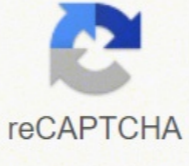




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Beliefs about mathematics and academic performance: A descriptive - correlational analysis

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Study 1. Descriptive Statistics and Correlations

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Time 1																
1. Happiness	2.64	1.27														
2. Relaxation	2.90	1.25	0.78													
3. Anger	1.90	0.98	-0.37	-0.38												
4. Anxiety	2.12	1.21	-0.24	-0.37	0.43											
5. Tiredness	2.49	1.25	-0.28	-0.33	0.50	0.56										
6. Positive Affect	2.27	1.19	0.95	0.94	-0.48	-0.32	-0.32	(.89)								
7. Negative Affect	2.18	0.94	-0.35	-0.44	0.76	0.83	0.86	-0.42	(.75)							
Time 2																
8. Happiness	2.56	1.19	0.62	0.55	-0.24	-0.19	-0.13	0.61	0.59							
9. Relaxation	2.51	1.17	0.55	0.57	-0.39	-0.27	-0.28	0.58	0.54	0.74						
10. Anger	1.88	1.04	-0.17	-0.20	0.50	0.30	0.35	-0.20	0.46	-0.33	-0.36					
11. Anxiety	2.05	1.18	-0.14	-0.30	0.36	0.66	0.68	-0.22	0.62	-0.17	-0.35	0.50				
12. Tiredness	2.48	1.25	-0.15	-0.25	0.37	0.48	0.63	-0.21	0.61	-0.18	-0.34	0.45	0.64			
13. Positive Affect	2.14	1.10	0.62	0.59	-0.29	-0.20	-0.22	0.64	-0.28	0.94	0.93	-0.37	0.28	-0.28	(.85)	
14. Negative Affect	2.14	0.97	-0.18	-0.30	0.48	0.58	0.59	-0.26	0.68	-0.26	-0.42	0.77	0.86	0.86	-0.36	(.76)
15. Self-rated performance	3.37	0.80	0.26	0.30	-0.18	-0.35	-0.26	0.30	-0.33	0.30	0.36	-0.29	-0.43	-0.34	0.35	-0.43

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Study of Learning Attitudes and Vocabulary Mastery of Short Story Writing Skills

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ABSTRACT
This research aims to explain how great the contribution of learning attitude and vocabulary mastery towards the short story writing skills of junior high school students in Rokan Hulu. This research uses a quantitative approach with a descriptive method and using correlational and regression design. Stratified random sampling technique was done to select the sampel based on high, medium, and low ranking results based on national examination of the SMP2015/2016 of Rokan Hulu. The data of this research is learning attitude scale, mastery of vocabulary score, and short writing skills score. Data were analyzed using a double linear regression test, t-test, F-test, and determinant coefficient formula to determine the contribution of independent variables on the dependent variable, either single or simultaneous. Results of this study that learning attitude and vocabulary mastery either single or simultaneous contribute significantly towards the short story writing skills. Contribution of learning attitudes and vocabulary mastery simultaneously, partial contribution of learning attitudes and vocabulary mastery to the short story writing skills in a row is 36.3%, 27.9% and 31.4%.

Keywords: Contribution; Learning attitude; Vocabulary mastery; writing skills.

INTRODUCTION

Writing skills is one of the language skills that have a crucial role in the intellectual development of students. This writing skill cannot be separate from teaching and learning activities at school. Through writing activities, students become active in learning and can stimulate students' skills in pouring ideas that are both scientific and imaginative. Concerning writing skills, Judge (2007) explains that writing as an act of delivering a message (communication) by using written language as a tool or media. Writing skills require students to be able to express their ideas and thoughts in a logical and systematic frame of mind. Writing skills is a skill that requires a lot of practice and practice on a regular basis. To

achieve optimal results, the writing can be done by casting the idea clearly. The clarity of this idea depends on the clarity of thought, sentence selection, spelling use, punctuation, and paragraph arrangement. Therefore, to master writing skills requires experience, time, and intensive training. One of the writing skills that must be mastered by junior high school students is the skill of writing short stories. The skills of writing short stories are contained in the 2013 curriculum, which is listed in Core 4 Competencies (KI 4) to try, process, and present in a concrete realm (using, parsing, assembling, modifying, and making) in accordance with what is learned in school and other similar sources in the perspective / theoretical and basic competence (KD) 4.2 that compile the text of

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