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THE EFFECT OF THE STUDENTS' PERCEPTION IN USING GRAMMARLY APPLICATION AND WRITING MOTIVATION TOWARD STUDENTS' WRITING ABILITY ON VOCATIONAL HIGH SCHOOL 1 RIMBA MELINTANG ROKAN HILIR

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in Partial Fulfillment of the requirements for the degree of Magister in English Education



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Written by:

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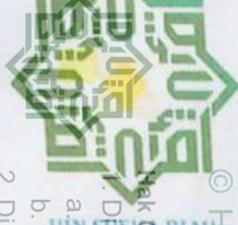
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**POSTGRADUATE PROGRAM
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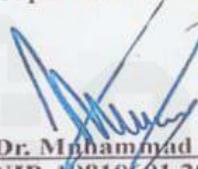
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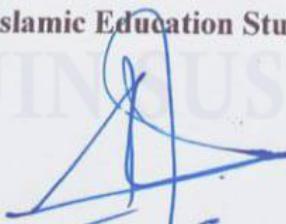

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The title of this thesis is the effect of using Grammarly application and writing motivation on students' writing ability in Vocational High School one Rimba Melintang Rokan Hilir. The researcher realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to express the great thanks to:

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10. All journal websites the researcher used the file and references for this thesis.

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ABSTRACT

Mohammat Solikin,(2025)

: The effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on Vocational High School 1 Rimba Melintang Rokan Hilir.

This study aims to analyze the effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on vocational High School 1 Rimba Melintang Rokan Hilir. This type of research is quantitative. The sample used was 125 students. Data collection techniques with questionnaires. Data analysis techniques with regression and multiple regression. The results of the study Grammarly application has a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on the results of the t-test, the calculated t value is 2.274 with a sig. value of 0.011. This value is greater when compared to the t-table value at $df = 125-3$, which is 122 with a significance value of 5% of 1.980. Writing motivation partially does not have a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on data analysis obtained with a t-count value of 0.544 with a sig. value of 0.588. This value is smaller when compared to the t-table value at $df = 125-3$ which is 122 with a significant value of 5% worth 1,980. Simultaneously or together, grammar application and writing motivation have a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on the results of the F test which shows the calculated F in the ANOVA table, the calculated F value in the ANOVA table is 4.969 and at a significance level of 0.032

Keywords: *Grammarly application, writing motivation, writing ability, SMKN 1 Rimba Melintang*



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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh persepsi siswa menggunakan aplikasi Grammarly dan motivasi menulis terhadap kemampuan menulis siswa di Sekolah Menengah Kejuruan 1 Rimba Melintang Rokan Hilir. Jenis penelitian ini adalah kuantitatif. Sample yang telah menggunakan 125 siswa. Teknik pengumpulan data dengan angket. Teknik analisis data dengan regresi dan regresi berganda. Hasil penelitian Aplikasi Grammarly memiliki pengaruh yang signifikan terhadap kemampuan menulis siswa di SMKN 1 Rimba Melintang. Hal ini berdasarkan hasil uji-t, nilai t hitung sebesar 2,274 dengan nilai sig. sebesar 0,011. Nilai tersebut lebih besar jika dibandingkan dengan nilai t tabel pada $df = 125-3$ yaitu sebesar 1,980 dengan nilai signifikansi 5% sebesar 1,980. Motivasi menulis secara parsial tidak memiliki pengaruh yang signifikan terhadap kemampuan menulis siswa di SMKN 1 Rimba Melintang. Hal ini berdasarkan analisis data diperoleh nilai t hitung sebesar 0,544 dengan nilai sig. nilai t sebesar 0,588. Nilai ini lebih kecil jika dibandingkan dengan nilai t tabel pada $df = 125-3$ yaitu 1,980 dengan nilai signifikansi 5% sebesar 1,980. Secara simultan atau bersama-sama penerapan tata bahasa dan motivasi menulis memiliki pengaruh yang signifikan terhadap kemampuan menulis siswa di SMKN 1 Rimba Melintang. Hal ini berdasarkan hasil uji F yang menunjukkan F hitung pada tabel ANOVA, nilai F hitung pada tabel ANOVA sebesar 4,969 dan pada taraf signifikansi 0,032

Kata kunci: *aplikasi Grammarly, motivasi menulis, kemampuan menulis, SMKN 1 Rimba Melintang*

مُلْكُ

تهدف هذه الدراسة إلى تحليل تأثير إدراك الطلاب لتطبيق قواعد اللغة ودافعية الكتابة على مهارة الكتابة لديهم في مدرسة Rimba Melintang روكان هيلير الثانوية المهنية الأولى. يُعد هذا النوع من البحث كمياً. بلغت العينة المستخدمة 125 طلاباً. استخدمت تفنيات جمع البيانات من خلال الاستبيانات، وتحليل البيانات من خلال الانحدار والانحدار المتعدد. أظهرت نتائج الدراسة أن لتطبيق قواعد اللغة تأثيراً كبيراً على مهارة الكتابة لدى المحسوبة 2.274 t حيث بلغت قيمة t، ريمبا ميلينتانغ. ويستند هذا إلى نتائج اختبار 1 SMKN طلاب مدرسة وهي 122 مع df = 125-3 مع df = 0.011. وهذه القيمة أكبر عند مقارنتها بقيمة جدول معامل ارتباط 0.544 t-sig. 0.588. لا يؤثر دافع الكتابة جزئياً بشكل كبير على مهارة الكتابة لدى طلاب مدرسة SMKN، مع قيمة دالة إحصائية 5. 125-3 df = t-table هذه القيمة أصغر مقارنة بقيمة جدول، وهي 122، حيث بلغت قيمة 1. يُظهر تحليل البيانات، حيث بلغت قيمة 0.544 t-count. يستند هذا إلى تحليل البيانات، حيث بلغت قيمة 0.588. أي 1980. سواء في وقت واحد أو معاً، يؤثر تطبيق القواعد وتحفيز الكتابة بشكل كبير على قدرة الطلاب F الذي يُظهر قيمة F يستند هذا إلى نتائج اختبار 1 Rimba Melintang. SMKN على الكتابة في مستوى، ANOVA 4.969، المحسوبة في جدول F حيث بلغت قيمة، ANOVA المحسوبة في جدول 0.032. دالة إحصائية 0.032.

كلمات المفتاحية: تطبيق Grammarly، مهارات الكتابة، تحفيز الكتابة، SMKN 1 Rimba Melintang



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DEDICATION



In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Him, the Owner of Knowledge, the Source of all light and truth, who teaches humans what they do not know, who instills patience in weariness, and sincerity in unease. There is no power and no strength except with Your help. With His grace, He has guided me along the long path of searching for meaning, and with all my limitations, I have been able to complete this work.

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I dedicate this thesis to my beloved father and mother. Your prayers pierce the skies, becoming a light during the long nights of my struggle. In my exhaustion, I find strength in your boundless love and sacrifice. This thesis is a small fruit of your unceasing affection—a place of return when the world feels strange, a source of laughter in sorrow, and hope in disappointment.

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APPENDICES

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LIST OF APPENDICES

Appendix I

Research Instrument

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Research Result

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Thesis Guidance Letters

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TRANSLITERATION GUIDELINES

A. Single Consonant

The transliteration of Arabic into Indonesian letters in this manuscript is based on the Joint Decree (SKB) of the Minister of Religious Affairs and the Minister of Education and Culture of the Republic of Indonesia dated January 22, 1988, No. 158/1987 and 0534.b/U/1987, as stated in the *Guide to Arabic Transliteration (A Guide to Arabic Transliteration)*, INIS Fellow, 1992.

Arab	Latin	Arab	Latin
ا	A	ه	Th
ب	B	هـ	Zh
ت	T	هـ	'
تـ	TS	ق	Gh
ج	J	جـ	F
هـ	H	قـ	Q
خـ	KH	كـ	K
دـ	D	نـ	L
دـ	DZ	وـ	M
رـ	R	نـ	N
زـ	Z	هـ	W
سـ	S	هـ	H
سـ	SY	يـ	'
شـ	SH	يـ	Y
ـ	DL	ـ	

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B. Long Vowels and Diphthongs

In the transliteration of Arabic into Latin script, the vowel *fathah* is written as "a", *kasrah* as "i", and *dhammah* as "u". The long vowel sounds are represented as follows:

Long vowel (a) = ā, for example: قَالَ becomes qāla

Long vowel (i) = ī, for example: قَيْلَ becomes qīla

Long vowel (u) = ū, for example: دُونَ becomes dūna

Specifically, for the *ya' nisbat* ending, it must not be replaced with "i" but should be written as "iy" to properly reflect the *ya' nisbat* at the end. Similarly, diphthong sounds involving *waw* and *ya'* following a *fathah* are written as "aw" and "ay" respectively:

Diphthong (aw) = aw, for example: قَوْلُنَ becomes qawlun

Diphthong (ay) = ay, for example: خَيْرُ becomes khayrun

C. Ta' Marbūtah

Ta' marbūtah is transliterated as "t" when it appears in the middle of a sentence. However, if the *ta' marbūtah* is located at the end of a sentence, it is transliterated as "h". For example, الرَّسَالَةُ لِلْمَدْرَسَةِ becomes *al-risālat li al-mudarrisah*. If it occurs in the middle of a phrase that consists of *mudāf* and *mudāf ilayh*, it is combined with the following word in the transliteration, for example: فِي رَحْمَةِ اللهِ becomes *fī rahmatillāh*.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In an educational context, writing is fundamental to academic achievement. Students frequently need to complete assignments, essays, reports, and research papers as part of their coursework. Strong writing skills are crucial for fulfilling these academic tasks and achieving high grades. Additionally, the process of writing fosters critical thinking. It requires students to analyze information, organize their thoughts, and present coherent arguments. Writing assignments often involve research and synthesizing ideas, promoting a deeper understanding of the subject matter. Writing also serves as a creative outlet for self-expression, allowing individuals to articulate their feelings, opinions, and experiences, thus fostering personal growth and self-awareness. It helps students organize their thoughts and information in a clear and structured manner(Ebadi et al., 2023)

However, writing activities come with their own set of challenges. It identifies writing as the most difficult skill to master, due to the multiple stages involved: drafting, structuring, reviewing, focusing, and generating ideas and evaluation. Drafting involves freely writing down initial ideas, followed by structuring, where these ideas are organized systematically. The reviewing stage entails checking the arranged writing for context and other aspects, followed by focusing, where the writing is re-examined to ensure it meets the

author's expectations. Finally, the generating ideas and evaluation stage involves re-assessing each part to ensure it aligns with the writing's rules and content. These stages are interconnected, often requiring revisions in one part to necessitate changes in others. Nunan (2003) asserts that writing is both a physical and mental activity, as it involves physically writing down ideas that were initially abstract, and mentally processing these ideas through thought and reflection(Perdana et al., 2021).

This skill is valuable not only in academic and professional contexts but also in everyday life for tasks such as creating to-do lists, taking notes, or organizing personal information. Additionally, writing acquisition is crucial in educational activities as it improves communication, critical thinking, self-expression, and problem-solving abilities. It is vital for academic achievement and career opportunities, while also contributing to personal growth and creative expression(Koltovskaia, 2023)

Furthermore, writing is a significant component of English language skills. It is a common necessity for students, particularly in literate societies. The writing has been recognized as one of the essential skills because the world has become highly text-oriented, especially in education, where almost all activities involve writing. Thus, writing proficiency is extremely important for students, benefiting their education and overall life(Reynova et al., 2023)

The writing is often utilized in foreign language learning as a convenient method to engage with various aspects of the language beyond just writing itself. Writing serves as a way to express ideas and convey messages

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to readers. In essence, writing is a form of communication, using graphic symbols that are understandable both to the writer and the reader. Learning to write in English is particularly challenging because students often lack knowledge of proper writing techniques and have limited writing skills. Additionally, difficulties arise from poor vocabulary, lack of passion for writing, and infrequent development of writing confidence. Students also struggle with maintaining neutrality, which contributes to their reluctance and poor performance in writing(Tambunan et al., 2022).

The other problem, some students have negative attitudes towards writing, use ineffective strategies, and fail to comprehend or pay attention to their teacher's feedback. These issues further complicate their writing development. There are numerous writing techniques available, but students often do not choose or apply the most efficient, effective, or economical ones.

One of the major writing problems in schools is the lack of students' ability to organize their ideas clearly and coherently. Many students struggle to develop well-structured paragraphs, often jumping from one idea to another without proper transitions. This issue is exacerbated by limited vocabulary and weak grammar skills, making it difficult for students to express their thoughts effectively. Additionally, a lack of interest in writing due to uninspiring teaching methods and minimal practice further hinders their progress. Without proper guidance and consistent feedback, students may find writing assignments overwhelming, leading to poor performance and a lack of confidence in their writing abilities(Reynova et al., 2023).

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The students' writing proficiency in this study was assessed using their twelfth-grade English writing achievement scores. The classification of their writing levels followed Arikunto's theory (2009, as referenced in Putri & Refnaldi, 2020). In this study, the researcher streamlined the categorization of students' writing abilities into two tiers: high writing level and low writing level. The high writing level included students classified as excellent and good, whereas the low writing level encompassed students classified as fair, less, and poor (Karyuistry, 2018).

Issues related to low student writing performance are also present at a Senior High School in Rimba Melintang, Rokan Hilir city. Observations conducted there reveal that the learning outcomes for English, particularly in writing for class XII, remain poor during writing assessments.

Then, based on the writing test results for class XI1 students. Most of the students did not achieve the minimum passing grade (KKM) of 70 for the English subject. Specifically, only 56% of class XI1 ATPH students scored ≥ 70 , while 44% did not meet the standard. Similarly, in class XI1 ATP, 56% of students reached the KKM, and 44% did not. For class XI1 MM1, 66% of students met the KKM, while 34% did not. Lastly, in class XI1 MM2, 62% of students met the KKM, with 38% not meeting the standard. Therefore, it can be concluded that the writing proficiency of class XI1 students for the academic year 2023/2024 is still relatively low.

A preliminary observation conducted in 6 until 21 March 2023 revealed that students' low writing performance was due to the teaching methods

employed. The data was gathered through documentation studies and a survey of class XI1 students. The teaching method used was primarily lectures, with the learning process centered on the educators, resulting in limited student collaboration. The learning model was unengaging and relied heavily on a single resource, with educators focusing mainly on explaining and reviewing material. Consequently, students became passive recipients of information, which hindered their problem-solving abilities and resulted in unsatisfactory learning outcomes(Huang et al., 2020).

The inadequate learning outcomes are evident, as previously discussed. During the study, issues with teaching and learning writing skills were identified at Vocational High School Rimba Melintang Rokan Hilir. Twelfth-grade students struggled to compose texts effectively, encountering difficulties with structure, grammar, generating ideas, vocabulary selection, and sentence construction. Moreover, the conventional teaching methods, such as using whiteboards, failed to engage students, leading to boredom and lack of motivation. To address these challenges, educators should introduce more engaging instructional materials and media, as suggested by Jayanti (2017, p. 2). Effective media plays a crucial role in enhancing the teaching and learning process, particularly in improving writing skills, which is why the researcher proposes investigating the use of the Grammarly application to support students' writing proficiency(Parra G & Calero S, 2019)

The Grammarly software is widely recognized in writing for its user-friendly interface. It not only corrects grammar but also adjusts the tone,

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suggests synonyms, and ensures clarity, all while checking for plagiarism.

Grammarly aids in creating a favorable impression on readers by aligning with audience expectations and communication goals(Shin & Kim, 2022)

Grammarly is a highly beneficial software for learning writing in English, especially for students who want to improve their grammar, spelling, and writing style skills. One of its main advantages is its ability to detect and correct grammatical errors while providing context-appropriate suggestions. Additionally, Grammarly offers automatic spell-checking, helping students avoid common mistakes in writing. With its style correction feature, Grammarly provides recommendations to enhance clarity, effectiveness, and readability, allowing students to construct more natural and professional sentences. The software also includes a plagiarism detection feature, which is useful for ensuring the originality of academic writing. Furthermore, Grammarly is available on multiple platforms, such as browsers, desktop applications, and mobile devices, making it convenient for users to write and edit their texts anytime and anywhere. With these outstanding features, Grammarly becomes an invaluable tool for improving English writing skills for students at various educational levels(Galingging et al., 2023).

References (Nova, 2018; Yousofi, 2022; Zhang et al., 2020) highlight Grammarly's educational benefits, particularly in assisting students with writing assignments. It is a valuable tool that significantly enhances students' writing skills, serving as an essential companion for those aiming to improve. Beyond error correction, Grammarly serves as an educational platform,

offering real-time feedback, teaching grammar and style, and fostering continuous improvement. This role is crucial in developing students' confidence and effectiveness in academic and professional communication, benefiting their overall growth and achievements(Cauring et al., 2023).

Motivation is a critical factor influencing students' writing skills. When students are highly motivated in learning to write, they are more likely to achieve their learning goals. Motivation acts as a catalyst in various aspects of writing development and proficiency. encouraging students to engage more deeply and dedicate time and effort to their writing assignments. It enables them to persist through challenges and refine their skills, thus overcoming the complexities of the writing process (Vo & Nguyen, 2021)

Research by Dornyei (2009) on students' English proficiency confirms that motivation is a primary determinant in second or foreign language learning. Highly motivated students tend to master the language faster and more effectively compared to those with lower motivation. They are proactive in their learning efforts and willing to invest time strategically to achieve their goals.

Additionally, motivation plays a crucial role in learning processes and is recognized as a key factor impacting an individual's ability to acquire new knowledge and skills. It is important to recognize that motivation is complex and dynamic, varying between individuals and across different learning environments. External factors such as the learning environment and support from teachers, parents, and peers also influence students' motivation.

Therefore, creating a motivating learning environment and implementing effective strategies in writing instruction are crucial for enhancing students' motivation and facilitating their education and personal (Wulandari et al., 2022).

This study focuses on English teaching as perceived by students in the use of the Grammarly application and its relationship with writing motivation toward students' writing ability at Vocational High School 1 Rimba Melintang, Rokan Hilir, under the Merdeka Curriculum. At Phase F (Grades 11-12), English language instruction in the domain of writing focuses on cultivating students' ability to produce coherent, critical, and well-structured academic texts. The learning outcomes emphasize developing skills in constructing arguments, analyzing information from diverse sources, and presenting ideas logically and systematically in accordance with formal writing conventions.

The text types practiced include argumentative essays, expository essays, simple research reports, and critical reviews (Kemendikbud, 2025).

The text used is an explanatory text in English language learning. Explanatory text was chosen because it aligns with the objectives of the Independent Curriculum, which emphasizes conceptual understanding, logistical reasoning, and the ability to convey processes or phenomena coherently and systematically. In the context of writing lessons, explanatory text requires students to develop ideas coherently with a clear structure, use of correct grammar, and appropriate academic understanding. Using the Grammarly application helps students improve linguistic aspects such as

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B. Identification of the Problem

Based on the background of the problem above, there are many problems that students faced at writing ability such as grammatical accuracy, sentence structure, and overall writing quality. Concurrently, motivating students to write effectively is a perennial challenge in educational settings. Writing motivation encompasses the intrinsic and extrinsic factors that influence students' willingness to engage in writing tasks and their persistence in achieving writing goals. Despite the individual merits of Grammarly and writing motivation, their combined impact on students' writing ability remains underexplored.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited the problem of the research. First, this research investigated the effect of students' perception using Grammarly application and motivation on students' writing ability. Further, this research focused on writing ability on explanation text especially the grammatical accuracy and sentence structure. Then, motivating students to write effectively is a perennial challenge in educational settings. Which is taught at first semester in SMKN 1 Rimba Melintang for students of Class X11 to generalize the result of the study.

D. Formulation of the Research.

The research questions of some of these studies are formulated as in the following questions:

1. Is there any effect of the students' perception using Grammarly application toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir?
2. Is there any effect of the writing motivation toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir?
3. Is there any effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on Vocational High School One Rimba Melintang Rokan Hilir?

E. Objective of the Research

1. To find out the effect of the students' perception using Grammarly application toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir.
2. To find out the effect of the writing motivation toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir.
3. To find out the effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on Vocational High School One Rimba Melintang Rokan Hilir.

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Of the Relate of the research above, the significance of the research is

as follows:

1. Hopefully, this study contributes to the understanding of how technology, specifically Grammarly, impacts students' writing abilities, filling gaps in literature on educational technology.
2. The finding of this research is expected provides an opportunity to contribute original research to the field of educational technology and writing pedagogy at Vocational High School 1 Rimba Melintang rokan Hilir city.
3. For the researcher also hopes this research will give motivation and offers practical implications for educators, and help students recognize using learning media in improving their writing ability.

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H. Definition of Terms

To avoid misunderstanding and misinterpretation in this research. It is necessary to explain the terms in this research as follows:

- a. Grammarly Application is an essential application for anyone who writes, offering a comprehensive suite of tools designed to enhance the quality and clarity of written communication. With its user-friendly interface and powerful algorithms, Grammarly checks for grammar, punctuation, style, and even suggests vocabulary enhancements in real-time as you type.
- b. Motivation is Motivation is the invisible force that drives individuals to pursue their goals, overcome obstacles, and achieve success. It emanates from a complex interplay of personal desires, external influences, and intrinsic values. At its core, motivation fuels ambition, propelling individuals to push beyond their limits and strive for excellence.
- c. Writing ability is a multifaceted skill that encompasses clarity, coherence, and creativity in conveying ideas effectively. It involves the art of structuring thoughts into a cohesive narrative or argument that engages and informs readers. Strong writing begins with a clear understanding of the topic or message, supported by thorough research and thoughtful organization.

CHAPTER 11

LITERATURE REVIEW

A. Theoretical Framework

1. Student's Perception

Students' perception plays a crucial role in shaping their academic experiences, influencing their motivation, engagement, and overall learning outcomes. Perception refers to the way individuals interpret and make sense of information based on their prior knowledge, experiences, and cognitive abilities. Several psychological and educational theories have explored how students form their perceptions in learning environments. These theories provide insight into how students process information, respond to educational stimuli, and develop attitudes toward their studies. Understanding these theories helps educators design effective teaching strategies that enhance learning experiences (Wei et al., 2023).

One of the most influential theories related to students' perception is Piaget's Theory of Cognitive Development at the research (Marwa & Imane, 2023). Jean Piaget proposed that students construct knowledge through active engagement with their environment. He identified four stages of cognitive development: sensorimotor, preoperational, concrete operational, and formal operational. In the context of students' perception, Piaget's theory suggests that students interpret new information based on their cognitive stage. Younger students may rely on concrete experiences to understand concepts, while older students can process abstract ideas more effectively. This theory implies that

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educators must tailor their teaching approaches to align with students' cognitive abilities to optimize learning(Marwa & Imane, 2023).

Another relevant framework is Vygotsky's Sociocultural Theory at the book(Shin & Kim, 2022)., which emphasizes the role of social interaction and cultural context in shaping students' perceptions. According to Vygotsky, learning occurs within the "zone of proximal development" (ZPD), where students can achieve higher levels of understanding with the support of teachers or peers. The perception of learning is influenced by social interactions, collaborative learning experiences, and the use of scaffolding techniques. This theory highlights the importance of dialogue, group activities, and teacher guidance in helping students develop positive perceptions of their learning environment.

Additionally, Bandura's Social Learning Theory explains how students' perceptions are shaped through observational learning and modeling. Bandura argued that students learn by observing others, particularly role models such as teachers, parents, and peers. If students see positive behaviors being reinforced, they are more likely to develop favorable perceptions toward learning. Conversely, negative reinforcement can lead to disengagement and a lack of motivation. This theory underscores the importance of providing students with constructive feedback, encouragement, and positive role models to foster a supportive learning environment(Shin & Kim, 2022).

In the realm of motivation and perception, Self-Determination Theory (SDT) by Deci and Ryan provides valuable insights. SDT suggests that students'

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perceptions of their learning experiences are shaped by three fundamental psychological needs: autonomy, competence, and relatedness. When students feel in control of their learning (autonomy), believe they are capable of success (competence), and experience meaningful relationships with teachers and peers (relatedness), they are more likely to develop positive perceptions of education. This theory implies that educators should provide students with choices, constructive feedback, and supportive relationships to enhance their perception of learning.

Another significant contribution comes from Constructivist Learning Theory, which suggests that students' perceptions are formed through active engagement and personal experiences. Constructivism posits that learners construct knowledge based on their prior experiences and beliefs. This means that each student may perceive the same learning material differently depending on their background, interests, and cognitive processes. Teachers can enhance students' perceptions by creating interactive, real-world learning experiences that allow them to connect new knowledge with their existing understanding(Tambunan et al., 2022).

Furthermore, Expectancy-Value Theory (EVT) by Eccles and Wigfield explains how students' perceptions of learning are influenced by their expectations of success and the value they place on a task. If students believe they can succeed in a subject and see its relevance to their personal or career goals, they will have a more positive perception of the learning process. Conversely, if they perceive a subject as too difficult or irrelevant, they may

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develop negative attitudes toward it. Teachers can improve students' perceptions by demonstrating the real-world applications of their subjects and setting achievable learning goals.

From a psychological perspective, Attribution Theory by Weiner examines how students perceive success and failure in their academic performance. According to this theory, students attribute their achievements or struggles to internal factors (such as effort and ability) or external factors (such as task difficulty and luck). Those who attribute success to effort and persistence are more likely to develop a positive perception of learning, while those who blame external factors may feel helpless and disengaged. Educators can foster a growth mindset by emphasizing effort-based learning strategies and helping students develop resilience in facing academic challenges(Parra G & Calero S, 2019).

Moreover, Schema Theory suggests that students' perceptions are shaped by their prior knowledge and mental frameworks. When students encounter new information, they interpret it based on their existing schemas, which can either facilitate or hinder their understanding. If new knowledge aligns with what they already know, they are more likely to perceive learning as meaningful and engaging. However, if new concepts contradict their prior knowledge, they may struggle with comprehension. Teachers can address this by using pre-assessments, activating students' prior knowledge, and building connections between old and new information(Cauring et al., 2023).

Lastly, Growth Mindset Theory, developed by Carol Dweck, plays a vital role in shaping students' perceptions of learning. According to Dweck, students

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with a growth mindset believe that intelligence and abilities can be developed through effort and perseverance, leading them to perceive challenges as opportunities for learning. In contrast, students with a fixed mindset view intelligence as static, causing them to perceive difficulties as failures. Educators can encourage a growth mindset by promoting effort-based praise, fostering a culture of continuous improvement, and teaching students strategies for overcoming learning obstacles(Galingging et al., 2023).

In conclusion, students' perception of learning is influenced by various psychological and educational theories, each offering unique insights into how learners process information, develop attitudes, and engage with academic material. By understanding these theories, educators can design instructional strategies that foster positive perceptions, increase motivation, and enhance overall learning experiences. Implementing tailored teaching methods, providing social support, encouraging self-efficacy, and promoting intrinsic motivation are essential steps in creating a learning environment where students perceive education as valuable, meaningful, and rewarding.

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2. The Nature of Grammarly Application

Grammarly is a multifaceted application that revolutionizes the way individuals interact with written language. Developed with a focus on enhancing writing proficiency, Grammarly integrates advanced technology to provide comprehensive grammar, punctuation, style, and vocabulary suggestions. Its functionality extends beyond basic grammar checking, encompassing features designed to improve clarity, coherence, and overall readability of written content.

The first is grammar checker. It meticulously scans text for grammatical errors such as subject-verb agreement, sentence fragments, and punctuation inconsistencies. This foundational capability ensures that users produce grammatically correct prose, thereby bolstering the clarity and professionalism of their writing (Shin & Kim, 2022).

The second is spelling checks. It addresses commonly confused words and homophones to prevent embarrassing typographical errors. This feature is particularly valuable in contexts where precision and accuracy are paramount, such as academic writing, professional correspondence, and creative endeavors.

Beyond surface-level corrections, Grammarly enhances the stylistic elements of writing by offering insights into sentence structure and readability. It analyzes sentence length variation, suggesting improvements to enhance flow and readability. By promoting concise and engaging prose, Grammarly enables users to convey their ideas effectively while maintaining reader engagement (Anh, 2023).

The third is plagiarism detection, aiding users in maintaining academic integrity by identifying potential instances of unoriginal content. This

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functionality is invaluable for students, educators, and professionals alike, ensuring that their work adheres to ethical standards and copyright regulations(Pakpahan, 2022). Beyond its technical capabilities, Grammarly fosters a community-oriented approach to writing improvement through educational resources and insights. It provides users with access to grammar guides, writing tips, and instructional articles, empowering them to deepen their understanding of linguistic conventions and stylistic nuances. This educational component reinforces Grammarly's role not only as a tool for immediate writing enhancement but also as a platform for continuous learning and skill development.

Grammarly's utility transcends individual word choices and sentence structures; it also provides personalized writing suggestions tailored to the user's unique style and objectives. Through machine learning algorithms, Grammarly adapts to each user's writing habits, offering customized recommendations to improve clarity, coherence, and tone. This personalized approach fosters continuous improvement in writing skills, empowering users to refine their craft with each composition

Moreover, Grammarly serves as a comprehensive writing assistant, offering real-time feedback across various digital platforms. Whether integrated into web browsers, word processors, or mobile applications, Grammarly seamlessly operates in the background, providing instantaneous feedback and suggestions as users compose emails, draft documents, or engage in online communication. This accessibility ensures that users can harness Grammarly's

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capabilities across their digital ecosystem, enhancing productivity and efficiency in their writing endeavors(Wei et al., 2023).

Furthermore, Grammarly supports multilingual capabilities, catering to a diverse global audience. It offers grammar and style checks in multiple languages, accommodating users who communicate and write in languages beyond English. This inclusivity underscores Grammarly's commitment to facilitating effective communication and writing proficiency on a global scale.

In addition to its primary functions, Grammarly incorporates advanced features such as plagiarism detection, aiding users in maintaining academic integrity by identifying potential instances of unoriginal content. This functionality is invaluable for students, educators, and professionals alike, ensuring that their work adheres to ethical standards and copyright regulations(Pakpahan, 2022)

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In conclusion, Grammarly represents a paradigm shift in the realm of digital writing tools, combining advanced technological capabilities with user-

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3.a. Grammarly App works as Corrective feedback (CF)

Grammarly operates as a sophisticated tool for providing corrective feedback (CF) on written content, enhancing the clarity, coherence, and correctness of text through advanced algorithms and linguistic analysis. At its core, Grammarly functions as a virtual writing assistant, offering real-time suggestions and corrections aimed at improving the overall quality of writing across various platforms and contexts.

In the digital era, technology has significantly transformed the way people communicate, write, and learn. One of the most widely used tools for writing enhancement is the Grammarly App, which serves as a Corrective Feedback (CF) mechanism for users seeking to improve their writing skills. Grammarly provides real-time feedback by identifying and correcting grammatical errors, spelling mistakes, punctuation issues, and stylistic inconsistencies. As a CF tool, Grammarly plays a crucial role in assisting writers, particularly students,

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educators, and professionals, by offering automated suggestions that enhance the accuracy, clarity, and effectiveness of their written communication.

Corrective Feedback (CF) refers to the process of identifying and correcting errors in learners' writing or speech to facilitate language learning and improvement. CF can be classified into two main types: direct feedback and indirect feedback. Direct feedback involves explicit corrections where errors are pointed out along with the correct forms, while indirect feedback highlights mistakes without providing direct corrections, encouraging learners to self-correct. Grammarly, as an AI-powered writing assistant, provides both types of feedback depending on the user's preferences and settings. For instance, when Grammarly detects a grammatical mistake, it not only underlines the error but also provides explanations and alternative suggestions, allowing users to understand their mistakes and learn from them.

One of the key advantages of Grammarly as a CF tool is its instantaneous feedback mechanism. Unlike traditional correction methods that require manual reviews by teachers or peers, Grammarly offers immediate suggestions, enabling users to recognize and correct their mistakes in real time. This feature is particularly beneficial for learners who are in the process of acquiring English as a second language (ESL), as it helps them avoid fossilization of errors by providing immediate corrections and explanations. Moreover, the detailed explanations given by Grammarly serve as a form of implicit learning, where users gradually internalize grammatical rules and writing conventions through repeated exposure.

Another essential feature of Grammarly is its customizability and adaptability to different writing contexts. Users can set their writing goals based on audience, tone, formality level, and intent. For instance, academic writers may require a formal tone with precise grammar, while business professionals may need clarity and conciseness in their emails. By adjusting these settings, Grammarly tailors its CF approach to align with the specific needs of the writer, making it a versatile tool for diverse writing tasks. Furthermore, the plagiarism detection function in Grammarly helps users ensure originality in their work, making it an invaluable asset for academic and professional writing.

Despite its numerous advantages, Grammarly also has limitations as a CF tool. While it efficiently detects common grammatical and stylistic errors, it may not fully comprehend context-specific nuances, idiomatic expressions, or highly complex sentence structures. Additionally, reliance on Grammarly may lead some users to overdepend on the tool rather than developing their own critical proofreading and editing skills. Therefore, Grammarly should be used as a complementary aid rather than a sole substitute for traditional writing instruction and self-revision.

In an educational setting, Grammarly can be integrated into language learning programs as a self-regulated learning tool. Teachers can encourage students to use Grammarly for drafting and revising their work before submitting assignments. This practice fosters independent learning by allowing students to actively engage in error identification and correction. Furthermore, Grammarly's analytics provide performance insights, helping learners track their progress over

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time and identify recurring mistakes. By analyzing these patterns, students can focus on specific areas of improvement, leading to enhanced writing proficiency.

Grammarly's corrective feedback mechanism begins by scanning the text for grammatical errors, including issues related to punctuation, spelling, and syntax. It identifies common mistakes such as subject-verb agreement errors, incorrect word usage, and misplaced commas, ensuring that the writing adheres to standard grammar rules. This initial layer of correction helps users eliminate basic errors that can undermine the clarity and professionalism of their writing(Koltovskaia, 2020)

Beyond basic grammar, Grammarly provides feedback on sentence structure and clarity. It highlights sentences that are too long or convoluted, suggesting revisions to improve readability and coherence. By breaking down complex sentences into simpler, more digestible forms, Grammarly enhances the flow of ideas and ensures that the message is communicated effectively to the reader.

Moreover, Grammarly offers stylistic suggestions to help users develop a consistent writing style. It detects repetitive words or phrases, offering alternatives to improve variety and engagement. This aspect of corrective feedback encourages writers to diversify their vocabulary and maintain reader interest by avoiding monotony and redundancy(Setyani et al., 2023)

Grammarly's feedback extends to contextual spelling and vocabulary enhancement. It identifies correctly spelled words used incorrectly in context and suggests more appropriate alternatives, thereby preventing

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misunderstandings and enhancing the precision of language usage. This feature is particularly useful in academic and professional settings where precision and clarity are paramount.

In addition to addressing technical aspects of writing, Grammarly provides feedback on tone and clarity. It offers insights into how the tone of the text may be perceived by readers, suggesting adjustments to ensure the intended message is conveyed appropriately. Whether the goal is to sound formal, friendly, professional, or casual, Grammarly helps writers achieve the desired tone through targeted feedback and suggestions(Fan, 2023)

Furthermore, Grammarly integrates advanced grammar rules and writing conventions tailored to specific types of writing, such as academic papers, business communications, creative writing, and more. This customization ensures that writers adhere to genre-specific norms and standards, enhancing the overall effectiveness and impact of their writing within respective domains.

Another critical aspect of Grammarly's corrective feedback is its educational value. In addition to correcting errors, Grammarly provides explanations and learning opportunities for users to understand why certain corrections are necessary. This educational component helps writers improve their writing skills over time, empowering them to become more proficient and self-sufficient in producing high-quality written content(Sanosi, 2022).

Moreover, Grammarly operates across multiple platforms and devices, including web browsers, desktop applications, and mobile apps, ensuring accessibility and usability across different contexts. Whether writing emails,

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drafting documents, or composing social media posts, Grammarly seamlessly integrates into the writing process, offering consistent feedback and support to users at various stages of their writing journey.

Overall, Grammarly functions as a comprehensive corrective feedback tool that enhances the quality, clarity, and effectiveness of written communication. By addressing grammar, sentence structure, style, vocabulary, tone, and context-specific conventions, Grammarly empowers writers to produce polished and professional content across diverse genres and platforms. Its intuitive interface, real-time feedback, and educational insights make Grammarly a valuable companion for anyone striving to improve their writing skills and communicate more effectively in today's digital age(Koltovskaia, 2023).

3.b. Grammarly on Writing Lesson

Grammarly is a robust writing assistant tool designed to enhance the clarity, correctness, and effectiveness of written communication across various contexts. At its core, Grammarly integrates advanced grammar checking, punctuation correction, and style suggestions to help writers produce polished and professional texts. Whether used by students, professionals, or educators, Grammarly serves as a valuable aid in refining written expression.

One of Grammarly's key features is its comprehensive grammar checking capability. It meticulously scans text for grammatical errors such as subject-verb agreement, tense consistency, and sentence structure. By highlighting potential

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mistakes and offering suggestions for corrections, Grammarly enables users to improve the accuracy and coherence of their writing. This function is particularly beneficial in educational settings, where precise language usage is crucial for conveying ideas clearly and effectively(Thi & Nikolov, 2022)

Furthermore, Grammarly provides intelligent punctuation correction. It assists writers in placing commas, semicolons, and other punctuation marks correctly, thereby ensuring that sentences are properly structured and easy to read. This aspect is instrumental in teaching students the nuances of punctuation rules, reinforcing good writing habits from an early stage.

Beyond basic grammar and punctuation, Grammarly offers advanced style suggestions tailored to enhance the overall quality of writing. It provides insights on sentence clarity, word choice, and tone consistency, helping users develop a cohesive writing style that resonates with their intended audience. For educators conducting writing lessons, Grammarly serves as a valuable tool for illustrating the importance of style in conveying specific messages and fostering engagement through compelling prose(Alotaibi, 2023)

Moreover, Grammarly incorporates a plagiarism detection feature that scans texts against a vast database to identify similarities with existing content. This functionality is invaluable in educational environments, where originality and academic integrity are paramount. By encouraging students to use this feature, educators can promote ethical writing practices and discourage plagiarism, thereby nurturing a culture of academic honesty.

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In addition to its core functionalities, Grammarly offers a user-friendly interface that enhances accessibility and ease of use. Its intuitive design allows writers to integrate Grammarly seamlessly into their writing process, whether they are drafting essays, composing emails, or preparing presentations. This versatility makes Grammarly a versatile tool for educators seeking to integrate technology into writing lessons and empower students with the skills needed to communicate effectively in various academic and professional contexts (Rahman et al., 2023).

Furthermore, Grammarly provides personalized writing insights through its feedback mechanism, which analyzes writing habits and offers tailored suggestions for improvement. This feature not only enhances individual writing proficiency but also promotes self-reflection and continuous learning among students. By leveraging Grammarly's feedback, educators can empower students to take ownership of their writing development and strive for continuous improvement in their communication skills.

Overall, Grammarly represents a paradigm shift in writing assistance technology, offering a comprehensive suite of tools designed to elevate the quality of written communication. Its integration into educational settings not only enhances students' proficiency in grammar, punctuation, and style but also fosters a deeper understanding of the principles of effective communication. By incorporating Grammarly into writing lessons, educators can equip students with the essential skills and confidence needed to express themselves clearly and

3.c. The Advantages Grammarly Application on Learning Writing Ability

Grammarly, the popular writing enhancement tool, has revolutionized the way individuals, students, and professionals refine their writing skills. Its advantages in enhancing learning and writing abilities are manifold and impactful. Firstly, Grammarly serves as a powerful assistant in improving grammar proficiency. By highlighting grammatical errors, such as subject-verb agreement, punctuation misuse, and sentence fragments, Grammarly educates users on correct grammar rules. This real-time feedback not only corrects errors but also reinforces proper grammar usage, thereby enhancing users' writing competence over time.

Secondly, Grammarly aids in expanding vocabulary and improving word choice. Through its suggestions for synonyms and contextually appropriate words, Grammarly encourages users to diversify their vocabulary. This feature is particularly beneficial for learners aiming to express themselves more precisely and eloquently in their writing, thereby fostering a deeper understanding of language nuances and enhancing overall writing fluency(Ghufron & Rosyida, 2018)

Moreover, Grammarly enhances writing clarity and coherence. By identifying unclear or convoluted sentences, Grammarly prompts users to restructure and clarify their ideas, thereby improving the readability of their texts. This clarity not only improves the communication of ideas but also teaches

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users effective writing strategies that contribute to more organized and coherent compositions.

Furthermore, Grammarly provides valuable insights into writing style and tone. Whether formal, informal, academic, or creative, Grammarly offers suggestions tailored to the desired style and tone, helping users achieve consistency and appropriateness in their writing. This feature is particularly beneficial for learners navigating various writing contexts, such as academic essays, professional emails, or creative narratives, as it cultivates versatility and adaptability in writing style (Alkhaldi, 2023).

In addition to grammar and style, Grammarly enhances writing accuracy by detecting spelling errors and typos. Its spell-check feature ensures that written content is free from typographical mistakes, thereby maintaining professional standards and enhancing the credibility of the writer. This meticulous attention to detail instills in users a habit of careful proofreading, ultimately contributing to polished and error-free writing.

Furthermore, Grammarly fosters self-improvement through personalized writing insights. By tracking writing trends, such as common mistakes or areas of improvement, Grammarly provides users with customized suggestions and feedback aimed at addressing their specific writing weaknesses. This personalized approach not only accelerates individual learning but also empowers users to actively identify and rectify their writing challenges, thereby fostering continuous improvement in their writing skills(Marwa & Imane, 2023).

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Additionally, Grammarly promotes educational equity by providing accessible writing support to users worldwide. As an online platform accessible across devices, Grammarly transcends geographical barriers, offering its valuable resources to learners of diverse backgrounds and abilities. This accessibility democratizes access to high-quality writing assistance, leveling the playing field for all users striving to enhance their writing abilities, irrespective of their location or educational resources.

Moreover, Grammarly encourages critical thinking and revision skills. By encouraging users to evaluate and revise their writing based on feedback, Grammarly cultivates a mindset of constructive self-assessment and revision, essential skills for academic and professional success. This iterative process of refining one's writing fosters a deeper understanding of effective communication strategies and encourages users to approach writing as a dynamic and evolving skill(Galingging et al., 2023)

In conclusion, Grammarly represents a transformative tool for enhancing learning and writing abilities through its comprehensive grammar checks, vocabulary suggestions, style and tone recommendations, spell-check capabilities, personalized insights, and global accessibility. By empowering users to improve their writing proficiency across various dimensions, Grammarly not only enhances individual writing skills but also cultivates a culture of continuous learning and improvement. As technology continues to evolve, Grammarly stands as a testament to the profound impact of digital tools

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in fostering literacy, communication, and academic achievement in the modern age.

3. Motivation

Motivation is a multifaceted concept that drives human behavior, influencing how individuals initiate, sustain, and direct their actions towards achieving specific goals or fulfilling certain needs. Rooted in both intrinsic and extrinsic factors, motivation shapes our perceptions, attitudes, and efforts in pursuing desired outcomes.

At its core, motivation encompasses intrinsic motivations, which originate from within the individual, and extrinsic motivations, driven by external factors such as rewards or recognition. Intrinsic motivation arises from personal satisfaction, curiosity, or a sense of achievement derived from the activity itself. This form of motivation fuels creativity, persistence, and a deeper engagement with tasks. For instance, a student may be intrinsically motivated to excel in mathematics because of a genuine interest in problem-solving or intellectual challenge(M. A. Fahmi & Cahyono, 2021)

Conversely, extrinsic motivation hinges on external rewards or consequences. This can include tangible rewards like money or prizes, or intangible ones such as praise or social approval. Extrinsic motivators often come into play when individuals seek validation, status, or material gains from their efforts. For example, an employee might work diligently towards a promotion or raise to enhance their financial stability or career progression.

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Motivation is also influenced by individual differences and psychological factors. These include personality traits, past experiences, and the perceived value of the goal. For instance, someone with a high need for achievement may consistently seek challenging goals to experience the satisfaction of accomplishment, whereas those with a strong affiliation need may prioritize social connections and teamwork.

Theories of motivation provide frameworks to understand and predict human behavior. Maslow's Hierarchy of Needs posits that motivation evolves through a hierarchy of physiological, safety, social, esteem, and self-actualization needs. According to this theory, individuals progress from fulfilling basic needs towards achieving personal growth and fulfillment. Herzberg's Two-Factor Theory distinguishes between motivators (factors that contribute to job satisfaction, such as recognition and responsibility) and hygiene factors (elements that, if absent, cause dissatisfaction, such as salary and working conditions). Understanding these theories helps leaders tailor motivational strategies to individual and organizational contexts effectively (Nova, 2018).

In educational settings, motivation plays a crucial role in learning outcomes. Students who are intrinsically motivated to learn are more likely to exhibit curiosity, persistence, and a deeper understanding of subject matter. Teachers can foster intrinsic motivation by creating engaging learning experiences, providing autonomy in learning choices, and acknowledging students' achievements. Conversely, extrinsic motivators like grades or

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competition can also influence student performance, albeit sometimes at the cost of intrinsic interest in learning.

In the workplace, effective leadership hinges on understanding and harnessing motivation to drive productivity and satisfaction. Leaders who recognize individual differences and align organizational goals with employees' values can inspire commitment and innovation. Motivated employees are more likely to take initiative, collaborate effectively, and contribute creatively to organizational success(Huang et al., 2020).

Cultural factors also shape motivational dynamics. Different cultures prioritize various motivational factors, such as individual achievement versus collective goals or the importance of social status. Leaders operating in multicultural environments must navigate these differences sensitively to cultivate a motivational climate that resonates with diverse perspectives and values

Motivation in learning, particularly in the context of writing, is a multifaceted concept that encompasses various psychological, social, and cognitive factors. At its core, motivation refers to the inner drive and desire that compels individuals to engage in and persist with learning activities. In writing, motivation plays a pivotal role in shaping both the process and the outcomes of the writing endeavor.

Firstly, intrinsic motivation, which stems from personal enjoyment and satisfaction derived from the writing process itself, is crucial. Writers who are intrinsically motivated often find joy in expressing their ideas, exploring

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creativity, and mastering the craft of writing. This form of motivation fosters a sense of autonomy and ownership over one's work, leading to higher levels of engagement and perseverance through challenges(S. Fahmi & Rachmijati, 2021)

Secondly, extrinsic motivation, such as external rewards or recognition, also influences writing motivation. This can include receiving praise, achieving academic success, or fulfilling professional goals. While external motivators can provide initial incentives and validation, sustainable motivation in writing often requires a balance between external rewards and intrinsic satisfaction.

Moreover, the social context significantly impacts motivation in writing. Collaborative writing environments, peer feedback, and mentorship can enhance motivation by providing support, constructive criticism, and a sense of community. Positive interactions with peers and mentors can boost confidence, inspire continuous improvement, and reinforce the value of writing as a communal endeavor.

Additionally, cognitive factors, such as self-efficacy and goal-setting, contribute to writing motivation. Writers with high self-efficacy believe in their ability to overcome challenges and achieve writing goals. Setting clear, achievable goals and monitoring progress can maintain motivation by providing a sense of direction and accomplishment(Dizon & Gayed, 2021).

Furthermore, the role of emotions in motivation cannot be overlooked. Writing can evoke a range of emotions, from excitement and passion to frustration and self-doubt. Understanding and managing these emotions is essential for sustaining motivation over time. Techniques such as mindfulness,

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self-reflection, and resilience-building practices can help writers navigate emotional highs and lows, fostering resilience and persistence in their writing journey

In conclusion, motivation in learning writing is a dynamic interplay of intrinsic and extrinsic factors, shaped by social interactions, cognitive processes, and emotional experiences. Cultivating a motivational environment that nurtures creativity, supports personal growth, and celebrates achievements is essential for fostering lifelong learners and proficient writers. By recognizing and harnessing these motivational factors, individuals can unlock their full potential and embark on a fulfilling and rewarding writing journey.

3.a. Students' Motivation on Writing Ability

Students' motivation plays a pivotal role in enhancing their writing abilities, influencing both the quality and enthusiasm they bring to their work. Motivation in writing can stem from various sources, including intrinsic factors such as personal interest in a topic or a desire for self-expression. When students find relevance and meaning in what they write, they are more likely to invest time and effort in honing their skills. Extrinsic motivators, such as grades or recognition, also play a significant role, providing tangible rewards that validate their efforts and encourage continued improvement.

Furthermore, the environment in which students learn and write can significantly impact their motivation. Supportive teachers who provide constructive feedback and encouragement can inspire students to push their

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boundaries and refine their writing skills. Collaborative learning environments, where students can share and discuss their work with peers, can foster a sense of community and healthy competition, further motivating them to excel(Altuntas, 2021).

Personal growth and development also contribute to students' motivation in writing. As they see their skills improve over time through practice and feedback, they gain confidence in their abilities, which in turn fuels their motivation to continue refining their writing. Setting achievable goals and milestones can provide students with a sense of accomplishment and progress, reinforcing their motivation and commitment to the writing process.

Moreover, the integration of technology in writing instruction can enhance motivation by offering interactive tools and platforms that engage students in creative and dynamic ways. Digital resources allow for multimedia integration, enabling students to explore diverse modes of expression and reach broader audiences, which can be inherently motivating(Ebadi et al., 2023)

In summary, students' motivation in writing is multifaceted, influenced by both internal and external factors, and nurtured by supportive environments and opportunities for growth. When students are motivated to write, they not only develop essential communication skills but also cultivate a lifelong appreciation for the power and impact of their words.

3.b. Teaching and Motivation

Teaching and Researching Motivation by Zoltán Dörnyei and Ema Ushioda offers a comprehensive exploration of the dynamics of motivation within the context of second language acquisition (SLA). The book is structured to bridge theory and practice, presenting both a detailed theoretical framework for understanding motivation and practical guidance for fostering motivation in educational settings. In the field of SLA, motivation is a critical factor that influences the success of language learners, making this work a valuable resource for researchers, teachers, and students alike.

Dörnyei and Ushioda begin by outlining key concepts in the study of motivation. They define motivation as the force that initiates, directs, and sustains human behavior. In the context of language learning, this can include a range of factors, from a learner's desire to communicate with speakers of another language, to more pragmatic concerns like improving career prospects. The authors emphasize the complex and dynamic nature of motivation, which can fluctuate over time and be influenced by various internal and external factors. They point out that traditional models of motivation, which often focused on singular elements like integrative or instrumental motivation, have evolved to incorporate more holistic views. Theories now consider motivation as a multifaceted construct that includes cognitive, affective, and social dimensions (Yuan & Zhen, 2021).

One of the central theoretical contributions of the book is the concept of the L2 Motivational Self System developed by Dörnyei. This framework draws on broader psychological theories of self and identity, particularly Markus and Nurius'

concept of possible selves. The L2 Motivational Self System is composed of three main elements: the ideal L2 self, the ought-to L2 self, and the learning experience. The ideal L2 self refers to a learner's vision of themselves as a proficient language user, which can be a powerful source of motivation. For instance, if a learner envisions themselves traveling or working in a foreign country, they are more likely to be motivated to study the language. The ought-to L2 self reflects external pressures or obligations, such as expectations from parents, teachers, or employers. While this form of motivation can also be effective, it tends to be more extrinsically driven. Finally, the learning experience refers to the immediate environment and experiences of language learning, including the classroom setting, materials, and interaction with teachers and peers. Dörnyei and Ushioda argue that all three components interact to shape the learner's overall motivation.

In addition to discussing theoretical perspectives, the book delves into practical strategies for motivating language learners. Dörnyei and Ushioda emphasize that motivation is not solely an individual attribute, but is also influenced by the learning environment and the teacher's approach. They propose a range of motivational strategies that teachers can use to create a positive and engaging learning atmosphere. These include setting clear and achievable goals, providing feedback that enhances learners' self-confidence, and creating opportunities for meaningful communication in the target language. The authors stress the importance of understanding the individual differences among learners, as motivation can vary widely depending on personal goals, interests, and learning preferences(Yuan & Zhen, 2021).

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One particularly valuable aspect of the book is its focus on motivational dynamics. Rather than viewing motivation as a static trait, the authors explore how it changes over time. They introduce the concept of motivational trajectories, which refers to the ebb and flow of motivation throughout the language learning process. Learners may experience periods of high motivation, for example, when they first start learning a new language or when they achieve a particular milestone. However, motivation can also decline due to factors like frustration with difficult material, boredom, or lack of progress. Dörnyei and Ushioda argue that understanding these fluctuations is key to sustaining motivation in the long term. Teachers can help by recognizing the signs of waning motivation and taking steps to re-engage learners, such as introducing new challenges or varying instructional methods.

The book also addresses the role of self-regulation in maintaining motivation. Self-regulation refers to the ability of learners to manage their own motivation, emotions, and behaviors in order to achieve their goals. Dörnyei and Ushioda discuss various self-regulatory strategies, such as goal setting, time management, and self-monitoring. They argue that fostering these skills is crucial for helping learners become autonomous and resilient in their language learning journey. This is particularly important in settings where learners may not have regular access to formal instruction, such as when studying a language independently or in an immersion environment.

Moreover, the book highlights the social and cultural dimensions of motivation in SLA. Dörnyei and Ushioda discuss how motivation is shaped by the broader social context, including attitudes towards the target language and its

speakers, as well as the learner's own cultural identity. They note that in some cases, learners may face motivational challenges due to negative stereotypes or perceived cultural barriers. In contrast, positive attitudes towards the target language community can enhance motivation by fostering a sense of belonging and identity with that community. The authors also explore how globalization and digital communication have transformed the landscape of language learning, creating new opportunities for motivated learners to engage with the target language in authentic contexts(Yuan & Zhen, 2021).

In conclusion, *Teaching and Researching Motivation* provides a comprehensive overview of motivation in second language acquisition, combining theoretical insights with practical applications. Dörnyei and Ushioda's work is grounded in extensive research, yet remains accessible to a broad audience, making it an invaluable resource for both language educators and students. By emphasizing the dynamic, multifaceted nature of motivation, the book encourages readers to think critically about how to cultivate and sustain motivation in the language learning process. Whether in the classroom or beyond, the principles outlined in this book offer valuable guidance for anyone seeking to better understand and enhance motivation in language learning.

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4. Writing

Writing can be defined as the process of expressing thoughts, ideas, or information through the use of symbols, such as letters, words, and sentences. It serves as a fundamental means of communication, allowing individuals to convey their thoughts and emotions, share knowledge, and record events. At its core, writing involves organizing thoughts coherently and structuring them in a way that can be easily understood by readers. It encompasses various forms, from creative literature to technical reports, each tailored to its intended audience and purpose.

Effective writing is not merely about stringing words together but involves clarity, precision, and intent. It requires the writer to consider the audience's perspective, anticipate their questions, and provide information or entertainment accordingly. Writing can take on many roles: it can persuade, inform, entertain, or provoke thought. Through writing, individuals can explore complex ideas, argue points of view(Perdana et al., 2021)

The process of writing typically begins with brainstorming and outlining, where ideas are developed and organized into a coherent structure. This is followed by drafting, where the initial ideas are fleshed out into complete sentences and paragraphs. Revision and editing refine the work, improving clarity, coherence, and style. This iterative process allows writers to polish their work until it effectively communicates their intended message.

In addition to its communicative function, writing also plays a crucial role in preserving knowledge and culture. It serves as a repository of human history,

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capturing events, ideas, and perspectives for future generations. Whether inscribed on ancient scrolls, printed in books, or published online, writing transcends time and space, connecting people across generations and cultures(Reynova et al., 2023)

Moreover, writing is a skill that evolves with practice and experience. It requires mastery of grammar, vocabulary, and rhetorical devices to effectively convey meaning and engage readers. Beyond technical proficiency, successful writers often possess creativity, empathy, and a keen understanding of human nature, enabling them to craft narratives that resonate with readers on emotional and intellectual levels.

In conclusion, writing is more than just a means of communication; it is a powerful tool that shapes our understanding of the world and ourselves. It bridges gaps between individuals and cultures, fosters critical thinking, and preserves the richness of human experience. Whether used for personal expression, academic discourse, or professional communication, writing remains essential in shaping ideas, influencing opinions, and leaving a lasting impact on society.

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4.a. Writing Ability

Writing ability encompasses the multifaceted skill of effectively communicating ideas, emotions, and information through written language. It transcends mere grammatical correctness, delving into the realms of clarity, coherence, and creativity. A proficient writer not only adheres to syntactical rules but also crafts prose that engages, informs, and persuades readers.

Writing ability is a fundamental skill that plays a crucial role in communication, education, and professional success. It refers to a person's capacity to convey ideas, thoughts, and information effectively through written text. Strong writing skills enable individuals to express themselves clearly, persuasively, and creatively, making it an essential competency in both academic and workplace settings. While some people may naturally excel in writing, it is a skill that can be developed and refined through practice, education, and feedback.

One of the key aspects of writing ability is clarity. Clear writing ensures that readers can understand the message without confusion or misinterpretation. This requires proper grammar, sentence structure, and vocabulary choices. Writers must consider their audience and purpose when composing a text, as different writing styles are suitable for different contexts. For example, academic writing requires formal language and well-structured arguments, while creative writing allows for more expressive and imaginative approaches.

Another important component of writing ability is coherence. A well-written piece of text should flow logically from one idea to the next, maintaining

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a smooth transition between paragraphs and sections. This is achieved through the use of topic sentences, linking words, and consistent themes. Without coherence, writing can appear disorganized and difficult to follow, reducing its effectiveness in conveying the intended message.

Additionally, writing ability encompasses the skill of persuasion. In many professional and academic settings, the ability to construct a convincing argument is highly valued. Persuasive writing requires strong reasoning, evidence-based arguments, and a clear thesis statement. Writers must also anticipate counterarguments and address them effectively to strengthen their position. This is especially important in fields such as law, business, journalism, and academia, where written arguments play a significant role in decision-making and influence.

Creativity is another crucial aspect of writing ability. While technical accuracy and structure are important, creative expression adds depth and engagement to writing. Writers who can think outside the box and use literary devices such as metaphors, analogies, and storytelling techniques often produce more compelling and memorable texts. Creative writing is especially valuable in literature, advertising, and content creation, where originality and emotional connection with the audience are key.

At its core, writing ability hinges on clarity—the ability to articulate thoughts in a manner that is easily understood by the intended audience. This involves structuring sentences and paragraphs logically, organizing ideas cohesively, and maintaining a consistent flow of thought. Clear writing ensures

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that the message is conveyed without ambiguity or confusion, allowing readers to grasp the intended meaning effortlessly(Tambunan et al., 2022).

Additionally, writing proficiency entails mastery of language mechanics, including grammar, punctuation, and vocabulary. A skilled writer employs these tools judiciously to enhance readability and convey nuanced meanings. Correct grammar and punctuation not only uphold credibility but also facilitate smooth comprehension, preventing distractions that may arise from errors.

Beyond technical proficiency, effective writing captivates and engages its audience through creativity and expression. A skilled writer harnesses language to evoke emotions, provoke thought, or inspire action. This requires a command of literary devices, such as metaphors, similes, and imagery, which enrich the text and stimulate the reader's imagination.

Moreover, adaptability is a hallmark of strong writing ability. Writers adeptly adjust their style and tone to suit different purposes and audiences, whether crafting persuasive essays, informative reports, or engaging narratives. Flexibility in writing allows for versatility in conveying messages effectively across various contexts and mediums(Karyuistry, 2018).

Furthermore, writing ability encompasses the art of research and synthesis. Proficient writers gather information from diverse sources, evaluate their relevance and reliability, and integrate findings seamlessly into their work. This process demands critical thinking and analytical skills, enabling writers to present well-supported arguments or insights backed by evidence

Lastly, effective communication lies at the heart of writing ability. It involves not only the transmission of information but also the establishment of rapport with readers. A skilled writer anticipates and addresses audience needs, anticipates potential questions or objections, and strives to establish credibility and trust through well-reasoned arguments and clear, respectful communication.

In conclusion, writing ability is a dynamic skill that evolves through practice, feedback, and continuous learning. It encompasses clarity, creativity, technical proficiency, adaptability, research skills, and effective communication. A proficient writer leverages these elements to craft compelling narratives, informative analyses, and persuasive arguments that resonate with and impact their audience (Parra G & Calero S, 2019).

4. b. The Process of Writing

The writing process may divide into four stages:

a. Prewriting

Prewriting is the critical first stage of the writing process, essential for organizing thoughts, gathering information, and laying the groundwork for effective composition. It encompasses various activities aimed at clarifying ideas and preparing to write, ensuring coherence and purpose in the final piece.

At its core, prewriting involves brainstorming, where writers generate and explore ideas related to their topic. This can take the form of freewriting, where thoughts flow uninterrupted onto paper or screen, without concern for

structure or grammar. This initial burst of creativity allows writers to capture raw ideas and insights, often uncovering unexpected connections or angles.

Another vital aspect of prewriting is outlining. Here, writers organize their thoughts into a logical framework, creating a roadmap for the writing ahead. Outlines can be hierarchical, with main ideas and supporting details delineated in a structured format. This process helps writers see the overall structure of their work, ensuring coherence and clarity in their arguments or narrative flow.

Research also plays a crucial role in prewriting, especially for non-fiction and academic writing. Writers gather information from various sources, including books, articles, and online resources, to support their ideas and provide evidence. Effective research involves evaluating sources for reliability and relevance, ensuring that the information contributes meaningfully to the writing project(Cauring et al., 2023).

In addition to generating ideas and conducting research, prewriting includes techniques for organizing information. This may involve creating mind maps or concept diagrams to visually represent relationships between ideas. These visual tools help writers see patterns and connections, facilitating the organization of complex information before it's translated into written form.

Furthermore, prewriting encompasses audience analysis and purpose identification. Writers consider who will read their work and what they aim to achieve through writing. Understanding the audience's expectations and

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b. Organizing

Organizing the process of writing is a multifaceted endeavor that blends creativity with structure, allowing writers to effectively transform ideas into coherent, compelling narratives or informative pieces. At its core, this process involves several key stages: planning, drafting, revising, and editing, each demanding attention to detail and a strategic approach.

Planning marks the inception of a writing project, where ideas are brainstormed, topics are chosen, and outlines are sketched. This phase is crucial as it sets the foundation for the entire work, establishing the main points, structure, and overall direction. Writers often use techniques like mind

interests enables writers to tailor their content and tone effectively, ensuring engagement and relevance

Lastly, prewriting involves setting goals and establishing a writing schedule. Writers define milestones and deadlines, breaking down the writing process into manageable tasks. This structured approach helps maintain momentum and accountability throughout the writing journey, ensuring consistent progress towards completing the final draft(Vo & Nguyen, 2021).

In conclusion, prewriting is a multifaceted process that lays the groundwork for effective writing. By engaging in brainstorming, outlining, research, organization, audience analysis, and goal-setting, writers set themselves up for success in crafting coherent, compelling, and well-supported pieces of writing across various genres and disciplines.

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mapping or listing to organize their thoughts, ensuring clarity and coherence from the outset.

Once the initial ideas are solidified, drafting begins. Here, writers translate their outlined structure into written content, focusing on getting ideas down on paper or screen without overly concerning themselves with perfection. This phase encourages creativity and exploration of different angles or perspectives on the topic. It's common for writers to experience "flow" during this stage, where ideas flow freely and writing becomes a natural process

After the initial draft is complete, revising comes into play. This stage involves reviewing the content critically, refining the structure, and strengthening the argument or narrative flow. Writers assess whether the content meets the intended purpose and audience needs, making adjustments to improve clarity, coherence, and overall effectiveness. Revision often includes adding or removing content, reorganizing paragraphs, and ensuring smooth transitions between ideas(Wulandari et al., 2022).

Following revision, editing takes center stage. Here, the focus shifts to polishing the text for grammar, punctuation, style, and consistency. Writers pay attention to sentence structure, word choice, and adherence to grammar rules or style guidelines (such as APA or MLA). This meticulous process aims to eliminate errors and enhance readability, ensuring that the final product is professional and well-crafted

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Throughout these stages, effective organization is key to maintaining momentum and clarity. Writers may use various tools and techniques to aid organization, such as outlining software, timeline planners, or simple checklists. These tools help writers stay focused on the task at hand and manage complex projects efficiently.

Moreover, organizing the writing process involves managing time effectively. Setting realistic deadlines for each stage—planning, drafting, revising, and editing—helps writers stay on track and avoid last-minute rushes. Time management also includes allocating sufficient time for research, if needed, and for breaks to maintain productivity and creativity(Altuntas, 2021).

In conclusion, organizing the process of writing is a dynamic interplay of creativity, structure, and discipline. By carefully planning, drafting, revising, and editing, writers transform initial ideas into coherent, engaging content. Effective organization ensures clarity, coherence, and ultimately, a polished final product that meets both writer and audience expectations(Shin & Kim, 2022).

Composing the process of writing involves a dynamic interplay of creativity, structure, and revision, essential for transforming ideas into coherent, engaging narratives or arguments. At its core, writing begins with ideation, where concepts and themes are conceived and developed. This phase often includes brainstorming, research, and outlining, laying the groundwork for the piece's direction and focus.

Once ideas are clarified, the drafting stage commences. Here, writers translate thoughts into prose, grappling with language choices, sentence structure, and narrative flow. This phase is marked by both inspiration and discipline, as writers navigate between moments of clarity and the inevitable challenges of articulation.

Revision emerges as a critical juncture, refining the initial draft through feedback, self-editing, and restructuring. Writers scrutinize coherence, clarity, and the effective communication of their intended message. This iterative process demands attention to detail, often involving multiple drafts to hone the piece towards its intended impact(Wei et al., 2023)

Crafting a cohesive narrative or argument requires attention to structure, ensuring logical progression and thematic coherence. Writers employ organizational tools such as introductions, transitions, and conclusions to guide readers through their ideas seamlessly. Each component serves a purpose, from setting the stage to reinforcing key points and leaving a lasting impression.

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Throughout the writing process, creativity interweaves with discipline, allowing writers to innovate within established conventions while maintaining clarity and purpose. The evolution of a piece mirrors the evolution of thought, transforming initial concepts into polished, persuasive compositions. Mastery of this process empowers writers to communicate effectively across diverse contexts, engaging readers and leaving a lasting impact through the written word (Khoshnevisan, 2019)

d. Editing the Draft

Editing the draft of "The Process of Writing" involves a meticulous approach to refining and perfecting the manuscript to achieve clarity, coherence, and effectiveness. The process begins with a comprehensive review of the content, focusing initially on the overall structure and organization. This phase ensures that the ideas flow logically and sequentially, providing a cohesive framework for the reader to follow. Next, attention shifts to the finer details of the text. This includes scrutinizing each paragraph, sentence, and word choice to enhance readability and comprehension. Editing involves eliminating redundancy, clarifying ambiguous statements, and ensuring consistency in tone and style throughout the document. Moreover, the editing process extends beyond grammatical correctness to encompass the refinement of language to evoke the intended meaning and impact. It involves refining transitions between paragraphs to maintain the flow of ideas and adjusting sentence structures for clarity and conciseness.

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4.c. The Characteristics of Effective Writing

Effective writing possesses several key characteristics that distinguish it from ordinary or ineffective writing. These traits contribute to clarity, coherence, and impact, making the text compelling and easy to understand for the reader. Firstly, clarity is paramount in effective writing. Clear writing communicates ideas in a straightforward manner, avoiding unnecessary jargon or overly complex language. It ensures that the reader can easily grasp the intended message without confusion or ambiguity.

Clear writing also involves organizing ideas logically, presenting information in a sequence that flows naturally from one point to the next. Secondly, effective writing is concise. It conveys information efficiently without unnecessary repetition or verbosity. Conciseness helps maintain the reader's interest and allows for a more focused and impactful communication of ideas. By eliminating unnecessary words and phrases, writers can deliver their message more directly and effectively. Another important characteristic of effective writing is coherence. Coherent writing connects ideas logically, creating a unified and cohesive piece of text. This involves using transitions between sentences and paragraphs to guide the reader through the flow of thought(Fan, 2023)

Coherent writing also maintains a consistent tone and style throughout, ensuring that the text feels unified and integrated. Additionally, effective writing is engaging and audience-focused. It considers the needs and

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expectations of the intended audience, using language and examples that resonate with readers. Engaging writing captures the reader's interest from the outset and maintains it throughout the text, employing storytelling techniques or compelling arguments to hold attention. Furthermore, effective writing is accurate and precise. It relies on factual information and avoids misleading or inaccurate statements. Precision in writing involves choosing the right words to convey precise meanings, minimizing the risk of misinterpretation or misunderstanding. Accuracy ensures that the writer's credibility is maintained and that the information presented can be trusted by the reader.

Moreover, effective writing often demonstrates creativity and originality.

While clarity and precision are crucial, creativity adds a unique perspective or innovative approach to the text. Creative writing can involve using vivid imagery, figurative language, or imaginative examples to bring ideas to life and make them more memorable for the reader. Lastly, effective writing is often characterized by proper grammar, punctuation, and spelling. These technical aspects of writing ensure that the text is readable and professional. Correct grammar and punctuation enhance clarity and coherence, while proper spelling maintains the writer's credibility and professionalism. In summary, effective writing combines clarity, conciseness, coherence, engagement, accuracy, creativity, and technical correctness to create a compelling and impactful piece of text. These characteristics work together to ensure that the writer's message is understood, appreciated, and remembered by the audience(Sanosi, 2022)

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B. Relevant Research

The reader can more easily examine connected studies in this section thanks to the use of maps, and they are also available in the appendix. According to Reyes (2014), related studies are research projects carried out by other researchers that act as a framework and provide relevance to the current study. There are several studies that are pertinent to this topic, particularly those that discuss the use of Grammarly Application, motivation, and writing ability. It indicates that research has been done on topics connected to one hypothesis and other research.

1. Some previous research about Grammarly Application on students' writing ability, many studies have investigated how well students can learn, but just a few have investigated how well students can write utilizing Grammarly. The first from (M. A. Fahmi & Cahyono, 2021) Malang University titled is "*EFL students' perception on the use of Grammarly and teacher feedback*". The objective of the research is to investigate the students' perception on the use of Grammarly and teacher feedback on their writing. The research took 26 undergraduate students of the Faculty of Law as subjects of this study, which employed a survey on the EFL students' perception of the use of the combination of Grammarly and teacher feedback in the English for a Specific Purpose (ESP) Writing course. The results of this study indicate that 93% of students think that Grammarly is an easy application to use. 78% of students think that the feedback given by Grammarly is easy to understand, and all students (100%) think that the feedback given by the

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teacher is easy to understand. From these results, it can be concluded that the ease of use and the easy-to-understand and straightforward user interface of the Grammarly application correlates with students' perceptions of using Grammarly. Another thing that can be seen is that the use of Grammarly and teacher feedback positively impacts students in learning writing.

2. The next relation study from (Nova, 2018) that title is "*Utilizing Grammarly In Evaluating Academic Writing: A Narrative Research On EFL Students' Experience*". It explored the strengths and weaknesses of the Grammarly program as an automated writing evaluation program in evaluating academic writing. This program has provided useful color-coded feedback with explanations and examples, ease of account access, high rate of evaluation speed, and free service for evaluating academic writing. However, some caveats were also found in this program utilization, such as several misleading feedbacks, weaknesses on detecting the type of English and reference list, and lack of context and content evaluation experienced, which became the weaknesses of this program.

Based on data obtained from close-ended interviews, it shows that Grammarly is more effective in correcting writing in terms of diction, grammar, spelling and punctuation. Grammarly is considered less effective in correcting writing in terms of content and organizing, whereas it is more effective if it is used for teacher corrective feedback. From this research, it can be seen that the research results obtained are not much different from the results of the first study described by the researcher above. This second

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study disclosed that the application of automated writing evaluation (AWE) was more effective for correcting writing in terms of language. At the same time, teacher corrective feedback was more effective.

4. Next research has been done by, ((Galingging et al., 2023)) the title is *“The Effectiveness Of Grammarly Application On Writing Descriptive Text Tenth Grade Sma Negeri 1 Lau Baleng Cikep”*. The purpose of this study was to find out the effect of Grammarly Application on students' writing skill in SMA Negeri 1 Lau Baleng. The Grade X students of SMA Negeri 1 Lau Baleng, comprising six classes—MPA 1, 2, and 3 and IPS 1, 2, and 3—make up the study's population. Two classes (MIPA 1 & 2) that were chosen at random serve as the research sample. The sample is split into two groups: the experimental group, which consists of 22 students, is the first group. As the control group, the second group consists of 22 pupils. The test, which involved writing an essay on one of five prepared topics, was the tool utilized to gather the data. The tests are divided into two; pre-test and post-test. Grammarly application is very helpful for students in learning English because there are many tools and the exercises are so challenging so that the students are not bored in learning English. It is concluded that the Grammarly application recommended in the students' writing descriptive text. Similarities of this study, Grammarly Application for Students writing ability and use experimental method use control class.

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4. Furthermore the research about the effect of Grammarly Application on students' writing ability, it's from ((Setyani et al., 2023)) the title is "The Influence of Grammarly towards Indonesian EFL Students' First-Degree Thesis Writing Confidence "The purpose of this study is to describe the research participant's engagement and how the application has influenced confidence in writing a thesis, and the confidence is exposed as a case to picture out. This study employed the qualitative technique. In this study, the questionnaire, adopting a questionnaire from Grammarly (2017), was distributed to 40 students enrolling in the ninth semester of the academic year 2020/2021. This research revealed that the participant's thesis writing confidence was influenced by Grammarly diversity. Despite that diversity, as the case, this research inferred that the participants have positive emotions and attitudes in using Grammarly. The implication of this research is the promotion number of Grammarly users in the first-degree study program to make the supervision faster and the thesis writing better. The similar research in the case effectiveness of Canva on students 'writing ability but different design research. That used descriptive qualitative technique and this research will use quantitative research design.
5. The other research related to this study is an international conference on literature, languages, and culture held in 2015(Ng & Ng, 2015) that title is "*A Review of Intrinsic and Extrinsic Motivations of ESL Learners*. From this research, informed at all levels of learning, intrinsic and extrinsic

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motivations play a critical role in students' performance. In order to provide and encourage this motivation in the learning and teaching environment, both the learners themselves and the teachers or parents play a crucial role.

Every learner is driven differently; therefore, it takes time and a lot of work to instill in them a passion for learning, putting in the effort, and pushing themselves to succeed. How can we tell if students are motivated, though? This review paper responded to the question in the appropriate manner by examining some areas, including: 1) the roles of intrinsic and extrinsic motivation in second language learning; 2) the motivational practices of teachers and their students; and 3) the identification of additional potential factors to boost students' motivation in L2 learning.

Similarities in this study were done to learn more and gain a better grasp of how student motivation in the classroom is influenced by motivation on a student's writing ability. Their studies center on how motivated students are. This is because at all levels of learning, intrinsic and extrinsic motivations play a critical role in students' performance. In order to provide and encourage this motivation in the learning and teaching environment, both the learners themselves and the teachers or parents play a crucial role. Every learner is driven differently; therefore, it takes time and a lot of work to instill in them a passion for learning, putting in the effort, and pushing themselves to succeed. Additionally, this analysis concludes that motivation is an important aspect of learning a second language and is affected by

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elements like the learner personality and attitudes, learning preferences, and the power relationship between languages.

6. The research related motivation on learning English can be done by (Şahin et al., 2016) that title is "*Perception of 'English' and Motivation in Learning English*". This study attempts to illustrate high school students' impressions and images of "English" and how these impressions affect their motivation to learn English. To ascertain their impact on the students' motivation, this qualitative study is based on the data from the focus group interview and the students' metaphors. There are 128 high school kids in the metaphor research group, representing four distinct classes. Twelve categories were created out of the 79 metaphors that were gathered.

In order to ascertain the impact of these attitudes on students' motivation in studying English, two separate focus groups interviews are conducted with 7 students who have both negative and positive viewpoints. Analysis of focus group interview data indicates that students primarily view "English" as a target language. rather than a foreign language, one that is a part of a specific community or culture. The findings of the metaphor study also show that students who have favorable opinions of "English" tend to be more engaged and motivated than students who have negative perceptions.

From this research like the writer 's research, there are differences between this study and the previous research, such as: participants, research design and participations Most of the research studies in this research talked about

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online media and how to improve vocabulary and motivation. The Context of this research is about effectiveness. So, in this research the writer wants to combine all the gaps, which is to find out the significant effect of perception and motivation students 'writing and their motivation

7. The research which was conducted by Mitra Alizadeh (2016) entitled —The Impact of Motivation on English Language Learning. This study overviews current research on the role of motivation in second or foreign language learning. This study uses analysis research design. The review of literature indicated that motivation has a very important role in learning English as a foreign or second language successfully.

The discussion of students' motivation was one of the study's commonalities. The researcher, Mitra, clarifies the term motivation, describes several motivational styles, examines earlier research on motivation in language learning, highlights motivational circumstances, and identifies critical components of motivation. The author of this study uses media that uses scrapbooks as learning tools to try to motivate the pupils.

8. Add Related study (Liu et al., 2011) The title is "A study of learning and motivation in a new media enriched environment for middle school science". This study investigates how middle school students learned and were motivated while participating in a problem-based learning (PBL) setting for middle school science. We examined the impact of a new media environment on sixth graders' science learning, motivation, and the relationship between students' motivation and their science learning using a

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mixed-method methodology with both quantitative and qualitative data.

After using the PBL program, students' science knowledge significantly increased from the pretest to the posttest. They were also motivated and enjoyed the experience. An analysis of the data revealed a significant positive relationship between students' motivation scores and their science knowledge posttest scores. Results were discussed within the context of the study. The similarities of this study are research design

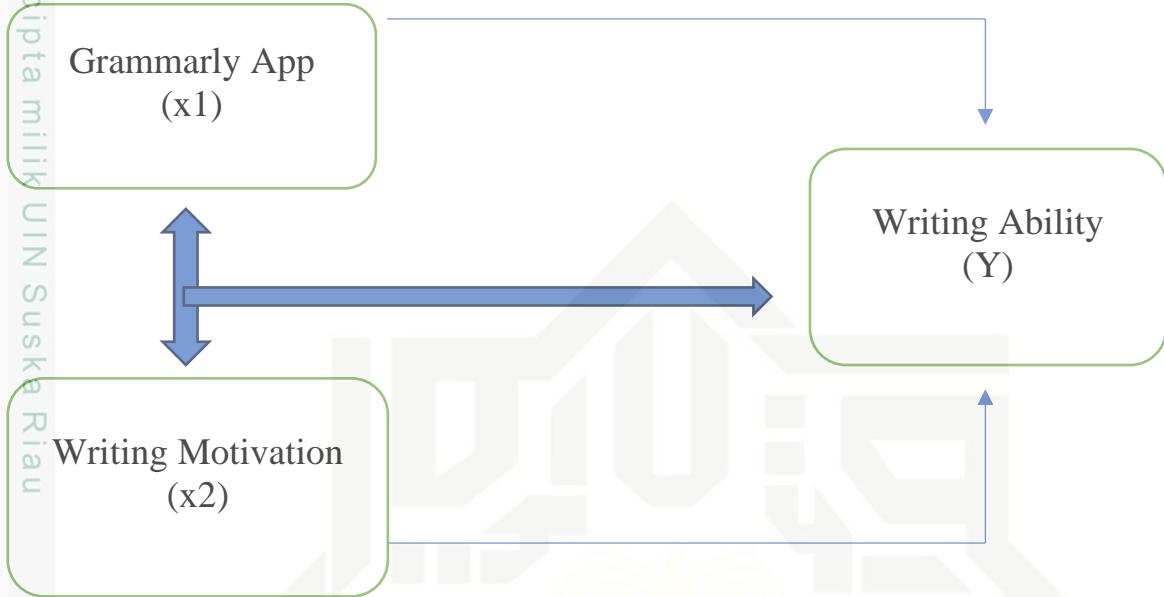
C. Conceptual Framework

This study employed a correlational research design to explore the interconnected dynamics between students' perception and their internal external motivation. As noted by Gay (2000), correlational research seeks to quantify the degree of association between two or more variables. Moving beyond mere identification, this research specifically investigated the potential relationships between the effect student's perception using Grammarly Application and writing motivation. on students' writing ability in learning English. In this framework, effect of Grammarly Application and writing motivation functioned as independent variables, while served as the dependent outcome. The conceptual relationships between these constructs are illustrated in the following model.

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Tabel 2.1 Research Design Diagram1



D. Operational Concept

1. Grammaly Application (X1)

a. Steps of Grammaly Application

Grammaly is a comprehensive writing assistant that enhances your writing by providing real-time feedback on grammar, spelling, punctuation, style, and tone. Here are the steps to effectively use Grammaly:

First, sign up for a Grammaly account on their website or download the Grammaly app for desktop or mobile. Once registered, log in to access the writing tools. You can also install the Grammaly browser extension, which integrates with web-based text fields, making it easy to use on emails, social media, and online documents.

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After logging in, you can start a new document directly on the Grammarly platform or upload an existing document for review. If you prefer, you can copy and paste text into the Grammarly editor. The application instantly analyzes your text, highlighting issues and suggesting corrections.

Grammarly identifies a wide range of issues, from basic grammar and spelling errors to more complex problems like sentence structure, word choice, and readability. Each highlighted issue comes with a detailed explanation and suggestion, helping you understand the mistake and learn from it. For example, if you have a sentence with a grammatical error, Grammarly not only points it out but also provides a corrected version and an explanation of why the correction is needed.

Additionally, Grammarly offers advanced features for premium users, such as tone detection, plagiarism checking, and vocabulary enhancement suggestions. The tone detector analyzes your writing to ensure it conveys the intended emotion, whether it's formal, friendly, or neutral. The plagiarism checker scans your text against billions of web pages to ensure originality. Vocabulary enhancement suggestions help improve word choice, making your writing more dynamic and engaging.

As you make corrections, Grammarly updates the document in real-time, ensuring that your writing improves continuously. Once all issues are resolved, you can download the polished document or copy and paste it back into your original application.



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By following these steps, Grammarly becomes an invaluable tool for writers of all levels, providing the guidance needed to produce clear, professional, and effective writing

b. How to Use the Grammarly Application

Grammarly is a powerful writing assistant that helps users improve their grammar, spelling, punctuation, and style. Whether you are a student, a professional, or a casual writer, Grammarly can enhance your writing by providing real-time suggestions and corrections. The application is available as a web-based tool, a browser extension, a desktop application, and a mobile keyboard. To use Grammarly effectively, users should follow several key steps to maximize its benefits.

First, users need to install Grammarly on their preferred platform. For those who primarily write on a computer, Grammarly offers a browser extension compatible with Google Chrome, Mozilla Firefox, Microsoft Edge, and Safari. This extension automatically checks writing in emails, social media posts, and other web-based applications. Users can also download the Grammarly desktop application for Windows or Mac or use the web editor by logging into their Grammarly account. Additionally, Grammarly provides an integration with Microsoft Word and Outlook, enabling users to receive writing suggestions directly within these applications. Mobile users can install the Grammarly

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Keyboard on their smartphones to ensure proper grammar and style while typing messages or emails.

Once Grammarly is installed, users can begin writing and receiving suggestions. The application provides real-time corrections by underlining errors and offering possible fixes. Grammarly categorizes suggestions into different types, such as grammar, spelling, punctuation, clarity, engagement, and delivery. Each correction is accompanied by a brief explanation, allowing users to understand their mistakes and learn from them. This feature is especially useful for non-native English speakers who want to improve their writing skills. Users can choose to accept or ignore Grammarly's suggestions, depending on their writing style and intent.

Another essential feature of Grammarly is its tone and clarity detection. The application analyzes the overall tone of the text, such as formal, informal, friendly, or professional, helping users ensure their writing aligns with the intended audience. It also provides readability insights, suggesting ways to simplify complex sentences and improve clarity. Grammarly's premium version offers advanced features, including vocabulary enhancement, plagiarism detection, and sentence structure improvement. These tools are particularly beneficial for academic writing, business communication, and professional content creation.

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To maximize Grammarly's benefits, users should customize their settings according to their writing preferences. The application allows users to set specific goals based on audience type, formality level, and writing domain, such as academic, business, or casual. By adjusting these settings, Grammarly tailors its suggestions to match the user's needs, ensuring more relevant and accurate recommendations. Users should also regularly review their writing history and Grammarly reports to identify recurring errors and track their improvement over time.

Despite its many advantages, Grammarly is not perfect and should be used as a writing assistant rather than a replacement for human proofreading. Users should always review suggestions carefully, as some corrections may not fit the intended meaning or context of their writing. Additionally, Grammarly may not detect highly nuanced language errors, making it essential for writers to develop their grammar and writing skills alongside using the application.

In conclusion, Grammarly is a valuable tool that enhances writing quality by providing real-time grammar, spelling, and style suggestions. By installing Grammarly on the preferred platform, utilizing its real-time corrections, customizing settings, and reviewing reports, users can significantly improve their writing efficiency and accuracy. However, it is essential to use Grammarly as a support tool rather than relying on it entirely. By combining Grammarly's assistance with personal writing

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skills, users can produce clear, effective, and professional content in any context.

c. Indicators of the Grammarly Application

Grammarly, a widely used writing assistant, offers several indicators that help users enhance their writing quality.

- 1) Grammarly provides real-time feedback on grammar, spelling, and punctuation errors as users type, ensuring correctness and clarity in written communication.
- 2) It offers suggestions for sentence structure improvements, helping writers achieve better flow and coherence in their paragraphs.
- 3) Grammarly evaluates the tone of writing, suggesting adjustments to ensure the intended message is conveyed appropriately, whether formal, casual, or professional.
- 4) It checks for plagiarism, alerting users to potential issues and ensuring the originality of their work.
- 5) Grammarly provides insights into readability, offering suggestions to simplify complex sentences and enhance overall comprehension for the intended audience. These indicators collectively empower users to refine their writing skills effectively.

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2. Motivation

a. Definition of motivation

Motivation is a complex and multifaceted concept that refers to the internal processes that initiate, guide, and sustain goal-oriented behaviors. It is the driving force that compels individuals to take action, pursue goals, and persist in the face of obstacles. Motivation can be influenced by a variety of factors, including biological drives, emotional states, social influences, and cognitive processes. It is often categorized into intrinsic motivation, where the drive comes from within an individual, such as personal satisfaction or a sense of achievement, and extrinsic motivation, which is driven by external rewards like money, recognition, or approval. Theories of motivation, such as Maslow's Hierarchy of Needs, Self-Determination Theory, and Expectancy Theory, provide frameworks for understanding the different elements that influence motivational states. Effective motivation is crucial in various domains, including education, work, and personal development, as it enhances performance, encourages persistence, and promotes overall well-being. Understanding and fostering motivation can lead to improved outcomes and greater satisfaction in one's endeavors. Whether it's a student striving for academic success, an employee aiming for professional growth, or an individual working towards personal goals, motivation is the key element that propels people forward, driving them to achieve and excel.

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b. Indicators of writing motivation

Intrinsic Curiosity: One of the most significant indicators of learning motivation is intrinsic curiosity. When students exhibit a natural desire to explore and understand concepts beyond what is required, they demonstrate a deep-seated curiosity that drives their learning. This curiosity often manifests in asking insightful questions, engaging in further research, and seeking connections between different topics, all driven by a genuine interest in learning for its own sake.

- 1) Persistence and Effort: Another indicator is the level of persistence and effort students invest in their learning tasks. Motivated learners are typically persistent in the face of challenges and setbacks. They show a willingness to put in extra effort to understand difficult concepts or to complete tasks to a high standard. This determination reflects their intrinsic motivation to achieve mastery and competence in their studies.
- 2) Goal Orientation: Motivated learners often set and pursue clear goals related to their academic or personal growth. Whether these goals are short-term, such as mastering a specific skill, or long-term, like achieving academic success, goal-oriented behavior indicates a proactive approach to learning. These learners are aware of their objectives and consistently work towards them,

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demonstrating a strong sense of purpose in their educational journey.

- 3) Active Engagement: Active engagement in learning activities is another key indicator of motivation. Motivated students actively participate in class discussions, collaborate with peers on projects, and contribute original ideas to discussions. They take ownership of their learning process by seeking out opportunities to apply new knowledge and skills in practical contexts, fostering a deeper understanding of the subject matter.
- 4) Positive Attitude and Enthusiasm: Lastly, a positive attitude and enthusiasm towards learning are crucial indicators of motivation. Motivated students generally exhibit a positive outlook on challenges, viewing them as opportunities for growth rather than obstacles. They approach learning with enthusiasm, showing eagerness to explore new ideas and perspectives. This optimism not only enhances their own learning experience but also inspires and motivates their peers to actively participate and excel in academic endeavors(Thi & Nikolov, 2022).

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3. The Writing Ability

a. Definition of Writing ability

Writing ability is a multifaceted skill that encompasses a variety of competencies essential for effective written communication. At its core, writing ability involves the capacity to convey thoughts, ideas, and information clearly and coherently. This skill includes a strong grasp of grammar, punctuation, and spelling, which ensures that the text is readable and professional. Moreover, it involves the ability to organize content logically, creating a structured flow that guides the reader through the material seamlessly. Writing ability also encompasses creativity and critical thinking, enabling the writer to present arguments persuasively, engage the audience, and provoke thoughtful reflection. Effective writing requires a deep understanding of the audience and purpose, allowing the writer to tailor their tone, style, and content accordingly. Additionally, writing ability includes the skill of revision and editing, recognizing the importance of refining and polishing the text to enhance clarity and impact. In educational and professional contexts, writing ability is crucial for producing reports, essays, research papers, and various forms of documentation. Ultimately, strong writing ability is an indispensable tool for communication, education, and professional success, enabling individuals to express themselves effectively and connect with others through the written word (Alotaibi, 2023)

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b. Indicator of Writing ability

To know the students' writing ability at the twelfth grade of SMK N 1

Rimba Melintang, the researcher determined some indicators for writing as stated by Hugey in Pratama (2012). The indicators of writing are:

- a) Coherence: This refers to the logical flow of ideas within a paragraph or text. A well-written piece maintains coherence by ensuring that each sentence and paragraph connect logically to the next, forming a cohesive narrative or argument.
- b) Cohesion: Cohesion deals with how well the elements within a text are connected through grammatical and lexical means. This includes the use of transitional words, pronouns, and lexical repetition to create smooth transitions between sentences and paragraphs.
- c) Organization: Effective writing is well-organized, with a clear structure that guides the reader through the content. This includes using appropriate headings, subheadings, and paragraphing to signal the hierarchy of information and the progression of ideas.
- d) Clarity: Clarity involves the use of clear and precise language to convey meaning without ambiguity. Writers achieve clarity by avoiding jargon or overly complex sentences, choosing straightforward vocabulary, and ensuring that their ideas are easily understandable to the intended audience.

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- e) Creativity: While not always essential in all types of writing, creativity can enhance engagement and effectiveness. Creative writing demonstrates originality in ideas, use of language, or presentation style, which can make the text more compelling and memorable.

E. Research of Hypothesis

Hypothesis in this research can be stated based on the review of related literature and theoretical framework. The hypothesis that will be proved is:

Null Hypothesis: There is not effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on Vocational High School One Rimba Melintang Rokan Hilir?

Hypothesis 1 : There is effect of the students' perception using Grammarly application toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir.

Hypothesis 2 : There is effect of the writing motivation toward writing ability on Vocational High School One Rimba Melintang Rokan Hilir.

Hypothesis 3 : There is effect of the students' perception using Grammarly application and writing motivation toward students' writing ability on Vocational High School One Rimba Melintang Rokan Hilir.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used quantitative research that measures the relationship between available variables. The design of this research is a regression analysis. Quantitative research with regression analysis is a statistical approach used to examine the relationship between one or more independent variables and a dependent variable. This method helps researchers identify patterns, measure the strength of associations, and make predictions based on numerical data. Regression analysis can be simple, involving one independent variable, or multiple, incorporating several predictors to analyse their collective impact on the outcome variable. It is commonly applied in various fields, such as economics, education, and social sciences, to test hypotheses and derive data-driven conclusions. The results provide insights into causality, trends, and potential influences, making regression a powerful tool for decision-making and policy development. (Rahman et al., 2023)

This study used a quantitative approach with a regression analysis design, which allowed researchers to measure the strength and direction of the relationship between the independent variables, namely students' perceptions of using Grammarly and writing motivation, and the dependent variable, namely students' writing ability. Through regression analysis, this study not only identified the extent to which each independent variable contributed to improved writing ability but also examined the collective influence of both simultaneously. The obtained numerical data were analyzed statistically to identify patterns, trends, and potential cause-and-effect relationships. Thus, the results are expected to provide an objective and measurable picture of the effectiveness of the use of application-based learning technology and the role of students' internal

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motivation in improving writing skills. The findings of this study are also expected to provide a basis for decision-making for teachers and schools in developing more innovative and needs-based writing learning strategies.

B. Location and Time of Research

The location of this research was conducted at SMKN 1 Rimba Melintang Rokan Hilir located on Jl. Lintas Bagansiapiapi, Village Teluk Pulau Hilir, District Rimba Melintang Rokan Hilir city. The duration of the research was 3 months begin 11 November until 11 Februari 2025.

C. Subject and Object of the Research

The subjects of this research were the fifth semester students or twelve class students Vocational High School One Rimba Melintang Class X11 students 2024/2025-year intake at Rokan Hilir. The object of this research found the effect of Grammarly Application and writing motivation. on students' writing ability in learning English.

D. Participant

The research participant is all objects or subjects that have certain characteristics determined by the researcher to be studied and conclusions drawn. In an educational context, for example, a research participant may include all students, teachers, or classes in a particular school or educational institution. Selecting the right participant is very important because it will affect the validity and reliability of research results. By determining the research participant, researchers can determine a representative sample for further

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analysis, so that research results can be generalized to the entire participant(Maulidina & Wibowo, 2022). Based on the statement, this research took the twelfth-grade students of SMKN 1 Rimba Melintang as the participant.

The total participant was 125 students from 4 classes. Each class consists of 25-35 students. There are classes which are divided to be X11 ATPH, X11 ATP, X11 MM1, and X11 BDP.

Table 3.1 Participant of the Research

NO	CLASS	TOTAL STUDENTS
1	X11 ATPH	35
2	X11 ATP	25
3	X11 MM¹	33
4	X11 BDP	32
TOTAL		125

E. Data Collection Techniques

In this research, the data collection technique was through the activity of

distributing questionnaires to respondents to obtain the required primary data.

Data obtained from data collection is processed and analyzed according to the measurement scale determined by the researcher through the following stages:

editing data, coding data, tabulating data, and then analyzing data. After the data was collected in data processing, the data was processed and classified to determine the high, medium, and low scores of the answers given by the

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respondents. The scale used by researchers is the Likert scale, the Likert scale was used to measure attitudes, opinions and perceptions of a person or group about social events or phenomena(Dizon & Gayed, 2021) . By using a Likert scale, the variables to be measured are broken down into dimensions, the dimensions were broken down into sub variables, then the sub variables were broken down again into indicators that can be measured. The Likert scale used only provides five answer choices, namely: strongly agree (SS), agree (S), disagree (KS), disagree (TS), and strongly disagree (STS). The following is a Likert scale measurement table.

Table 3.2 Likert Scale

Category	Score
strongly agree (SS)	5
agree (S),	4
disagree (KS),	3
disagree (TS),	2
strongly disagree (STS).	1

F. Technique of Data Analysis

1. Linearity Test

The linearity test is used to determine whether the relationship between an independent variable (X) and a dependent variable (Y) is linear. One common method for testing linearity is ANOVA (Analysis of Variance) applied to regression and residuals.

1. Total Sum of Squares (SST)

$$SST = \sum (Y_i - \bar{Y})^2$$

2. Regression Sum of Squares (SSR)

$$SSR = \sum (\hat{Y}_i - \bar{Y})^2$$

3. Error Sum of Squares (SSE)

$$SSE = \sum (Y_i - \hat{Y}_i)^2$$

4. ANOVA for Linearity

SSE (error) is divided into:

- Lack of Fit Sum of Squares

- Pure Error Sum of Squares

Then calculate the F statistic for linearity:

$$F = (SS_{\text{Lack of Fit}} / df_{\text{LoF}}) / (SS_{\text{Pure Error}} / df_{\text{Error}})$$

5. Compare the F-Value with the F-Table

- If $F_{\text{calculated}} < F_{\text{table}}$, the relationship is linear.

- If $F_{\text{calculated}} > F_{\text{table}}$, the relationship is non-linear.

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Data processing using IBM SPSS v25.0 for Windows computer application was done by selecting the analysis menu > compare average > means > click options select linearity test > ok, then checking the ANOVA table in the deviation column from linearity (Wulansari, 2018).

2. Normality Test

Purpose: To determine whether the data are normally distributed.

Common Methods & Formula:

- Kolmogorov-Smirnov (K-S) Test
- Shapiro-Wilk Test

No explicit formula, but both tests compare the sample distribution to a normal distribution.

Skewness (γ_1):

$$\gamma_1 = [n / ((n-1)(n-2))] * \sum((x_i - \bar{x})/s)^3$$

Kurtosis (γ_2):

$$\gamma_2 = [n(n+1) / ((n-1)(n-2)(n-3))] * \sum((x_i - \bar{x})/s)^4 - [3(n-1)^2 / ((n-2)(n-3))]$$

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3. Homoscedasticity Test

Purpose: To test whether the residuals have constant variance.

Common Method:

- Breusch-Pagan Test:

$$LM = (n * R^2) / 2$$

- White's Test: Similar to BP but includes squared terms and interaction terms.

- Scatterplot of residuals (visual method)

4. Independence Test

Purpose: To test whether residuals are independent (no autocorrelation).

Common Method:

- Durbin-Watson Test:

$$DW = \Sigma(e_t - e_{t-1})^2 / \Sigma e_t^2$$

Where e_t is the residual at time t.

Value near 2 indicates no autocorrelation.

5. Multicollinearity Test

Purpose: To test whether independent variables are highly correlated.

Common Method:

- Variance Inflation Factor (VIF):

$$VIF_i = 1 / (1 - R_i^2)$$

Where R_i^2 is the R-squared from regressing independent variable X_i on

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all other independent variables.

If $VIF > 10$, multicollinearity may be a concern.

6. Autocorrelation Test

This test was used to determine whether there was a correlation between the disturbing error in period t and the error in the previous period t in the linear regression model used. If there was a correlation, it was called an autocorrelation problem. A good multiple linear regression equation was one that did not have an autocorrelation problem. The method used to detect autocorrelation was the Durbin-Watson method. The Durbin-Watson test was only used for first-order autocorrelation and required a constant in the regression model with no additional variables between the independent variables. The hypotheses tested were:

H_0 : no autocorrelation

H_1 : there was autocorrelation

Data processing using IMB SPSS Version 25.0 for Windows computer application was conducted by selecting the analyze menu > regression > linear > click statistics, then selecting Durbin-Watson, Estimates, covariance matrix, model fit, collinearity diagnostic > ok (Sujarweni, 2018).

7. Multiple Regression Analysis

Regression analysis was used to predict how far the change or influence of the independent variable value was on the dependent variable value. In this study, the results of the regression analysis were obtained using the t-test to determine whether each X variable had an effect on the Y variable. This was done with the help of the IBM SPSS v25.0 for Windows application or SmartPLS at an error rate of 5% (0.05) with the following criteria:

- a) If the t_{count} value $> t_{\text{table}}$, then H_0 was rejected and H_a was accepted, meaning that there was an influence of the independent variable on the dependent variable.
- b) If the t_{count} value $\leq t_{\text{table}}$, then H_0 was accepted and H_a was rejected, meaning that there was no influence of the independent variable on the dependent variable.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Students' perception using Grammarly application has a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on the results of the t-test, the calculated t value is 2.274 with a sig. value of 0.011. This value is greater when compared to the t-table value at $df = 125-3$, which is 122 with a significance value of 5% of 1.980
2. Writing motivation partially does not have a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on data analysis obtained a t-count value of 0.544 with a sig. value of 0.588. This value is smaller when compared to the t-table value at $df = 125-3$ which is 122 with a significance value of 5% worth 1.980
3. Simultaneously or together, Students' perception using Grammarly application and writing motivation have a significant effect on student writing ability at SMKN 1 Rimba Melintang. This is based on the results of the F test which shows the calculated F in the ANOVA table, the calculated F value in the ANOVA table is 4.969 and at a significance level of 0.032.

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B. Suggestion

Based on the findings of the study on the effect of students' perceptions using Grammarly application and writing motivation on students' writing ability at Vocational High School 1 Rimba Melintang Rokan Hilir, it is recommended that the school actively promotes the integration of educational technology such as Grammarly application into English language learning activities. Teachers are encouraged to provide guidance or training in using this application to help improve students' writing accuracy and confidence. Moreover, it is important for teachers to continuously foster students' writing motivation through contextual and engaging approaches, such as providing constructive feedback and incorporating topics relevant to the vocational field. Thus, students' writing ability can be optimally developed through the synergy between technology utilization and the enhancement of intrinsic motivation.

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Questionnaire Filling Instructions

How to answer the questions/statements in this questionnaire:

1. For questions/statements that provide alternative answer choices, we kindly ask you to place a check mark “ ” next to the selected answer.

2. For Part II, the answer alternatives are explained as follows:

SS : Strongly Agree

S : Agree

N : Neutral

TS : Disagree

STS: Strongly Disagree

GRAMMARLY APPLICATION

No	Question	Answer				
		SS	S	N	TS	STS
1.	I find Grammarly's real-time feedback helpful in correcting grammar, spelling, and punctuation errors as I type.					
2.	Grammarly helps me improve sentence structure, making my writing flow better and more coherent.					
3.	I feel that Grammarly provides appropriate suggestions for adjusting the tone of my writing to match my communication goals (formal, casual, or professional).					
4.	I use Grammarly's plagiarism checker to ensure the originality of my writing.					
5.	Grammarly assists me in simplifying complex sentences to enhance reader comprehension.					
6.	I believe Grammarly improves the overall quality of my writing.					
7.	I feel more confident in my writing after using Grammarly regularly.					
8.	The features provided by Grammarly are relevant and support the development of my writing skills.					



WRITING MOTIVATION

No	Question	Answer				
		SS	S	N	TS	STS
1.	I enjoy learning new things even if they are not part of the required curriculum.					
2.	I often ask questions in class to understand topics more deeply.					
3.	When I find a subject difficult, I keep trying until I understand it.					
4.	I put extra effort into my schoolwork to make sure it meets a high standard.					
5.	I set specific goals for what I want to achieve in my studies.					
6.	I regularly check my progress to ensure I am getting closer to my learning goals.					
7.	I actively participate in class discussions and group projects.					
8.	I feel excited and motivated when I am learning something new.					



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

WRITING ABILITY TEST

WRITING ABILITY TEST

Name: _____

No Absent: _____

Major/ Class: _____

Pre Test

A. Make a simple Explanation text using Grammarly Application!

Theme: 1. Internet influence on kids

2. Effect of school bullying on children

3. social media effect on young people

4. Poor sanitation in the village

5. The Process of Climate Change

6. How the Human Immune System Works

7. The Impact of Air Pollution on Health

8. The Effects of Fossil Fuel Use on the Environment

9. The Process of Photosynthesis in Plants

10. The Impact of Information Technology on Society

Surat Undangan
Kegiatan atau seluruh
kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
Berlaku pada seluruh karya tulis yang wajar UIN Suska Riau.

No	X1								X2								Y				
	x1	x2	x3	x4	x5	x6	x7	x8	Total	x1	x2	x3	x4	x5	x6	x7	x8	Total	Pre test	Post Test	Gain Score
1	5	5	5	4	5	5	5	5	39	4	4	4	4	5	4	4	4	33	70	85	15
2	3	3	4	5	5	5	5	5	35	4	4	4	4	3	3	4	4	30	65	75	10
3	4	4	4	4	4	4	4	4	32	4	4	4	5	4	4	4	4	33	70	75	5
4	5	5	5	5	4	4	4	4	36	4	5	5	4	4	4	4	4	34	75	80	5
5	5	5	5	5	4	4	4	5	37	5	4	4	4	4	4	4	3	32	80	90	10
6	4	4	4	4	4	5	5	4	34	4	4	4	4	4	4	4	4	32	80	95	15
7	4	4	4	4	5	4	4	4	33	4	4	4	4	5	5	5	5	36	85	95	10
8	4	4	4	5	4	4	4	4	33	5	4	4	4	4	4	5	4	34	65	80	15
9	4	5	5	4	4	4	4	4	34	3	3	4	4	3	3	4	4	28	70	75	5
10	5	4	4	4	5	4	4	4	34	4	4	4	4	4	4	4	4	32	80	80	0
11	4	4	4	4	3	3	4	4	30	4	4	4	4	4	4	4	4	32	70	70	0
12	4	4	4	4	4	4	4	4	32	4	4	4	3	4	4	4	3	30	60	70	10
13	5	4	4	4	4	4	4	4	33	4	4	4	4	4	4	4	4	32	70	80	10
14	3	3	4	4	4	4	4	3	29	5	5	5	5	5	5	5	5	40	80	90	10
15	4	4	4	4	4	4	4	4	32	4	4	5	4	4	4	5	4	34	80	80	0
16	4	4	4	4	5	5	5	5	36	4	4	4	4	4	4	4	4	32	85	85	0
17	4	4	4	3	4	4	5	4	32	4	4	4	4	4	4	4	4	32	65	75	10
18	4	4	4	4	4	4	4	4	32	4	4	4	4	4	4	4	4	32	70	80	10
19	5	5	5	5	4	4	4	4	36	4	4	4	3	4	4	4	3	30	70	75	5
20	4	4	5	4	4	4	4	4	33	4	3	4	4	4	4	4	4	31	70	80	10
21	4	4	4	4	4	4	4	3	31	4	4	4	4	4	4	4	4	32	65	70	5
22	4	4	4	4	4	3	4	4	31	4	4	4	4	4	4	4	5	33	60	70	10
23	4	4	4	4	4	4	4	4	32	4	4	4	4	5	5	5	5	36	70	80	10
24	4	4	4	3	4	4	4	4	31	4	4	4	4	4	4	5	4	33	65	70	5
25	4	3	4	4	3	4	4	4	30	4	3	4	4	4	4	4	4	31	70	80	10
26	4	4	4	4	2	4	4	4	30	4	4	4	4	4	4	4	4	32	70	75	5
27	4	4	4	4	5	4	4	4	33	4	4	4	4	4	4	4	4	32	85	90	5
28	4	4	4	4	4	4	4	4	32	4	4	4	5	4	4	4	3	32	70	75	5
29	4	4	4	4	4	4	4	4	32	5	5	5	5	4	3	4	4	35	75	75	0
30	5	5	5	5	5	5	5	5	40	4	4	5	4	4	4	5	4	34	75	80	5

99	5	5	5	5	4	4	4	4	36	4	3	5	4	4	4	4	4	4	32	65	80	15
100	4	4	5	4	4	3	3	4	31	4	4	3	3	4	4	4	4	4	30	50	65	15
101	3	3	3	4	4	4	4	5	30	4	4	4	4	4	4	4	4	4	32	65	70	5
102	4	4	4	4	3	4	3	4	30	4	4	4	4	5	4	4	4	4	33	55	65	10
103	4	3	4	3	5	5	5	4	33	4	4	4	4	4	4	4	4	5	33	60	75	15
104	5	5	5	5	4	4	4	5	37	5	4	4	4	3	5	5	4	4	34	70	70	0
105	4	4	4	4	5	4	3	3	31	4	4	4	5	4	4	4	4	4	33	85	90	5
106	4	3	4	5	5	4	3	4	32	3	5	5	4	4	4	4	4	4	33	85	95	10
107	4	3	4	5	5	5	4	4	35	4	4	4	4	4	4	5	4	4	33	75	80	5
108	5	5	5	5	3	5	5	4	37	4	4	4	4	4	4	3	3	3	30	70	75	5
109	5	5	5	3	4	4	4	4	34	4	4	5	4	5	3	4	4	4	33	75	80	5
110	4	4	4	4	5	4	4	4	33	4	4	3	3	5	4	4	4	4	31	65	75	10
111	4	4	4	5	5	4	4	5	35	5	3	4	4	4	4	4	4	4	32	80	95	15
112	4	4	4	5	4	4	5	4	34	5	4	4	4	4	4	4	4	4	33	85	95	10
113	4	5	5	4	5	5	5	4	37	4	4	4	4	4	5	5	5	5	35	75	85	10
114	5	5	5	5	4	5	5	5	39	4	4	4	4	4	4	4	4	4	32	70	70	0
115	4	5	5	5	4	4	4	3	34	4	5	5	5	5	4	4	4	4	36	75	80	5
116	4	4	4	4	4	5	4	4	33	4	4	4	4	4	4	4	4	4	32	75	85	10
117	5	4	4	4	4	4	3	4	32	5	4	4	4	4	4	4	4	4	33	75	90	15
118	3	4	4	4	5	4	4	4	32	4	4	4	4	4	4	4	4	4	32	70	80	10
119	4	4	5	5	4	4	5	4	35	4	4	4	4	4	4	4	4	4	32	65	80	15
120	4	5	4	4	4	4	4	5	34	4	4	4	4	4	4	4	4	5	33	60	70	10
121	4	4	4	4	4	4	4	4	32	4	4	4	4	4	4	5	4	4	34	75	85	10
122	4	4	4	4	4	5	5	4	34	4	4	4	5	4	4	4	4	4	33	70	85	15
123	5	5	4	4	4	4	3	4	33	4	5	5	4	4	4	4	5	4	35	70	85	15
124	4	3	3	4	4	4	4	4	30	5	4	4	4	4	4	4	3	3	31	70	80	10
125	4	4	4	4	4	5	5	4	34	4	4	4	4	4	4	5	4	4	33	65	70	5

Appendices

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Writing Motivation, Grammarly App ^b	.	Enter

a. Dependent Variable: Writing ability

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.125 ^a	.016	.000	5.32838	1.386

a. Predictors: (Constant), Writing Motivation, Grammarly App

b. Dependent Variable: Writing ability

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.025	2	27.513	4.969	.032 ^b
	Residual	3463.775	122	28.392		
	Total	3518.800	124			

a. Dependent Variable: Writing ability

b. Predictors: (Constant), Writing Motivation, Grammarly App

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Correlations			Collinearity Statistics Tolerance	Collinearity Statistics VIF
	B	Std. Error				Zero-order	Partial	Part		
1	(Constant)	2.940	9.426		.1312	.046				
	Grammaly App	.228	.179	.114	2.274	.025	.115	.115	.114	1.000
	Writing Motivation	.122	.225	.049	.544	.588	.050	.049	.049	1.000
										1.000

a. Dependent Variable: Writing ability

Collinearity Diagnostics^a

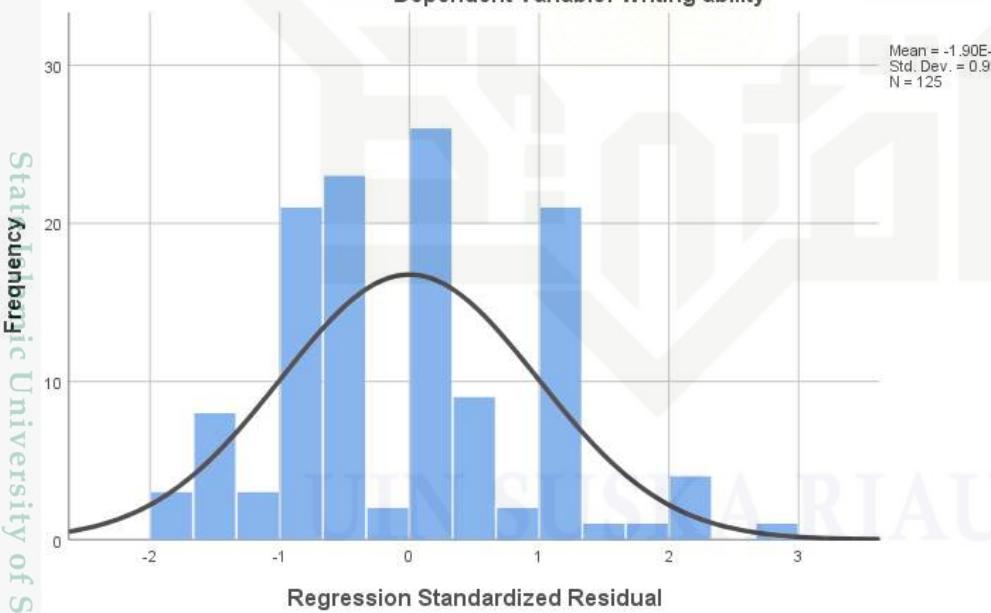
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Grammaly App	Writing Motivation
1	1	2.993	1.000	.00	.00	.00
	2	.005	23.712	.01	.71	.30
	3	.002	42.398	.99	.29	.70

a. Dependent Variable: Writing ability

Residuals Statistics^a

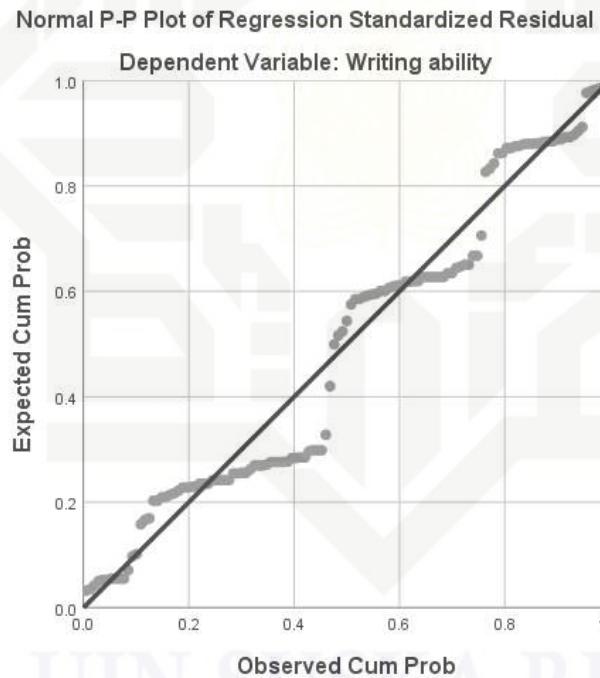
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	6.7808	11.0753	8.6400	.66615	125
Std. Predicted Value	-2.791	3.656	.000	1.000	125
Standard Error of Predicted Value	.478	2.059	.762	.319	125
Adjusted Predicted Value	6.9566	11.2639	8.6507	.68910	125
Residual	-9.86986	15.78269	.00000	5.28523	125
Std. Residual	-1.852	2.962	.000	.992	125
Stud. Residual	-1.899	3.001	-.001	1.003	125
Deleted Residual	-10.37279	16.20332	-.01071	5.40311	125
Stud. Deleted Residual	-1.920	3.106	.001	1.010	125
Mahal. Distance	.005	17.518	1.984	3.003	125
Cook's Distance	.000	.080	.007	.012	125
Centered Leverage Value	.000	.141	.016	.024	125

a. Dependent Variable: Writing ability

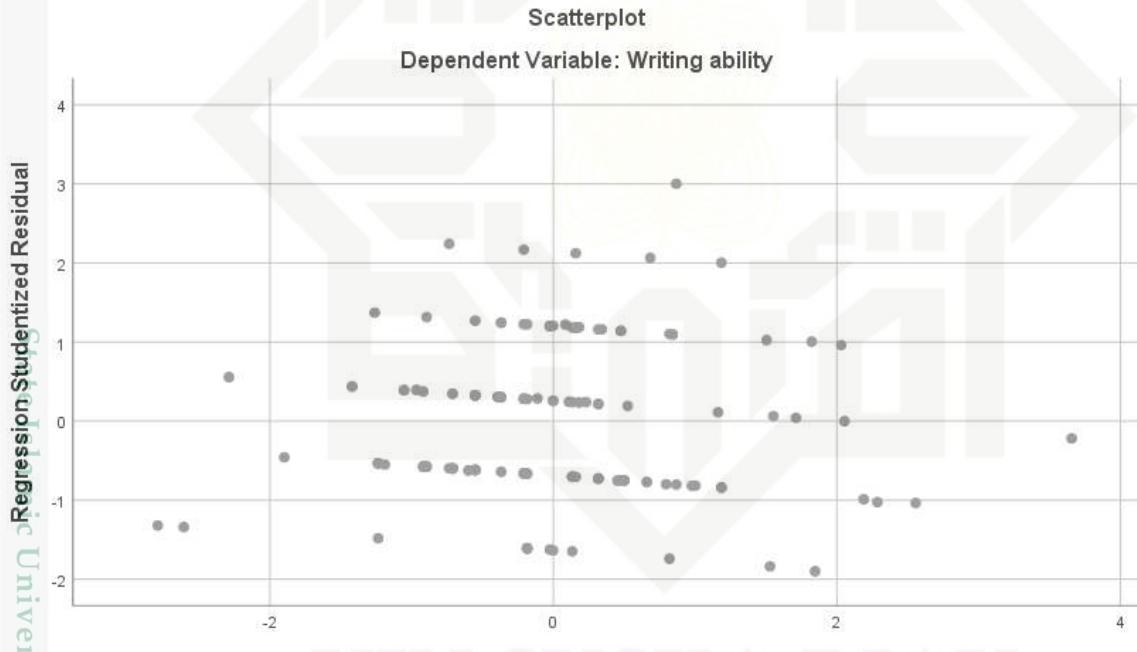


dang

atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: pentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. n kepentingan yang wajar UIN Suska Riau. memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Correlations		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	Grammarly App
VAR00001	Pearson Correlation	1	.556**	.344**	.239**	.198*	.087	.012	.073	.566**
	Sig. (2-tailed)		.000	.000	.007	.027	.335	.896	.420	.000
	N	125	125	125	125	125	125	125	125	125
VAR00002	Pearson Correlation	.556**	1	.670**	.353**	.076	.357**	.196*	.125	.737**
	Sig. (2-tailed)	.000		.000	.000	.397	.000	.028	.164	.000
	N	125	125	125	125	125	125	125	125	125
VAR00003	Pearson Correlation	.344**	.670**	1	.492**	.099	.223*	.410**	.139	.737**



	Sig. (2-tailed)	.000	.000		.000	.273	.013	.000	.123	.000
	N	125	125	125	125	125	125	125	125	125
VAR00004	Pearson Correlation	.239**	.353**	.492**	1	.085	.035	.185*	.354**	.597**
	Sig. (2-tailed)	.007	.000	.000		.348	.696	.039	.000	.000
	N	125	125	125	125	125	125	125	125	125
VAR00005	Pearson Correlation	.198*	.076	.099	.085	1	.259**	.157	-.039	.417**
	Sig. (2-tailed)	.027	.397	.273	.348		.003	.081	.669	.000
	N	125	125	125	125	125	125	125	125	125
VAR00006	Pearson Correlation	.087	.357**	.223*	.035	.259**	1	.440**	.114	.554**
	Sig. (2-tailed)	.335	.000	.013	.696	.003		.000	.205	.000
	N	125	125	125	125	125	125	125	125	125
VAR00007	Pearson Correlation	.012	.196*	.410**	.185*	.157	.440**	1	.154	.554**
	Sig. (2-tailed)	.896	.028	.000	.039	.081	.000		.087	.000
	N	125	125	125	125	125	125	125	125	125
VAR00008	Pearson Correlation	.073	.125	.139	.354**	-.039	.114	.154	1	.394**
	Sig. (2-tailed)	.420	.164	.123	.000	.669	.205	.087		.000
	N	125	125	125	125	125	125	125	125	125
Grammarly App	Pearson Correlation	.566**	.737**	.737**	.597**	.417**	.554**	.554**	.394**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	125	125	125	125	125	125	125	125	125

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Correlations

	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	Writing Motivation	
VAR00010	Pearson Correlation	1	.326**	.202*	.143	.241**	.144	.138	-.115	.446**
	Sig. (2-tailed)		.000	.024	.112	.007	.109	.124	.200	.000
	N	125	125	125	125	125	125	125	125	125
VAR00011	Pearson Correlation	.326**	1	.398**	.236**	.223*	.246**	.081	.063	.589**
	Sig. (2-tailed)	.000		.000	.008	.013	.006	.367	.487	.000
	N	125	125	125	125	125	125	125	125	125
VAR00012	Pearson Correlation	.202*	.398**	1	.373**	.284**	.091	.237**	.132	.603**
	Sig. (2-tailed)	.024	.000		.000	.001	.310	.008	.143	.000

	N	125	125	125	125	125	125	125	125	125
VAR00013	Pearson Correlation	.143	.236**	.373**	1	.062	-.058	.022	.435**	.501**
	Sig. (2-tailed)	.112	.008	.000		.492	.517	.811	.000	.000
	N	125	125	125	125	125	125	125	125	125
VAR00014	Pearson Correlation	.241**	.223*	.284**	.062	1	.429**	.292**	.161	.593**
	Sig. (2-tailed)	.007	.013	.001	.492		.000	.001	.073	.000
	N	125	125	125	125	125	125	125	125	125
VAR00015	Pearson Correlation	.144	.246**	.091	-.058	.429**	1	.423**	.173	.573**
	Sig. (2-tailed)	.109	.006	.310	.517	.000		.000	.053	.000
	N	125	125	125	125	125	125	125	125	125
VAR00016	Pearson Correlation	.138	.081	.237**	.022	.292**	.423**	1	.331**	.578**
	Sig. (2-tailed)	.124	.367	.008	.811	.001	.000		.000	.000
	N	125	125	125	125	125	125	125	125	125
VAR00017	Pearson Correlation	-.115	.063	.132	.435**	.161	.173	.331**	1	.519**
	Sig. (2-tailed)	.200	.487	.143	.000	.073	.053	.000		.000
	N	125	125	125	125	125	125	125	125	125
Writing Motivation	Pearson Correlation	.446**	.589**	.603**	.501**	.593**	.573**	.578**	.519**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	125	125	125	125	125	125	125	125	125

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

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Correlations

		Pretest	Post test	Writing ability
Pretest	Pearson Correlation	1	.749**	-.280**
	Sig. (2-tailed)		.000	.002
	N	125	125	125
Post test	Pearson Correlation	.749**	1	.426**
	Sig. (2-tailed)	.000		.000
	N	125	125	125
Writing ability	Pearson Correlation	-.280**	.426**	1
	Sig. (2-tailed)	.002	.000	
	N	125	125	125

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

Reliability
Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases	Valid	125
	Excluded ^a	0
	Total	125

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.736	9

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases	Valid	125
	Excluded ^a	0
	Total	125

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.727	9

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded ^a	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

dang

atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: pentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. n kepentingan yang wajar UIN Suska Riau. memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reliability Statistics

Cronbach's Alpha	N of Items
.614	3

Frequencies

Statistics

Frequency Table**VAR00001**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	2.4	2.4
	3.00	9	7.2	9.6
	4.00	84	67.2	76.8
	5.00	29	23.2	100.0
	Total	125	100.0	100.0

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	19	15.2	15.2
	4.00	79	63.2	78.4
	5.00	27	21.6	100.0
	Total	125	100.0	100.0

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.8	.8
	3.00	7	5.6	6.4
	4.00	87	69.6	76.0
	5.00	30	24.0	100.0
	Total	125	100.0	100.0

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	1.6	1.6
	3.00	9	7.2	8.8
	4.00	84	67.2	76.0
	5.00	30	24.0	100.0
	Total	125	100.0	100.0

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.8	.8
	3.00	11	8.8	9.6
	4.00	77	61.6	71.2
	5.00	36	28.8	100.0
	Total	125	100.0	100.0

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.8	.8
	3.00	11	8.8	9.6
	4.00	82	65.6	75.2
	5.00	31	24.8	100.0
	Total	125	100.0	100.0

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	12	9.6	9.6
	4.00	79	63.2	72.8
	5.00	34	27.2	100.0
	Total	125	100.0	100.0

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VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	6.4	6.4
	4.00	90	72.0	78.4
	5.00	27	21.6	100.0
	Total	125	100.0	100.0

Grammaly App

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26.00	2	1.6	1.6
	27.00	1	.8	2.4
	28.00	2	1.6	4.0
	29.00	1	.8	4.8
	30.00	9	7.2	12.0
	31.00	10	8.0	20.0
	32.00	34	27.2	47.2
	33.00	17	13.6	60.8
	34.00	20	16.0	76.8
	35.00	6	4.8	81.6
	36.00	10	8.0	89.6
	37.00	5	4.0	93.6
	38.00	2	1.6	95.2
	39.00	2	1.6	96.8
	40.00	4	3.2	100.0
	Total	125	100.0	100.0

atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: dan
kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. n
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Frequencies

Statistics

		VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	Writing Motivation
N	Valid	125	125	125	125	125	125	125	125	125
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.1040	4.0640	4.1520	4.1040	4.1120	4.0640	4.1840	4.1040	32.8880
Std. Error of Mean		.03906	.04648	.04104	.04223	.03804	.04785	.04308	.04796	.19049
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	33.0000
Mode		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	32.00
Std. Deviation		.43670	.51968	.45889	.47219	.42533	.53497	.48166	.53618	2.12973
Variance		.191	.270	.211	.223	.181	.286	.232	.287	4.536
Range		2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
Minimum		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	26.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	40.00
Sum		513.00	508.00	519.00	513.00	514.00	508.00	523.00	513.00	4111.00

Frequency Table**VAR00010**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	6	4.8	4.8
	4.00	100	80.0	84.8
	5.00	19	15.2	100.0
	Total	125	100.0	100.0

VAR00011

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	13	10.4	10.4
	4.00	91	72.8	83.2
	5.00	21	16.8	100.0
	Total	125	100.0	100.0

VAR00012

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	5	4.0	4.0
	4.00	96	76.8	80.8
	5.00	24	19.2	100.0
	Total	125	100.0	100.0

VAR00013

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	6.4	6.4
	4.00	96	76.8	83.2
	5.00	21	16.8	100.0
	Total	125	100.0	100.0

VAR00014

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	5	4.0	4.0
	4.00	101	80.8	84.8
	5.00	19	15.2	100.0
	Total	125	100.0	100.0

VAR00015

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	14	11.2	11.2
	4.00	89	71.2	82.4
	5.00	22	17.6	100.0
	Total	125	100.0	100.0

VAR00016

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	5	4.0	4.0
	4.00	92	73.6	77.6
	5.00	28	22.4	100.0
	Total	125	100.0	100.0

VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	12	9.6	9.6
	4.00	88	70.4	80.0
	5.00	25	20.0	100.0
	Total	125	100.0	100.0

Writing Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26.00	1	.8	.8
	28.00	2	1.6	2.4

Frequencies

Statistics

	Pretest	Post test	Writing ability
N	125	125	125
Valid	125	125	125
Missing	0	0	0
Mean	71.3600	80.0000	8.6400
Std. Error of Mean	.65099	.69096	.47647
Median	70.0000	80.0000	10.0000
Mode	70.00	80.00	5.00
Std. Deviation	7.27834	7.72512	5.32705
Variance	52.974	59.677	28.377
Range	35.00	30.00	25.00
Minimum	50.00	65.00	.00
Maximum	85.00	95.00	25.00
Sum	8920.00	10000.00	1080.00

Frequency Table

dang
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Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	.8	.8
	55.00	1	.8	1.6
	60.00	13	10.4	10.4
	65.00	21	16.8	27.2
	70.00	34	27.2	56.0
	75.00	32	25.6	81.6
	80.00	13	10.4	92.0
	85.00	10	8.0	100.0
Total	125	100.0	100.0	

Post test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	3	2.4	2.4
	70.00	22	17.6	17.6
	75.00	22	17.6	37.6
	80.00	36	28.8	66.4
	85.00	18	14.4	80.8
	90.00	15	12.0	92.8
	95.00	9	7.2	100.0
Total	125	100.0	100.0	

Writing ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	13	10.4	10.4
	5.00	45	36.0	36.0
	10.00	37	29.6	29.6
	15.00	24	19.2	19.2
	20.00	5	4.0	4.0
	25.00	1	.8	.8
Total	125	100.0	100.0	



UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Titik Percentase Distribusi t (df = 1 – 40)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Percentase Distribusi t (df = 41 – 80)

Pr df \ Pr 0.25 0.50	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Titik Percentase Distribusi t (df = 81 – 120)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Hak Cipta milik **UIN Suska Riau**
© Hak Cipta milik **UIN Suska Riau** dilindungi Undang-Undang

- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Titik Percentase Distribusi t (df = 121 –160)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Percentase Distribusi t (df = 161 – 200)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi F untuk Probabilita = 0,05

Hak Cipta Dilindungi Undang-Undang	df untuk penyebut (N2)	df untuk pembilang (N1)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

1. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

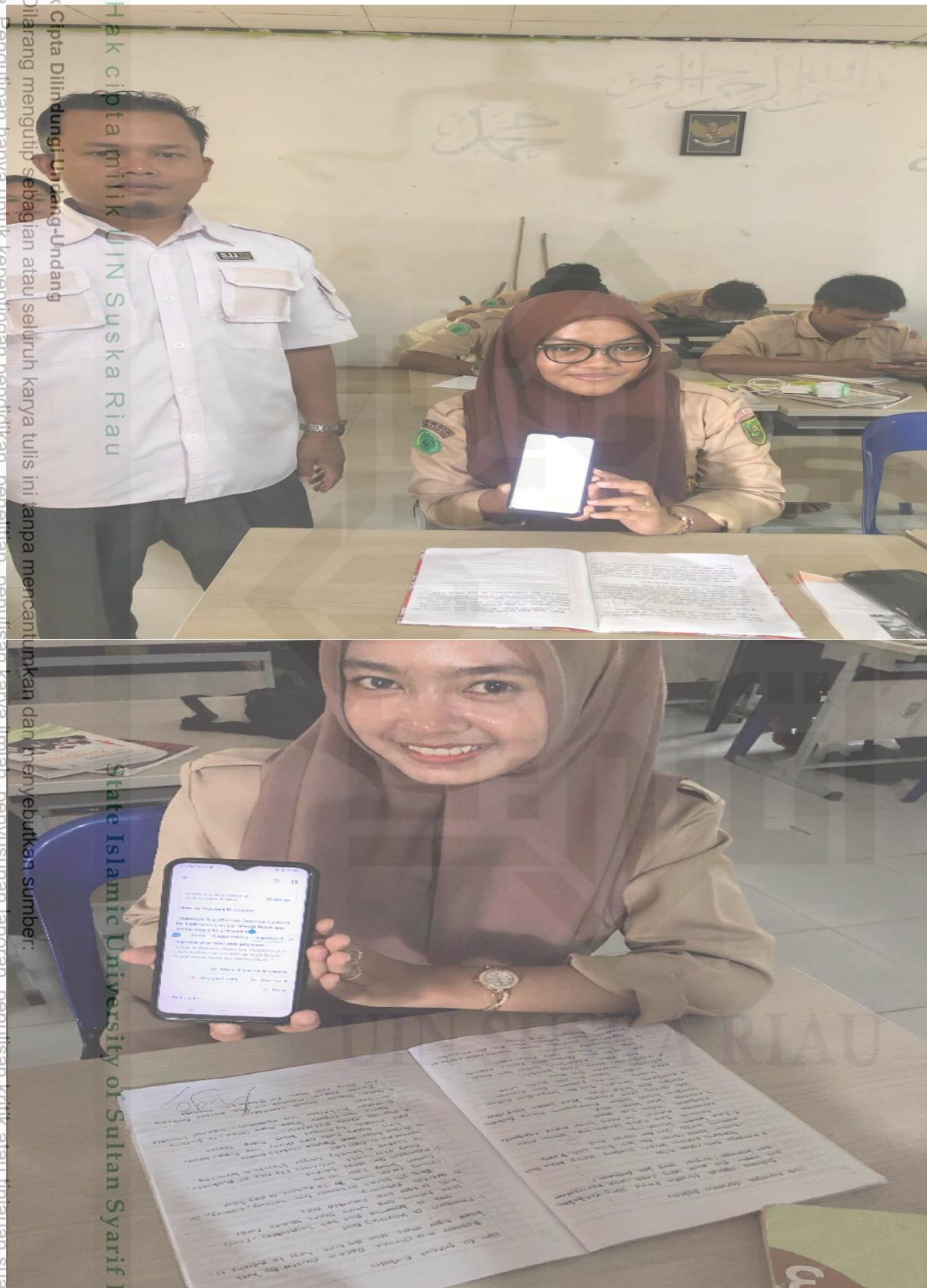
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

© Halaman df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
91	3.95	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.90	1.86	1.83	1.80	1.78
92	3.94	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.89	1.86	1.83	1.80	1.78
93	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.78
94	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.77
95	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.82	1.80	1.77
96	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
97	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
98	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
99	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77
101	3.94	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.93	1.88	1.85	1.82	1.79	1.77
102	3.93	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.77
103	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
104	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
105	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.81	1.79	1.76
106	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
107	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
108	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.78	1.76
109	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
110	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
111	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
112	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.96	1.92	1.88	1.84	1.81	1.78	1.76
113	3.93	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.92	1.87	1.84	1.81	1.78	1.76
114	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
115	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
116	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
117	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
118	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
119	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
121	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
122	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
123	3.92	3.07	2.68	2.45	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
124	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
126	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.87	1.83	1.80	1.77	1.75
127	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
128	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
129	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
130	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
131	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
132	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
133	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
134	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
135	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.77	1.74

DOCUMENTATION



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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
 Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

: S- 0665/Un.04/Ps/PP.00.9/02/2025
 : 1 berkas
 : Penunjukan Pembimbing I dan
 : Pembimbing II Tesis Kandidat Magister

Pekanbaru, 18 Februari 2025

Kepada Yth.

1. Dr. Zulhiddah. M. Pd (Pembimbing Utama)
 2. Dr. Muhammad Fauzan Ansyari, S. Pd. I. M. Sc. Ph. D (Pembimbing Pendamping)

Pekanbaru

Seuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	:	Mohammat Solikun
NIM	:	22290110021
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Pendidikan Agama Islam
Semester	:	VII (Tujuh)
Judul Tesis	:	The Effect Of The Using Grammarly Application And Writing Motivation On Students'Writing Ability

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
 Direktur,

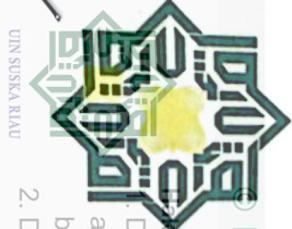
Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 1 002



Tambusan :
 1. dr. Mohammat Solikun
 2. Arsip

Hak Cipta Dilindungi Undang-Undang
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Kepemilikan UIN Suska Riau

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uln-suska.ac.id>. Email : pasca@uin-suska.ac.id.

: B-4131/Un.04/Ps/HM.01/11/2024
:-
: Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 11 November 2024

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

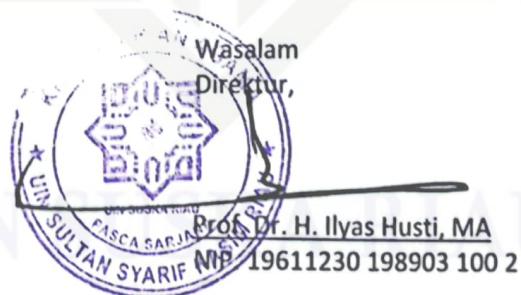
Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan
Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: MOHAMMAT SOLIKIN
NIM	: 22290110021
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2024
Judul Tesis/Disertasi	: The effect of the using grammarly application and writing motivation on students' writing ability

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang
diperlukannya dari SMKN 1 Rimba Melintang Kab.Rokan Hilir

Waktu Penelitian: 3 Bulan (11 November 2024 s.d 11 Februari 2025)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Tembusan:
Yth. Rektor UIN Suska Riau



Dipindai dengan CamScanner



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SMKN 1 RIMBA MELINTANG

Jalan Lintas Bagansiapiapi, Teluk Pulau Hilir, Kecamatan Rimba Melintang
Kabupaten Rokan Hilir, Riau 28953



Email : smksaturimel@gmail.com Telp : - Website : smksaturimel.sch.id

NPSN : 10405373

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NIS : 400040

Akreditasi : B

SURAT KETERANGAN

Nomor : 422/SMKN 1 -RM/II/2025/0273

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Yang bertanda tangan dibawah ini :

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Jabatan

Angkat Kantor

Dengan ini menerangkan :

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NIM

Program Studi

Konsentrasi

Hak Cipta Dilindungi Undang-Undang

Yang menggantikan selanjutnya

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Paraf Keterangan
1.	12/2 /2025	• Operational Concept • Formulation of problem	<u>✓</u>	
2.		• Research objective • Instrument of research	<u>✓</u>	
3.	29/4 /2025	• Konsep operasional diperbaiki	<u>✓</u>	
4.		• membuat instrumen penelitian - Data analysis technique.	<u>✓</u>	
5.	24/05/2025	Ace.	<u>✓</u>	
6.		© Hak cipta milik UIN Suska Riau		

Catatan:
*Cara yang tidak perlu



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No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Paraf Keterangan
1.	2/2 /2025	Research Design	<u>✓</u>	
2.	10-25 /3	Theoretical Framework	<u>✓</u>	
3.	29/4 /2025	Method	<u>✓</u>	
4.	15-25 /5	Data's Analysis	<u>✓</u>	
5.	24-25 /6	Approach	<u>✓</u>	
6.		State Islamic University of Sultan Syarif Kasim Riau		

M. Azzurra Asy'ari