works and where it doesn't. Other readers (or editors) who comment and make suggestions can often help with reflecting and revising. The reaction of another reader to a piece of writing will assist the author in making necessary revisions.

(4) Versions finalized

Once the writers had edited their draft and made any changes requested by the reader, they produced their final version. Because things have changed during the editing process, this may look significantly different from both the original plan and the first draft. However, the author is now prepared to send the written text to its

intended audience.

In contrast to Harmer, the following is the process or stages of writing according to (Oshima et al., 2007) :

(1) Pre-writing

Prewriting is a technique for generating ideas. In this step, writers select a topic and gather ideas to explain it.

(2) Planning

The writer must organize the ideas generated by brainstorming during the planning stage. Making an outline from brainstorming is the most effective way to organize the ideas generated.

(3) Writing and Revising Draft

After brainstorming and outlining as the first and second drafts, the writer can begin writing and revising several drafts frequently until the writer has produced a final copy to hand in.

(4) Writing The Final Draft

The final stage is to write the final copy or product to submit. Based on the experts' descriptions of the writing process above, it is concluded that there are four important elements of writing: the writer's point of view, the subject matter, the reader, and the language

form. Furthermore, there are four steps in the writing process: pre-writing, planning, writing - revising drafts, and writing the final draft.

c) Purpose of Writing

The writer's purpose in writing is to convey messages to the reader. Whatever type of writing the writer does, he or she should have a specific and clear purpose. It is possible to accomplish this by selecting appropriate words and sentence structures to convey the intended meaning. The rhetorical form chosen for a piece of writing is determined by its purpose. There are several purposes of writing, as below:

(1) To entertain

Writing for entertainment is typically imaginative or creative in nature. It implies that the writer must exercise his or her imagination. It should not make the readers laugh, but should engage their emotions in some way.

(2) To inform

Writing to inform has the goal of informing the reader about something. This type of writing can be about objects, places, procedures, or events. It can be found in newspapers and articles, scientific and business reports, instructions or procedures, and school

and university essays.

(3) To persuade

The writer attempts to persuade the reader that a point of view is valid by presenting facts/data so that readers will follow the writer's opinions and act on them (Grenville, 2001).

In conclusion, the purpose of writing is not only to express ideas, feelings, or thoughts in written symbols, but also to entertain, inform, and persuade the readers.

d) Types of Writing

There are four types of writing. There are four of them: descriptive, exposition, argumentation, and narrative (Nichol, 1978).

(a) Descriptive

Descriptive writing creates a visual image. Nothing much happens in its purest form. "Description" describes how something looks and feels. Without any action or events. It does not go beyond oneself to explain a correlation or a process; instead, it focuses on one's immediate subjective perceptions. As a result, descriptive writing connects the outside world to our inner feelings. It is usually concerned with painting a verbal picture of

what we are experiencing and feeling at the time, and it will employ a plethora of rich and vivid adjectives and adverbs.

(b) Exposition

Expository writing "exposes" or "explains" a subject. It is also known as "information writing" because it provides information. Details about a person, place, thing, relationship, or idea. It is best accomplished by using clear reasons, facts and statistical information, cause and effect relationships, or examples. Expository paragraphs are written without emotion and in the third person because they are factual.

(c) Argumentation

Argumentation, also known as persuasive writing, aims to persuade and convince the reader of the writer's point of view on a particular issue. Aditorials, letters to the editor, reviews of business or research proposals, opinion essays, magazines, and books that argue a point of view are all examples of persuasive writing.

(d) Narrative

Narrative is used to amuse, entertain, and

deal with an actual or fictitious experience in various ways. Narrative is concerned with problematic events that lead to a crisis or turning point in some problems, which is then resolved.

e) Indicators of Writing

In writing, of course, there are indicators that will be taken into consideration in assessing the results of student writing. Below are indicators in writing.

(1) Content

It is critical for the writer to have the ability to think creatively and develop ideas.

(2) Organization

The written form should be well organized, logically sequenced, and cohesive, with fluent expression and clearly stated ideas.

(3) Language use

It is critical because writing well is difficult. It takes time and effort, as well as revision and editing. It is important to be as clear and concise as possible in academic and business writing; this should be considered because the written form is designed for the reader.

(4) Mechanics

Mechanically good writing demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing (Jacobs in Eckes et al., 2016).

In addition to the indicators above, the following are indicators in writing that are used by teachers in assessing writing skills:

(1) Content

A content is a collection of materials that support the specific topic of the issue being discussed. In this content section, the teacher gives a percentage weight of 35% and is the part with the greatest weight. Teachers give the maximum score if the content delivered by students is correct.

(2) Organization

The term "organization" refers to how students organize their ideas. It necessitates clear concepts, excellent organization, logic, sequentiality, and cohesion. In the organization section, the teacher will give a weight of 15% if in the preparation of sentences students have compiled sentences well and are easy to understand.

(3) Vocabulary

The use of appropriate terminology in each phrase is

an important consideration in writing. In vocabulary, the teacher will give 15% and this is seen from the aspect of the richness of vocabulary used by students.

(4) Language Use

Language use refers to the communicative meaning of language. It is comparable to usage, which refers to the norms and structures for producing language. The weight given by the teacher on language use is 15%, in this aspect the use of good language used by students when writing will be seen.

(5) Mechanics

The mechanics of writing refers to how students write. In the mechanics section, teachers give a weight of 20%. This section looks at the students' use of punctuation when given a test or writing assignment. (Heaton, 1990).

f) Definition of Writing Achievement

A real achievement is something accomplished with great effort or skill. Achieve and achievements frequently connote the completion of something significant or difficult, such as a lofty goal or a great feat. Graduating from high school is a significant accomplishment. Achievement refers to students' mastery of a specific syllabus or material taught in class

(Heaton, 1990). Achievement is defined as a student's performance in a course, as well as the quality and quantity of a student's work over a given time period.

Writing achievement refers to a student's writing mastery or performance in learning to write. The student's success in achieving English writing achievement through a specific learning process is defined as writing achievement. This achievement is represented in a list of students' writing scores in one of the senior high school syllabus's instructional objectives of writing skill to write a simple paragraph.

B. Review of Related Studies

This literature review is highly valuable for current researches since readers will have a better understanding of the key topic of research named "The Correlation between Students' Learning Autonomy and Their Writing Achievement of 12th Grade at SMK N 4 Payakumbuh" by the end of this section. The reader understands the significance of the study that will be conducted as a result of this review. To observe prior studies conducted by other researchers that are relevant to the study you are conducting, a relevant study is necessary. This study will publish several existing studies relevant to this research.

The first relevant study is titled "The Relationship between Learner Autonomy and Students' Writing Skills" and was conducted by Uli Agustina Gultom, Widyastuti Purbani, and Anita Triastuti. It seeks to

investigate the connection between students' learner autonomy and writing ability. It also intends to explore higher education students' learner autonomy and its relationship to their writing talents. A learner autonomy questionnaire and a writing exam were utilized to collect quantitative data, which was then descriptively analyzed using the SPSS program. According to the findings, there is a strong and positive association between student writing ability and learner autonomy. This shows that children who have greater autonomy benefit from acquiring good writing skills. This study also discovered that learner autonomy is one of the attributes evaluated to predict students' learning achievement. The findings of the study are being utilized to offer recommendations on how to improve learner autonomy in language classrooms.

The second relevant research is entitled “How English Foreign Language Students’ Autonomy and Digital Competence Relate to Their Writing Achievement” by Diah Maya Andina, Bambang Yudi Cahyono, Utami Widiati in 2020. This study sought to investigate the relationship between learner autonomy, digital competence, and writing achievement. It involved 92 first-year English as a Foreign Language (EFL) students enrolled in an intensive course (IC) program at the English department of an Indonesian public university. This study collected three categories of data: learner autonomy levels gained through a questionnaire, digital competence levels received through a questionnaire, and writing scores obtained from the IC program coordinator. The study's findings revealed

that learner autonomy was substantially associated to writing achievement, whereas digital competence was only modestly related. There was also a statistically significant association between learner autonomy and digital competency and writing achievement. As a result, pedagogically, teachers of EFL writing are advised to promote autonomous learning while also utilizing technology to improve EFL students' writing achievement.

Agus Mustajib conducted the next relevant study, "The Relationship Between Students' Learning Autonomy and Achievement in Learning English" in 2020. The purpose of this study was to determine whether there was a relationship between student autonomy and English learning achievement. The study's findings indicate that each variable, variable X (learner autonomy) and variable Y (learner achievement). Variable X has a total score of 14326 and an average score of 80.03 in the interpretation high category, whereas variable Y has a total score of 13954.43 and an average score of 77.95. Based on those findings, researchers investigated the relationship between learner autonomy and achievement using the Pearson r formula. There was shown to be a positive relationship between students' autonomy and their ability to learn English. The fact that the correlation's rxy value was greater than rtable demonstrated this. The researchers found rxy in the rtable to be 0.134, with a df (degree of freedom) of N - nr = 179 - 2 = 177. The 1% value of rtable was discovered to be 0.1233, while the 5% value was discovered to be 0.1467. The value of rxy definitely outnumbers that of rtable. The

hypothesis statement "learner autonomy" played a significant role in English learning success. There is an association between autonomy and success. The learners' autonomy was adequate to boost their English learning performance.

Dr. Nemah Abdullah Ayash Ezzi conducted another relevant study titled "The Relationship between Learner Autonomy and English Proficiency of Yemeni Postgraduate English Students: In 2018, he published "A Correlational Study in Hodeidah University." 35 second-year postgraduate students pursuing a two-year Master's degree in English at the Department of English at the Faculty of Education affiliated with the University of Hodeidah, Yemen, were interviewed about their levels of learner autonomy and their relationship with their English proficiency in this study. A learner autonomy questionnaire and a standard competency exam were utilized to acquire the relevant data. The one-sample t-test and Pearson Correlation are used to analyze the data. The conclusions of this study differed from the findings of the preceding three relevant investigations. The data show that learner autonomy and English competency are not significantly related among postgraduate English students at Hodeidah University, implying that a high or low level of English proficiency does not represent a high or low level of learner autonomy. This backs up the findings of Ablard and Lipschultz (1998) and Risenberg and Zimmerman (1992), who concluded that the relationship between language proficiency and learner autonomy was not

straightforward.

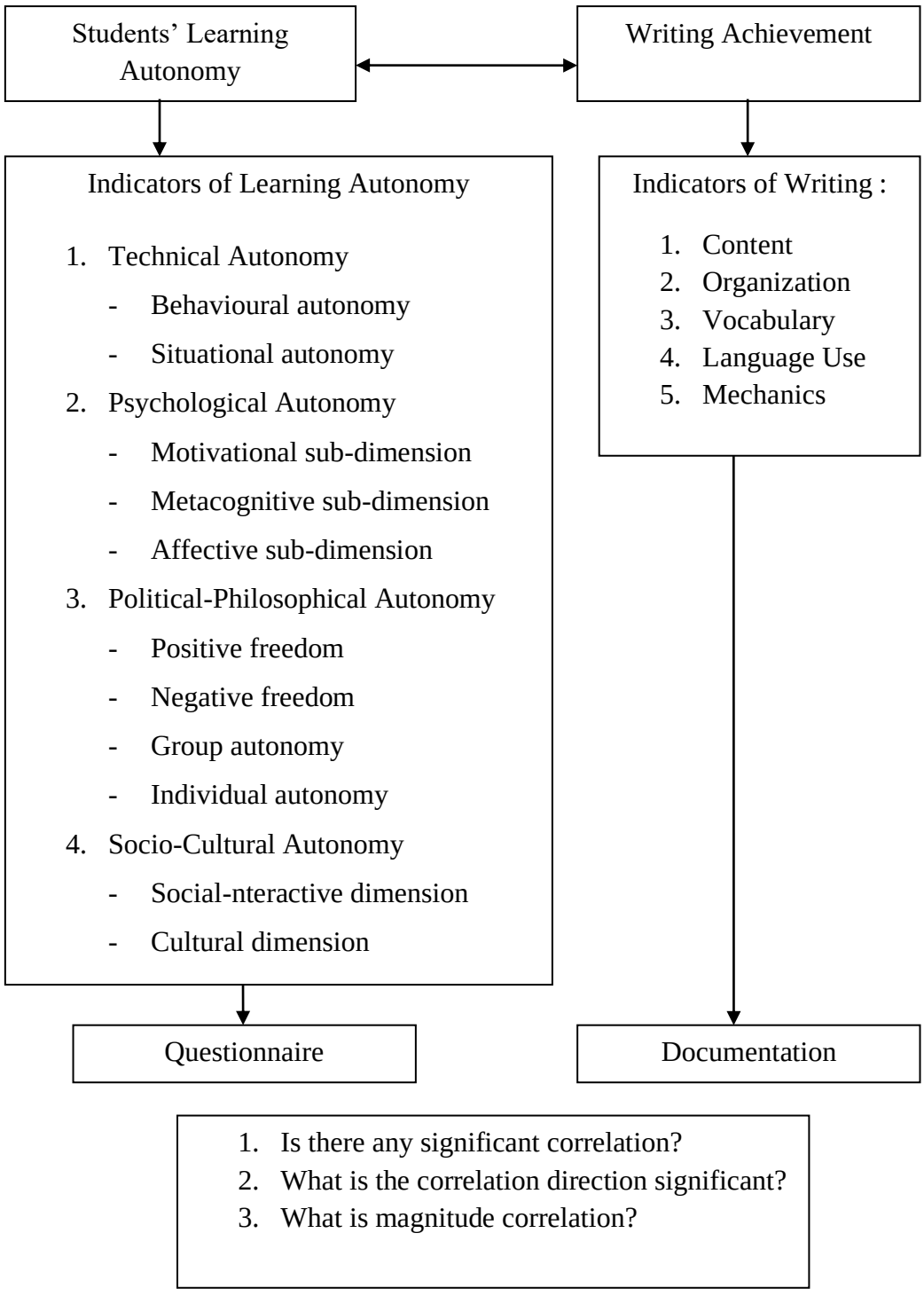
Abbas Ali Zarei and Kobra Gahremani conducted the following study, titled “On the Relationship Between Learner Autonomy and Reading Comprehension”. A 32-item questionnaire and a 20-item multiple choice reading comprehension test were used to collect data from 68 individuals. The data was analyzed using the Corelation method, one-way ANOVA, and regression analysis. Despite the fact that the correlation process revealed a positive relationship between learner autonomy and reading comprehension ability, the one-way ANOVA revealed no statistically significant differences in reading comprehension test scores between students with low, medium, and high autonomy levels. According to a regression analysis of the questionnaire items, only the Nature of Language Learning was a reliable predictor of the participants' reading comprehension ability.

According to the explanation provided above, the current research is similar to others in that it focuses on student learning and how it correlates to English ability, particularly in writing. This research, unlike the previous one, uses a different sample. Participants in the research were predominantly high school students due to differences in learning methods between high school and university students. Furthermore, the above-mentioned investigations yielded two distinct results. The first three research studies find a correlation between learner autonomy and English competency, but the fourth, published in 2018, does not.. As a result, this

research was focus on student autonomy in English proficiency, specifically writing, at SMK N 4 Payakumbuh during the 2023 academic year.

C. Conceptual Framework

Conceptual framework of this research can be created as follow :



D. Assumption and Hypothesis

1. The Assumption

This research assumes that learning autonomy correlates with students' writing achievement. Students who have a high level of learning autonomy will achieve a high level of writing achievement.

2. The Hypothesis

a) Ho (null hypothesis): There is no significant correlation between students' learning autonomy and their writing achievement at 12th grade of SMK N 4 Payakumbuh.

b) Ha (alternative hypothesis): There is a significant correlation between students' learning autonomy and their writing achievement at 12th grade of SMK N 4 Payakumbuh.

CHAPTER III

RESEARCH METHOD

A. Design of The Research

This research employed a quantitative approach, with a correlation design. Quantitative research is a method of testing objective hypotheses by examining the connection between variables (Cresswell, 2013). The research is called quantitative because the research data used numbers and used statistical analysis (Sugiyono in Reflinda & Messi, 2023). Correlational research was a research that involves measuring the relationship between two or more variables (Lodico in Dewi & Safitri, 2022). Correlational research, also known as correlational analysis, refers to research that aims to discover the correlation and degree of association between two or more variables without attempting to change these variables in any way, so there can be no manipulation of the variables. Correlational research is frequently classified as descriptive research because it describes an existing condition (Gay, 2012).

Correlation research was used because the purpose of this research was to determine the correlation between students' learning autonomy and their writing achievement. There were two variables in this research: the independent variable and the dependent variable. The independent variable in this research was the students' learning autonomy which was symbolized by 'X', while the dependent variable in this research was the

writing achievement which was symbolized by 'Y'.

B. Population and Sample

1. Population of The Research

The population is a collection of all elements in the form of events, things, or people with similar characteristics that are the focus of a researcher's attention because it is viewed as a research universe (Prasetyo Bambang, 2012). This research's population consisted of all 12th grade students at SMK N 4 Payakumbuh, which had 7 classes and a total population of 211 students. The table below shows the population distribution.

Table III.1
Population of the Research

No.	Class	Number of Students	
		Male	Female
1.	XII TKJ 1	25	5
2.	XII TKJ 2	22	10
3.	XII TKJ 3	25	8
4.	XII MM 1	29	6
5.	XII MM 2	25	5
6.	XII RPL 1	19	6
7.	XII RPL 2	20	6
TOTAL		**211**	

(*Source : Staff of Office SMKN 4 Payakumbuh)*

2. Sample of The Research

Sample is a part of number and characteristic that belong to the population. The procedure to get the sample was using probability sampling. In quantitative research, probability sampling was the most strict and well-known form of sampling. Probability sampling allows

the researcher to select individuals from the sample as the representative of the population and make generalization to the population (Cresswell & C., 2012)

Since the population is homogeneous and everyone has an equal chance of being chosen as a respondent, the researcher employed simple random sampling. It said to be simple because sampling gives every member of the population an equal opportunity to be selected as a member of the sample. If the population becomes homogeneous, this method is used (Prasetyo Bambang, 2012). That is, each student has the same and equal chance of being chosen as a sample. As a result, a number of samples were drawn from each class that made up the population.

The population of this research was 211 students. According to Arikunto, if the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10-15 % or 20-25% or more (Arikunto, 2010). In this research, sampling was taken with a tolerance level of 15%.

$$n = \frac{N}{1+N\,(e)2}$$

Which :

n : Total of sample

N : Total of population

e : Tolerance level of incorrect sampling is 15%

Based on the slovin formula, population of 211 students, and level of fault tolerance 15% or 0.15, so the size of the sample could be formulated as follow :

$n = 211 / (1+ (211 \times 0.15^2))$

$n = 211 / (1+ (211 \times 0.0225))$

$n = 211 / 5.7475$

$n = 36.711$

Regarding the above calculation, total of the sample is 36.711. To avoid the odd number of respondent, the researcher took 40 students as the sample to represent the population. Therefore, the sample for this study is 40 people, of which 5 to 7 people from each of the seven classes will be taken as representatives of the sample. The representative of population can be seen as the table below :

Table III.2
Sample of the Research

No.	Class	Number of Students	Sample
1.	XII. TKJ 1	30	6
2.	XII. TKJ 2	32	6
3.	XII. TKJ 3	33	6
4.	XII. MM 1	35	5
5.	XII. MM 2	30	5
6.	XII. RPL 1	25	7
7.	XII. RPL 2	26	5
Total		**211**	**40**

The table above shows that the sample for this research was done at random. A sample of 5 to 7 participants was drawn from each of the seven classes.

C. Instrument of The Research

In this research, two instruments were used: a questionnaire and documentation. In this research, questionnaires were used to assess students' learning autonomy, while documentation was used to assess students' writing achievement.

1. Questionnaire

   A questionnaire is a data collection tool consisting of a series of questions and other prompts for the purpose of gathering information from respondents. This research used questionnaire to get data of variable “X” that was students’ learning autonomy. The questionnaire consisted of some question which were related to the theory. The questionnaire used in this research was adopted from a book by Everhard and Murphy published in 2015. This questionnaire does not require a validation test and also a reliability test, because the questionnaire used in this study has fallen into the valid and reliable category or in other words this questionnaire is deliberately and specifically made to measure learning autonomy. This is very useful in previous studies that used students as the research sample.

   Questionnaires were distributed to students in the form of google forms. This was done in accordance with the direction of the deputy curriculum and English teacher at the school,

which if through google form would be easy to fill in the questionnaire and did not take a long time. Therefore, through the deputy curriculum, the link of the google form was given to the vice curriculum, then the vice curriculum disseminated the link to the grade 12 homeroom teacher, and the homeroom teacher asked the grade 12 students to fill out the google form. This questionnaire contains 113 questions, with the item assessing student autonomy using a agreement response scale with the strongly disagree to strongly agree option. In an authentic language learning context, likert scale statements are broad questions based on the assumption of learner autonomy.

The questionnaire contains 113 items that examine the student's perspective on the principles of student autonomy in depth. It asked participants to select the answer that was closest to their beliefs, attitudes, or ideas. The indicators of the questionnaire that will be distributed are as attached in the table below.

Table III.2
Indicators of Questionnaire

No	Indicator	Sub Indicator	Item
1.	Technical Autonomy	Behaviourial autonomy	1 – 20
		Situational autonomy	21 – 28
2.	Psychological Autonomy	Motivational sub-dimension	57 – 66
		Metacognitive sub-	29 - 46

		dimension	
		Affective sub-dimension	47 – 56
3.	Political-Philosophical Autonomy	Positive freedom	79 – 85
		Negative freedom	86 – 91
		Group autonomy	67 – 78
		Individual Autonomy	81 – 86
4.	Socio-Cultural Autonomy	Social-interactive dimension	92 – 105
		Cultural dimension	106 – 113

(Everhard & Murphy, 2015)

Based on the table above, it can be seen that the questionnaire to be distributed consists of four indicators, each of which is further divided into two to four sub-indicators. From these indicators and sub-indicators, it will consist of 113 items of statements that must be filled in by students on a Likert scale.

Table III.3
Likert-Scale Rating

Option	Score	Number
Strongly Disagree	**1**	**A**
Disagree	**2**	**B**
Netral	**3**	**C**
Agree	**4**	**D**
Strongly Agree	**5**	**E**

(Everhard & Murphy, 2015)

From the table above, it can be seen that there are five Likert-scale rating groups, ranging from strongly agree to strongly disagree. Each answer gets a point. The lowest point

or value is 1, which is strongly disagree, while the highest point is 5 with a classification of strongly agree.

2. Documentation

Documentation, from the origin of the word document, which means written items (Winarto, 2018). In carrying out the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. The document referred to in this research was in the form of documentation of students' scores in the last semester obtained from the English teacher who taught in class XII. The scores are not the overall scores of students in English subjects, but in certain subjects, namely application letters. The score obtained was the score when the students were given a test by the teacher related to the application letter material.

The scores in this case were the scores obtained by students during the second semester of this year. The scores are recapitulated and made in the form of data tabulation attached to the attachment sheet.

Table III.5
Category of Writing Achievement

The Score Level Scale 1-100	Category
92-100	Very good
85-91	Good

75-84	Enough
<75	Less

(Source :KKM from the english teacher)

Based on the table above, it shows that <75 is categorized as less, 75-84 is categorized as enough, 85-91 is categorized as good, and 92-100 is categorized as very good. This means that students must achieve at least a 75.

In conclusion, this research collected data from questionnaire as "X" variable and documentary as "Y" variable, it was used to know the correlation between students' learning autonomy and their writing achievement.

D. Technique of Data Collect

A questionnaire was used in this study to assess students' learning autonomy. The questionnaire test consists of 113 statements or questions. Additionally, documentation was used to see students' writing achievement. The following are the steps for collect data:

1) Questionnaire
   (a) In this research, a questionnaire containing questions related to learning autonomy was given along with instructions for filling it out.
   (b) Finding respondents to answer the prepared questionnaire.

(c) Provide the google form link to the deputy curriculum to distribute to all grade 12 homeroom teachers to distribute to grade 12 students.

(d) Then collect the responses given by the respondents.

(e) Then the results of the respondents were analyzed by using SPPS 16.

2) Documentation

(a) Documents in the form of students' English scores were requested from the English teacher.

(b) Data in documents were analyzed.

E. Technique of Analysis Data

To find out the correlation of students' learning autonomy and their writing achivement, this research used a Pearson Product Moment Formula by using SPPS 16 version. The Correlation technique was an analysis technique to evaluate hypothesis concerning correlation between two variable that are examined statistically.

In order to identify the correlation between students' learning autonomy and their writing achievement, this research followed these steps :

1) Selecting the data, the researcher separated out the data related to the problem in this research. This activity used to identify the matching of questionnaire and the data was gotten.

2) Coding the data, the researcher classified the answer sheet which gotten from the respondent.
3) Transformation the data, since the questionnaire data was ordinal data, the researcher transformation the data into the interval data.
4) Tabulating the data, the researcher put the data into the tables.
5) Correlating both variables by using Pearson Correlation formula by using SPSS 16 version. Since the number of sample was same or more than 30 to determine the significant correlation, the researcher used the following formula, which "X" variable is for students' learning autonomy and "Y" variable is for students' writing achievement.
6) As noted by Gay : +1.0 indicates perfect positive correlation between two variables. -1.0 represents perfect negative correlation, and 0,00 means there is no correlation between two or more variables (Gay, 2012).
7) To give the interpretation towards index "r" product moment of the correlation. This interpretation answer of the question number 3 about the magnitude between two variables by using this guidance.

Table III.6
The Cooficient Correlation

Cooficient Correlation	Category
Between +0.35 and -0.35	Weak or None

Between +0.35 and +0.65 Or Between -0.35 and -0.65	Moderate
Between +0.65 and +1.00 Or Between -0.65 and -1.00	Strong

(Gay, 2012)

Based on the interpretation table above, it can be seen that if the correlation coefficient number is between +0.35 and -0.35, it can be categorized as weak or has no correlation. Furthermore, if the coefficient number is at +0.35 and +0.65 or -0.35 and -0.65, then the category of the two variables has a moderate correlation. Finally, if the coefficient correlation is at +0.65 and +1.00 or -0.65 and -1.00 then the two variables have a strong correlation.

8) To test hypothesis, this recearch consulted the finding with r table by searching *df :*

(1) Formulate (Ha) and (H0)

(2) Test the accurateness of hypothesis by searching *:*

Df = N-nr

Df = 40 -2

= 38

Which :

Df : degree of freedom

N : number of cases

nr : number of variable

9) Consulting ‘rxy’ at significant level 5% and 1%.
   (a) If *rxy* > *r* table, Ha is acceptable (Correlate)
   (b) If *rxy* < *r* table, H0 is acceptable (There is no correlation)
10) To perform the Pearson Correlation test, it is required to first test the prerequisites, which are as follows:
   (a) Normality Test

The normality test was used to check whether the data was regularly distributed or not. The data required in a research must be normal; if the data for each variable does not vary normally, then parametric statistics cannot be used. Normality test is one of the requirements in conducting a correlation test, where if the significant value is greater than the 'r' table (0.05), it can be said that the data is normally distributed. The type of normality test used is Shapiro-Wilk, because the sample in this research was less than 50 people.

   (b) Linearity Test

The linearity test seeks to identify whether or not two or more variables under consideration have a linear connection. This test is typically required in correlation analysis or linear regression. In the linearity test, if the probability value is greater than 0.05, the correlation between the variables (X) and (Y) is linear. If the

probability value is 0.05, however, the correlation between variables (X) and (Y) is not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. The research results consist of a description of the data, the pre-requirement testing and testing of the data hypothesis. There are two variables in the description of the data and there are normality and linearity tests in pre-requirement testing. Meanwhile, there is one kind of hypothesis in hypothesis testing. The discussion consists of the discussion of the research findings.

A. FINDINGS

This chapter describes about the analysis of the data to answer the research question; 1) Was there a significant correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh? 2) What is the direction of the correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh? 3) What is the magnitude of the correlation between students' learning autonomy and their writing achievements at 12th grade in SMK N 4 Payakumbuh?

1. The Description of The Data

After the data were obtained, then the data were described. The first data was the result of filling out the questionnaire (see appendix)

and also the results of students' writing achievement (see appendix). Since the data in this research were different, namely ordinal data and interval data, it is necessary to transform the data first. Ordinal data in this research was data from questionnaires, while interval data was students' score. Therefore, in this research, ordinal data was transformed into intervals so that the two data could be correlated. Below are the results of the transformation of ordinal data into intervals using Method Successive Interval (MSI) in Microsoft Excel.

Table IV.1
Transformation Ordinal Data to Interval Data

No.	Resp.	Class	Ordinal Data	Interval Data
1	AAP	XII. TKJ 1	446	313,920
2	AS	XII. TKJ 1	513	380,264
3	AT	XII. TKJ 1	449	311,605
4	MF	XII. TKJ 1	418	311,605
5	M	XII. TKJ 1	429	294,252
6	N	XII. TKJ 1	408	269,628
7	RNP	XII. TKJ 2	404	264,573
8	AG	XII. TKJ 2	442	306,514
9	AA	XII. TKJ 2	495	358,356
10	DA	XII. TKJ 2	432	295,484
11	DB	XII. TKJ 2	473	337,503
12	F	XII. TKJ 2	486	354,486
13	RA	XII. TKJ 3	356	221,396
14	A	XII. TKJ 3	465	329,177
15	AB	XII. TKJ 3	453	315,841
16	AN	XII. TKJ 3	415	273,077
17	F	XII. TKJ 3	374	239,215
18	VS	XII. TKJ 3	484	348,221
19	YA	XII. MM 1	339	193,795
20	RI	XII. MM 1	342	197,386
21	FW	XII. MM 1	349	202,901
22	FJ	XII. MM 1	442	304,954

23	RI	XII. MM 1	424	284,758
24	DOR	XII. MM 2	351	205,652
25	AW	XII. MM 2	420	282,176
26	NS	XII. MM 2	466	329,270
27	HI	XII. MM 2	456	319,461
28	JA	XII. MM 2	433	299,617
29	FE	XII. RPL 1	409	268,743
30	MED	XII. RPL 1	425	288,689
31	WMP	XII. RPL 1	355	211,460
32	MT	XII. RPL 1	388	246,344
33	AH	XII. RPL 1	347	203,408
34	FAS	XII. RPL 1	363	220,068
35	Y	XII. RPL 1	452	316,376
36	RF	XII. RPL 2	562	431,482
37	A	XII. RPL 2	347	201,317
38	AP	XII. RPL 2	457	321,232
39	MA	XII. RPL 2	555	425,253
40	D	XII. RPL 2	450	312,384
			TOTAL	11.591,839

The table above represents the results of the transformation of questionnaire data which was ordinal data which was then transformed into interval data. From the table above, it can be saw that there are 40 samples of questionnaire results, each class of which is taken 6-7 people as sample representatives. Then after the data has been transformed, the next is the tabulation of grouping data from variable "X" and also data from variable "Y". Below are the results of student achievement in writing in English lessons, especially the Daily Test scores on the material of writing application letters. From the table above, through SPSS, descriptive statistics can be seen, namely with a mean of 289.80, then the median of 297.55, with a standard deviation

of 59.893, and also a range of 238 with a maximum value of 431 and a minimum value of 194.

Table IV.2
Students' Writing Achievement

No.	Name	Class	Score
1	AAP	XII. TKJ 1	90
2	AS	XII. TKJ 1	90
3	AT	XII. TKJ 1	72
4	MF	XII. TKJ 1	78
5	M	XII. TKJ 1	80
6	N	XII. TKJ 1	76
7	RNP	XII. TKJ 2	78
8	AG	XII. TKJ 2	88
9	AA	XII. TKJ 2	94
10	DA	XII. TKJ 2	80
11	DB	XII. TKJ 2	90
12	F	XII. TKJ 2	90
13	RA	XII. TKJ 3	78
14	A	XII. TKJ 3	84
15	AB	XII. TKJ 3	82
16	AN	XII. TKJ 3	80
17	F	XII. TKJ 3	76
18	VS	XII. TKJ 3	88
19	YA	XII. MM 1	76
20	RI	XII. MM 1	74
21	FW	XII. MM 1	80
22	FJ	XII. MM 1	80
23	RI	XII. MM 1	86
24	DOR	XII. MM 2	74
25	AW	XII. MM 2	80
26	NS	XII. MM 2	88
27	HI	XII. MM 2	86
28	JA	XII. MM 2	80
29	FE	XII. RPL 1	78
30	MED	XII. RPL 1	80
31	WMP	XII. RPL 1	76
32	MT	XII. RPL 1	76

33	AH	XII. RPL 1	76
34	FAS	XII. RPL 1	80
35	Y	XII. RPL 1	82
36	RF	XII. RPL 2	90
37	A	XII. RPL 2	76
38	AP	XII. RPL 2	78
39	MA	XII. RPL 2	88
40	D	XII. RPL 2	76
TOTAL			**3.254**

From the table above, there were English daily test scores, especially on the material of writing application letters. From the data above it can seen that the minimum score is 72 and the maximum score is 94, with a mean of 81.35, median 80.00, standard deviation 5.682 and range 22. The score data above refers to the "Y" variable, namely student writing achievement, which is associated with the "X" variable of student learning autonomy.

2. The Analysis of The Data

To find out the correlation between students' learning autonomy and their writing achievement, the product moment formula was used using SPSS version 16. Before conducting the correlation testThere were two stages that had to be carried out, namely the normality test and the linearity test. These two tests require a correlation test. The following shows the results of the normality test and linearity test using SPSS version 16.

(a) Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Autonomy	.098	40	.200*	.953	40	.093
Students' Writing Achievement	.219	40	.000	.914	40	.005

a. Lilliefors Significance Correction
*. This is a lower bound of the true significanse

In the normality test, it can be seen in the Shapiro-Wilk column, since the sample in this research was less than 50 people. Therefore, the normality test using Shapiro-Wilk was used. From the table above, in the Shapiro-Wilk test the significant level was more than 0.05, which means that the data was normally distributed and a correlation test can be carried out.

(b) Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Writing Achievement * Students' Learning Autonomy	Between Groups	(Combined)	1241.100	38	32.661	1.814	.538
		Linearity	690.529	1	690.529	38.363	.102
		Deviation from Linearity	550.571	37	14.880	.827	.721
	Within Groups		18.000	1	18.000		
	Total		1259.100	39			

To see the results of the linearity test can be seen in the significance in the deviation from linearity. If the significant number is greater than 0.05, it can be said that there is a linear correlation between variable "X" and variable "Y". In other words, based on the table above, the significant number was 0.721 which means more than 0.05. Therefore, there was a linear correlation between students' learning autonomy and their writing achievement.

3. Hypothesis Testing

Since the computation of normality and linearity shows that the data were in normal distribution, this research can continue to test the hypothesis of the research. Hypothesis testing in this research was carried out by using the Pearson Correlation in SPSS version 16 for windows. The result of computation shows that the correlation cooficient between students' learning autonomy and their writing achievement was 0.000 as showed on the following table:

Correlations

		Students' Learning Autonomy	Students' Writing Achievement
Students' Learning Autonomy	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	40	40
Students' Writing Achievement	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the hypothesis test above have a significant value of 0.000, which means sig < α= 0.005, which means that there was a correlation between X and Y. This means that Ho was rejected and Ha was accepted, so that both variables, X and Y, have a correlation. In other words, the students' learning autonomy variable has a correlation with the writing achievement variable. After knowing that Ho was rejected and Ha was accepted, then look at the Pearson Correlation test results. The Pearson Correlation test result was 0.741. After knowing the Pearson Correlation test results of 0.741, then conclusions can be drawn by comparing the rxy (Pearson Correlation) results with the r table.

In the previous chapter, it was explained that if rxy is greater than r table, it can be concluded that the two variables have a correlation. But on the contrary, if rxy is smaller than r table then the two variables have no correlation. Based on the table above, it can be seen that the Pearson Correlation test result is 0.741. If consulted with the r table with a significant level of 5% and 1%, the results are 0.312 (5% significance level) and 0.413 (1% significant level). Based on the results of the comparison of rxy with r table, it can be concluded that the rxy value is greater than the r table. (see appendix). With this it can be said that the two variables have a correlation, because Ha is accepted and also the two variables have a positive correlation. This

means that the more independent the students are in learning English, the better the students' achievement in writing English.

After obtaining the correlation test results, then see the extent or how much the correlation strength of the two variables is. The way to determine this is by looking at the position of the test results with the coefficient correlation table below

Cooficient Correlation	Category
Between +0.35 and -0.35	Weak or None
Between +0.35 and +0.65 Or Between -0.35 and -0.65	Moderate
Between +0.65 and +1.00 Or Between -0.65 and -1.00	Strong

(Gay, 2012)

Based on the results of the hypothesis test, it was known that the correlation value is +0.741. Based on the interpretation table above, it can be seen that the two variables have a strong correlation and have a positive correlation. This means that students' learning autonomy has a strong correlation with students' achievement in writing in grade 12 students at SMK N 4 Payakumbuh. The correlation between the two variables has a positive correlation. Which means that the more students have good learning autonomy, the higher the students' achievement in writing will be. Conversely, the worse the student's independence in learning, the lower the student's achievement will be.

Immediately after a correlation or hypothesis test, a linear regression test is done. This test was carried out to see if the variable "X" has an effect on the variable "Y." The linear regression test was performed with SPSS version 16, obtaining the following findings:

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	690.525	1	690.525	46.150	.000[a]
Residual	568.575	38	14.963		
Total	1259.100	39			

a. Predictors: (Constant), Learning Autonomy
b. Dependent Variable: Writing Achievement

Based on the test results, the calculated F value is 46,150 with a significance level of 0.05, indicating that the regression model can be used to predict the participation variable, or, in other words, there is an effect of the learning autonomy variable (X) on the writing achievement variable (Y). Once it is found that the X variable has an influence on the Y variable, the amount of influence the X variable has on the Y variable is determined by looking at the results table from the subsequent SPSS:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741[a]	.548	.537	3.868

a. Predictors: (Constant), Learning Autonomy

It can be seen in the R square column of the table above. The magnitude of the correlation value or correlation (R) is explained in the

table above, which is 0.741. Based on these findings, the coefficient of determination (R square) is 0.548, implying that the independent variable has a 54.8% effect on the dependent variable.

B. DISCUSSION

As the researcher has mentioned in the first chapter, this research is intended to answer the research problem; whether there was any significant correlation between students' learning autonomy and their writing achievement of the 12th grade at SMKN 4 Payakumbuh. In learning English, it is important for students to be able to learn autonomously to hone their writing skills. By being autonomous in learning, it will make students free and flexible in writing, so that students' achievement in writing can reach a satisfactory number. However, when students have problems in terms of learning independence, it can affect the achievement of these students in writing.

In this research, data has been collected to test the hypothesis. Data was collected with two instruments. The first was the students' learning autonomy questionnaire given to all class XII students. The student was asked to fill out a questionnaire, which was used to measure the student's autonomy in learning. The second instrument was the student's writing achievement which was obtained from the document data owned by the teacher regarding the daily test scores for writing application letters.

This discussion is derived from the analysis of the findings. The

analysis has been accomplished in order to answer the research problem. From the analysis, the researcher would like to discuss the results of the research.

1. First, the research results reveal that there was a correlation between students' learning autonomy and their writing achievement. This was evidenced by the rejection of Ho and acceptance of Ha with a significance of 0.000, which means it was less than α=0.005. In addition, these results were also supported by consulting the r table. The results of the correlation test (0.741) are greater than the r table (0.312), which means that the two variables have a correlation.
2. Furthermore, the two variables have a positive correlation, namely 0.741. It can be seen in the results of the correlation test that there was no sign (-) in front of the number 0.741, but there was a sign (**) which means that the two variables have a positive correlation. Which means that the more students have good independence in learning, the higher the achievement of these students in writing. Conversely, if the student's independence in learning, the lower the student's achievement in writing. Furthermore, the correlation coefficient of the two variables is included in the strong interpretation, because it is between +0.60 and +1.00. So it can be seen that the correlation of students' learning autonomy with student achievement in writing has a significant, positive, and also strong correlation with a magnitude of 0.741.
3. Apart from conducting a correlation test, a regression test was also

carried out to see whether there was an effect of students' learning autonomy on students' writing achievement. The results of the regression test show that the magnitude of the correlation value or correlation (R) was explained in the table above, which is 0.741. Based on these findings, the coefficient of determination (R square) is 0.548, implying that the independent variable has a 54.8% effect on the dependent variable. This means that the success of students in writing was influenced by learning autonomy by 54.8%, while the other 45.2% could be influenced by other factors.

4. As mentioned in chapter I, students' learning autonomy has a correlation with students' achievement in writing. The results of this study are in line with the statement from foster which says that "Learning autonomy can be considered as an essential element for the success of a writing class, and it encourages teachers to give their students the freedom, and responsibility that is crucial for students' development as writers" (Foster in Tebib, 2019).
5. From the research results it can be seen that there were things that can affect student learning autonomy, one of which is the teacher. Teachers have a very important role in building and increasing student independence in learning. The teacher must be able to create an enthusiastic and interesting learning atmosphere so that students were also interested in learning by themselves. This statement was supported by the expert's statement which says that "Teachers should

take on various responsibilities, such as guides, resources, and facilitators, to encourage students to be more fully independent" (Alonazi, 2017). In addition, there were also experts who said that "Most EFL students are more interested in learning when they are taught by an enthusiastic teacher" (Tu Cam Tran & City, 2022).

6. Based on the results of the research and also reviewed several theories from experts, it can be concluded that learning autonomy does have a correlation with student achievement in writing. But even so, not only learning autonomy can affect students' achievement in writing. There were other factors that can influence and help improve students' ability in writing, one of which was the role of the teacher in the learning process. Therefore, to be able to increase student independence in learning, it must start from the teacher himself.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestions which present to the English teachers, the students and future researchers

A. CONCLUSION

Based on the research findings in the previous chapter, the following conclusions can be drawn:

1. There was a significant correlation between students' learning autonomy and students' achievement in writing in grade 12 of SMK N 4 Payakumbuh. This can be seen from the results of rxy +0.714> from "r" table = 0.312 with a significant level of 5%. This means that there was a correlation between students' learning autonomy and students' achievement in writing in grade 12 of SMK N 4 Payakumbuh.
2. There was a positive correlation between students' learning autonomy and students' achievement in writing in grade 12 of SMK N 4 Payakumbuh. This can be seen from the output results from SPSS which has a sign (**) and there was no negative sign in front of the number 0.741 which means that the two variables have a positive correlation.
3. There is a strong correlation between students' learning autonomy and students' achievement in writing in grade 12 of SMK N 4 Payakumbuh. This can be seen from the results of SPSS 16 output

which is +0.741, which when viewed using Gay's coefficient correlation, is in the strong category. This means that the two variables have a strong correlation.

B. SUGGESTION

Based on the above conclusions, the researcher's suggestions are as follows:

1. In order for student achievement in writing to continue to increase, teachers need to know and understand to what extent the students taught have independence in learning.
2. In addition, students themselves must also realize how important independence in learning is. This is so that students no longer always depend on teachers or classmates.
3. For the next researcher, the researcher recommends researching with a larger population area and using different indicators in order to find out whether it will strengthen or weaken the research that researchers have done at this time.

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