

**THE CORRELATION AMONG STUDENTS' WRITING MOTIVATION,
THEIR WRITING ANXIETY, AND THEIR WRITING ACHIEVEMENT**

THESIS



BY

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STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI
2022**

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THESIS
Presented to
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In partial fulfilment of the requirements
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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute (IAIN) of Kediri.

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Demikian agar maklum dan atas kesediaan bapak. Kami ucapkan banyak terima kasih

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada 24 Juni 2022, kami dapat menerima dan menyetujui hasil perbaikannya.

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MOTTO
إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Sesungguhnya bersama kesulitan ada kemudahan."

وَالِى رَبِّكَ فَارْغَبْ

"dan hanya kepada Tuhanmulah engkau berharap."

“If you believe talent exists, you are limiting yourself. If you believe luck exists, you are lazy. If you believe in yourself, you are wise.” Maxime Lagace.

DEDICATION SHEET

I dedicate this thesis to:

Allah who gives his mercy to finish this study

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ABSTRACT

Fahdin, Risma Galuh Pitaloka. 2022. *“The Correlation among Students’ Writing Motivation, Their Writing Anxiety, and Their Writing Achievement”*. Thesis, Tarbiyah, English Department, State Islamic Institute (IAIN) of Kediri, Advisor (1) Nur Afifi, M.App.Ling, Ph.D. (2) Annisa Aulia Saharani, M.Pd.

Keywords: writing motivation, writing anxiety, English writing achievement

Many factors can affect learning successfulness its can come from internal aspects like gender, motivation, students’ interest, learning style, anxiety, self-efficacy, so on, and external aspects like teacher, friends, environment, and so on. The purpose of this research was to find out (1) the correlation between writing motivation and writing achievement (2) the correlation between students’ writing anxiety and their writing achievement? (3) the correlation among students’ motivation, writing anxiety, and their writing achievement.

This quantitative research with correlational approach was studied at State Islamic Institute (IAIN) of Kediri. The populations in this study were students from Department Of English Language Education who programmed essay writing course in the third semester. Sampling technique that used in this study was convenience non-random sampling to choose the sample. Data were collected by using questionnaire and writing test.

This research found that the correlation between writing motivation and writing achievement was 0.579, with a significance value of $0.001 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. The correlation shows positive relationship which means that the variables have a positive correlation between writing motivation and writing achievement with interpretation: moderate relationship. Then, the result of the correlation between writing anxiety and writing achievement was -0.570, with a significance value of $0.001 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. The correlation shows negative relationship which means that the variables have a negative correlation between writing anxiety and writing achievement with interpretation: moderate relationship. Furthermore, the result of the correlation among writing motivation, writing anxiety, and writing achievement $r = 0.673$ with a significance value of $0.000 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. The result shows positive relationship with strong category so it can be deduced that writing motivation and writing anxiety both have correlation with writing achievement.

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