



Podsén's Writing Attitude Survey: How Reliable is the Scale in Bahasa Indonesia?

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Abstract. It's crucial to approach writing with positivity. Students who approach writing in a positive way will complete the writing task well. However, little study has been done to examine the validity of the writing attitude scale. This study aims to examine the validity of the writing attitude scale that Podsén established in 1997. The design of this study is a correlational study because its purpose is to find out the writing scale internal consistency. The instrument used is the writing attitude scale (WAS). The population of the study was the Indonesian Language Education Department students in the Faculty of Cultural Studies, Universitas Brawijaya. The data are in the form of numbers in ordinal scale. To analyze the data, the researchers used Cronbach alpha in SPSS 25. The result of the study shows that the internal consistency of Podsén's writing attitude scale is high. This implies that Podsén's WAS is applicable and highly reliable in terms of its internal consistency to measure the students' writing attitude.

Keywords: attitude · reliability · scale · writing

1 Introduction

Acquiring the ability to write well in any language is challenging. The reason for this is because writing involves more than just producing correct sentences and phrases on the paper [1], and more than just about the mechanics and the organization [2]. If one lacks vocabulary, one will have problems in fully expressing themselves on writing [3]. Students must think about the concepts, the logical connections between the ideas, how the ideas are organized, the grammar, the word choice, and the writing features at the same time when producing a composition [4]. Even though a writer has a thorough outline, is aware of what to say, and has bookmarked the sources, he/she frequently struggles to convert the outline into a complete text [2]. Thus, one needs to have a positive attitude about writing to write properly and perform at one's best. According to Fakeye [5], one of the most significant aspects influencing learning to write is attitude. Because of this, it is crucial for the teacher to encourage the pupils to have an optimistic perspective on their learning. Some elements, such as prior writing experiences, one's opinions of one's own abilities, and the writer's sex, have an impact on attitude toward writing [6]. He goes on to say that a student's writing attitude might in turn affect how

well they write. He contends that students who have a positive outlook on writing will be more motivated to write well in a foreign language like English. In other words, a student who approaches writing positively will likely write better than a student who approaches writing negatively.

This study served as a pilot to investigate the reliability of Podsén's [7] WAS. The instrument will be utilized to acquire more comprehensive data in the Indonesian Education Department of the Faculty of Cultural Studies, Universitas Brawijaya. To avoid the flaw, the researchers did a pilot testing of the instrument's reliability. The main purpose of pilot research is not to work on a specific research question, but rather to warn researchers of the consequences of starting large-scale research without sufficient knowledge of the proposed method that might cause fatal errors [8]. Therefore, the researchers need to conduct a pilot study to ensure that the research procedures, the data acquisition tool, the sampling strategy, and other research techniques are ready for use in wider-scale research [9]. In a survey study, the questionnaire used to collect the data must undergo several procedures before it is ready to use for actual data collection.

Although Setyowati & Sukmawan [10] reported the internal validity of the Podsén's WAS, the reliability testing was completed more than five years ago, and the WAS was written in English intended for students who speak or learn English. Reliability, according to Kimberlin and Winterstein [11], is the capacity to reproduce consistent results throughout time and place, or between different observers. As a result, there is a chance that the instrument will either continue to be trustworthy or become less reliable over time. In addition, further data are required to confirm the reliability of Podsén's [7] WAS.

Furthermore, as stated by Polit and Beck [12], it is important to do pilot studies for the time-consuming and resource-consuming project to avoid major flaws. They further state that proven and guided pilot studies also help the researchers to recognize the strength of the relationship between variables that have not been identified earlier. The result of the pilot studies can support sample size estimation [12] and test the validity of the research procedure [8]. For the research context, the researchers need to use a reliable tool to generate a valid result. This paper shed light on the reliability writing attitude scale when it is translated into other languages. The purpose of this study is to investigate the reliability of the adapted version of Podsén's Writing Attitude Scale (WAS) in the *Bahasa Indonesia* version.

2 Methods

A correlational study design was adopted in this study because it aims to determine the internal consistency of the Likert questions in the questionnaire that constitute a scale. A smaller set of samples with traits similar to those of the actual study were chosen for the pilot analysis. The students involved in the pilot study are the sixth-semester students who have taken a writing course in the department. The questionnaire was translated into *Bahasa Indonesia* and was distributed in Google Form. The participants in the tryout were students in the Faculty of Cultural Studies' Indonesian Education Study Program. There were around 50 students in total. When the questionnaire was distributed, the researchers utilized a simple random sampling, and 16 students agreed to participate.

The Writing Attitude Scale by Podsen [7] was modified for use in this study as the instrument. WAS is in *When a Writer Can't Write*, a book by John A. Daly and Michael D. Miller, released in 1985 [13]. Originally, there were 26 items in the Daly-Miller questionnaire. Yet, in 1997, Podsen adapted the Daly-Miller Writing Apprehension Scale and used only 20 items from originally 26 items. The adaptation of the questionnaire was presented in the book *Written Expression: Principal's Survival Guide*. Podsen's [7] WAS has 20 items on 5 points scale ranging from (A) Strongly Agree with 5 points, (B) Agree with 4 points, (C) Neutral with 3 points, (D) Disagree with 2 points, and (E) Strongly Disagree with 1 point. The highest score for this scale is 100, and the lowest score is 20. To analyze the data, some items underwent reverse coding because they did not go in the same direction. The Likert questions in the questionnaire that make up a scale were evaluated for internal consistency using the Cronbach Alpha statistical tool of SPSS 23.

3 Findings and Discussion

It is challenging to create a writing attitude scale that can assess students' attitudes and beliefs toward writing. Utilizing the existing scale created by other researchers is one method to overcome this challenge. However, without additional knowledge of the scale's credibility supporting evidence, one cannot utilize it blindly. Following the distribution of the questionnaire to the subjects try out, the computation's outcome reveals that the Cronbach Alpha value is 0.883. See Table 1.

The reliability statistics showed that the sample employed in this investigation had a high level of internal consistency. The calculated internal consistency was somewhat higher than the one reported by Setyowati and Sukmawan [10] which was 0.737. The quality of each item in the questionnaires was then computed. See at Table 2.

The third column, which shows the connection between a specific item and the total of all other items, provides a report on the quality of each questionnaire item. This column describes how well a specific item "mixes in" with the other items. Q12 looks to be the top item in the output, with an item-total correlation of $r = .761$. Q5 ($r = .197$) has the lowest item-total correlation of any item. The fact that item number 5 in the questionnaire is close to zero indicates that it needs to be further examined because it does not measure the same thing as the other items.

The most crucial details regarding the scale's quality are shown in the last column. The "Alpha if Item Deleted" column calculates the Cronbach's alpha when an item is deleted from the scale. More reliability should be shown by a higher alpha value. Any value in the final column here must not exceed the scale's current alpha, which is .883 (Table 1). Q5 and Q10, however, display something intriguing. The Cronbach alpha of this scale would increase from .785 to .887 and .905 if these items were eliminated,

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.883	0.894	20

Table 2. Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	65.00	88.667	0.447	0.879
Q2	64.81	86.696	0.632	0.873
Q3	64.06	91.796	0.460	0.879
Q4	64.94	91.396	0.365	0.881
Q5	66.19	93.229	0.197	0.887
Q6	64.38	90.917	0.689	0.875
Q7	64.75	87.000	0.626	0.873
Q8	64.81	87.762	0.629	0.873
Q9	65.19	87.096	0.606	0.874
Q10	64.88	103.983	0.367	0.905
Q11	65.81	83.096	0.643	0.872
Q12	65.19	87.229	0.761	0.871
Q13	65.00	89.200	0.580	0.875
Q14	65.50	85.867	0.492	0.878
Q15	65.81	83.896	0.689	0.870
Q16	64.50	89.333	0.570	0.875
Q17	64.31	92.229	0.403	0.880
Q18	65.75	85.800	0.548	0.875
Q19	65.81	83.629	0.580	0.874
Q20	64.81	86.162	0.743	0.870

demonstrating once more the need for further consideration before either rewording or deleting these items.

Researchers have discovered a linkage between writing attitude and writing performance. The more successful students in their academic writing, the more positive attitudes they have about the writing process [14]. Additionally, reserachers discovered that pupils with a poor attitude toward writing frequently perform poorly in academic writing assignments. According to McLeod [15], the following affective states can have an impact on the writing process: anxiety, attitude, beliefs, emotion, feelings, and motivation. Although different affective states, emotion and attitude can both be triggered by certain types of attitudes [15]. For instance, a student's unfavorable attitude toward writing could elicit negative emotions in him, including rage and anxiety that is manifested as sweating. According to Eriyanti's [16] research in the Indonesian Language Education Study Program of the University of Muhammadiyah Malang, 71% of students receive a C on the evaluation of their writing process. There are various issues found in

students' works, such as underdeveloped ideas and the lack of coherence and unity in the writing. The preliminary finding also reveals that (1) the student's writing motivation is very poor, and (2) the assignments to write scientific papers in the form of articles or papers written in *Bahasa Indonesia* are always seen as heavy tasks and difficult to complete.

Teachers need to learn how their students perceive, feel, and act toward the language they are studying since attitude toward learning foreign language skills is crucial. Having this information will assist teachers in choosing effective teaching approaches and strategies, as well as tasks and activities that can engage students [17]. Teachers, writing instructors, and researchers must therefore utilize a trustworthy instrument to measure the students' attitudes toward writing. A valid and trustworthy writing attitude measure will prepare pre-service teachers to assess the attitude of their future pupils toward writing [18]. There is not much research, though, that focus on the reliability of the writing attitude scale in the Indonesian context, especially the one that has been translated to *Bahasa Indonesia*. One research reported the reliability of this scale. Setyowati and Sukmawan [10] reported the coefficient reliability of this questionnaire. They reported that the reliability coefficient was .737, which denotes a high level of internal consistency. In summary, the result of the present study supports Setyowati and Sukmawan (2016). It shows that the adapted version of Writing Attitude Scale by Podsen [7] is highly reliable even though it was translated into *Bahasa Indonesia*.

4 Conclusion

After considering all the above, it can be concluded that Podsen's Writing Attitude Scale can be utilized to assess the students' writing attitude level in Indonesian setting. With a Cronbach Alpha coefficient of $r = .883$, this questionnaire is trustworthy to reveal a learner's attitude toward writing. If one desires to use this in the research regarding writing attitude and performance, however, some caution should be taken. One of these is the reverse coding used before computing each item's results. Second, one should reconsider of paraphrasing or rewording the Indonesian translation, especially for item number Q5 and Q10. Improving the translation quality from English to Indonesian might improve the reliability of the questionnaire.

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