



WRITING ATTITUDE OF THE SECOND GRADE STUDENTS AT SMA ADABIAH PADANG

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Abstract

An article under the title “Writing Attitude of the Second Grade Students at SMA Adabiah Padang” is aimed to describe students’ writing attitude. The research was done at SMA Adabiah Padang. There were 48 students that became the sample of this research. They were students of XI IPA 1 and students of XI IPS 4 at SMA Adabiah Padang. They were chosen by using purposive sampling technique. The instrument used was questionnaire that consists of 20 statements. The Questionnaire was adapted from Kear et al. (2000). Students’ writing attitude was analysed using tripartite theory— affective, behaviour, and cognitive. The result shows that the second grade students of SMA Adabiah Padang have positive attitude toward writing.

Key words: Attitude, Writing

A. INTRODUCTION

Some researchers find some factors that influence students’ writing attitude in writing. Kear et al. (2000) say that the negative attitudes toward writing may be caused by lack of students’ practice during the class or low proficiency in specific skill in writing. In addition, Hanane (2015) proves that students’ attitudes in writing are influenced by the complexity in writing.

Furthermore, students’ attitudes can affect their writing learning process. Students with positive attitude will have better writing achievement than students who have negative attitude toward writing (Graham and colleagues, 2007; Hanane, 2015). On the contrary, Kotula et al. (2014) did a research for students with low competencies in writing and they found different result that the students still have positive attitudes toward writing although they have low proficiency in writing.

In response with the studies explained, this research pays more attention on how students’ attitudes in writing, especially for the second grade students of EFL learners in senior high school. They are chosen because of the writing instruction is getting difficult and they start to write more difficult texts which have more writing indicators to be accomplished. In relation with these increased

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difficulties, students' attitudes in writing will be also changed. Since they are in the transitional stage of writing, they have been a proper target to be observed.

B. RESEARCH METHOD

This research is a descriptive qualitative research due to the data collection and analysis of the data will be presented in qualitative. The second grade students of SMA Adabiah Padang were chosen to be the population. They were chosen because they have already learned the more complex genre of the text, for example, analytical exposition text and explanation text. There are 10 classes at the second grade of SMA Adabiah Padang which consists of 263 students. Based on the population of this research that consists of 263 students, researcher used simple purposive sampling in taking the sample of this research. Thus, there were 48 students as the sample for this research which consisted of 22 students from XI IPA 1 and 26 students from XI IPS 4.

Questionnaire was used to get the data about students' writing attitudes. The type of questionnaire was closed questionnaire. It was adapted from Kear et al. (2000). The statements in the questionnaire were developed and reorganized using the theory of tripartite and writing attitude scale proposed by Hall (2016) known as WAST (Writing Attitude Scale for Teacher). The tripartite theory was used as the indicator while WAST was used as the sub indicator. For getting the interpretation from the questionnaires, researcher used criteria for rating scale interpretation proposed by Kulprasit (2016) for writing attitude questionnaire as below:

Table 4. Criteria for rating scale interpretation

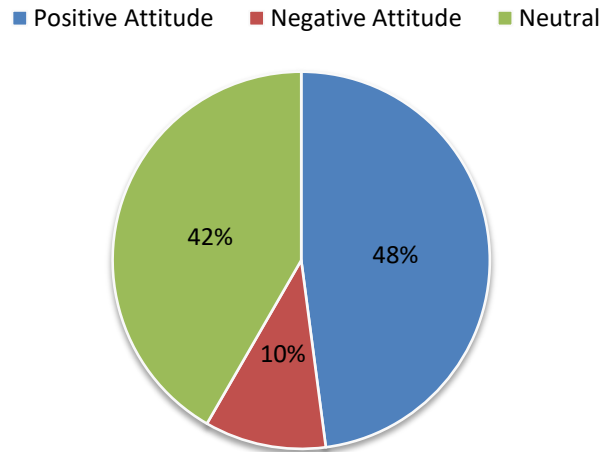
Range of the Total Mean Value	Level of Agreement	Attitude Interpretation
4.21–5.00	Strongly agree	Positive Attitude
3.41–4.20	Agree	
2.61–3.40	Neutral	Neutral Attitude
1.81–2.60	Disagree	Negative Attitude
1.00–1.80	Strongly disagree	

C. RESULT AND DISCUSSION

1. Research Finding

In analysing writing attitude, the theory of tripartite is used in order to evaluate the three aspects of attitude -- beliefs, feelings and emotions, and behaviour toward the object (Zanna & Rempel, 1988; Olson & Kendrick, 2008; Eshghinejad, 2016). The answers from the students are gathered in the following figure:

Figure 2. Students' Writing Attitudes



As drawn in Figure 2, there are 3 types of attitudes found. They are positive attitude, negative attitude, and neutral attitude. Not every student has positive attitude, there are students who have negative attitude and students with neutral. The percentage of students with positive attitude is 48%. Then, there are only 10% of the students have negative attitude toward writing. Unfortunately, there are 42% of the students cannot define their attitude toward writing or categorized into neutral response. Although the percentage between positive attitude and neutral is close, positive attitude has the highest percentage. Thus, it can be said that more students have positive attitude toward writing.

To determine the attitude, researcher counted the mean of the answers from each of the students. They were classified by using the criteria for rating scale interpretation (see Table 4). Students who got the mean score between 3.41 until 5.00 were classified as positive attitude, students with negative attitude were at the range of mean score at 1.00-2.60, and students with neutral attitude were at the range of mean score at 2.61 until 3.40. In order to get the detail data about writing attitude, the analysis results based on writing attitude indicator are explained below.

a. Affective

The result shows that 8 students (17%) have positive attitude, 15 students (31%) who have negative attitude, and 25 (52%) students have neutral attitude. It shows that the eight students felt writing was interesting. They are categorized into student with positive attitude because they have score between 3.41 until 5.00. In this component, students with positive attitude have score at 3.60, 3.80, 4.00, 4.20, and 4.60. However, the fifth students with negative attitudes indicate they have negative response toward writing because they have mean score between 1.40 until 2.60. It means students do not like writing. Unfortunately, there are 25 students with mean score between 2.80 until 3.40 which indicate neutral attitude.

b. Behaviour

The result for behavior component is that 16 students (33%) have positive attitude, 5 students (10%) who have negative attitude, and 27 (56%) students have neutral attitude. It shows that the sixteenth students enjoy writing activity. They are categorized into student with positive attitude because they have score between 3.41 until 5.00. In this component, students with positive attitude have score at 3.60, 3.80, 4.00, and 4.20. However, the fifth students with negative attitudes indicate they have negative response toward writing because they have mean score between 1.60 until 2.60. It means that they do not enjoy writing. Unfortunately, there are 27 students with mean score between 2.80 until 3.40 which indicate neutral attitude.

c. Cognitive

The table above shows that 25 students (52%) have positive attitude, 5 students (10%) have negative attitude, and 18 (38%) students have neutral attitude. It shows that the twenty-fifth students have positive cognitive toward writing activity. They are categorized into students with positive attitude because they have score between 3.41 until 5.00. In this component, students with positive attitude have score at 3.50, 3.60, 3.70, 3.80, 3.90, 4.00, 4.10, 4.20, 4.50, and 4.60. However, the fifth students with negative attitudes indicate they have negative response toward writing because they have mean score between 1.60 until 2.50. In addition, there are 18 students with mean score between 2.70 until 3.40 which indicate neutral attitude.

2. Discussion

It is found that students' attitude toward writing is positive. It is the same with a research done by Kotula et al. (2014) who also find students have positive attitude toward writing. The attitude of the students was determined by measuring the three components of attitude—*affective*, *behaviour*, and *cognitive*. *Affective* component derives from the emotional responses toward an object that people experienced before (Olson & Kendrick, 2008; Rosemburg&Havoland, 1960). From *affective* component, it shows that students have neutral attitude or they cannot decide their own attitude toward writing. If the number of positive attitude students and negative attitude students is compared, the number of students with negative attitude is higher than students with positive attitude. It means that only few of the students who feel writing are interesting. It is suitable with the idea from Martin and White (2005) who explain that *affective* component concerns with a feeling of happy, sad, confident, anxious, interested, and bored. The second component is *behaviour*. *Behaviour* component shows how people reaction about something (Eshghinejad, 2016). Students still cannot decide their attitude because 27 students or 56% of the students choose the neutral response. 33% of the students have positive attitude toward writing and 5% of the students have negative attitude. The last component is *cognitive* which can be used to measure students' writing attitude because not many students have neutral response. *Cognitive* component measures the way people think and

belief about something (Eagly and Chaiken, 1993). It is found that 52% of the students have positive attitude and only 10% have negative attitude. It can be said that the students have positive attitude toward writing because they have positive attitude toward writing viewed from cognitive component. In addition, attitude can be form from one of the components of attitude, like emotion basis or affect, belief basis or cognition, and behaviour (Olson and Kendrick, 2008). Particularly, Bem (1972) and Fazio (1987) in Olson and Kendrick (2008) say that the attitude can be examined by using one of the attitude components when we failed to form an attitude toward an object. In this research, the students failed to form their attitudes at affective and behaviour component. Thus, the attitude can be concluded to be positive by examining the cognitive component of attitude.

D. CONCLUSION AND SUGGESTIONS

As it was mentioned in Chapter 1, the purposes of this research are to find out the three research questions which are to find out students' writing attitudes, to find out students' writing strategies, and to compare students' writing attitudes and writing strategies. The instruments used were opened-ended questionnaire and closed-ended questionnaire. Closed ended questionnaire were used to find out students writing attitude and writing strategy while the opened-ended questionnaire were used to find the strategies that students did in writing. Based on the collected data and analysis of the data, it is found that the second grade students of SMA Adabiah Padang have positive attitude, fair level of writing strategy. It is also found that there were a relationship between writing attitude and writing strategy since students with positive attitude used more writing strategy compared to students with negative attitude. The English teacher is suggested to develop teaching technique in writing because the students do not have a good writing strategy. With a new technique in teaching writing, it is hoped that the students will get better in writing and writing attitude.

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