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**EXPLORING STUDENTS' ATTITUDES TOWARD LEARNING
WRITING: A CASE STUDY AT ENGLISH EDUCATION
DEPARTMENT OF AN ISLAMIC UNIVERSITY IN
PEKANBARU**



UIN SUSKA RIAU

BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1445 H/2024 M**

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UIN SUSKA RIAU

BY

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SIN. 12010426857

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **“Exploring Students' Attitudes Toward Learning Writing: A Case Study at English Education Department of an Islamic University in Pekanbaru”** is certainly my own work and it does not consist of other people work, I'm entirely responsible for the content of this *skripsi*. Other opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, May 29th, 2024



Rahna Husnaini
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SUPERVISOR APPROVAL


The thesis *Exploring Students' Attitudes Toward Learning Writing: A Case Study At English Education Department Of An Islamic University In Pekanbaru* was written by Rahna Husnaini, SIN.12010426857. It has been accepted and approved to be examined in the meeting of the final examination committee of an Undergraduate Degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau. To fulfill one of the requirements for getting an undergraduate degree (S.Pd) at the English Education Department.


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Pekanbaru, May 13th, 2024
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ABSTRACT

Rahna Husnaini, (2024) : Exploring Students' Attitudes toward Learning Writing: A Case Study at English Education Department of an Islamic University in Pekanbaru

Writing Attitudes refers to the perceptions, feelings, and beliefs that students hold towards writing. Understanding students' writing attitudes is important as it can affect their engagement in writing activities and ultimately their writing performance. The aims of this study are to describe the attitudes towards learning writing and to identify the contributing factors the attitudes towards learning writing of EFL students in the English Education Department of an Islamic university in Pekanbaru. This research is qualitative research. This research was conducted from January to February 2024 at an Islamic university in Pekanbaru, Indonesia. The participants were 6 students of 3rd semester students. To this extent, it was generally studied that the sampling size for this study purposively comprises one class with 30 students in total from the English Education Department, which serves as a representative group. The instruments to collect the data were close-ended questionnaire, open-ended questionnaire, and interview. The researcher used qualitative analysis: data reduction, data display, and conclusion drawing/verification to analyse the data. The result shows that there are three attitudes that were shown by the 3rd semester students at English Education Department of an Islamic University in Pekanbaru namely beliefs, emotions, and dispositions. in addition, the factors that influenced the students' attitude were teaching method and approaches, curriculum and materials , lecturer interactions, and peer influence and collaboration factors.



ABSTRAK

Rahma Husnaini, (2024) : Mengeksplorasi Sikap Siswa terhadap Pembelajaran Menulis: Studi Kasus pada Jurusan Pendidikan Bahasa Inggris Universitas Islam di Pekanbaru

Sikap Menulis mengacu pada persepsi, perasaan, dan keyakinan yang dipegang siswa terhadap menulis. Memahami sikap menulis siswa adalah penting karena dapat mempengaruhi keterlibatan mereka dalam kegiatan menulis dan pada akhirnya kinerja menulis mereka. Tujuan dari penelitian ini adalah untuk mendeskripsikan sikap terhadap pembelajaran menulis dan untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap sikap terhadap pembelajaran menulis mahasiswa EFL di Jurusan Pendidikan Bahasa Inggris sebuah universitas Islam di Pekanbaru. Penelitian ini merupakan penelitian kualitatif. Penelitian ini dilakukan pada bulan Januari hingga Februari 2024 di sebuah universitas Islam di Pekanbaru, Indonesia. Pesertanya adalah 6 orang mahasiswa semester 3. Sejauh ini, secara umum diketahui bahwa ukuran sampel untuk penelitian ini secara sengaja terdiri dari satu kelas dengan total 30 siswa dari Departemen Pendidikan Bahasa Inggris, yang berfungsi sebagai kelompok perwakilan. Instrumen yang digunakan untuk mengumpulkan data adalah angket tertutup, angket terbuka, dan wawancara. Peneliti menggunakan analisis kualitatif: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi untuk menganalisis data. Hasilnya menunjukkan bahwa ada tiga sikap yang ditunjukkan oleh mahasiswa semester 3 Jurusan Pendidikan Bahasa Inggris Universitas Islam Pekanbaru yaitu keyakinan, emosi, dan watak. Selain itu, faktor yang mempengaruhi sikap siswa adalah metode dan pendekatan pengajaran, kurikulum dan materi, interaksi dosen, serta faktor pengaruh teman sejawat dan kerjasama.

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ملخص

رهننا الحسينين (٢٠٢٤): استكشاف مواقف الطلاب في الكتابة: دراسة حالة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بكنبارو

تشير مواقف الكتابة إلى التصورات والمشاعر والمعتقدات التي يحملها الطلاب تجاه الكتابة. تعد فهم مواقف الكتابة لدى الطلاب أمرًا مهمًا لأنه يمكن أن يؤثر على مشاركتهم في أنشطة الكتابة وفي نطاق المطاف على أدائهم الكتابي. يهدف هذا البحث إلى وصف المواقف نحو تعلم الكتابة وتحديد العوامل المساهمة في المواقف نحو تعلم الكتابة لطلاب اللغة الإنجليزية كلغة أجنبية في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بكنبارو. هذا البحث بحث نوعي. تم إجراء هذا البحث في الفترة من يناير إلى فبراير ٢٠٢٤ بجامعة السلطان الشريف قاسم الإسلامية الحكومية بكنبارو بإندونيسيا. وكان المشاركون ٦ طلاب من طلاب الفصل الدراسي الثالث. إلى هذا الحد، تمت الدراسة بشكل عام أن حجم العينة لهذه الدراسة يتكون بشكل مقصود من فصل واحد يضم ٣٠ طالبًا في المجموع من قسم تعليم اللغة الإنجليزية، والذي يعمل كمجموعة تمثيلية. وكانت أدوات جمع البيانات هي الاستبيان المغلق، والاستبيان المفتوح، والمقابلة. استخدمت الباحثة التحليل النوعي: تقليل البيانات، عرض البيانات، واستخلاص النتائج أو التحقق لتحليل البيانات. أظهرت النتيجة أن هناك ثلاثة مواقف أظهرها طلاب الفصل الثالث في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بكنبارو وهي: المعتقدات، والعواطف، والمواقف. بالإضافة إلى ذلك، كانت العوامل التي أثرت على مواقف الطلاب هي طريقة التدريس وأساليبه، والمناهج والمواد، وتفاعلات المحاضرين، وتأثير الأقران وعوامل التعاون.

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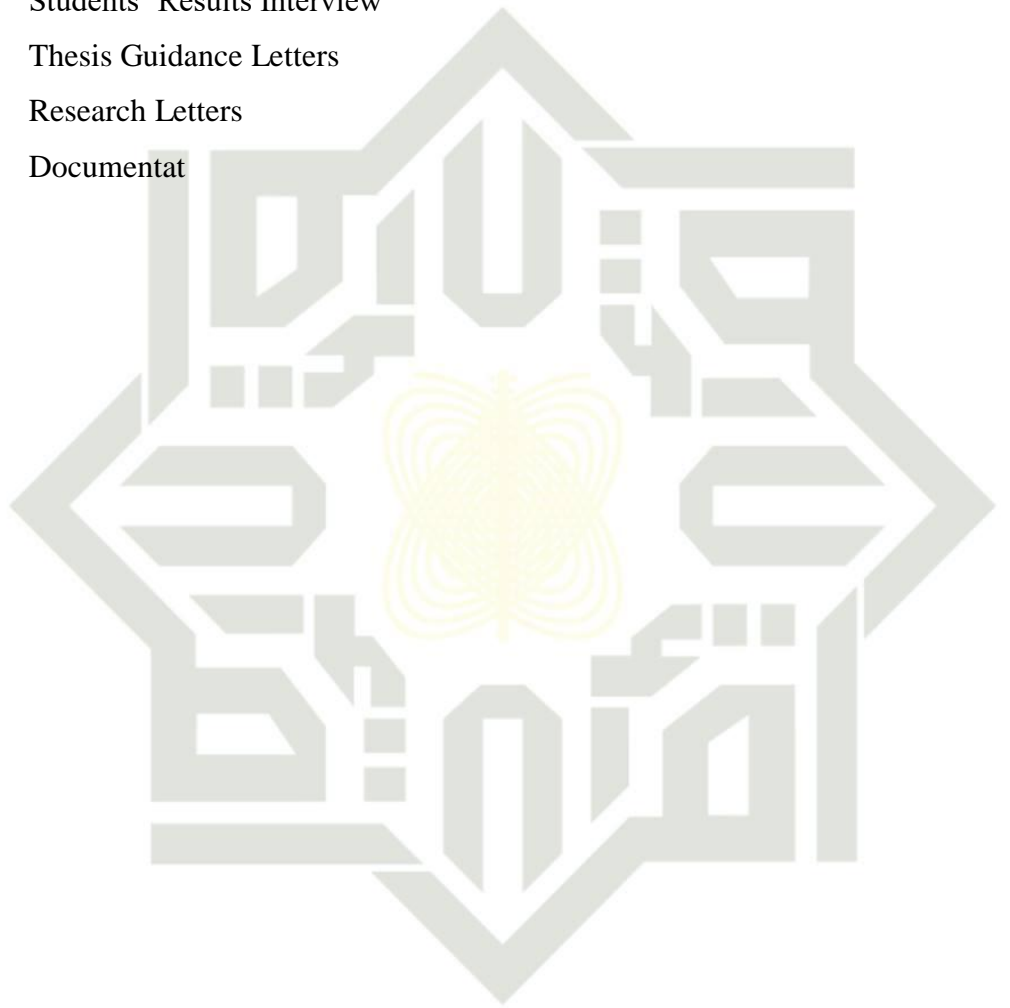
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CHAPTER I INTRODUCTION

A. Background of the Problem

Attitude is an important aspect for students in learning English. A student whose attitude towards a certain positive behaviour will gain positive result. According to Ajzen (2005), attitude is a way to respond positively or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant), and most contemporary social psychologists agree about that. People's attitudes can be seen from how they are behaving to do something and attitude is the way how people look at things or activities. Moreover, Khan (2016) mentioned that attitude is the way an individual looks at things or activities. In addition, attitude as a psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). Therefore attitude means something that arises based on someone's feelings or views of something.

The attitude of EFL students towards writing is crucial in the undergraduate level classroom as it impacts their overall performance and motivation to learn. Romrome & Mbato (2023) state that the attitudes of EFL (English as a Foreign Language) students towards learning writing are crucial because they can significantly influence the students' writing performance and achievement. Al Kamli (2019) comes to a conclusion that positive attitudes towards writing can lead to increased motivation, engagement, and

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© persistence in writing tasks, which are essential factors for successful writing acquisition. Conversely, negative attitudes towards writing can hinder students' writing development, as they may avoid writing tasks or put minimal effort into them (Udu, 2021).

Moreover, attitudes play a crucial role in shaping students' perceptions of writing and their willingness to learn and improve. Udu (2021) asserts that if students perceive writing as a boring or challenging task, they may be less likely to engage with the writing process or seek feedback from their instructors or peers. On the other hand, if students have positive attitudes towards writing, they may be more open to constructive feedback, which can help them to identify their strengths and weaknesses in writing and improve their writing skills.

Therefore, understanding EFL students' attitudes towards learning writing is essential for instructors and curriculum designers. By identifying students' attitudes towards writing, teachers can tailor their instructional approaches to promote positive attitudes and improve students' writing performance. For example, teachers can use strategies such as providing opportunities for collaborative writing, providing relevant writing tasks, and giving constructive feedback to encourage positive attitudes towards writing.

Additionally, policymakers can use this information to develop policies that support the improvement of EFL students' attitudes towards writing and the promotion of writing proficiency, which is an essential skill for academic and professional success. Writing is an essential skill in

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academic and professional settings, and a positive attitude towards writing can lead to improved learning outcomes. Studies have shown that students with positive attitudes towards writing are more likely to engage in writing tasks, put in more effort, and produce higher quality written work (Crossley, 2020). Therefore, it is important for EFL instructors at the undergraduate level to foster a positive attitude towards writing in their students.

In the undergraduate EFL classroom, students may feel overwhelmed by the academic demands and expectations, and this can negatively impact their attitude towards writing. Therefore, it is important for instructors to create a supportive and positive learning environment that encourages students to express their ideas and opinions through writing (Nafa, 2022). By providing clear instructions, constructive feedback, and opportunities for peer review and revision, instructors can help students develop their writing skills and build confidence in their abilities (Romrome & Mbato, 2023).

Furthermore, a positive attitude towards writing in the EFL undergraduate classroom can also contribute to the development of critical thinking and analytical skills. Writing involves synthesizing information, analyzing and interpreting data, and presenting arguments in a coherent and logical manner. These skills are transferable to other academic subjects and are highly valued in the professional world. By encouraging a positive attitude towards writing, EFL instructors at the undergraduate level can help prepare their students for future academic and professional success (Siddiqui, 2020).

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Understanding students' attitudes towards learning writing is crucial not only in Indonesia but also globally. Although there have been previous studies conducted internationally to investigate students' attitudes towards writing, research that focuses specifically on exploring the attitudes of Indonesian students towards writing is lacking. Most previous studies conducted in Indonesia have primarily focused on other aspects of writing, such as writing proficiency or the impact of writing on academic achievement (Yoshinta, 2020). Therefore, there is a need for further research to gain insight into the attitudes of both Indonesian and international students towards learning writing and how these attitudes may be influenced by various factors.

Therefore, this qualitative research fills the existing gap in the empirical finding and is a novel study that aims to address three key research gaps in the field of EFL (English as a foreign language) writing instruction. The first research gap is the lack of research on EFL university students' attitudes towards writing, particularly in the Indonesian context. The previous research only focuses on Palestinian context. The study aims to investigate the attitudes of EFL students towards writing in a foreign language, as well as the impact of the religion context on these attitudes. The second research gap is the lack of research focusing on EFL Indonesian students' attitudes towards writing in English. The third research gap concerns the lack of a comprehensive investigation into the factors that influence EFL students' attitudes towards learning writing skills.

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Therefore, this study aims to bring novelty in exploring students' attitudes toward learning writing by conducting case study at English Education Department of an Islamic university in Pekanbaru. This is novel in Indonesia because it focuses on investigating the attitudes of Indonesian students towards learning writing, specifically in an English education department at an Islamic university in Pekanbaru. While there have been studies on writing attitudes in other countries, particularly in English as a Foreign Language (EFL) contexts, there is a lack of research on writing attitudes in Indonesia. This study contributes to filling this research gap and provides valuable insights into how Indonesian students perceive and approach learning writing.

Moreover, this study explores writing attitudes in a specific context, namely an Islamic university, which is also an under-researched area in Indonesia. Understanding the writing attitudes of students in such a unique setting can provide useful insights into the role of culture and religion in shaping students' perceptions of writing and their attitudes towards learning it. Therefore, this study provides a significant contribution to the literature on writing attitudes in Indonesia, particularly in an English education department at an Islamic university in Pekanbaru. It can inform educators and policymakers in Indonesia on how to improve writing instruction and support students in developing positive attitudes towards learning writing. The findings of this study could also be compared to other studies in different

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Supporting the gaps above, practical problems or also found in the field in this regard The researcher conducted a preliminary research with informants coming from the second semester of undergraduate students at English education department of an Islamic university in Pekanbaru. As a result, the interview provides a rich understanding of the attitudes of students towards learning writing, offering valuable insights into the challenges they face in the process. Some students like learning how to write, while others find it challenging. Some say that not having clear instructions or enough guidance makes it difficult to learn. They want more structured and focused lessons that are part of their coursework, and they feel they need a dedicated writing teacher to help them. They are willing to practice writing and receive feedback to improve their skills.

Moreover, this qualitative research is aimed at addressing the importance of understanding EFL students' attitudes toward learning writing. Through this research, it is possible to identify the challenges and obstacles that students face in writing classes and to determine the extent of their satisfaction with the writing classes from their perspective. The findings of this research can provide empirical data for EFL teachers to design teaching that is more appropriate and effective in improving their writing skills. This is essential as students' attitudes toward writing play a significant role in their motivation and engagement in the writing process. By understanding their

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attitudes, teachers can create a conducive learning environment that fosters their interest and encourages them to write more effectively. Therefore, this research is crucial in ensuring the success of EFL students in their academic pursuits, particularly in scientific writing.

Furthermore, according to a recent study by Udu (2021) and Yoshinta (2020), students recognize that learning to write is important for academic and professional purposes. So that writing instruction needs to be more effective by providing clear guidelines, regular feedback, and investigating factors that influence students' attitudes towards learning to write. Based on the phenomena above, it is timely and prudent to seek to understand how students think and feel about this medium of teaching and learning. Therefore, it is important to explore students' attitude toward learning writing at English Education Department of an Islamic University in Pekanbaru.

B. Identification of the Problem

Most of the students as English foreign language learners have some difficulties to master English especially writing skill. The students usually have some problems when they try to construct a sentence, a paragraph or a text. Some problem could be found in writing text, the students who rarely write in English always face some difficulties when their lecturer asked them to write down their ideas, thoughts or experience. Additionally, students feel difficult to express their ideas when they try to write, because

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every genre has a specific purpose, specific language feature and generic structure. Thus, the problems in writing text usually faced by writers or foreign language learners. Before they want to share their thought, ideas or experiences they have to understand the main purpose of the text.

C. Limitation of the Problem

Based on the identification of the problem, the researcher only focuses on attitudes toward learning writing by university students. It is because the students' attitudes determine their success in learning writing, especially the result of their writing works. According to Celik (2020), students' attitudes play a pivotal role in determining the outcomes of their English as a Foreign Language (EFL) writing. A positive attitude, characterized by motivation, perseverance, and a willingness to learn, often leads to improved writing skills. Attitude influences students' engagement with the learning process, their receptiveness to feedback, and their overall confidence, all of which significantly impact the quality of their EFL writing.

D. Formulation of the Problem

The problems explored in this study are formulated into the following research questions:

- a. What are the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru towards learning writing?

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- b. Why do students in English Education Department of an Islamic university in Pekanbaru have those attitudes towards learning writing?

E. Objective of the Research

- a. To describe the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru towards learning writing.
- b. To identify the contributing factors of EFL student's attitudes toward learning writing in the English Education Department at an Islamic university in Pekanbaru.

F. Significance of the Research

The significance of this study lies in its theoretical implications. Theoretical significance stems from its contribution to the field of teaching writing, while practical implications are threefold. Firstly, it enhances understanding of EFL students' attitudes and the challenges they face, along with advancing knowledge of qualitative research methods. Secondly, the findings show more effective writing instruction, enabling targeted interventions to address student struggles, thereby improving writing outcomes. Lastly, it provides insight into their attitudes, aiding in identifying areas of difficulty and facilitating targeted interventions to enhance writing skills and overall academic success.

G. Definition of Keyterms**1. Writing Attitudes**

Writing Attitudes refers to the perceptions, feelings, and beliefs



that students hold towards writing (Al-Shboul & Huwari, 2015). It encompasses their overall approach to writing, their confidence in their writing abilities, their motivation to write, and their feelings towards specific writing tasks. In the context of research, understanding students' writing attitudes is important as it can affect their engagement in writing activities and ultimately their writing performance (Çelik, 2020).

Writing attitudes play a crucial role in university students' learning of writing, encompassing emotions, beliefs, and dispositions (Çelik, 2020). Emotions significantly affect a student's writing performance and learning experience. Positive emotions such as enthusiasm, confidence, and enjoyment can lead to higher levels of engagement and persistence in writing tasks. Conversely, negative emotions such as anxiety, frustration, and fear of failure can hinder writing performance and make students more likely to avoid writing tasks. Beliefs about writing include students' perceptions of their writing abilities and the value they place on writing. High self-efficacy beliefs and a belief in the value of writing can motivate students to take on challenging writing tasks, persist through difficulties, and ultimately improve their writing skills.

Dispositions refer to students' habitual ways of responding to writing tasks, including their levels of persistence, curiosity, and willingness to revise and seek feedback. Persistent students are more likely to continue working on writing tasks despite challenges and setbacks, leading to gradual improvement in their writing abilities. A disposition towards curiosity and a willingness to accept and learn from feedback can lead to significant growth in writing skills, as students actively seek out

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new ideas and perspectives to enhance their writing. Effective writing instruction at the university level should address and support students' writing attitudes by creating a positive classroom environment, encouraging the view of writing as a valuable and learnable skill, and promoting persistence, curiosity, and openness to feedback. By understanding and supporting these emotional, cognitive, and dispositional aspects, educators can help students overcome challenges and achieve greater success in their academic writing endeavors.

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2. EFL Writing

EFL Writing stands for English as a Foreign Language writing, which refers to the written expression in English by students who are not native speakers of the language (Akhtar et al., 2019). EFL writing involves the use of English as a second or foreign language to produce written texts in various genres and purposes (Lin, 2019). It encompasses the development of writing skills such as brainstorming, drafting, editing, and revising, as well as the mastery of linguistic features such as grammar, vocabulary, and punctuation. In EFL contexts, writing is considered an essential skill that enables learners to communicate effectively in English, which is increasingly becoming a global lingua franca (Akhtar et al., 2019).

EFL (English as a Foreign Language) writing for university students involves teaching and improving the writing skills of non-native English speakers. These students face several challenges, including limited vocabulary and grammar knowledge, which can hinder their ability to express complex ideas. Cultural differences in rhetorical styles and academic conventions between languages can also cause difficulties, and

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many EFL students experience higher levels of writing anxiety and lower self-confidence. To address these issues, instructional strategies such as explicit teaching of writing structures, grammar, and vocabulary are essential. Emphasizing process writing, which involves drafting, revising, and editing, helps students develop their writing skills over time. Providing constructive feedback is crucial for helping students understand and correct their mistakes. The benefits of improving EFL writing skills include enhanced overall language proficiency, improved critical thinking, and greater academic success, which are essential for university courses and future professional opportunities. Support systems like writing centers, peer review, and technology tools can provide additional assistance, fostering an environment where non-native English speakers can overcome language barriers, understand cultural differences, and build confidence to succeed academically.

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CHAPTER II

LITERATURE REVIEW

A Theoretical Framework

1. Student's Attitudes

Attitudes, in general, refer to the overall evaluative stance or mindset that individuals hold towards people, objects, events, or concepts. Attitudes involve a combination of beliefs, emotions, and behaviors, shaping an individual's predisposition to respond favorably or unfavorably to various stimuli. For students specifically, attitudes can be understood as their positive or negative dispositions, opinions, or feelings towards aspects of their academic experience. These may include their attitudes towards specific subjects, teachers, classmates, learning activities, assessments, or school in general. Students' attitudes can greatly influence their motivation, engagement, and overall learning outcomes. Positive attitudes towards learning and education often lead to increased effort, active participation, and a willingness to persist in the face of challenges. On the other hand, negative attitudes can hinder learning, manifesting as disinterest, disengagement, or resistance to academic tasks. It is important for educators and researchers to understand students' attitudes as they can impact their learning experiences and achievements. By identifying and addressing negative

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attitudes, educators can strive to create a positive and supportive learning environment that fosters enthusiasm, curiosity, and a growth mindset among students, ultimately enhancing their overall educational journey.

In the educational research context, student attitudes encompass the opinions, beliefs, feelings, and dispositions that students hold toward various aspects of the learning process. These aspects include the subject matter, teachers, peers, school environment, and their own academic abilities. Understanding student attitudes is crucial as they can greatly influence students' engagement, motivation, and overall academic performance (Al-Shboul & Huwari, 2015).

One important attitude is academic self-efficacy, which refers to students' beliefs in their ability to successfully complete academic tasks and achieve desired outcomes. Students with high academic self-efficacy are more likely to set challenging goals, persevere through difficulties, and maintain a positive attitude toward learning. Motivation is another critical aspect of student attitudes. It can be categorized into intrinsic motivation, which stems from the inherent satisfaction and enjoyment of learning, and extrinsic motivation, which is driven by external rewards or pressures. Students with high motivation are actively involved in their learning, exhibit persistence, and put in effort to achieve their goals (Hidayati, 2018).

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Student interest and enjoyment in a subject or topic greatly impact their engagement and learning outcomes. When students find a topic interesting and enjoyable, they are more likely to be motivated to learn, explore further, and retain the knowledge gained. The perceived value and relevance of what students are learning also influence their engagement. When students understand the practical application or significance of the knowledge and skills they acquire, they are more likely to be motivated and actively participate in the learning process (Çelik, 2020).

Attitudes toward teachers and peers can significantly impact students' classroom experiences. Positive relationships with teachers and supportive interactions with peers foster a conducive learning environment, promote collaboration, and enhance overall engagement. Çelik (2020) comes with an agreement that confidence levels and anxiety also play a role in student attitudes. High levels of confidence are associated with increased willingness to take risks, engage in challenging tasks, and persist in the face of obstacles. Conversely, high levels of anxiety can hinder learning and performance. Educational research explores these attitudes to better understand their impact on students' academic success. By identifying factors that contribute to positive attitudes and developing strategies to promote them, educators can create a more conducive learning environment and enhance students' educational experiences (Akhtar et al., 2019).



Students attitudes in English language learning

Students' attitudes in English language learning play a crucial role in the learning process and can significantly impact their overall language proficiency and motivation. Attitudes refer to the feelings, beliefs, and opinions students hold toward learning English as a second or foreign language (Çelik, 2020)

Positive attitudes are vital for effective language acquisition. When students have a favorable attitude towards learning English, they are more likely to engage actively in the learning activities, participate in class discussions, and persevere through challenges. Positive attitudes create a supportive and conducive learning environment, fostering collaboration, and enhancing language acquisition opportunities (Amin & Mohammadkarimi, 2019; Çelik, 2020).

On the other hand, negative attitudes can hinder language learning progress. Students with unfavourable attitudes may exhibit resistance, disinterest, or anxiety towards learning English. These negative emotions can impede their willingness to participate, inhibit their language production, and limit their overall engagement with the language (Akhtar et al., 2019).

Several factors can influence students' attitudes in English language teaching. One key factor is the teaching methodology employed. Engaging, interactive, and student-centered approaches that promote meaningful language use and real-life communication tend to

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foster positive attitudes. Conversely, traditional, teacher-centered methods that focus heavily on grammar drills and rote memorization may lead to negative attitudes due to their lack of relevance and limited opportunities for authentic language use. The classroom environment also plays a significant role in shaping students' attitudes. A positive and supportive atmosphere, where students feel respected, valued, and encouraged to take risks, tends to foster positive attitudes. Conversely, a negative or stressful environment, characterized by excessive pressure, criticism, or a lack of support, can contribute to negative attitudes and hinder language learning (Amin & Mohammadkarimi, 2019).

Cultural factors can also impact students' attitudes. Societal attitudes towards English and its perceived importance can influence students' motivation and interest in learning the language. Additionally, individual beliefs and values regarding language learning, self-efficacy, and the perceived relevance of English to their personal goals and aspirations can shape students' attitudes. Teachers play a vital role in influencing and shaping students' attitudes towards English language learning. By employing effective pedagogical strategies, creating a positive classroom environment, and promoting a communicative and learner-centered approach, teachers can foster positive attitudes and enhance students' motivation, engagement, and language proficiency (Akhtar et al., 2019).

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In conclusion, students' attitudes in English language learning significantly impact their language learning outcomes. Positive attitudes promote active engagement, motivation, and language acquisition, while negative attitudes can hinder progress. Factors such as teaching methodology, classroom environment, cultural influences, and teacher influence all play a role in shaping students' attitudes. By recognizing and addressing students' attitudes, teachers can create a supportive and conducive learning environment that enhances language learning experiences and outcomes.

The formation of Attitude

According to Oskamp (1991), the term attitude formation refers to "the movement we make from having no attitude towards an object to having some positive or negative attitude towards that object". The formation of attitude occurs in several ways. Allport (1968) emphasizes that there are four conditions for which attitudes could be formed. The first condition is the accretion and integration of responses learned in the course of growing up; the second condition is the individuation, differentiation and segregation of experiences. To Allport, experiences do not merely accumulate; they become sharpened and patterned so that some attitudes become more specific as the individual grows up. According to him, the third condition is the adoption of ready-made attitudes. It is an undeniable fact that attitudes are learned or acquired through imitation of parents, teachers or peers.

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According to Halloran (1967), attitudes are learned. Hence, they have their sources as well as formation and developmental process. To Crutchfield, Ballachey and Krech (1948), attitudes develop in the process of need or want satisfaction and in relation to the individual's group affiliations and to the information to which he is exposed.

Campbell (1966) posits that there are six modes of acquiring behavioural dispositions. He lists them as: blind trial and perception, perceptual observation of another person's responses, perceptual observation of the outcome of another's explorations, verbal instructions about responses to stimuli and verbal instruction about the characteristics of objects. According to Zajonc (1966), some attitudes may be formed and shaped through mere exposure, direct conditioning, observational learning and genetics.

Based on the above, Halloran (1967) maintains that a survey of work in this area would appear to reveal three main sources of attitudes, namely direct experience with the objects and situations, explicit and implicit learning from others, and personality development. This on the whole represents a social-psychological orientation. The sociologist would probably wish to emphasize the aspects of the environment to which the attitudes refer to and in contact with which they have been learned.

The content of the attitude is largely provided by the culture and sub cultures in which the individual participates and it is essential to



take into account the relation of the social structure to the learning processes and their effects. It is seen that socialization is a process. It does not stop at a certain age and on the whole, social psychologists seem to think of it as an "interaction process whereby person's behavior is modified to conform to expectations held by members of the group to which he belongs. Halloran continues to say that to a large extent, the attitude of the individual depends on the attitudes and norms of the groups which form his frame of reference. Ross (1946) points out that the anatomy of collective opinion shows it to be organized from centers and sub centers, forming a kind of intellectual feudal system. In their own personal influence, Katz and Lazarsfield (1955) drew attention not only to specific influential, but also to general influential or experts. The specific influential is the ones with whom the individual has face-to-face contact. The general influential or expert is the person in whom one has confidence and whose opinions are held in high regard.

Godwin (1975), Allport (1968) and Mum et al (1972) all subscribe to the view that attitudes can also be formed through observational learning initiation. The work of several researchers has shown that there is direct relevance for the learning of affective outcomes such as attitudes. Observation and initiation are among the major means by which a child acquires his personal and moral values attitudes. For a child then, older children, peers and adults can serve as models. What Goodwin et al encourages is purposely providing

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appropriate models for young children's subsequent display of altruistic, honest or moral behavior.

It must be emphasized that some influential are better than others- according to one's value standpoint. Halloran asserts that the common-sense approach to attitude formation usually stresses the importance of knowledge, information and facts. According to him, the information to which an individual is exposed will play some part in the formation of his attitudes, but it needs stressing that information is rarely a determinant of attitudes, except in the context of other attitudes.

First and Foremost, attitudes are learned. In relationships with other people, particularly with significant others in the socialization process. It is also important to realize that the early years in the socialization process are highly significant and that the group affiliations of an individual play an important role.

Factors accounting for attitudinal changes

Halloran (1967) posits that attitudes prevalent among the individuals in various groups are derived from the value sets and special concerns of their groups. Many reflect conditions that prevailed in the past when their groupings are relatively less independent with others, when they were closed systems to a greater degree than now.

Again, Halloran (1967) contends that the process of attitude formation and attitude change are not separate entities but rather intertwined and continuous. That is, all the time as part of our



development; we are adopting new attitudes modifying and relinquishing old ones. Ballachey, Crutchfield and Krech (1962) emphasized that attitudes, once they are formed, differ in the way they can be modified or changed and the major and the major factors which relate to this modifiability and change ability are the characteristics of pre-existing attitude, the personality of the individual and the nature and strength of the individual's group affiliations. It is also seen that attitude change again depends greatly on certain personality characteristics, such as general susceptibility to persuasion, intelligence, the cognitive needs and styles of the person, general readiness to accept change and so on.

Sheriff, et al (1969) maintains that in its simplest form, the problem of attitude change is the problem of the degree of discrepancy. In considering attitude change the following conditions must be borne in mind. That is, it is possible to change attitudes and that in order to produce change; a suggestion for change must be received and accepted. Again, reception and acceptance are more likely to occur where the suggestion meets existing personality needs or drives if especially the suggestion is in harmony with valued group normal and loyalties and the source of the message is perceived as trustworthy and follows certain rules of rhetoric regarding order of presentation, organization of content, nature of appeal land so on. Change in attitude is more likely to

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occur if the suggestion is accompanied by change in other factors underlying beliefs and attitudes.

The communicator and the communication features predominantly in attitude change. It would appear that the degree to which the communicator is perceived as being an expert and the retention of the message. According to Janis, Kelley and Hovland (1974) expertness and trustworthiness are the two major components of credibility. What matters are what are perceived? It is more of a matter of his being perceived as being an expert, trustworthy and reliable.

Another factor affecting attitude change is a group influence. As far as the group is concerned, a great deal depends on its composition. If the majority of the group is favorably inclined to the message, the reception in a group situation will tend to reinforce that message and facilitate attitude change, but if the majority of the group are against the message, then the pressure can lead to the opposite direction and the group situation need not facilitate attitude change. Receiving a message in a group situation may either impede or facilitate change. It may impede change by neutralizing the message, by lending support to existing attitude by rewarding compliance, by punishing deviance. It may facilitate by permitting a discussion that reveals hitherto unknown support for deviance and leads to clearer idea of what attitudes are really shared and by giving more opportunity for decision making and commitment. Krech, Crutchfield and Ballachey (1962) state that group

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listening is more effective than solitary listening if the majority of the group is in favor of the position of the communicator; it is less effective if the majority is opposed.

Measuring Attitude

Attitudes cannot be seen directly. Sarlito (1997) argued that to find out how a person's attitude towards an object, we have to see it through the three domains of attitude, namely knowledge (cognition), feelings (affection), and behavior (conation). In principle, attitude measurement is carried out using a list of statements about the attitude object. Subjects or respondents were asked to give the answer by stating agree, agree, like (positive attitude) with the statement or not (negative attitude). Answer form can be in the form of "Yes" and "No" (nominal scale) as in the Guttman scale (1941, 1944), and can be graded from strongly disagree to strongly agree with a score of 1-5 (Likert, 1932) or 1-7 (Thurstone, 1927a & 1927b) or -3s.d. +3 (Fishbein & Ajzen, 1975) (Interval Scale).

One of the attitude measurement techniques is a technique developed by Likert (1932) called the method of summated ratings. The basic theory is that one's evaluation of an attitude object can be scaled without making physical comparisons first without reducing its validity. The trick is to collect a number of statement (intuitively) about an attitude. Those statements consists of positive and negative statements and include the cognitive domain (eg: X is something useful, X makes

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it easy for meto do Y, X is dangerous if in Z state, and so on), the affective domain (I like X, I don't like X), and the conative domain (I'm trying to get X, or I'm avoiding X).

The importance of students attitudes in English language learning

The importance of students' attitudes in English language learning cannot be overstated. Students' attitudes play a crucial role in shaping their motivation, engagement, and overall language learning outcomes. Students' attitudes significantly influence their motivation to learn English. Positive attitudes create a favorable learning environment where students are eager to engage actively in language learning activities. They exhibit a genuine interest in exploring the language, seeking opportunities for practice, and pursuing their language learning goals. In contrast, negative attitude can lead to decreased motivation, dis-interest, and reluctance to participate. Motivated students are more likely to invest time and effort into language learning, leading to better proficiency outcomes (Amin & Mohammadkarimi, 2019).

Attitudes impact students' level of engagement in English language learning. Positive attitudes foster active participation, curiosity, and a willingness to take risks. Students with positive attitudes are more likely to ask questions, contribute to discussions, and seek clarification. They actively seek opportunities to practice and develop their language skills, both inside and outside the classroom. Conversely, negative attitudes can



lead to passive learning, disengagement, and limited involvement in language learning activities (Akhtar, Hassan, & Saidalvi, 2020).

Attitudes can influence students' language production and communication skills. Positive attitudes create a supportive environment that encourages students to use the language confidently. Students with positive attitudes are more willing to express themselves, experiment with new vocabulary and grammar structures, and take language risks. They are more likely to develop fluency and accuracy in their spoken and written communication. Negative attitudes, on the other hand, can inhibit students' language production, leading to limited vocabulary use, hesitancy, and reduced willingness to engage in meaningful communication. Attitudes impact students' ability to persevere through challenges and setbacks in language learning. Positive attitudes contribute to a growth mindset, where students view mistakes as opportunities for improvement. They are more resilient and persistent in their language learning journey, willing to overcome obstacles and learn from their errors. Negative attitudes, such as fear of failure or a fixed mindset, can hinder students' resilience and willingness to persist when faced with difficulties, potentially leading to a stagnant learning process (Akhtar, Hassan, & Saidalvi, 2020).

Students' attitudes collectively shape the classroom dynamics and learning atmosphere. Positive attitudes create a positive and supportive environment where collaboration, respect, and mutual support thrive. Students with positive attitudes are more likely to contribute to a positive

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classroom climate, fostering a sense of community and shared learning. This positive atmosphere enhances the overall learning experience for all students. Conversely, negative attitudes can disrupt the classroom environment, creating a negative and unproductive atmosphere that hinders language learning for everyone. Attitudes influence students' self-perception of their language learning abilities. Positive attitudes contribute to higher levels of self-efficacy, where students believe in their capability to succeed in English language learning. They perceive themselves as competent language learners, leading to increased confidence, motivation, and a willingness to take on new challenges. Çelik (2020) comes in agreement that negative attitudes, such as self-doubt or a lack of confidence, can undermine students' self-efficacy and limit their progress in language learning.

Students' attitudes have implications for long-term language learning beyond the classroom. Positive attitudes foster a lifelong love for language learning and a desire to continue developing language skills even after formal education ends (Akhtar et al., 2019). Students with positive attitudes are more likely to engage in self-directed learning, seek out language learning opportunities outside the classroom, and maintain their language proficiency over time. Negative attitudes can lead to a disconnection from the language and a lack of motivation to continue language learning beyond the required curriculum. In conclusion, students' attitudes significantly

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impact English language teaching and learning outcomes. Positive attitudes promote motivation (Al-Shboul & Huwari, 2015).

Learning Writing

Learning writing in an EFL context refers to the acquisition and development of writing skills by individuals who are non-native speakers of English. It involves the mastery of various aspects, including grammar, vocabulary, organization, coherence, and cohesion, to effectively communicate ideas in written form. The process of learning writing in the EFL context typically involves several following steps. During the pre-writing phase, learners engage in brainstorming, generating ideas, and planning their written compositions. This stage often includes activities such as mind mapping, outlining, or free writing to facilitate the organization of thoughts and the establishment of a coherent structure (Akhtar et al., 2019).

In the drafting stage, learners begin to transform their ideas into written form. They focus on expressing their thoughts, ideas, and arguments using appropriate vocabulary, sentence structures, and grammatical forms. This stage allows for experimentation and exploration of different writing styles and techniques. During the revision stage, learners review and modify their initial drafts to improve clarity, coherence, and overall effectiveness. This involves evaluating content, reorganizing paragraphs, refining sentence structures, and ensuring logical progression of ideas. Peer feedback and guidance from instructors play a crucial role in enhancing the quality of the written composition. The editing stage involves attending to surface-level

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aspects, such as grammar, spelling, punctuation, and word choice (Lin, 2019). Learners focus on refining their language use and ensuring adherence to standard conventions of writing. Attention to detail and self-correction skills are honed during this phase. Publishing is the final step, wherein learners prepare their written compositions for a wider audience. This may involve sharing work within the classroom, creating digital portfolios, or submitting assignments for evaluation. The publishing phase helps learners develop a sense of ownership and pride in their writing accomplishment (Lin, 2019).

The development of writing skills in the EFL context holds significant relevance to the field of English Language Teaching (ELT). Writing is an essential component of language proficiency, enabling learners to communicate effectively and express their thoughts, opinions, and creativity. Moreover, writing fosters critical thinking, analytical skills, and enhances overall language proficiency. By providing opportunities for learners to engage in meaningful writing tasks, educators facilitate the integration of language skills, including reading, writing, listening, and speaking, promoting holistic language development (Lin, 2019).

Learning writing in the EFL context is a dynamic and multifaceted process that involves distinct stages, including pre-writing, drafting, revising, editing, and publishing. It plays a vital role in ELT by fostering language acquisition, enhancing critical thinking abilities, and promoting effective communication. This theoretical framework provides a foundation for

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understanding the complexities of learning writing and offers guidance to educators in designing effective writing instruction in EFL classrooms.

Attitude Toward Learning Writing

Students' attitudes toward learning writing in the context of English as a Foreign Language (EFL) play a pivotal role in their development as proficient writers. These attitudes encompass a range of emotions, beliefs, and dispositions towards writing activities and assignments (Celik, 2020).

Beliefs

According to Ellis (2008) Based on beliefs' constitute an individual difference variable notably different from the other individual difference factors such as language aptitude or motivation but, like these variables, beliefs influence both process and product of learning. Wenden (1986, 1987) grouped the beliefs she identified in 25 adults enrolled in a part-time advanced-level class at an American university into three general categories: (1) use of the language (for example, the importance of 'learning in a natural way'), (2) beliefs relating to learning about the language (for example, the importance of learning grammar and vocabulary), and (3) the importance of personal factors (i.e. beliefs about the feelings that facilitate or inhibit learning, self-concept, and aptitude for learning).

Emotions

According to Ananda (2021), emotions are particularly treated as episodic 'states' in the sense that exist for a set period time and occur due to a single 'triggering event' that can either be triggered outwardly (a poor grade on an assignment) or driven on the inside (making an association with

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previous negative experiences). According to Armstrong (2003), despite the vast majority of educational research on psychology, the role of emotions in academics, especially in reading and writing, has been overlooked. The level of students' emotions can modify and influence the quality of thought which is needed in writing. Positive emotions, such as motivation and excitement, have been found to increase the academic performance and learning of students over time, whereas negative emotions such as hatred and dissatisfaction are predominantly damaging (Pekrun, 2006).

Dispositions

According to Wells (2023) Dispositions towards learning would be the tendency, mood, or inclination of the learner to learn; the temperamental makeup of the learner towards learning; and the tendency of the learner to act in a certain manner under given circumstances; i.e., in a learning situation, the learner has a tendency to act in a way that supports their learning. In addition, Baird and Dilger (2018) describe dispositions as individual attitudes that influence the motivation of intellectual traits. In conclusion, dispositions is kind of attitudes that is shown by the language learner which can affect the learner motivations in learning.

Understanding and nurturing positive attitudes toward learning writing is of paramount importance in language education. Several factors contribute to shaping these attitudes, and they have a profound impact on students' motivation, engagement, and ultimate success in writing (Hidayati, 2018).

Positive attitudes toward learning writing are closely tied to students'

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motivation and willingness to engage in writing tasks. Students who view writing as an enjoyable and meaningful activity are more likely to invest effort in improving their writing skills (Lin, 2019). In contrast, negative attitudes can lead to resistance, reluctance, and a sense of drudgery associated with writing assignments. These negative emotions can hinder students' progress and limit their ability to express themselves effectively through the written word (Nguyen & Dat, 2020).

Various factors contribute to students' attitudes toward learning writing. One significant influence is the teacher's role. Teachers who provide constructive feedback, create a supportive learning environment, and offer encouragement tend to foster positive attitudes among their students. Conversely, teachers who emphasize grades over the writing process may inadvertently cultivate negative attitudes (Nguyen & Dat, 2020). Peer interactions also play a crucial role. Collaborative writing activities and peer feedback can create a sense of community and support, leading to more positive attitudes. Curriculum and materials are equally influential. When writing assignments are relevant, interesting, and aligned with students' interests, their attitudes are more likely to be positive.

Motivation and attitudes toward learning writing are closely intertwined. Intrinsic motivation, driven by a genuine interest in writing and a desire for self-expression, often leads to more positive attitudes (Akhtar et al., 2019; Hassan, Kazi, & Asmara Shafqat, 2020). When students are intrinsically motivated, they see writing as a way to communicate their thoughts and ideas effectively. Extrinsic motivation, on the other hand, can influence attitudes temporarily but is less effective in the long term.

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Rewards or grades may encourage compliance with writing tasks, but they may not cultivate a genuine love for writing (Hidayati, 2018).

Fostering positive attitudes toward learning writing requires a multifaceted approach. Providing students with choices and autonomy in selecting writing topics and genres can empower them and boost their enthusiasm (Hassan, Kazi, & Asmara Shafqat, 2020). Additionally, feedback and revision are essential. Teachers who guide students through the process of revising their work help them see writing as a journey of improvement rather than a one-time task.

Real-world relevance is another key element. When students can connect their writing assignments to real-life contexts or societal issues, their motivation and attitudes often improve. They see the practical applications of writing and understand its importance beyond the classroom. Attitudes toward learning writing can vary significantly across cultures and educational systems. Societal views on writing, language proficiency, and the role of education in different cultures can influence how students perceive writing tasks. It is essential to recognize these cultural nuances when addressing attitudes in a diverse classroom (Hassan, Kazi, & Asmara Shafqat, 2020).

The integration of technology, such as blogging or online writing platforms, has the potential to positively impact students' attitudes toward learning writing (Hidayati, 2018). Writing for a broader audience on digital platforms can give students a sense of purpose and motivation. However, it is essential to acknowledge the digital divide, ensuring that all students have equitable access to these tools. For students who harbor negative attitudes

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toward learning writing, teachers can employ various strategies. Peer collaboration can help students overcome writing apprehension by creating a supportive community. Scaffolding, or providing step-by-step guidance through the writing process, can boost confidence. Motivational techniques, such as setting achievable goals and celebrating writing accomplishments, can help shift attitudes over time (Amin & Mohammadkarimi, 2019).

In conclusion, students' attitudes toward learning writing in an EFL context are complex and dynamic. They are influenced by teachers, peers, curriculum, motivation, and cultural factors. Recognizing the significance of these attitudes and employing strategies to cultivate positivity is vital for effective writing instruction and fostering a lifelong appreciation for the written word. By addressing the factors that shape attitudes and employing teaching methods that promote positivity, educators can help students become confident and proficient writers.

The Impact of Students Attitudes in Writing

Students' attitudes toward writing have a profound impact on their writing abilities, engagement, and overall writing outcomes. Attitudes play a crucial role in shaping students' motivation, confidence, and perseverance when it comes to writing tasks. Positive attitudes toward writing foster intrinsic motivation, leading to increased interest and enthusiasm for writing tasks. Students with positive attitudes are more likely to view writing as a meaningful and enjoyable activity rather than a tedious chore. Çelik (2020) stated that motivated students willingly invest time and effort in developing their writing skills, seeking opportunities for practice, and exploring various

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writing genres. On the other hand, negative attitudes can lead to decreased motivation, disinterest, and reluctance to engage in writing tasks (Al-Shboul & Huwari, 2015).

Attitudes influence students' level of engagement in the writing process. Positive attitudes foster active participation and willingness to immerse themselves in writing tasks. Students with positive attitudes are more likely to engage in pre-writing activities, brainstorm ideas, revise and edit their work, and seek feedback. They approach writing tasks as opportunities for self-expression and communication. Conversely, negative attitudes can result in passive writing, minimal effort, and surface-level engagement (Amin & Mohammadkarimi, 2019; Çelik, 2020).

Attitudes toward writing significantly impact students' writing proficiency. Positive attitudes contribute to a growth mindset, where students embrace challenges, view mistakes as opportunities for learning, and continuously strive to improve their writing skills. Students with positive attitudes are more likely to experiment with different writing techniques, use a diverse vocabulary, and develop coherent and well-structured pieces. Akhtar, Hassan, & Saidalvi (2020) agree that negative attitudes, such as self-doubt or a fixed mindset, can limit students' progress in developing their writing abilities.

Attitudes influence students' confidence in their writing abilities. Positive attitudes contribute to higher levels of self-efficacy, where students believe in their capability to produce quality written work. Students with positive attitudes approach writing tasks with confidence, which allows them to express their ideas more freely and take risks in their writing.



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Conversely, negative attitudes can lead to self-doubt, hesitancy, and a lack of confidence in one's writing skills, hindering students' ability to produce their best work (Çelik, 2020).

Attitudes impact students' engagement with the writing process and their persistence in the face of writing challenges. Positive attitudes foster an appreciation for the writing process, including pre-writing, drafting, revising, and editing. Students with positive attitudes understand that writing is a recursive process that requires time and effort. They are more willing to revise their work, seek feedback, and make necessary improvements. In contrast, negative attitudes can result in a resistance to the writing process, a lack of perseverance, and an inclination to settle for mediocre work (Amin & Mohammadkarimi, 2019; Çelik, 2020).

Attitudes toward writing influence students' ability to express themselves creatively through their writing. Positive attitudes encourage students to take ownership of their writing and explore their unique voice, style, and ideas. Students with positive attitudes are more likely to experiment with different writing techniques, use vivid imagery, and incorporate their personal experiences into their writing. Negative attitudes can limit creative expression, resulting in formulaic and uninspired writing (Akhtar, Hassan, & Saidalvi, 2020).

Writing as a Lifelong Skill: Attitudes impact students' perception of writing as a lifelong skill. Positive attitudes foster a recognition of writing's relevance beyond the classroom. Students with positive attitudes understand that effective writing is essential in various academic, professional, and personal contexts. They perceive writing as a valuable communication tool



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that will continue to benefit them throughout their lives. Negative attitudes can lead to a disconnection from the importance of writing, limiting students' motivation to develop and refine their writing skills beyond compulsory writing tasks. In conclusion, students' attitudes significantly influence their writing abilities, motivation, and engagement. Positive attitudes promote intrinsic motivation (Akhtar, Hassan, & Saidalvi, 2020; Lin, 2019).

Factors of Students' Attitudes in Learning Writing

Akhtar et al. in 2019 has conducted a study on students' attitudes in learning writing. The result of their study is resulting to four factors that are considered to be the important roles in directing students' attitudes. There are four of them. These four points play a part in making the learning process of writing to be either success or failed. Those four points are teaching methods and approaches, curriculum and materials, teacher-student interaction, and peer influence and collaboration.

Firstly, Akhtar et al. (2019) mentions teaching methods and approaches. They stated that effective teaching methods and pedagogical approaches are pivotal in shaping students' attitudes towards writing. These techniques can either inspire a sense of enthusiasm for writing or induce apathy. By investigating the impact of different instructional methods, educators can discern which approaches resonate most with students, thus fostering positive attitudes and a genuine interest in the writing process.

Secondly, they also cite that curriculum and materials are the factors.



The content, structure, and relevance of the curriculum and instructional materials are key determinants of students' attitudes toward writing. When the curriculum aligns with their needs and interests and instructional materials are engaging and pertinent, students are more likely to view writing as a valuable skill. A well-crafted curriculum and appropriate materials can nurture a positive perception of writing, reinforcing students' motivation and confidence in their abilities.

Thirdly, Akhtar et al. (2019) added that there is a factor of teacherstudent interactions. The quality of teacher-student interactions significantly affects students' attitudes towards writing. A supportive and constructive relationship with their instructor encourages a positive disposition towards writing. Effective communication, constructive feedback, and ample support during the writing process establish a conducive atmosphere where students feel valued and empowered. These interactions directly influence students' attitudes, fostering a more favorable view of writing as they sense the importance of their growth and development. Last, the factor found by them is peer influence and collaboration. Peer interactions and collaborative endeavors play a substantial role in shaping students' attitudes in learning writing. When students engage with peers, share feedback, and collaborate on writing tasks, a sense of community and mutual learning emerges. This communal aspect positively influences students' attitudes by providing diverse perspectives and support, fostering a collective enthusiasm for writing, and making it a more enjoyable and meaningful endeavor. This theory can be

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detailed into its key aspects as it is relevant to Celik's study (2020). According to Celik (2020) the factors of students' attitudes in learning writing are:

- a. Curriculum and Materials: These encompass factors such as Relevance, Accessibility, and Alignment.
- b. Teaching Methods and Approaches: This includes aspects like Instructional Variety, Adaptability, and Motivation Enhancement.
- c. Teacher-Student Interaction: This category includes elements like creating a Supportive Environment, Effective Communication, and Mentoring.
- d. Peer Influence and Collaboration: These factors consist of Peer Feedback, Cooperative Learning, and Community Building.

6. English Writing in EFL and ELT Context

English writing in the context of English as a Foreign Language (EFL) and English Language Teaching (ELT) refers to the development of writing skills in individuals whose first language is not English. EFL refers to learning English in a non-English-speaking country, where English is taught as a foreign language. ELT encompasses the teaching of English to non-native speakers in various educational settings, both in English-speaking and non-English-speaking countries. In these contexts, English writing serves as a means of communication, self-expression, and academic development (Akhtar, Hassan, & Saidalvi, 2020).

English writing in EFL and ELT contexts focuses on developing the



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ability to communicate effectively in written form. Students learn to express their ideas, opinions, and experiences in English, enabling them to engage in written communication with others. Writing tasks encompass various genres, such as emails, essays, reports, letters, and creative writing, with an emphasis on practical and real-life applications of written English. Writing in EFL and ELT contexts plays a vital role in developing overall language proficiency. Writing tasks require students to apply their knowledge of grammar, vocabulary, sentence structure, and punctuation. Through writing practice, students reinforce and expand their understanding of English language rules and conventions. Writing activities also provide opportunities to develop reading comprehension skills, as students often read and analyze texts as part of their writing process (Lin, 2019).

In ELT contexts, English writing often focuses on academic purposes. Students learn to produce coherent, well-structured, and organized essays and academic papers. They develop skills in conducting research, synthesizing information from various sources, and formulating well-supported arguments. Academic writing in EFL and ELT contexts aims to prepare students for higher education or academic settings where English is the medium of instruction. EFL and ELT approaches emphasize the writing process as a fundamental aspect of English writing development. Students are guided through the stages of pre-writing (brainstorming, planning), drafting, revising, editing, and publishing. They learn strategies for generating ideas, organizing their thoughts, and revising their work for clarity and coherence. The writing process helps students develop critical thinking skills, self-reflection, and self-editing abilities (Akhtar, Hassan, &



Saidalvi, 2020).

In EFL and ELT contexts, teachers provide guidance and feedback on students' writing to help them improve their language accuracy and writing skills. Error correction focuses on addressing grammatical, lexical, and structural errors. Teachers also offer feedback on content, organization, coherence, and clarity to enhance students' overall writing proficiency. Feedback helps students identify areas for improvement and guides them in becoming more effective and independent writers. EFL and ELT contexts strive to provide authentic writing tasks that reflect real-life communication situations. Students engage in writing activities that simulate practical uses of English, such as writing emails, blog posts, job applications, or social media posts. Authentic writing tasks promote motivation, as students see the relevance of their writing skills in real-world contexts and feel a sense of accomplishment when their writing serves a purpose beyond the classroom (Lin, 2019).

In today's digital age, EFL and ELT contexts often incorporate technology and digital platforms to enhance English writing skills. Students may engage in online collaborative writing, use word processing software, or explore online writing resources. Digital tools and platforms provide opportunities for interactive writing, peer feedback, and exposure to authentic English texts and writing samples. In summary, English writing in EFL and ELT contexts focuses on developing communication skills, language proficiency, academic writing abilities, and the ability to engage in authentic writing tasks (Nguyen & Dat, 2020).

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B. © Relevant Research

There are numerous previous relevant research on attitudes to learning writing. They are perceived from both global and Indonesian context. First of all, it comes from global. To begin with, Ahdi Hassan, Asma Shahid Kazi, Zubair Ahmed, and Asmara Shafqat in 2020 explores the effects of the process approach to writing on college English instruction in Pakistan. This research examined the impact of the process approach to writing on students' writing skills and anxiety levels. First-year EFL students participated in a ten-week quasi-experimental study with pretest-posttest control group design. Quantitative testing procedures were conducted, analyzing the students' academic writings before and after the experiment. A structured anxiety check was used to measure the participants' attitude towards writing. Statistical analysis revealed that the process approach significantly improved writing performance and reduced anxiety. The study recommends implementing the process approach in EFL contexts to enhance writing skills and alleviate anxiety. These findings are relevant to understanding students' attitudes towards writing and the effectiveness of the process approach in improving outcomes and psychological factors.

Next, Ming Huei Lin in 2019 examines the impact of a blog-supported composition class on the writing skills and learning attitudes of first-year English as a Foreign Language (EFL) college students in Taiwan. In this study, participants were asked to keep online journals in a language blogging community (LBC), where they could receive help from native speakers on their English writing. The research examined the students' writing skills and attitudes towards learning, specifically their anxiety about writing, before and

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© after the classes. The study found that students improved their blogging habits, became more engaged, and expressed their ideas better with more language knowledge. These positive results were consistent with improved writing skills and reduced writing anxiety. The study suggests that incorporating blogging in EFL writing classes can be pedagogically beneficial, improving learning attitudes and writing skills. It also proposes potential areas for future research. In summary, the study shows that using a language blogging community can support EFL students in developing their writing skills and learning attitudes. It indicates that incorporating blogging in EFL writing instruction can encourage active participation, enhance writing expression, and reduce writing-related anxiety.

Furthermore, Thanh Mai Nguyen and Bao Dat in 2020 investigates the attitudes and perceptions of teachers and students at a Vietnamese university regarding the integration of blogs into English writing classes. This research explores the use of blogs as a teaching and learning tool in EFL writing. The study involved a questionnaire survey with 110 students and 12 teachers, followed by interviews with seven participants. The findings indicate a positive attitude towards integrating blogs in the EFL writing curriculum, highlighting benefits like computer and internet access, technical skills development, and awareness of the advantages of a blog-integrated approach. However, challenges were identified, including limited blog usage and students' reluctance to engage publicly with their writing. The study offers pedagogical implications for implementing a blog-integrated EFL writing curriculum in Vietnam. Overall, participants showed positive attitudes towards blog integration, but obstacles need to be addressed for successful



© implementation.

The present qualitative research shares several similarities with the three previous studies in terms of its focus on attitudes towards learning writing in an English as a Foreign Language (EFL) context. These studies provide valuable insights into the factors that influence students' attitudes and perceptions towards writing, as well as the impact of different instructional methods and pedagogical tools. One of the similarities can be found between the present research and the study titled "The Impact of Process Writing on the Language and Attitude of Pakistani English Learners" conducted by Ahdi Hassan, Asma Shahid Kazi, Zubair Ahmed, and Asmara Shafqat in 2020. Both studies aim to investigate the impact of instructional approaches on students' attitudes towards writing. While the previous study specifically examines the effects of the process approach to writing, the present research seeks to describe the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru towards learning writing. By understanding how different instructional methods influence students' attitudes and perceptions, both studies aim to enhance students' writing skills and reduce anxiety related to writing.

Furthermore, there is a similarity between the present research and the study titled "Language Blogging Community: Fostering the Learning Attitudes and Writing Skills of EFL Students" conducted by Ming Huei Lin in 2019. Both studies explore the influence of specific pedagogical tools or approaches on students' attitudes and writing skills. While the previous study focuses on the use of a blog-supported composition class, the present research aims to describe the attitudes of EFL students in an Islamic university in

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© Pekanbaru towards learning writing. Both studies acknowledge the potential of incorporating technological tools, such as blogging, to foster positive learning attitudes and improve writing skills among EFL students. The research by Lin demonstrates the effectiveness of using a language blogging community to support EFL students' writing skills and learning attitudes. Similarly, the present research seeks to provide insights into the attitudes of EFL students towards learning writing within the context of an Islamic university, potentially shedding light on the effectiveness of different instructional tools or approaches.

Additionally, a similarity can be identified between the present research and the study titled "Exploring Teachers' and Students' Perceptions of and Attitudes towards the Use of Blogs for English Writing Skills at a Vietnamese University" conducted by Thanh Mai Nguyen and Bao Dat in 2020. Both studies examine attitudes and perceptions towards the integration of technology, specifically blogs, into EFL writing classes. While the previous study investigates the attitudes and perceptions of teachers and students at a Vietnamese university, the present research focuses on the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru. Both studies aim to provide insights into the advantages, challenges, and implications of incorporating blogs as a tool for teaching and learning writing. The research by Nguyen and Dat identifies the perceived benefits of a blog-integrated EFL writing curriculum, such as providing access to computers and the Internet, developing technical skills, and raising awareness of the advantages of such an approach. The present research, by exploring the attitudes of EFL students towards learning writing,



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 can contribute to the broader understanding of how the integration of technology, such as blogs, influences students' attitudes and perceptions in an Islamic university context.

Another study, conducted by Ismail (2011) at the United Arab Emirates University delved into the perceptions of 64 female students in an English for Specific Purposes (ESP) program regarding their academic writing course and writing in English as a second language. It employed a mixed-methods approach, utilizing both a questionnaire and a focus group interview for data collection. The findings of the research revealed that these students held positive views toward the Academic Writing Course (AWC) and ESL writing in general, demonstrating a keen awareness of their specific needs and the requirements of writing in English as a second language. The study concluded by offering suggestions for potential future research directions in this area. Therefore, it draws a research gap in further exploring the collected views of Ismail's (2011) study.

In Jabali's (2018) study, a research gap becomes apparent due to the absence of prior research concerning the attitudes of EFL university students towards writing, particularly within the context of Palestine. Jabali's (2018) research findings shed light on the attitudes of EFL university students towards writing in the unique context of Palestine. The study uncovered that students who exhibited more positive attitudes towards writing tended to perform better in their writing tasks. Furthermore, it established a significant correlation between students' writing skills and their overall language proficiencies, emphasizing the importance of a holistic approach to language instruction. The research also highlighted that the sociopolitical environment



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© in Palestine played a role in shaping students' attitudes toward language learning, indicating that a nuanced understanding of these contextual factors is crucial in designing effective teaching strategies to enhance EFL writing skills. This gap in research is noteworthy as it highlights the significance of comprehending students' attitudes towards writing to develop more effective teaching methodologies for enhancing their writing skills. Furthermore, evaluating the correlation between writing skills and other language proficiencies can facilitate a more holistic approach to language instruction. The study also aspires to analyze how the sociopolitical context influences students' attitudes toward language learning. Consequently, the study endeavors to fill this research gap by investigating students' attitudes and responses regarding writing in a foreign language. This exploration is anticipated to serve as a motivational factor for students, encouraging them to enhance their writing performance.

Similarly, Setyowati & Sukmawan's (2021) research identifies a gap in the existing literature, specifically concerning the attitudes of FL Indonesian students toward writing in English. Setyowati & Sukmawan's (2021) study uncovered key insights into the attitudes of FL Indonesian students toward writing in English. It revealed that students who held positive attitudes towards writing demonstrated a higher level of engagement and motivation in improving their English writing skills. Moreover, the research highlighted the importance of considering students' perspectives and their efforts in the process of enhancing writing skills, emphasizing the need for student-centric teaching approaches. By addressing this research gap, the study offers valuable insights into understanding students' attitudes and their



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contributions to the development of more effective teaching strategies, particularly in contexts like Indonesia where English is not extensively used outside the classroom. Despite the plethora of research dedicated to improving writing skills in English as a foreign language, the aspect of students' involvement and their attitudes towards writing has remained underrepresented. Additionally, prior studies on attitudes toward writing in English have primarily been conducted in contexts where English is extensively used outside the classroom, which differs from the Indonesian setting. Consequently, this study aims to address this research gap by investigating the attitudes of FL Indonesian students toward writing in English and discerning potential solutions from the students' perspective. The study's objectives encompass assessing students' attitudes, exploring their perspectives, and understanding their efforts to enhance their writing skills. This research endeavor holds the potential to provide valuable insights into comprehending students' attitudes towards writing, subsequently aiding educators in the development of more effective teaching strategies.

Azizah's (2021) research endeavor seeks to bridge a research gap associated with the factors influencing FL students' attitudes toward learning writing skills in an online environment, particularly in the context of COVID-19. Azizah's (2021) research findings revealed that the confluence of online learning and the challenges posed by COVID-19 had a significant impact on EFL students' attitudes towards learning writing. The study found that students who adapted well to online environments and received adequate support exhibited more positive attitudes and better writing outcomes. Additionally, it highlighted that factors like teacher engagement, peer



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interaction, and the availability of resources played crucial roles in shaping students' attitudes and, subsequently, their writing achievements. These insights underscore the importance of fostering a supportive online learning environment to enhance students' attitudes and ultimately improve their EFL writing skills during the pandemic. Although prior studies have separately delved into students' attitudes toward writing skills and online learning, none have explored the combined impact of these elements on students' attitudes toward learning writing. Hence, Azizah's study endeavors to fill this research gap by scrutinizing the factors that influence EFL students' attitudes toward learning writing during online education amid the COVID-19 pandemic. A comprehensive understanding of these factors can provide invaluable insights for both teachers and students, facilitating the development of effective strategies to enhance students' attitudes and achievements in writing.

Moreover, Farhany's 2021 study aimed to investigate the attitudes of EFL (English as a Foreign Language) students in higher education towards their writing skills. The research, utilizing a quantitative survey approach, involved 42 final year students from an English Education Department at a private university in Yogyakarta. The study employed the Writing Apprehension Questionnaire (WAQ) by Ismail (2011), consisting of 4 domains with 28 items. The highest score indicated that students found EFL writing courses challenging, while the lowest score suggested that students recognized the importance of practicing writing to support their studies. This research sheds light on the attitudes of EFL students regarding writing skills in higher education.

In relation to the research questions posed, this research aims to



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investigate the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru toward learning writing. Furthermore, it seeks to identify the contributing factors that shape these attitudes toward learning writing, encompassing aspects such as teaching methods, curriculum, teacher-student interactions, and peer influence. This research aligns with the broader objective of addressing an existing gap in comprehending students' attitudes toward writing within specific educational contexts and ultimately assisting in the formulation of more effective teaching strategies and approaches.

In conclusion, the present qualitative research shares significant similarities with the three previous studies in terms of its focus on attitudes towards learning writing in an EFL context. These studies provide valuable insights into the factors that influence students' attitudes and perceptions towards writing, as well as the impact of different instructional methods, pedagogical tools, and the integration of technology. By building upon the findings and knowledge gained from these previous studies, the present research seeks to contribute to the understanding of EFL students' attitudes towards learning writing in the English Education Department

C Conceptual Framework

Students' attitudes toward learning writing are crucial as they significantly influence motivation, engagement, and performance. Positive attitudes enhance motivation and persistence, leading to better writing skills and higher academic achievement. They also contribute to a more enjoyable learning experience, boost self-efficacy and confidence, and promote long-

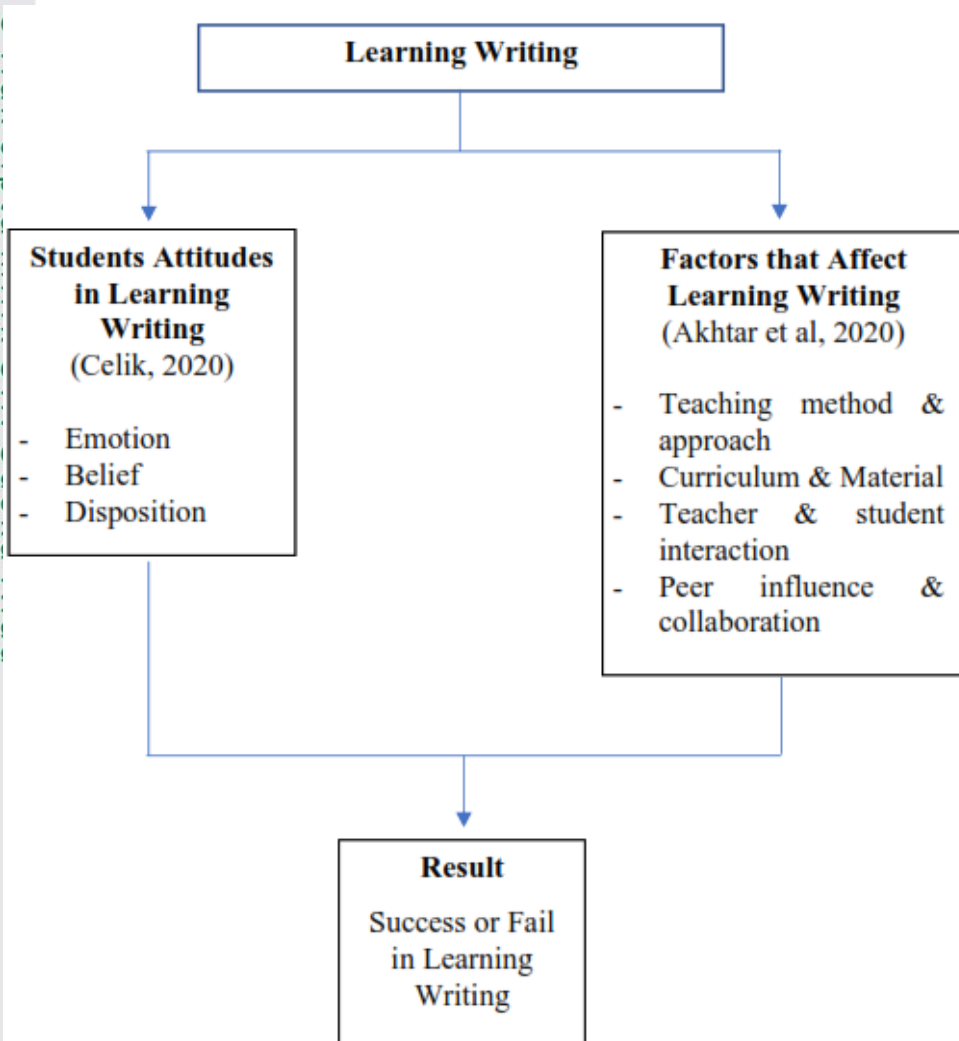
term skill development. Therefore, fostering positive attitudes is essential for improving students' willingness to learn and their overall success in writing.

This study used theories from Celik (2020) and Akhtar, et al (2020) in examining the attitudes of students in the English Education Department of an Islamic university toward learning writing and the factors that influence these attitudes. Students' attitudes are categorized into three components: emotion, belief, and disposition. Emotions include feelings like enjoyment or anxiety toward writing (Ananda, 2021), beliefs involve perceptions about abilities and the importance of writing (Ellis, 2008), while dispositions refer to students' tendencies or habits in engaging with writing tasks (Wells, 2023). The influencing factors include teaching methods and approaches, curriculum and materials, teacher and student interactions, and peer influence and collaboration.

These factors can impact the components of students' attitudes in various ways. Ghani et al (2022) explain that teaching methods and approaches can enhance or diminish positive emotions, beliefs, and dispositions. Relevant and engaging curriculum and materials can strengthen beliefs and positive emotions, encouraging good dispositions (Moore et al., 2021). Supportive teacher and student interactions can build positive attitudes (Dhanya & Alamelu, 2019), while peer influence and collaboration can create a supportive or detrimental learning environment (Pham, 2021). By understanding these relationships, the study is expected to give further overview in teaching field especially in understanding students' attitudes while learning writing in English subject by analyzing their attitudes toward learning writing and factors that affect students' success or failure in learning,

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CHAPTER III

RESEARCH METHOD

A Research Design

The research design in this research is a qualitative research design with a case study approach. According to FitzPatrick (2019), the qualitative research is chosen as the primary methodology for several reasons. Firstly, Gibton (2015) comes with agreement that the qualitative research is well-suited for exploring attitudes, opinions, and experiences in depth. By using open-ended questionnaires, close-ended questionnaires and interviews, the researcher can delve into the rich and nuanced perspectives of EFL students regarding their attitudes towards learning writing (Gibton, 2015). It is in favor to the study that was done by Sherman & Webb (2004) regarding richness of data in qualitative study. In addition, Hamilton & Finley (2019) stated that this approach allows for a comprehensive understanding of the students' subjective experiences. This approach happens to provide valuable insights into the factors influencing their attitudes (Baskarada, 2014; Lambert & Lambert, 2012).

Secondly, qualitative research, particularly case study design, enables a deep exploration of a specific context or phenomenon. In this study, the focus is on understanding the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru. Fitz Patrick (2019) states that the case study design allows the researcher to examine the

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attitudes within their specific educational and cultural context, taking into account the unique factors that may influence learning writing. This design is ideal for gaining an in-depth understanding of the participants' experiences in their natural setting (Njie & Asimiran, 2014).

Additionally, qualitative research methods such as open-ended questionnaires, close-ended questionnaires and interviews facilitate the collection of rich and detailed data (Miles & Huberman, 2014). By allowing participants to express their thoughts, perceptions, and experiences in their own words, the researcher can gather comprehensive and nuanced information. This approach, according to Gibton (2015), provides an opportunity to explore the complexity and depth of the participants' attitudes towards learning writing, capturing both their positive and negative experiences. Moreover, Miles & Huberman (1994) believed that by employing qualitative methods, the study aims to provide a comprehensive understanding of the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru towards learning writing and the factors that contribute to these attitudes.

In conclusion, qualitative research design with a case study approach is justified in this research context due to its ability to explore attitudes in-depth, capture contextual understanding, facilitate rich data collection, and support theory generation.

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B. Participants

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The research participants in this study consist of high-achiever EFL students from the English Education Department of an Islamic university in Pekanbaru. These students have been intentionally selected due to their exceptional academic performance, as they have achieved the highest scores within the sampling pool. Their academic excellence positions them as valuable informants capable of providing in-depth insights into their attitudes towards the process of learning writing within the academic context.

Contextually writing, this research employed 3rd semester students with the total of 6 participants derived from the sampling. To this extent, it was generally studied that the sampling size for this study purposively comprises one class with 30 students in total from the English Education Department, which serves as a representative group. From this class, a subset of six high-achiever students are chosen as representatives to participate in the study's data collection process. According to Gibton (2015), sampling selection ensures a balanced and manageable sample size while preserving the diversity necessary for a comprehensive understanding of the research questions.

The purposive criteria employed for participant selection include:

1. Enrollment in the English Education Department: The participants are exclusively students who are actively engaged in the English Education Department, directly involved in the learning and teaching of writing in an academic setting.

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2. **Gender Diversity:** A balanced representation of both male and female participants is sought. This criterion acknowledges the potential influence of gender on attitudes towards learning writing and ensures a well-rounded exploration of the experiences of both genders.
3. **Academic Performance:** The selection includes high-achieving students who have excelled academically, as well as students with average performance, and those who may face challenges in writing. This comprehensive approach allows for an inclusive examination of attitudes across various academic performance levels.
4. **Willingness to Participate:** Only participants who express a genuine willingness to engage in the study are chosen. This criterion ensures that the selected students are motivated and eager to share their attitudes and experiences related to learning writing.

By employing purposive sampling and considering these criteria, the researcher constructs a diverse yet manageable sample of high-achiever EFL students. These selected participants contributed substantially to the depth and credibility of the study's findings, facilitating a comprehensive exploration of the research questions within the context of learning writing.

C Time and Location Research

The time and location of the research refer to when and where the data collection took place. In this case, the research was conducted from January to February 2024 at an Islamic university in Pekanbaru, Indonesia. The research was conducted at an Islamic university in Pekanbaru, Indonesia. Specifically English Education Department within the university



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© will be the focus of the study. Conducting the research at this location was essential to explore the attitudes of EFL students within their learning context and to understand the unique factors that may influence their attitudes towards learning writing.

D. Technique of Data Collection

The researcher used two types of data collection technique, namely: Questionnaire and interviews. The data collection procedures for both the questionnaire and the interview in this research context are as follows:

1. Open-ended questionnaire

The researcher used the open-ended questionnaire to collect the data of students' attitude toward learning writing and the factor that contribute to it. According to Arikunto (2010) questionnaire is a set of written questions which is use to get the information from the respondent about his/her personality or something they had known

The questions that the researcher set in this open-ended questionnaire in line with the theory proposed by Akhtar et al. (2019). This questionnaire was informed by four key factors identified in Akhtar et al.'s study which are; Teaching Methods and Approaches, Curriculum and Materials, Teacher-Student Interactions , and Peer Influence and Collaboration. Furthermore, these four factors detailed by Akhtar et al. (2019) have been further categorized by Celik (2020) into four key descriptions each:

- a. Teaching Methods and Approaches: This includes aspects like Instructional Variety, Adaptability, and Motivation Enhancement.

- b. Curriculum and Materials: These encompass factors such as Relevance, Accessibility, and Alignment.
- c. Teacher-Student Interaction: This category includes elements like creating a Supportive Environment, Effective Communication, and Mentoring.
- d. Peer Influence and Collaboration: These factors consist of Peer Feedback, Cooperative Learning, and Community Building.

By incorporating these theories into open-ended questionnaire, the research aims to gain a comprehensive understanding of EFL students' attitudes toward learning writing and the factors that significantly influence these attitudes. This approach has been chosen due to its relevance and cost-effectiveness for the study.

2. Close-ended questionnaire

The researcher designed a close-ended questionnaire that aims to gather detailed insights into the attitudes of EFL students towards learning writing. The data on students' attitude towards learning writing was collected through close ended questioner developed by Ismail (2011) and Farhany (2021). It was consisted of 9 item dealing with emotions, belief, and disposition toward learning atitudes of assignment (Celik, 2020). The items are as follows

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Table III. 1

Student attitudes toward learning writing questionnaire

No	Statement	SA	A	N	D	SD
1	I only write in English during the Essay Writing in 3rd Semester class.					
2	The Essay Writing in 3rd Semester class is useful for my academic study.					
3	I feel that I learn a lot from the Essay Writing in 3rd Semester class.					
4	The Essay Writing in 3rd Semester class' textbook helps me write better.					
5	I enjoy the Essay Writing in 3rd Semester class.					
6	The Essay Writing in 3rd Semester class is a challenging writing course.					
7	The Essay Writing in 3rd Semester class is less challenging.					
8	The Essay Writing in 3rd Semester class is more enjoyable than Level 3 Writing Course.					
9	I feel the Essay Writing in 3rd Semester class helps me improve my writing skill.					

The result of the questionnaire was categorized into positive, negative, and neutral attitudes. The researcher used criteria for rating scale interpretation proposed by Kulprasit (2016) for students' attitudes toward learning writing questionnaire. the scale can be seen below

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Table III. 2
Students' attitudes toward learning writing questionnaire scale

Range	Level of Agreement	Attitude Interpretation
4.21–5.00	Stronglyagree	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	Stronglydisagree	

3. Interviews

To gain deeper insights into the attitudes of EFL (English as a Foreign Language) students towards learning writing, the researcher will conduct interviews with a subset of participants from the class being observed. Specifically, six students who meet the criteria for diverse attitudes, varying academic levels, and other relevant factors was purposively selected for interviews.

Referring to theory interview was conducted into three parts of Questions. The first part is the question about background and attitudes toward learning writing. In this study, focus of interview will be learning writing in the English Education Department.

Firstly, participants are asked to introduce themselves briefly, providing information about their academic background. Following this introduction, the researchers aim to delve into the participants' general attitudes and emotions regarding the process of learning to write in English within the department. They further inquire about any specific challenges or obstacles the participants might be encountering in this learning process. Additionally, the section aims to explore the aspects of learning writing that the participants find enjoyable or rewarding. Finally, the researchers seek to understand the motivation behind the participants' desire to enhance their writing skills and identify any external factors

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influencing their motivation.

The second parts is the question about factors Influencing Attitudes toward Learning Writing, in this research. Interview focuses on the factors that influence the participants' attitudes toward learning writing. To begin with, the section involves discussions regarding the participants' perceptions of the teaching methods employed in writing classes and how these methods might impact their overall attitude toward the learning process. The researchers aim to uncover any specific challenges or obstacles that participants have faced in their journey of learning to write.

finally, the section explores the participants' perspectives on how the cultural or religious context of the university environment might affect their attitudes toward learning writing. Lastly, participants are encouraged to provide concrete examples or specific instances that shed light on the various factors that shape their attitudes toward the process of learning to write in English within the given educational context.

E. Technique of Data Analysis

To analyze the data, obtained from open ended questionnaires and interviews, the researcher will adapt miles and Huberman's data (1994). It outlines three key processes of qualitative analysis: data reduction, data display, and conclusion drawing/verification. These processes provide a framework for analyzing qualitative data and deriving meaningful insights. In the context of the research on exploring students' attitudes toward learning

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© writing at an Islamic university in Pekanbaru, these processes can be applied as follows

1. Data Reduction

Data reduction is a pivotal phase in managing the substantial qualitative data amassed during this study. According to Gibton (2015), this multifaceted process commences with the meticulous transcription and verification of interview materials, ensuring that the participants' perspectives are faithfully represented. Subsequently, the researcher embarks on the coding process, a systematic endeavor that entails the methodical classification and labeling of data segments. These classifications are guided by the emergence of prevalent themes, noteworthy concepts, and recurring patterns gleaned from the data. Within the context of this case study, the data reduction process assumes the role of pinpointing reoccurring attitudes, opinions, and experiential accounts linked to the domain of learning writing (Njie & Asimiran, 2014). According to Torrance (2010), the researcher will craft meaningful codes and sub-codes to encapsulate the subtleties and diversities inherent in the students' attitudes. Through this meticulous procedure of condensation and categorization, the researcher is equipped to channel attention toward the fundamental elements and pivotal discoveries embedded within the data.

2. Data Display

Data display involves organizing the condensed data in a visually meaningful manner to facilitate analysis and interpretation. This process includes creating charts, matrices, or diagrams that present the relationships and patterns identified during data reduction. Hamilton & Finley (2019) claimed that visual displays help researchers identify connections, compare



different participants' perspectives, and identify potential gaps or discrepancies in the data. In the study on students' attitudes toward learning writing, data display may involve creating matrices or thematic charts that illustrate the distribution of attitudes across different student groups or highlight variations within specific themes. This visual representation allows for a comprehensive overview of the data and aids in uncovering patterns and trends in students' attitudes.

3. Conclusion Drawing/Verification

The final process of qualitative analysis involves drawing conclusions and verifying their validity based on the data. This process entails interpreting the data, making sense of the patterns and relationships identified, and deriving key insights and conclusions (Hamilton & Finley, 2019).. It also involves critically examining the data to ensure that the findings are supported by sufficient evidence.

In the research on students' attitudes toward learning writing, conclusion drawing/verification involves synthesizing the condensed data and data displays to answer the research questions. The researcher will analyze the patterns and themes that emerge from the data reduction and data display processes and draw meaningful conclusions about the attitudes of EFL students in the English Education Department. The researcher will critically examine the evidence to ensure that the conclusions are grounded in the data and accurately represent the participants' perspectives.

By following these three processes of qualitative analysis proposed by Miles and Huberman (1994), the research can systematically analyze and interpret the data, ensuring rigor and validity in deriving meaningful insights

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about the attitudes of EFL students toward learning writing in the context of an Islamic university in Pekanbaru.

The researcher also used the percentage formula by Riudwan (2011) to analyse the percentage of students answer of attitudes toward learning writing. the formula can be seen below

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the data

N = The total number of the data

F. Trustworthiness

In the study titled "Exploring Students' Attitudes toward Learning Writing," trustworthiness is ensured through the use of triangulation, involving interviews and questionnaires. This method combines findings from interviews and questionnaires to validate and provide a more comprehensive understanding of the participants' attitudes (Flick, 2004; Gibton, 2015; Njie & Asimiran, 2014; and Vaismoradi, Turunen, & Bondas, 2013). This strategy enhances the credibility, dependability, and transferability of the findings, ensuring the validity and reliability of insights into EFL students' attitudes toward learning writing at an Islamic university in Pekanbaru.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research aims to describe and analyze the attitudes of EFL students in the English Education Department at an Islamic university in Pekanbaru towards learning writing. Specifically, the study seeks to identify the factors contributing to these attitudes. The participants are third-semester students, with a total of six participants selected from a purposive sample. The overall sample size for this study includes one class of 30 students from the English Education Department, representing the target population for a comprehensive understanding of their writing attitudes.

Based on the research, the result of this study can be seen as below:

1. There are three attitudes that is shown by the students of English education department of an islamic university in pekanbaru toward learning writing. They are beliefs, emotions, and dispositions. Most of the students show the postive attitudes in the attitudes that the reseracher mentioned before and beliefs attitude is the highest percentage of attitudes toward learning writing that is shown by the students.

The factors that influence the students' attitude are teaching method and approaches, curriculum and materials, leacturer interactions, and peer influence and collaboration factors. Based on the analyzing of open-ended questioannaire and interview data, the highest factor that influenced the students' attitudes toward learning writing is curriculum and materials factor.

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B. Suggestion

There are several suggestion that researcher would like to ready, namely :

For the Leacturer, the results of the research can help the Leacturer to study the attitude of students, so the Leacturer should use a good strategy based on the situation and condition of students, and factors in teaching them to change the negative attitude of students.

For the Students, there are some recommendations for students related to this study, as students have a negative attitude towards how a Leacturer teaches them in the classroom, so students should pay attention to their Leacturer when they teach them and have a positive attitude towards the learning process in the classroom.

For the Other Researcher, this research not only provides a lot of information about the differences in students' attitudes but also some factors that can be used by Leacturer s in teaching English, and this research can also provide new insights that there are several factors that can change students' attitudes, and this research found the analysis of students' attitudes and factors in teaching English, so future research can use this research as a reference.

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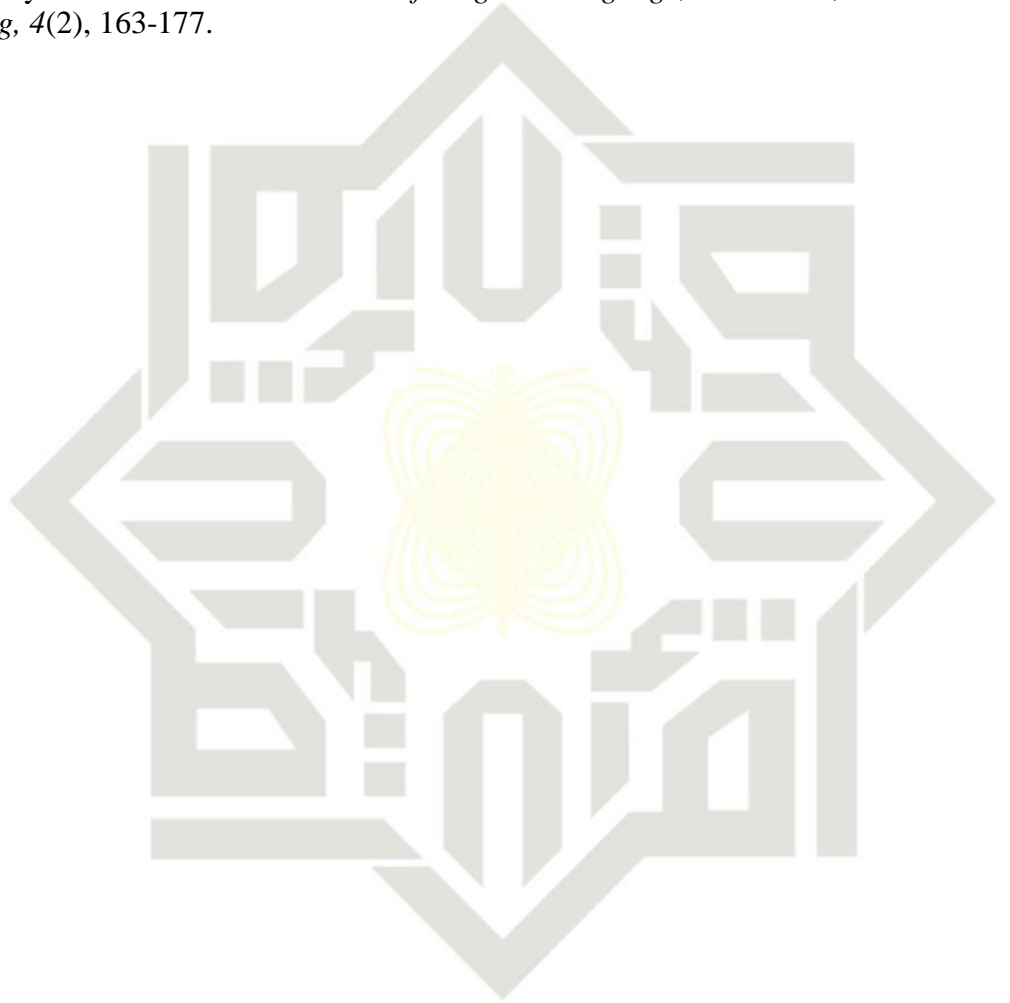
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APPENDIX I

Research Instrument

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QUESTIONNAIRE ON STUDENTS' ATTITUDE TOWARD LEARNING WRITING

Petunjuk Umum

1. Survey ini dilakukan untuk memperoleh data mengenai kepuasan siswa dalam pembelajaran menulis, sebagai tugas akhir (Skripsi) pada program S1 pendidikan bahasa Inggris Universitas Sultan Syarif Kasim Riau (UIN Suska Riau).
2. Angket ini terdiri satu bagian yang merupakan angket Tertutup tentang kepuasan siswa dalam pembelajaran menulis.
3. Angket ini bukanlah tes, sehingga tidak ada jawaban yang benar atau yang salah sehingga tidak akan mempengaruhi nilai dan status anda di kampus, Oleh sebab itu, Isilah angket ini sesuai dengan pendapat, perasaan dan keadaan anda yang sebenar benarnya.
4. Apapun jawaban anda akan menjadi rahasia yang akan dibaca oleh peneliti.
5. Mohon diisi dengan sungguh sungguh, Karena jawaban anda akan menentukan keberhasilan penelitian ini dan akan berimplikasi pada kebijakan bahasa dan pembelajaran bahasa Inggris di Indonesia.
6. Terimakasih atas bantuannya.

Petunjuk Khusus : Silahkan tandai (Ceklis) pada salah satu yang sesuai dengan pendapat, perasaan dan keadaan kamu yang sebenar benarnya.

SS: sangat setuju, S: setuju, KS: kurang setuju, TS: tidak setuju, STS: sangat tidak setuju

Data Pribadi

1. Nama :
2. IPK :
3. Jenis kelamin :
4. Prodi :
5. Semester :
6. Kelas :

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ANGKET PERTANYAAN

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Indikator

Disposition

Believe

Emotions

Believe

Pertanyaan	SS	S	KS	TS	STS
Saya hanya menulis dalam bahasa Inggris selama penulisan Esai di kelas.					
Kelas Essay Writing sangat berguna untuk pembelajaran akademis saya.					
Saya banyak belajar dari kelas Essay Writing semester 3.					
Buku teks penulisan Esai di kelas semester 3 membantu saya menulis lebih baik.					
Saya menikmati penulisan Esai di kelas semester 3.					
Penulisan Esai di kelas merupakan mata kuliah yang menantang.					
Penulisan Esai di kelas kurang menantang.					
Penulisan Esai di kelas lebih menyenangkan dibandingkan kursus menulis level 3.					
Saya merasa kelas Essay Writing membantu saya meningkatkan kemampuan menulis saya.					

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Open-ended Questionnaire

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1. Apakah anda percaya bahwa pembelajaran yang anda lakukan di kelas writing saat ini bermanfaat? Kenapa?
2. Apakah metode dan pendekatan yang diberikan oleh dosen di kelas writing bagus? Kenapa?
3. Apakah interaksi yang terjadi antara dosen dan mahasiswa didalam kelas writing sudah dalam kondisi yang baik? Kenapa?
4. Apakah rekan-rekan belajar anda dikelas writing membuat anda percaya bahwa kelas writing sudah berjalan dengan baik? Kenapa?
5. Apakah anda menyukai kurikulum dan materi yang diterapkan dikelas writing? kenapa?
6. Apakah anda nyaman dengan metode dan pendekatan yang dilakukan dosen dalam pembelajaran writing? kenapa?
7. Apakah anda menyukai interaksi antara dosen dan mahasiswa didalam kelas writing? kenapa?
8. Apakah anda menyukai kerjasama antar sesama mahasiswa didalam kelas writing?
9. Apakah kurikulum dan materi pembelajaran dikelas writing membuat anda belajar lebih giat? Kenapa?
10. Apakah metode dan pendekatan yang dilakukan dosen dikelas writing membuat belajar lebih giat untuk meningkatkan kemampuan writing anda? kenapa?
11. Apakah interaksi anda dengan dosen dikelas writing anda membuat anda lebih giat belajar? Kenapa?
12. Apakah rekan rekan belajar anda di dalam kelas writing memiliki pengaruh dalam kerajinan anda dalam belajar dikelas writing? kenapa?



INTERVIEW QUESTIONS

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1. Bagaimana menurut anda belajar Essay Writing?
 2. Apakah anda menikmati proses pembelajaran mata kuliah Essay Writing?
 3. Apakah anda hanya menulis dalam bahasa Inggris selama penulisan Esai di kelas? Kenapa?
 4. Apakah kelas Essay Writing sangat berguna untuk pembelajaran akademis anda? Kenapa?
 5. Apakah anda banyak belajar dari kelas Essay Writing semester 3? Kenapa?
 6. Apakah buku teks penulisan Esai di kelas semester 3 membantu anda menulis lebih baik? Kenapa?
 7. Apakah anda menikmati penulisan Esai di kelas semester 3? Kenapa?
 8. Apakah kelas Essay Writing merupakan mata kuliah yang menantang? Kenapa?
 9. Apakah penulisan Esai di kelas kurang menantang? Kenapa?
 10. Apakah penulisan Esai di kelas lebih menyenangkan dibandingkan kursus menulis level 3? Kenapa?
 11. Apakah anda merasa kelas Essay Writing membantu kamu meningkatkan kemampuan menulismu? Kenapa?
 12. Bagaimana menurut anda tentang materi dan pendekatan yang digunakan dalam kelas Essay Writing?
 13. Bagaimana pendapat anda tentang kurikulum dan materi yang digunakan dalam kelas Essay Writing?
 14. Bagaimana menurut anda tentang suasana pembelajaran dan komunikasi yang digunakan dalam kelas Essay Writing?
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APPENDIX II

Recapitulation of Students' Attitudes towards Learning Writing

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Table Tabulation of Questionnaire

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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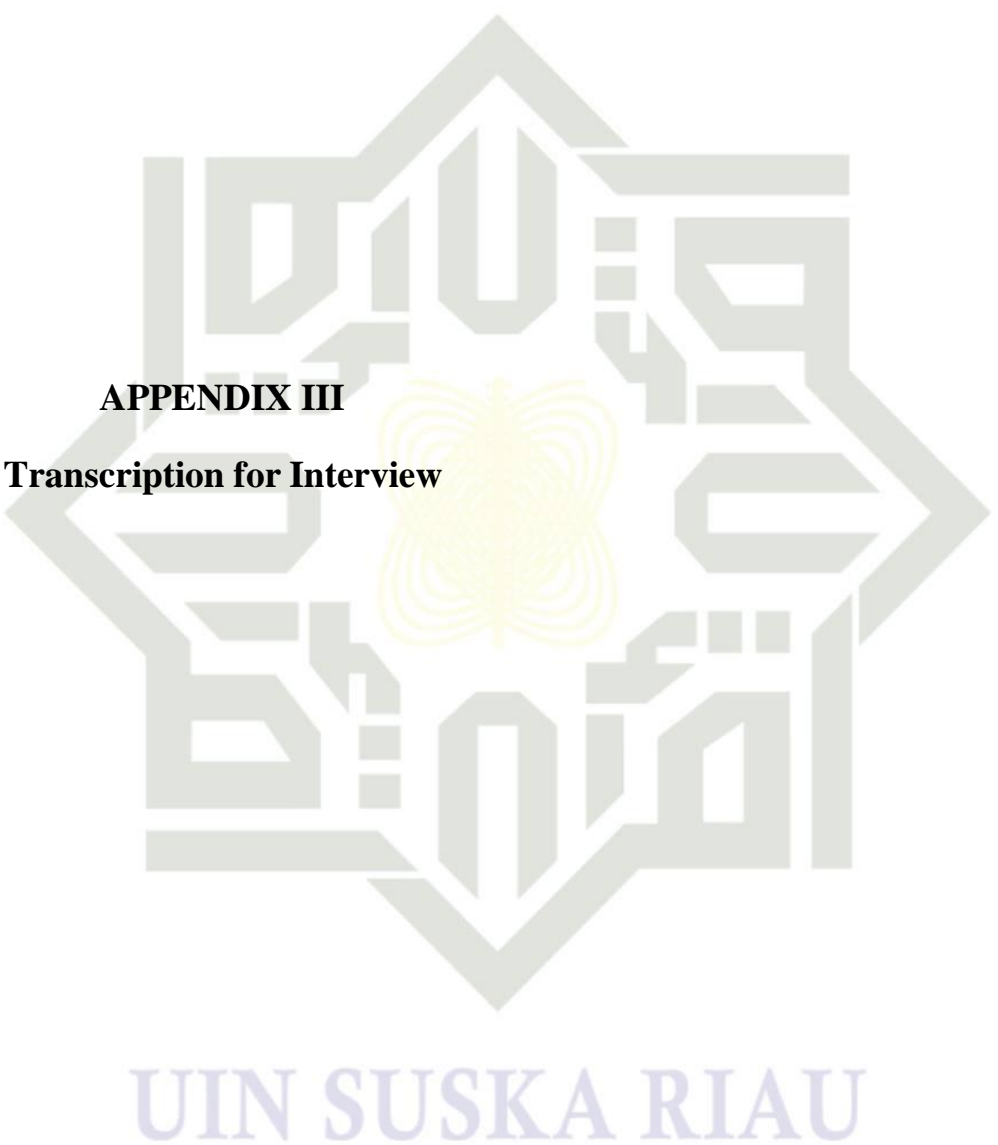
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APPENDIX III

Transcription for Interview

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1.1. Diarangi 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. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Statement	Keyword	Category	Reason	Factor category
1. Cukup menarik kak, karena banyak latihannya dan dikoreksi langsung sa	Cukup menarik	Positiv	Banyak latihan dan ada koreksi langsung	teaching methods and approaches
Sangat menikmati , karena banyak belajar hal baru kayak grammar, syste melatih kemam	Sangat menikmati	Positiv	Banyak materi baru	Curriculum and materials
awalnya saya kak, tapi sekarang saya sudah bisa beradaptasi , saya mencob bisa beradaptas	Disposi	Negativ	tidak ingin tertinggal dari teman	Peer influence and collaboration
Sangat berguna, karena nanti dibutuhkan untuk tugas akhir/skripsi juga t	Sangat Berguna	Beliefs	dibutuhkan ketika menulis skripsi dan m	Curriculum and materials
lyaa banyak, karena semester ini lebih bagus dari sebelumnya, dosennya; lebih bagus	Beliefs	Beliefs	dosennya detail dan materinya complex	teaching methods and approaches
lyaa kak, karena itu dari para ahli dan materi yang kita kurang tahu dari do	Beliefs	Beliefs	disusun ahli dan materinya lengkap	Curriculum and materials
Sangat menikmati kak, karena banyak hal baru yang dipelajari	Sangat menikmati	Positiv	banyak materi baru	Curriculum and materials
Sangat menantang, karena merupakan salah satu mata kuliah yang sanga	Sangat menanta	Negativ	menguras otak	Curriculum and materials
Saya sangat menikmati, karena di ajarakan dosen writing di semse Menyenangkan	Sangat menyen	Positiv	banyak materi baru dan banyak prkatek	Curriculum and materials & teaching methods and approaches
lyaa sangat membantu kak, karena sebelumnya belum belajar structure, c	lyaa sangat mem	Beliefs	banyak materi baru yang belum diajarka	Curriculum and materials
Materinya bagus dan dosennya menjelaskan dengan jelas, materinya coi	Materinya bagu	Positiv	materinya complex dan dosen sering me	Curriculum and materials & teaching methods and approaches
Dosennya komunikatif dan cara mengajarnya juga mudah di pahami	kommunikatif	Beliefs	Cara mengajarnya mudah dipahami	teaching methods and approaches
2. Sangat menarik kak, karena saya suka bahasa Inggris terutama writing te	Sangat menarik	Positiv	karna menyukai bahasa inggris terutama	teaching methods and approaches
iya menarik, di mata kuliah ini saya belajar banyak hal tentang essay wi	iya menikmati	Positiv	banyak materi baru, praktek, dan koreks	Curriculum and materials & teaching methods and approaches
lyaa kak, karena wajib pakai Bahasa Inggris kan kak, tapi sekarang saya udi: memperbanyak	Disposi	Positiv	karna wajib menggunakan bahasa inggris	teaching methods and approaches
iya tentu saja sangat berguna kak, karena nanti aka nada penulisan tugas sangat berguna	Beliefs	Beliefs	berguna untuk penulisan tugas akhir	Curriculum and materials
iya, saya banyak belajar di kelas ini mulai dari pemilihan vocabulary yang	saya banyak bel	Beliefs	belajar banyak tentang pemilihan vocabab	Curriculum and materials
Sangat membantu kak, dari buku saya bisa mendapat ilmu baru tentang t	Sangat memban	Beliefs	banyak ilmu baru dan bersumber dari ahli	Curriculum and materials
Saya sangat menikmati, karena di kelas ini banyak praktek dan koreksiny	Sangat menikm	Positiv	banyak praktek dan koreksi	teaching methods and approaches
Sangat menantang, karena writng merupakan skill yang membutuhkan k	Sangat menanta	Negativ	karna writing membutuhkan skill penge	Curriculum and materials
Sangat menyenangkan kak, karena di kelas kita belajarnya lebih mendal	Sangat Meny	Positiv	pembelajarannya lebih mendalam dan d	Curriculum and materials & teaching methods and approaches
Sangat membantu kak, kemampuan saya sangat meningkat karena dose	Sangat membant	Beliefs	dosennya perfeksionis dan sering memb	teaching methods and approaches
materinya yang diajarkan sangat berguna dan menarik trus pendekatannya j	sangat berguna	Beliefs	pendekatannya serius dan komunikatif	teaching methods and approaches
kurikulumnya bagus dan sangat mendalam	kurikulumnya b	Beliefs	sangat mendalam	Curriculum and materials
penjelasan dari dosennya sangat detail dan jelas juga menggunakan kon	Dosennya detai	Beliefs	dosennya detail dan komunikasinya 2 ar	Teacher-student interaction
3. Cukup menarik, banyak latihannya terus penjelasan dosennya juga meni	Cukup menarik	Positiv	banyak latihan dan dosennya mendalam	teaching methods and approaches
lumayan menikmati, karena saya belajar banyak hal di kelas ini	Lumayan menik	Positiv	belajar banyak hal	Curriculum and materials
agak susah si kak karna wajib pake Bahasa Inggris kan kak tapi masih bisa fokus dengan pr	Disposi	Positiv	karna wajib menggunakan bahasa inggris	teaching methods and approaches
lyaa kak, sangat berguna karena besok bakal nyusun skripsi kak	Sangat berguna	Beliefs	menyusun skripsi	Curriculum and materials
saya suka pembelajaran writing di semester ini daripada semester sebel	suka	Positiv	belajar grammar dan tata cara penulisan	Curriculum and materials
membantu kak, banyak materi yang bisa di baca di buku	Membantu	Beliefs	banyak materi	Curriculum and materials
iya kak, saya menikmati karna dosennya asik dan mudah di pahami	Menikmati	Positiv	dosennya asik dan mudah di pahami	teaching methods and approaches
sangat menantang, karena writing itu sulit	Sangat menanta	Negativ	writing sulit	Curriculum and materials
Lebih menyenangkan kak, karna semester ini kelas writingnya lebih asik	Lebih menyena	Positiv	kelas writingnya lebih asik	teaching methods and approaches
membantu kak, saya banyak belajar di kelas ini dan kemampuan menul	Membantu	Beliefs	banyak belajar dan kemampuan mening	Curriculum and materials
materinya banyak dan lumayan menguras kepala	Menguras kepala	Negativ	materinya banyak	Curriculum and materials
kurikulumnya Bagus, karna saya merasa cocok belajar dengan mengguna	Kurikulumnya b	Beliefs	cocok dengan kurikulum	Curriculum and materials
Dosennya komunikatif dan asik	Kommunikatif dan asik	Positiv	kommunikatif dan asik	teaching methods and approaches
4. Cukup menarik kak, karena banyak latihannya dan di koreksi langsung sa	Cukup menarik	Positiv	banyak latihan dan koreksi langsung	teaching methods and approaches
Sangat menikmati kak, karena banyak belajar hal baru kayak grmmar, sys	Sangat menarik	Positiv	belajar banyak hal baru	Curriculum and materials
lyaa kak karena kita diharuskan bahasa inggris, jadi saya harus belajar otor belajar lebih	Disposi	Negativ	diharuskan menggunakan Bahasa Inggris	teaching methods and approaches
Sangat berguna, karena nanti dibutuhkan untuk tugas akhir/skripsi juga t	Sangat Berguna	Beliefs	untuk skripsi /tugas akhir, meningkatkan	Curriculum and materials
lyaa saya banyak belajar, karena semester ini lebih bagus dari sebelum	Lebih bagus	Beliefs	dosennya mengajar dengan detail dan m	Curriculum and materials
lyaa kak, karena itu dari para ahli dan materi yang kita kurang tahu dari do	Beliefs	Beliefs	dari para ahli	Curriculum and materials
Sangat menikmati kak, karena banyak hal baru yang dipelajari	Sangat menikm	Positiv	banyak hal baru	Curriculum and materials
Sangat menantang, karena merupakan salah satu mata kuliah yang sanga	Sangat menanta	Negativ	menguras otak	Curriculum and materials
lyaa, sayng lebih senang belajar writing di semester sekarang karena bar	Lebih senang	Positiv	banyak materi baru dan banyak prkatek	Curriculum and materials & teaching methods and approaches
sangat membantu kak, karena sebelumnya belum belajar structure, cara	Sangat memban	Beliefs	banyak belajar materi baru	Curriculum and materials
Materinya bagus dan dosennya menjelaskan dengan jelas, materinya coi	Materinya bagu	Beliefs	dosennya menjelaskan dengan jelas, ma	teaching methods and approaches
kurikulumnya Bagus dan complex kak	Bagus dan comp	Beliefs	bagus dan complex	Curriculum and materials
Dosennya komunikatif dan cara mengajarnya juga mudah di pahami	Kommunikatif	Beliefs	kommunikatif dan cara mengajar mudah d	Teacher-student interaction
5. Cukup menarik kak, Karena di kelas ini saya belajar banyak hal ka	Cukup menarik	Positiv	belajar banyak hal baru	Curriculum and materials
iya kak, di kelas ini dosennya menjelaskan dengan detail kak juga ada pr	Menikmati	Positiv	dosennya menjelaskan dengan detail da	teaching methods and approaches
lyaa kak di kelas ini kami diwajibkan buat menulis menggunakan bahasa	melatih kemam	Disposi	diwajibkan menulis dalam bahasa inggris	teaching methods and approaches
lyaa kak, besokkan ada skripsi kak jadi dari kelas ini kami mulai belajar tat	berguna	Beliefs	ada skripsi	Curriculum and materials
lyaa kak, karena di semester sebelumnya saya belum belajar tentang tata	Banyak yang dip	Beliefs	banyak hal yang di pelajari	Curriculum and materials
lyaa kak, di buku paketnya banyak materi yang bermanfaat buat kami kak	bermanfaat	Beliefs	banyak materi bermanfaat	Curriculum and materials
lyaa kak, karena ada sesi praktek dan dikoreksi juga sama dosennya kak ja	Nyaman	Positiv	ada sesi praktek dan koreksi	teaching methods and approaches
lyaa kak, menguras otak kali kak	Menguras otak	Negativ	menguras otak	Curriculum and materials
lyaa kak, di kelas ini lebih seru kak belajarnya	Lebih seru	Positiv	belajarnya lebih seru	teaching methods and approaches
lyaa kak, karena saya tahu lebih banyak tentang essay writing di kelas ini	lyaa lebih bany	Beliefs	tahu lebih banyak tentang essay writing	Curriculum and materials
materinya banyak kak tapi menarik dan berguna banget buat dipejari kal	menarik dan be	Beliefs	materinya banyak tapi menarik dan berg	Curriculum and materials
bagus kak, sejauh ini Alhamdulillah aman-aman aja kak	Bagus	Beliefs	sejauh ini aman	Curriculum and materials
seru kak, dosennya komunikatif, cara mengajarnya juga mudah dipaham	Kommunikatif	Positiv	Cara mengajarnya mudah dipahami	teaching methods and approaches
6. lumayan lah kak	lumayan	Positiv	lumayan	Curriculum and materials
lyaa kak, saya lumayan menikmati karena dosennya mengajarkan samp	Lumayan menik	Positiv	dosen mengajarkan detail kecil	teaching methods and approaches
lyaa kak, karena diharuskan Bahasa Inggris kak jadi saya harus mengikut	ju fokus	Disposi	diharuska dan harus mengikuti	teaching methods and approaches
beerguna (pembelajaran writing) buat skripsian	berguna	Beliefs	berguna untuk skripsian	Curriculum and materials
lyaa kak, banyak kak yang saya pejari, karena semester ini lebih bagus d	Banyak yang dip	Beliefs	dosennya lebih detial dan banyak mater	teaching methods and approaches
lyaa kak, lumayan membantu kak karena itu dari para ahli dan m	lyaa membant	Beliefs	dari para ahli	Curriculum and materials
cukup menikmati kak, karena saya banyak dapat pengalaman menulis di	cukup menikm	Positiv	dapat pengalaman menulis	Curriculum and materials
Sangat menantang, karena merupakan salah satu mata kuliah yang cukup	Sangat menanta	Negativ	mata kuliah yang cukup sulit	Curriculum and materials
lyaa kak, lebih asik yang sekarang karena banyak yang diajarkan dosen wr	Lebih asik	Positiv	banyak yang diajarkan dan banyak prakte	Curriculum and materials & teaching methods and approaches
lyaa kak, bakal meningkat kak karena sebelumnya belum belajar structu	meningkat	Beliefs	banyak belajar hal baru	Curriculum and materials
materinya sangat berguna buat kami pas skripsian besok kak	Sangat berguna	Beliefs	berguna untuk skripsian	Curriculum and materials
lyaa kak, kurikulumnya lumayan bagus tapi masih ada yang harus	Bagus	Beliefs	lumayan bagus tapi masih ada yang perl	Curriculum and materials
cara mengajarnya mudah dipahami, dan tidak membosankan	Tidak membosa	Positiv	Cara mengajarnya mudah dipahami	teaching methods and approaches



APPENDIX IV
THESIS GUIDANCE LETTERS

UIN SUSKA RIAU

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.



Hal
1.1



Pekanbaru, 2 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rahna Husnaini
NIM / HP : 12010426857 / 081276663738
Tempat / tanggal lahir : Siak / 16 November 2001
Semester / Tahun : VI / 2023
Jurusan : Pendidikan Bahasa Inggris


Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE EFFECT OF USING REFLECTION SUPPORTED LEARNING OF WRITING ON STUDENTS WRITING ATTITUDE AT UIN SUSKA RIAU"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Bukhori M.Pd., Dr.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Rahna Husnaini
NIM. 12010426857

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



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING
 Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6138/2023
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 14 Maret 2023

Kepada
 Yth. Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RAHNA HUSNAINI
 NIM : 12010426857
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE EFFECT OF USING REFLECTION SUPPORTED LEARNING OF WRITING ON STUDENTS WRITING ATTITUDE AT UIN SUSKA RIAU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 197210171997031004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

- Hal-hal yang dilarang:
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.



- 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.
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Pekanbaru, 15 Mei 2023

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

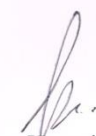
Nama : Rahna Husnaini
NIM / HP : 12010426857/081276663738
Tempat / tanggal lahir: Siak / 16 November 2001
Semester / Tahun : VI / 2023
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Dr. Bukhori, S.Pd.I, M.Pd.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **"THE EFFECT OF USING REFLECTION SUPPORTED LEARNING OF WRITING ON STUDENTS WRITING ATTITUDE AT UIN SUSKA RIAU"** Menjadi **"Exploring students' attitudes toward learning writing: Case study at English education departement of an islamic university in Pekanbaru"** Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Rahna Husnaini
NIM.12010426857

Pekanbaru, 19 September 2023

Hal : Permohonan Perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rahna Husnaini
NIM / HP : 12010426857 / 081276663738
Tempat / tanggal lahir : Siak / 16 November 2001
Semester / Tahun : VII / 2023
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"EXSPLOING STUDENTS' ATITUDES TOWARD LEARNING WRITING: CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF AN ISLAMIC UNIVERSITY IN PEKANBARU"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Bukhori M.Pd., Dr.

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis
5. SK Pembimbing Sebelumnya

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Rahna Husnaini
NIM. 12010426857

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

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.



Hal

1. Larangan meniripung atau sejenisnya karya tulis ini tanpa menuliskan dan menyetujui suruh.
 - 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.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/18295/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 22 September 2023

Kepada
Yth.

1. Dr. Bukhori, S.Pd.I, M.Pd.

2.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RAHNA HUSNAINI

NIM : 12010426857

Jurusan : Pendidikan Bahasa Inggris

Judul : "Exploring students' attitudes toward learning writing: Case study at English education departement of an islamic university in Pekanbaru"

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

IP. 19721017 199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Pekanbaru, 5 Maret 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rahna Husnaini
NIM / HP : 12010426857 / 081276663738
Tempat / tanggal lahir : Siak / 16 November 2001
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris


Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"EXPLORING STUDENTS' ATTITUDES TOWARD LEARNING WRITING: CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF AN ISLAMIC UNIVERSITY IN PEKANBARU"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Bukhori M.Pd., Dr.

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis
5. Surat SK pembimbing lama

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Rahna Husnaini
NIM.12010426857



UIN SUSKA RIAU

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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 Fax. (0761) 561647 Web.www.fk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/6132/2024 Pekanbaru,15 Maret 2024
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada
 Yth. Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RAHNA HUSNAINI
 NIM : 12010426857
 Jurusan : Pendidikan Bahasa Inggris
 Judul : EXPLORING STUDENTS' ATTITUDES TOWARD LEARNING WRITING: CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF AN ISLAMIC UNIVERSITY IN PEKANBARU
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 IP. 19721017 199703 1 004

Tembusan :
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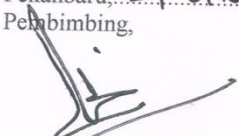
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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : **Dr. Bukhori, S.pd., M.Pd**
 - a. Nomor Induk Pegawai (NIP) : **197905122007101001**
3. Nama Mahasiswa : **RAHMA HUSNAINI**
4. Nomor Induk Mahasiswa : **12010426857**
5. Kegiatan : **Bimbingan Proposal**

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	12 Maret 2023	Bimbingan Judul (Pergantian Judul)		
2	7 April 2023	Bimbingan Jurnal theory sesuai Judul		
3	14 April 2023	Bimbingan bab 1 (bagrad) gaps dll.		
4	26 Mei 2023	Bimbingan bab 1		
5	23 Juni 2023	bimbingan bab 2 & 3		
6	12 September 2023	Bimbingan bab 2 & 3		
7	24 oktober 2023	Acc for Seminar Proposal		

Pekanbaru, 24 oktober 2024
Pembimbing,


Dr. Bukhori, S.Pd., M.Pd
NIP. 197905122007101001

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bukhori, S.Pd.I, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 197905122007101001
3. Nama Mahasiswa : Rahna Husnaini
4. Nomor Induk Mahasiswa : 12010426857
5. Kegiatan : Bimbingan skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	17/12/2023	Bimbingan instrument		
2.	26/03/2024	Bimbingan I		
3.	15/04/2024	Revisi I		
4.	29/04/2024	Revisi II		
5.		ACC for munaqasah		

Pekanbaru, 09 Mei 2024
 Pembimbing,

Dr. Bukhori, S.Pd.I, M.Pd
 NIP. 197905122007101001

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**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : Rahna Husnaini
 Nomor Induk Mahasiswa : 12010426857
 Hari/ Tanggal : Senin / 6 November 2023
 Judul Proposal Penelitian : Exploring student's attitudes Toward learning writing : case study AT english Education Department of An Islamic university in Pekanbaru

NO	URAIAN PERBAIKAN
1.	Justification of choosing location
2.	Problems → should not be like experimental study
3.	Discuss more about attitudes
4.	Background → conceptual theories, gap of previous study preliminary study
5.	Revisi Research Questions what why

Pekanbaru, 13 Desember 2023
 Penguji II

Penguji I

Abdul Hadi, M.A., Ph.D

Dedy Wahyudi M.Pd

1. Pengutipan harus menggunakan cara-cara yang benar, yaitu:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Rahna Husnaini
 Nomor Induk Mahasiswa : 12010426857
 Hari/Tanggal Ujian : Senin, 6 November 2023
 Judul Proposal Ujian : EXPLORING STUDENTS' ATTITUDES TOWARD LEARNING WRITING : CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF AN ISLAMIC UNIVERSITY IN PEKANBARU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Abdul Hadi, M.A.,PH.D	PENGUJI I		
2.	Dedy Wahyudi M.Pd	PENGUJI II		

Mengetahui
 Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004



Pekanbaru, 14 Desember 2023
 Peserta Ujian Proposal

Rahna Husnaini
 NIM. 12010426857



APPENDIX V
Research Letters

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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Noor : Un.04/F.II.3/PP.00.9/22293/2023
 Sifat : Biasa
 Lapp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 12 Desember 2023

Kepada
 Yth. Kajur Pendidikan Bahasa Inggris
 Fakultas Tarbiyah dan Keguruan
 UIN Suska Riau
 di
 Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Rahna Husnaini**
 NIM : 12010426857
 Semester/Tahun : VII (Tujuh)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Dekan
 Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001

UIN SUSKA RIAU



1. H
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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SURAT KETERANGAN

Pekanbaru, 14 Desember 2023

Assalamu'alaikum Warahmatullahi Wabarakatuh.


Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Rahna Husnaini
NIM : 12010426857
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : Exploring Students' Attitudes toward Learning Writing: Case Study at English Education Department of an Islamic University in Pekanbaru

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/61208
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/22524/2023 Tanggal 15 Desember 2023**, dengan ini memberikan rekomendasi kepada:

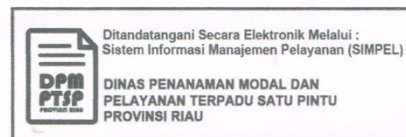
- | | |
|----------------------|---|
| 1. Nama | : RAHNA HUSNAINI |
| 2. NIM / KTP | : 12010426857 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : EXPLORING STUDENTS ATTITUDES TOWARD LEARNING WRITING : CASE STUDY AT ENGLISH EDUCATION DEPARTMENT OF AN ISLAMIC UNIVERSITY IN PEKANBARU |
| 7. Lokasi Penelitian | : PENDIDIKAN BAHAS INGGRIS UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 18 Desember 2023



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Tempat
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/22524/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 15 Desember 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Rahna Husnaini**
NIM : 12010426857
Semester/Tahun : VII (Tujuh)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Exploring Students' Attitudes Toward Learning Writing: Case Study At English Education Department Of An Islamic University In Pekanbaru
Lokasi Penelitian : Pendidikan bahas Inggris, UIN Suska Riau
Waktu Penelitian : 3 Bulan (15 Desember 2023 s.d 15 Februari 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
an. Rektor
Dekan



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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

Pekanbaru, 15 Januari 2024

Assalamu'alaikum warahmatullahi wabarakatuh

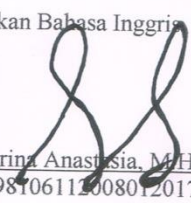
Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Rahna Husnaini
Nim : 12010426857
Pendidikan : SI Pendidikan Bahasa Inggris
Judul Penelitian : Exploring Students' Attitudes Toward Learning Writing: Case Study At English Education Department Of An Islamic University In Pekanbaru

Nama bersangkutan di atas diizinkan melakukan riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di gunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No.155 KM.15 Tuahmadani Tampan - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
Fax. 0761-561646 Web.www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Nomor: 4453/Un.04/F.II/PP.00.9/02/2024

Yang bertanda tangan dibawah ini:

Nama : **Dr. H. Kadar, M.Ag.**
NIP : 19650521 199402 1 001
Pangkat/Gol : Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan : Dekan
Alamat Surel : lailatul_qdr@yahoo.com
Unit Kerja : Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau

Dengan ini menerangkan bahwa:

Nama : **Rahna Husnaini**
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Riset : Exploring Students Attitudes Toward Learning Writing :
Case Study at English Education Department of an Islamic
University in Pekanbaru

Bahwasanya telah melakukan riset di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

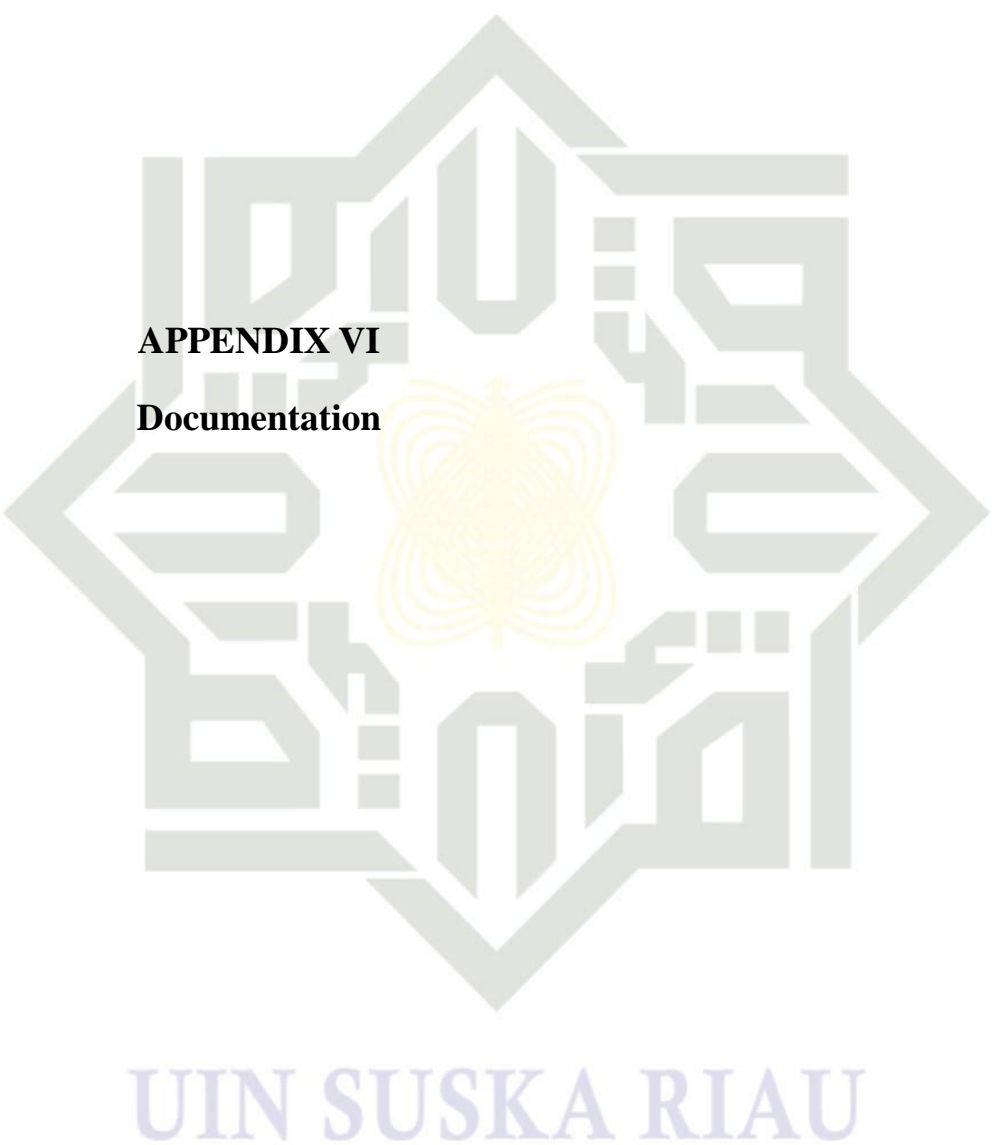
Pekanbaru, 15 Februari 2024

Dekan,



Dr. H. Kadar, M.Ag
NIP. 19650521 199402 1 001

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APPENDIX VI

Documentation

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State Islamic University of Sultan Syarif Kasim Riau

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CURRICULUM VITAE

Rahna Husnaini is the first child of Mr. Anhar and Mrs. Jumaida. She was born on Siak, November 16th 2001. In 2014 she graduated from SDN 005 Kumbara Utama. She also finished her study at SMPN 1 Kerinci Kanan in 2017 and SMAS Takhassus Al-Qur'an Wonosobo in 2020.



In 2020, she was accepted to be a Students at Department of English Education, Faculty of Education and Teacher Training. UIN Suska Riau. On July until Agustus 2023, she was doing *KKN (kuliah kerja nyata)* program at kiab jaya Village in Bandar Seikijang District, Pelalawan. Then, on September until November 2023, she was doing pre service Teacher practic (*PPL*) program at MTSS Al Mujtahadah Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on December 2023 by thesis entitled "Exploring Students' Attitudes toward Learning Writing: Case Study At English Education Department Of An Islamic University in Pekanbaru".

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