

**CONTRIBUTION BETWEEN STUDENTS' LEARNER AUTONOMY AND
WRITING SKILLS IN NARRATIVE TEXTS AT XI GRADE OF
SMA NEGERI 2 TEMBILAHAN**

A THESIS

**Submitted to fulfil One of the Requirements for the Award of *Sarjana* Degree (S1)
in English Study Program**



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FACULTY OF TEACHER TRAINING AND EDUCATION
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TEMBILAHAN**

2025



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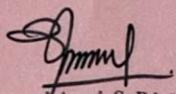
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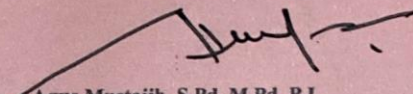
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DECLARATION

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Writing Skills in Narrative Texts at XI Grade of SMA
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I truly confess that this paper writing derived from my own work, except some quotations (directly and indirectly), which were adopted or taken from various sources included in "References". Scientifically, I took for truth fullness of the data presented in this paper.

Tembilahan, May 10th 2025

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May Allah reward all good deeds and kindness to all parties involved in helping the researcher to complete this thesis, aamiin. The researcher realizes that this thesis is still far for being perfect. May this work provide beneficial contributions to others, particularly in the field of English education.

Tembilahan, May 10th 2025

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ABSTRAK

Siti Salena. 502211010005. 2025. *Kontribusi Kemandirian Belajar Siswa terhadap Keterampilan Menulis Teks Naratif pada Siswa Kelas XI di SMA Negeri 2 Tembilahan. Pendidikan Bahasa Inggris. Keguruan dan Ilmu Pendidikan. Universitas Islam Indragiri.*

Penelitian ini bertujuan untuk mengetahui kontribusi kemandirian belajar siswa terhadap keterampilan menulis dalam teks naratif. Sampel dalam penelitian ini terdiri dari 45 siswa kelas XI SMA Negeri 2 Tembilahan yang dipilih dengan menggunakan teknik simple random sampling. Kemandirian belajar siswa diukur melalui angket skala Likert lima poin, sedangkan keterampilan menulis diukur melalui nilai paragraf teks naratif yang ditulis oleh siswa. Hasil angket menunjukkan bahwa skor kemandirian belajar tertinggi adalah 93 dan terendah 52. Dari 45 siswa yang menjadi sample, sebanyak 14 siswa (31%) termasuk dalam kategori sangat baik, 12 siswa (27%) dalam kategori baik, 17 siswa (38%) dalam kategori cukup, dan 2 siswa (4%) dalam kategori sangat buruk. Tidak ada siswa yang termasuk dalam kategori buruk. Sementara itu, hasil tes keterampilan menulis menunjukkan nilai tertinggi sebesar 93 dan nilai terendah 63. Sebanyak 4 siswa (9%) termasuk dalam kategori sangat baik, 26 siswa (57%) dalam kategori baik, dan 15 siswa (33%) dalam kategori cukup. Tidak terdapat siswa yang masuk dalam kategori buruk. Hasil analisis data menunjukkan bahwa koefisien korelasi (r) sebesar 0.135 lebih kecil dari nilai $r - \text{table}$ sebesar 0.301. Artinya, hipotesis alternatif atau H_a ditolak dan hipotesis nol atau H_0 diterima. Dengan demikian, tidak terdapat korelasi yang signifikan antara kemandirian belajar siswa dan keterampilan menulis teks naratif pada siswa kelas XI di SMA Negeri 2 Tembilahan. Nilai korelasi berada dalam rentang 0.00-0.199 yang tergolong kategori sangat rendah. Selain itu, kemandirian belajar siswa hanya memberikan kontribusi sebesar 1.82% terhadap keterampilan menulis teks naratif siswa, sedangkan sisanya sebesar 98.18% dipengaruhi oleh variable lain yang tidak diteliti dalam penelitian ini.

Kata Kunci: *Kemandirian belajar, keterampilan menulis, teks naratif.*





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ABSTRACT

Siti Salena. 502211010005. 2025. *Contribution between Students' Learner Autonomy and Writing Skills of Narrative Text Students' at XI Grade of SMA Negeri 2 Tembilahan*. English Study Program. Faculty of Teacher Training and Education. Islamic University of Indragiri.

This study aimed to determine the contribution of students' learner autonomy to their writing skills in narrative texts. The sample consisted of 45 XI grade students from SMA Negeri 2 Tembilahan, selected using a simple random sampling technique. Students' learner autonomy was measured using a five-point Likert scale questionnaire, while their writing skills were assessed based on the scores of narrative text paragraphs written by the students. The questionnaire results showed that the highest learner autonomy score was 93, and the lowest was 52. Among the 45 students, 14 students (31%) were categorized as very good, 12 students (27%) as good, 17 students (38%) as adequate, and 2 students (4%) as very poor. No students were categorized as poor. Meanwhile, the writing skill test results showed the highest score was 93, and the lowest was 63. A total of 4 students (9%) were categorized as very good, 26 students (57%) as good, and 15 students (33%) as fair. No students were categorized as poor. The data analysis showed that the correlation coefficient (r) was 0.135, which was lower than the r -table value of 0.301. This means the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted. Therefore, there was no significant correlation between students' learner autonomy and their narrative writing skills among XI grade students at SMA Negeri 2 Tembilahan. The correlation value falls within the 0.00–0.199 range, which is classified as a very low category. Additionally, learner autonomy contributed only 1.82% to students' narrative writing skills, while the remaining 98.18% was influenced by other variables not examined in this study.

Key words: *Learner autonomy, writing skills, narrative text*

LIST OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRAK	v
ABSTRACT	vi
LIST OF CONTENT	vii
LIST OF TABLES	ix
LIST OF APPENDICES.....	x

CHAPTER I. INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	4
D. Research Question.....	4
E. Objective of the Research.....	4
F. Significances of the Research.....	5
G. Definition of the Key Terms.....	6

CHAPTER II. REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories	7
1. Concept of Learner Autonomy.....	7
a. Definition of Learner Autonomy	7
b. Kinds of Learner Autonomy.....	8
c. Characteristics of Learner Autonomy.....	9
2. Concept of Writing Skill	12
a. Definition of Writing Skill	12
b. Components of Writing Skill.....	13
c. Rubric Writing Assessment	16
3. Concept of Narrative Text.....	17
a. Definition of Narrative Text.....	17





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b. Generic Structure of Narrative Text	17
c. Kinds of Narrative Text	18
d. Narrative Text in Merdeka Curriculum	19
B. Review of Related Findings	20
C. Conceptual Framework	24
D. The Assumption and Hypothesis	25

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	27
B. Location and Time	27
C. Population and Sample	28
D. Research Instrument	30
E. Data Collection Techniques	33
F. Data Analysis Techniques	33

CHAPTER IV. DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation	38
B. Research Findings	50

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion	51
B. Suggestion	51

REFERENCES	53
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APPENDIX

LIST OF TABLES

Table

II.1. Scoring Rubric of Writing	16
III.1. Population of the Research.....	28
III.2. Alternative Score for Learner Autonomy	31
III.3. Blueprint of the Questionnaire	31
III.4. Blueprint of the Test	32
III.5. Categorization of Questionnaire Percentage Results	34
III.6. Categories of Final Score	35
IV.1. Validity of Questionnaire.....	39
IV.2. Reliability of Questionnaire	40
IV.3. Score Students' Learner Autonomy in Narrative Texts.....	40
IV.4. The Result of Students' Learner Autonomy in Narrative Texts	42
IV.5. The Summary Score of Learner Autonomy	43
IV.6. Score of Students' Writing Skills in Narrative Texts	43
IV.7. The Result of Students' Writing Skills in Narrative Texts	45
IV.8. The Summary Score of Writing Skills.....	45
IV.9. The Correlation between Students' Learner Autonomy and Writing Skills in Narrative Texts	46



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LIST OF APPENDICES

Appendix

1. Research Instrument Questionnaire Learner Autonomy	56
2. Research Instrument Writing Skill Test Score	57
3. The Result of Questionnaire Students' Learner Autonomy in Narrative Texts.....	58
4. Analysis Learner Autonomy with SPSS.....	60
5. The Result of Students' Writing Skill in Narrative Texts	61
6. The Result of Correlation between Learner Autonomy and Students' Writing Skills in Narrative Texts	62
7. Letter of decision on appointment of supervisor	63
8. Research Letter from the Campus.....	64
9. Research Letter from the School.....	65
10. Documentation	68



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