

The Correlation Between Students' Motivation and Their Writing Ability During Online Learning in 7th Grade at MTsN 2 Payakumbuh

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Abstract. This research aims to find the correlation between students' motivation and writing ability during online learning. This research was conducted at MTsN 2 Payakumbuh because it cannot be denied that there are still students who face problems in writing, including students who are not interested and feel bored while studying, some students feel unmotivated to complete assignments, and students who have difficulty writing in English. The research method used is quantitative with a correlational design. The data were collected by using a questionnaire consisting of 30 statements to determine the level of student motivation, and students' writing scores during online learning to determine the level of students' writing ability. Researcher used 35 students from a population of 140 students with purposive sampling technique. To analyze the data, the researcher used the Spearman's Rank. The results showed there is no significant correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh in this research. The researcher found the correlation coefficient between student motivation and writing ability in 7th grade MTsN 2 Payakumbuh was 0,102. Meanwhile t-table on $df = 33$ and $\alpha = 0,05$ was 0,344. It means, the r_s was smaller than t-table and H_a is rejected. The magnitude lies between 0,00 – 0,199. Thus, there is a positive correlation between student motivation and writing ability during online learning in 7th grade MTsN 2 Payakumbuh.

Keywords: Students' Motivation, Writing Ability, Online Learning

INTRODUCTION

Online learning is a system where teachers and students do not meet face to face, but use the internet to do online learning. Even though students are at home, teachers must ensure that teaching and learning activities continue. The solution is that teachers must be able to use online media to design learning media as an innovation.

Online learning is a system that allows students to learn more easily and more broadly. Through the facilities provided by this system, students can study anytime and anywhere without being limited by distance, space and time. Online learning is also a form of distance learning media that uses online facilities so that they can communicate with each other online. In addition, students' learning motivation also affects the success or failure of learning. Because to be successful, students must have good learning motivation. Therefore, learning motivation is very important for every student, both internal and external motivation.

Since the implementation of online learning, many students actually feel pressured because they feel bored and are not interested in learning. This is caused by the low desire and awareness of students about the importance of learning, especially in learning to write. For this reason, it is necessary to encourage students from within and outside themselves, so that they are enthusiastic about participating in learning.

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The spirit of learning can be possessed by increasing student motivation. Based on Maslow in Setiawan, the word "motivation" comes from the Latin word "movere," which means to move.(Setiawan, 2012) One of the driving factors is motivation, which enables an individual to engage in activities in order to achieve a goal. Motivation, according to Mc.Donald in Kompri, is a shift in energy within an individual characterized by the emergence of feelings and reactions to achieve goals.(Kompri, 2022) In other words, the size of a student's motivation is mainly determined by the size of the student's enthusiasm for learning.

Motivation is very important when learning a second language. Where students must pay attention to whether they are motivated from outside or from within. As is known, there are two kinds of motivation that can affect students' readiness to learn English, especially in terms of writing skills: intrinsic motivation and extrinsic motivation.

Motivation to learn is an essential factor in language acquisition since motivated learning is more successful. This ensures that students who are highly motivated will strive to learn new skills and knowledge. Aside from that, motivation plays a crucial role in the learning process. Particularly when it comes to learning how to read and write.

Writing is a method of expressing an idea or a collection of ideas via the written word. Writing, according to Tarigan, is a skill in language that is used for indirect communication rather than face-to-face communication, and students must be skilled in using language structures and vocabulary.(Tarigan, 1982) In the Oxford Dictionary, writing is produce something in written form so that people can read, perform or use it.

Students must be highly motivated in order to have strong writing ability and be able to solve writing problems. Since ability is an essential factor in determining how well students learn, writing is worthless without it. The low motivation of students to learn during the learning process contributes to their lack of ability in writing. During online learning, this is often exacerbated by an unreliable internet network. As a result, students are not as excited about learning as they once were.

Based on a preliminary research conducted in January 2021 at MTsN 2 Payakumbuh, researcher conducted observations and interviews with an English teacher to find some problems related to student motivation and students' writing ability. There are several problems, including difficulty in developing ideas in writing during learning, unable to understand the learning material, unable to concentrate while studying, not interested and feeling bored, especially in learning to write. Students feel unmotivated to complete assignments, students are not confident in practicing writing, and students have difficulty

writing in English. Considering this, the researcher realizes that motivation is an important element that must exist in students.

Based on the explanation above, the researcher assume that writing activities in the learning process will not run effectively if students do not have strong motivation. Therefore, the researcher wants to prove this by conducting correlation research at MTsN 2 Payakumbuh. This aims to determine whether there is a significant correlation between students' motivation and their writing ability during online learning. So, the researcher is very interested in conducting research with the title The Correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh.

RESEARCH METHOD

This research used the quantitative approach in the form of correlational one because the researcher used a numerical system to find the data. According to Sugiono, a research was called as quantitative because of the data of the research use numeric and using statistic analysis.(Sugiyono, 2012) There were many researches that used quantitative such as survey research, correlation research, causal-comparative research and experimental research. Thus, the data that used by researcher is a quantitative research.

Furthermore, Correlation design is one of research types included in the Ex-post Facto, there was no manipulation and treatment of variables by the researcher. It uncovered what had happened in the field. According to Arikunto, the correlation was a research which was done in order to know whether there was a relationship between variables or not. In addition, according to Gay, correlational research involved collecting data to determine whether there was relationship between two variables and to what degree a relationship between two or more quantifiable variables. Indeed, in this research, the researcher wanted to find out the correlation between two or more variables in certain case without doing any manipulation towards the variables.

FINDING AND DISCUSSION

After finished the research with getting the score of students' motivation and writing ability during online learning, the researcher used statistic calculated of the Spearman's Coefficient of Rank Correlation formula. The formula was used for answering the research questions. The data got from questionnaire for students' motivation as X variable and documentation for writing ability during online learning as Y variable. The formula that used as follow:

$$\rho = 1 - \frac{6\sum D^2}{n(n^2 - 1)}$$

Note: :

ρ =The coefficient correlation of spearman's rank.

n= The total of respondents.

\sum = The sum of the squared rank difference between the variable (X) variable (Y)

In this research, there are three questions research that have to analyze. 1) Is there any significant correlation between students' motivation and their writing ability during online learning? 2) What is the correlation direction between students' motivation and writing ability during online learning? 3) What is the magnitude of students' motivation and writing ability during online learning?

To identify the first research question which is whether there is correlation or not between students' motivation and writing ability during online learning, the researcher used the calculation Spearman's Coefficient of Rank Correlation formula. There were several steps that the researcher used in gotten the correlation between two variables. The first step was determined the total score of both variable.

Table 1. The Total Score of X Variable (Students' Motivation) and Y Variable (Writing Ability) during online learning

No	Name	X	Y
1	RN	79	84
2	LB	130	95
3	TNA	130	80
4	SA	141	80
5	LIK	150	90
6	LCB	150	87
7	SA	114	94
8	CD	140	80
9	ANI	116	92
10	QR	108	94
11	AMH	108	85
12	NAH	127	84
13	RPS	127	81
14	NAR	50	70
15	FZ	60	60
16	NKB	130	95
17	AF	130	90
18	NSA	133	80

No	Name	X	Y
19	SS	133	95
20	FR	113	95
21	VA	79	76
22	MP	141	85
23	BR	145	80
24	JPA	135	80
25	AK	133	95
26	NRA	130	86
27	MF	79	90
28	FU	140	80
29	HS	117	89
30	NA	130	82
31	ASA	130	89
32	NF	60	70
33	NA	50	83
34	NAY	127	83
35	LN	133	87

Based on the data above, there were more than one student that have some scores. It means that, there were several scores of both the data that were twin, triplet and multiple, as follow

Table 2. Twin Score of Variable (X)

Score of Variable X	Sum of Twin and Multiple Score
50	2
60	2
79	3
108	2
127	3
130	7
133	4
140	2
141	2
150	2

Table 3. Twin Score of Variable (Y)

Score of Variable X	Sum of Twin and Multiple Score
70	2
80	7
83	2
84	2
85	2
87	2
89	2
90	3
94	2
95	5

Because this research was Spearman's Coefficient of Rank Correlation, so both of the data X and Y variable was identifying the rank of each score by sorting the data from the smallest until the highest. The position and rank of each score of the data seen in the table below:

Table 4. The Position and Rank of X Variable Score

Skor Position (Variable X)	Rank	Skor Position (Variable Y)	Rank
50	1	60	1
50	2	70	2
60	3	70	3
60	4	76	4
79	5	80	5
79	6	80	6
79	7	80	7
108	8	80	8
108	9	80	9
113	10	80	10
114	11	80	11
116	12	81	12
117	13	82	13
127	14	83	14
127	15	83	15
127	16	84	16
130	17	84	17
130	18	85	18

Skor Position (Variable X)	Rank	Skor Position (Variable Y)	Rank
130	19	85	19
130	20	86	20
130	21	87	21
130	22	87	22
130	23	89	23
133	24	89	24
133	25	90	25
133	26	90	26
133	27	90	27
135	28	92	28
140	29	94	29
140	30	94	30
141	31	95	31
141	32	95	32
145	33	95	33
150	34	95	34
150	35	95	35

The next step was identifying the mean score of each twin, triplet or multiple score by counting the rank of the twin, triplet or multiple score. The researcher used formula from Microsoft Excel to get the rank of twin, triplet or multiple score. The formula as follow:

$$=(i+j)/2$$

i : First Rank of the Same Score

j : Second Rank of the Same Score

2: The Sum of the Same Score

For example, the first score of variable X was same with the second score, the score was 50, so the position of 50 in 1 and 2. The same position was sum and divided with the sum of the same score, as follow:

$$= (1+2)/2$$

$$= 1,5$$

Based on the explanation above it can be concluded that to find out the rank of twin, triplet or multiple score by using formula from Microsoft excel have several step. The first step was sorting the data from the smallest until the highest. After that, if the same score was two score, the researcher calculated the sum of the first rank and the second rank. After got the result of sum from first and second score, the data was divided by the number of sum Based on

the explanation above it can be concluded that to find out the rank of twin, triplet or multiple score by using formula from Microsoft excel have several step. The first step was sorting the data from the smallest until the highest. After that, if the same score was two score, the researcher calculated the sum of the first rank and the second rank. After got the result of sum from first and second score, the data was divided by the number of sum the same score. In conclusion, the score 50 in the X variable was 1,5 so every score of 50 would be ranked as 1,5. The same steps were done to others twin, triplet or multiple score. The rank of both variables as follow:

Table 5. The Rank of X Variable and Y Variable Score

Skor Position (Variable X)	Rank	Skor Position (Variable Y)	Rank
50	1,5	60	1
50	1,5	70	2,5
60	3,5	70	2,5
60	3,5	76	4
79	6	80	8
79	6	80	8
79	6	80	8
108	8,5	80	8
108	8,5	80	8
113	10	80	8
114	11	80	8
116	12	81	12
117	13	82	13
127	15	83	14,5
127	15	83	14,5
127	15	84	16,5
130	20	84	16,5
130	20	85	18,5
130	20	85	18,5
130	20	86	20
130	20	87	21,5
130	20	87	21,5
130	20	89	23,5
133	25,5	89	23,5
133	25,5	90	26
133	25,5	90	26
133	25,5	90	26
135	28	92	28
140	29,5	94	29,5
140	29,5	94	29,5
141	31,5	95	33
141	31,5	95	33
145	33	95	33
150	34,5	95	33
150	34,5	95	33

The data above was gained by calculated the same rank of score. The arrangement of rank was the result of calculating the twins, triplet or multiple score. In helping the researcher to analyze the data after each score was ranked, the data was tabulated to a Spearman's Rank Correlation's table as follow:

Based on the calculation results above, the researcher got the Spearman's Rank of Coefficient of Correlation as follow:

$$\begin{aligned}\rho &= 1 - \frac{6\sum D^2}{n(n^2 - 1)} \\ \rho &= 1 - \frac{6 \cdot 6407,5}{35(35^2 - 1)} \\ \rho &= 1 - \frac{38445}{42840} \\ \rho &= 1 - 0,8974089638 \\ \rho &= 0,1025910364 \\ \rho &= 0,102\end{aligned}$$

From the data above, it can be concluded that the coefficient of correlation showed the correlation between students' motivation and writing ability during online learning as much as 0,102

To answer the second question, the direction of the correlation between students' motivation and writing ability during online learning is obtained by a correlation coefficient of 0.102, so it can be concluded that there is a positive correlation between student motivation and writing ability during online learning in 7th grade at MTsN 2 Payakumbuh. The meaning of a positive correlation is that if students' motivation increases, their writing ability also increase. That is, in this research, students' motivation has less effect on students' writing ability during online learning.

To answer the last question, the magnitude of the correlation between students' motivation and their writing ability during online learning, the researcher determined the magnitude between the two variables with the interpretation below: (Dewi Ika, 2019)

Table 6. The Magnitude of Correlation

Coefficient	Magnitude of correlation
0,80 - 1,00	Very High Correlation
0,60 – 0,79	High Correlation
0,40 – 0,59	Moderate Correlation
0,20 – 0,39	Low Correlation
0 – 0,19	Very Low Correlation

Source: Sugiyono, Statistika untuk Penelitian.

From the table above, it can be seen that the magnitude of the correlation between the two variables is very low correlation. This means that the magnitude of student motivation and students' writing ability during online learning was very low correlation.

Hypotheses Testing

Hypothesis testing is done to determine whether the hypothes is expressed in this research can be accepted or rejected. In this research, there are three hypotheses, namely:

There is a significant correlation between students' motivation and their writing ability during online learning and there is no a significant correlation between students' motivation and their writing ability during online learning.

There is positive correlation between students' motivation and their writing ability during online learning and there is no positive correlation between students' motivation and their writing ability during online learning.

There is negative correlation between students' motivation and their writing ability during online learning and there is no negative correlation between students' motivation and their writing ability during online learning.

To consult with r- table, the researcher has to determine the degrees of freedom (df) and the significant alpha value (α). The degrees of freedom in this research is $N-2 = 35-2 = 33$. After that, the researcher uses significant alpha value (α) = 0, 05. To determine whether the researcher will accept or reject the hypothesis, the researcher uses the formulation below:

If $r_s > t_{tab}$, so H_a is accepted and H_o is rejected

If $r_s < t_{tab}$, so H_a is rejected and H_o is accepted

t_{table} at the degree of significance 0,05 or 5% = 0.344

$r_s < t_{tab}$

= 0.102 < 0.344

Based from the results, the r_s calculation is 0.102 and the df of 33 score is 0.344. The r_s score is then contrasted with the 0,05 significance which indicates that the r_s score was smaller than the r_s , with $0.102 < 0.344$. According to the level of significance comparison with r_s , it means that H_a is rejected. In conclusion, the result of the two variable is positive with the r_s score 0.102. The positive result of the coefficient correlation means that there is a positive correlation between students' motivation and writing ability. The r_s score also shows a weak correlation between the two variables, because the r_s score points in the range of 0.40 and above.

The purpose of the data analysis is to find out the measurement of the correlation between the students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh. This research used two instruments to collect the data from the students. The first instrument is students' motivation questionnaire. The students were asked to answer 30 statement items.

This research is about the correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh. The data are gotten from questionnaire and documentation. The questionnaire uses Likert scale which consists of "strongly disagree, disagree, neither agree, agree, and strongly agree" for responding. After that, the researcher uses documentation. The researcher asks the students' writing ability score to the English teacher in MTsN 2 Payakumbuh.

This research purposed to find out the correlation between students' motivation and writing ability during online learning. The first research question, is there any correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh? Based on result that has been done, the researcher found that the coefficient of correlation between students' motivation and their writing ability during online learning was 0,102, where these result prove that between students' motivation and writing ability during online learning has a low correlation.

The second research question, what is the correlation direction between students' motivation and writing ability during online learning in 7th grade at MTsN 2 Payakumbuh?. The correlation direction between students' motivation and writing ability during online learning was positive correlation. This is evident from the result obtained by the researcher as much as 0,102. This shows that between students' motivation and writing ability during online learning in the direction of a positive correlation. Positive correlation means that if students' motivation increases, their writing ability also increase or when students have low motivation, they automatically have poor writing ability. In other words, in grade 7 MTsn 2 Payakumbuh, the two variables affect each other.

The third research question, what is the correlation magnitude between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh?. From the interpretation tables, the researcher found that the result of magnitude of both variables was very weak in level 0,00 – 0,114. It means that in this research the magnitude of both variables was very weak magnitude. In other words, the implementation of students' motivation in the seventh grade of MTsN 2 Payakumbuh just a little bit of magnitude and just a small influence on writing ability.

Furthermore, based on the hypothesis testing, the result showed that the t-test score was 0.102 and the t-table 0.344 on $df = 33$ and 0.05 where the t-test was smaller than the t-table. In other words, H_a was rejected and H_o was accepted, so there is no significant correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh.

In conclusion, by using Spearman's coefficient of rank correlation, the researcher found there was a very low correlation between students' motivation and writing ability during online learning. Meanwhile, by using hypothesis testing, the researcher found that H_a was rejected, which means there is no significant correlation between students' motivation and writing ability during online learning in 7th grade at MTSN 2 Payakumbuh.

Online learning is a system that allows students to learn more easily and more broadly. Through the facilities provided by this system, students can study anytime and anywhere without being limited by distance, space and time. Online learning is also a form of distance learning media that uses online facilities so that they can communicate with each other online. According to Izzatunnisa and Suryanda, online learning also affects students' learning motivation. (Izzatunnisa, Lita and Suryanda, 2021) Student learning motivation also affects the success or failure of learning. Because to be successful, students must have good learning motivation.

This research is supported by Yusoff's theory, someone who has a strong motivation will be more persistent and tenacious in trying to maintain what has been done to realize his goals. (Hamali, 2013) Meanwhile, according to McClelland in Doneley and Gibson explains that one of the basic types of individual needs related to learning motivation is the need for achievement. (Izzatunnisa, Lita and Suryanda, 2021) This is also in line with Soekanto who said that motivation is closely related to student achievement. (Tuti Soekanto, 2021) The high motivation of students in learning, then they get achievement in learning. When students have high motivation, students automatically have good writing ability.

Motivation is needed by giving stimulate to somebody's interest. The stimulation given will cause someone to do something. To stimulate the students means to motivate them to do something in getting the objective. Motivation is a support, desire, want, reason, or objective to make someone to do something. A support can be appearing from the students themselves or other persons surrounding them that have them to do something.

The differences between the previous study and this research are this research was conducted during the online learning process. Researchers want to know the correlation

between students' motivation and their writing skills during online learning in grade 7th MTsN 2 Payakumbuh. This research focuses more on students' motivation and their writing ability.

Based on explanation, motivation, like intelligence, cannot be directly observed. Only by observing a person's behavior, a form of movement as part of a learned, desire, emotion, need, interest, curiosity, and psychology features, can motivation be deduced. In this study, motivation is defined as an inner power that comes from within and without a person to achieve a goal, and it plays a role as a positive power or attitude toward learning writing, particularly in writing motivation. It is critical to encourage and promote the capacity to write. From the result of this study, it can be known there is positive correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh.

CONCLUSION

The purpose of this research was to determine whether there is correlation between students' motivation and students' writing ability during online learning in 7th grade at MTsN 2 Payakumbuh. In this research, students' motivation scores were correlated with their writing ability scores.

1. H_a or alternative hypothesis of this research was rejected. It means that "There is no significant correlation between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh" in this research. The result that obtained after the researcher consulted t-test to t-table is t-test was 0,102 meanwhile t-table on $df = 33$ and $\alpha = 0,05$ was 0.344. It means, the r_s was smaller than t_{table} and H_a is rejected.
2. The correlation direction between students' motivation and writing ability during online learning is positive correlation. It proved by the result was gotten by the researcher as much 0,102. This shows that between students' motivation and writing ability during online learning in the direction of a positive line.
3. The magnitude between students' motivation and their writing ability during online learning in 7th grade at MTsN 2 Payakumbuh was very low correlation in level 0,00 – 0,199. It proved by the coefficient correlation in on category very weak correlation. It means, there was a very low level of correlation between students' motivation and their writing ability during online learning.

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