



# Writing Attitude of the Third Grade Students at SMA Ar Risalah Padang

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## Abstract

This study was aimed at describing the writing attitude of the students grade III of SMA Ar Risalah Padang. The sample of this study was 60 students chosen by using the purposive random sampling technique. They were from science students divided into two classes: Science 1 and Science 2 at SMA Ar Risalah Padang. The research instrument was used questionnaire, it conducted 20 statemnets. The questionnaire was adapted by paul mohde (2017). This study revealed that the student grade III at SMA Ar Risalah Padang had positive attitude toward writing.

**Keywords:** Student Attitude, Writing Attitude

## 1. INTRODUCTION

Writng attitude as known the way of students response their writing activity. It would seen through their contribution in writing. Writing attitude did not light as personal characteristic or short-lived, but it light as a mood[1].

Some researchers found factors related to the influence of students' writing attitude in writing. Students who have negative attitude, usually, do less practice in a learning process or their skill is low. Writing can be found difficult for students. Clearly, students' attitude in writing was influenced by the complexity aspect.

Moreover, students who have positive attitude represent achievement. they always achieve best score in writing class rather that students who have negative attitude. In other hand, students who have positive attitude toward writing still have low profieciency at the moment.

Based on the explanation above, this study focused on students' writing attitude. The data of this study were collected from the senior high school students at grade III. They were chosen because they already pass some of monologue text and fungsional text. it made them look more trained in acquiring writing and also respon toward writing.

## 2. METHODS

This is a descriptive qualitative research. This study described the third grade students' writing attitude at SMA Ar Risalah Padang. The questionnaire consisted of indicators and sub indicators was used to collect the data of this study to analyze the students' writing attitude. The focus was on four aspects: *affective*, *emotional feeling* (like or dislike), *cognitive* (structure of knowledge, assumption or beliefs), and *behavioral* (behavior and reaction).

The likert scales (strongly agree (4), agree (3), disagree (2) and strongly disagree (1)) were used in this study. The conclusion was made after the data were displayed and explained. Clearly, the students' writing attitude at SMA Ar Risalah Padang was explained in conclusion part. They were perceived usefulness and perceived ease of use. Besides that, some indicators were used to analyzed the data of this study. The ranging score in the questionnaire was from the lowest to the highest (20-100). However, according to podsden (1997) students' attitude was divided into three categories: low (20-39), moderate (40-68), and high (69-100). Based on the Cronbach Alpha, the result of realibility questionnaire was 737. Internally, it is known that the questionnaire was highly consistent.

### 3. RESULTS AND DISCUSSION

According to the theory of tripartite that used to analyse the writing attitude, the answer from the students are gathered in this table :

*Table 1 Students' writing attitude level*

Writing attitude level	Attitude scores	N	%
Low attitude	0	0	0
Moderate attitude	52-68	30	52,63
High Attitude	69-88	30	47,37
		60	

Based on the figure above, there are two types of attitudes beyond. They are positive and negative attitude. It comes from respondents' score on the adapted through questionnaire. There were two writing attitude levels. It was found that the scores of 30 students' writing attitude were between 50-68, while the other 30 students were between 69-88. It means that 47,37% belongs to high level of writing attitude group.

Thus, the mean of each of the students' answers was calculated to determine their attitude. Obviously, for the clear explanation about the data of this study the analysis results based on writing attitude indicator are explained below.

#### a. Affective

The result showed that 15 students (24%) have positive attitude; 0 student (0%) has negative attitude, and 25 (52%) students have moderate attitude. It is known that there are 8 students found writing interesting. They are categorized into student with positive attitude because they have score between 3.41 until 5.00. In this component, the mean scores at 3.60, 3.80, 4.00, 4.20, and 4.60 were had by the students with positive attitude. However, the mean scores between 1.40 until 2.60 were had by the 5 students with negative attitudes indicating that they have negative response toward writing. It is known that they dislike writing. Unfortunately, there are 25 students with The mean scores between 2.80 until 3.40 were had by 25 student indicating neutral attitude.

#### b. Behaviour

Based on the behavioral aspect, 16 students (33%) had positive attitude, 5 students (10%) had low attitude, and 27 (56%) of them had moderate attitude.

It shows that the activity of writing was enjoying for 16 students. It is known that the attitude of the students is positive because they have mean scored between 3.41 until 5.00. However, in this component, the students' scores were 3.60, 3.80, 4.00, and 4.20 categorized as positive attitude. Moreover, there were five students that had mean score between 1.60 until 2.60 categorized as negative attitudes. It indicated that their response toward writing is negative. In other words, the writing was not enjoying for the students. Nevertheless, it was found that 27 students had mean score between 2.80 until 3.40 indicating neutral attitude.

#### c. Cognitive

Based on the cognitive attitude, it was found that positive attitude was had by 25 students (52%), negative attitude was had by 5 students (10%), and neutral attitude was had by 18 (38%) students. Therefore, it is known that 25 positive attitude toward the activity of writing based on the cognitive aspect was had by 25 students. Their mean scores were between 3.41 until 5.00, so it belongs to positive attitude. The students' mean scores in this component were 3.50, 3.60, 3.70, 3.80, 3.90, 4.00, 4.10, 4.20, 4.50, and 4.60 categorized as positive attitude. Nevertheless, there were 5 students with mean scores between 1.60 until 2.50 whom they had negative attitude. It indicated that their response was negative towards writing. Furthermore, it was found that 18 students with the mean scores between 2.70 until 3.40 was indicated as neutral attitude

### 2. Discussion

Based on the findings of this study, it is known that the students had positive writing attitude. Similarly, Kotula et al. (2014) found that students' attitudes toward writing were positive.. The three components of attitude—*affective*, *behaviour*, and *cognitive* were used to determine the students' attitude. *Affective* component derives from the emotional responses toward an object that people experienced before (Olson & Kendrick, 2008; Rosemburg & Havoland, 1960). Based on this second component, it is known that the students are confused to decide their writing attitude, so it belongs to neutral attitude. Based on the findings, it is known that the number of the students' positive attitude is lower than the number of the students' negative attitude. It can be concluded that writing is enjoying for only a few of the students. As it has been explained by Martin and White (2005), this second component focuses on someone's various feeling about something. Moreover, behavior is the third

component. This component defines the reaction of someone toward an object or things (Eshghinejad, 2016). Based on this component, it was found that 27 students or 56% of the students belonged to neutral response. It is known that they are confused to define their reaction toward writing. Then, the positive attitude was had by 33% of the students and the negative attitude was had by 5% of them. Furthermore, cognitive is the last component of attitude. Eagly and Chaiken, 1993 defined cognitive component as technique of someone in thinking something and their beliefs about that thing. Based on the findings, 52% of the students' attitude was positive and only 10% was negative. It is known that based on the cognitive component their writing attitude is positive. Definitely, Olson and Kendrick, (2008) said that emotion, affection, belief, or cognition can be the basis of someone's attitude toward things. Additionally, one of the components of attitude can be used to determine someone's attitude when forming someone's attitude is failed to be done (Bem, 197; Fazio, 1987 in Olson and Kendrick, 2008). Based on the result of this study, in affective and behavioral components, forming the attitude is failed to be done by the students. Hence, it can be concluded that the students have positive attitude toward writing based on the cognitive component.

#### 4. CONCLUSION

The opened-ended and closed-ended questionnaires were used as the instruments of this study. To find out the writing attitude of the students, the closed ended questionnaire was used and for the writing strategy of the students, the opened-ended questionnaire were used. Based on the data collection and analysis, this study revealed that the students grade III of SMA Ar Risalah Padang had positive attitude and they were on the fair level of writing strategy. In addition, between writing attitude and writing strategy had a relationship because many writing strategies were used by the students with positive attitude. Therefore, developing the technique of teaching must be done by English teacher for better writing strategy used by students so that they can achieve a better result in doing the activity of writing in the future.

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