EFL STUDENTS' ATTITUDE TOWARDS WRITING IN HIGHER EDUCATION: A SURVEY STUDY

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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EDUCATION: A SURVEY STUDY

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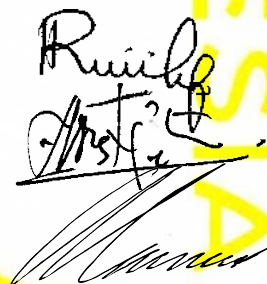**Mutiah Fanny Farhany**

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis, with the exception of what is specified in the citations and

references, does not contain the work of others, as is the case with research papers.

Yogyakarta, 20 October 2021

Mutiah Fanny Farhany

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MOTTO

"Be thankful for your blessings and never doubt your struggles. Don't ask why they happened, just be thankful for the strength they gave you. The Prophet Muhammad SAW. said: "if Allah wants to do good to somebody, He afflicts him with trials." —Al-Bukhari.

"And he is with you wherever you are." —Q.S Al-Hadid/57:4

"Everything happens for a reason" —Xiao Dejun, WayV.

DEDICATIONS

Gratefully and thankfully, I dedicated this thesis to:

1. My beloved mother, Sri Wahyuningsih, who had already left when I was trying to finish this thesis in June, thank you for always giving me the support and encouragement when you are still around, and sorry for not being able to finish this earlier. I love you momm! <3. Of course to my beloved father, Nurman, my bros, abang Fiqi and dang Fathan who has always been with me and supported me during the writing of this thesis, your daughter and little sister did it successfully xixixi *peace sign*.

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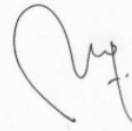
Then, thank you very much to Mrs. Rizki farani S. Pd., M.Pd., this thesis will not be completed without the help of her who is very patient and kind. Also I really thank all the lecturers of English Language Education at the Islamic University of Indonesia who have provided a lot of knowledge and useful for my life and world of work, and last for friends who have helped in the process of making this thesis and friends who are always supporting me.

Lastly, I as a writer really believe that there are many deficiencies in the writing of this thesis, although I really hope this can be useful for the English language education department, all comments, criticisms, and some advice arising

from these flaws are welcome to be provided to the writer in order to enhance this thesis

Yogyakarta, 28 October, 2021

Mutiah Fanny Farhany

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ABSTRACT

The purpose of the study is to identify the attitudes of EFL Students towards writing skills in Higher Education. The research design of this research is quantitative research with a survey study method. This research uses Writing Apprehension Questionnaire (WAQ) from Ismail (2011) this instrument consisted of 4 domains with 28 items. There were 42 students involved in this research as respondents. They were selected with a purposive sampling from the English Education Department in one private university in Yogyakarta. All respondents were final year students who have completed all EFL writing courses in the department. The result shows the highest score refers to the statement "Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang." (mean = 4,16. STD = 0,72) It means students consider writing as one of the challenging subjects in their study. Meanwhile, the lowest score is the statement "Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya." (mean= 2,02. STD = 1,02) The result indicates that students think that practicing writing is important to support their study.

Keywords: EFL Writing, Skill, Course, Attitude.

CHAPTER I

INTRODUCTION

1.1. Background

Attitude is one of the most important elements in language learning (Graham et al., 2005) since it determines students' ability and willingness to learn the target language. However, learning foreign language is not easy. As an impact, students can present diverse attitudes toward language learning. This research specifically discussed students' attitude toward writing skills in higher education context. It is an interesting topic to be highlighted because some students claimed that writing skills are the most difficult skills in English learning. Students show negative attitudes in writing activities, especially in writing an essay. An essay is viewed as a difficult task because it requires hard effort, requires a good and correct composition to make a good essay. Students carry out writing activities due to demands for graduation and getting good grades only (Setyowati & Sukmawan, 2016).

Rahamatunisa (2014) reveals that there are 3 categories of challenges in writing in EFL; a) linguistic problems (grammar structure, word classes, word misuse, and use of references), b) cognitive problems (organizational and structural paragraphs, and c) psychological problems such as mood and difficulty starting writing. In addition, students have less allocation time to practice writing in class, writing guides, and ineffective writing resources (Ismail, 2011). Therefore, it is important to identify students' attitude in writing

to improve learning strategies inside and outside the classroom. This research aims to map EFL students' attitude toward writing skills to accommodate them with the effective learning strategies to solve their problems and improve their writing capability.

1.2. Identification of the Problem

Students perceived writing as the most difficult skill in EFL (Setyowati & Sukmawan, 2016). In addition, Rahamatunisa (2014) mentioned 3 challenges in writing: linguistics, cognitive and psychological problems. Therefore, it is necessary to track EFL students' attitude to reveal existing problems and find solutions to solve challenges.

1.3. Formulation of the Problem

This research was conducted to answer a question. What is EFL students' attitude towards writing in higher education?

1.4. Objective of the Study

The aim of this study is to identify EFL students' attitude towards writing in higher education.

1.5. Significance of the Study

This study brings benefits for students, teachers, and researchers. For students, this survey study can raise awareness about the current factors that influence their attitudes in writing. For teachers, the findings help teachers to

find effective strategies to teach writing. For researchers, this survey study can

be a reference for educational purposes to map students' attitudes in writing.

CHAPTER II

LITERATURE REVIEW

2.1. Attitude toward Writing skills in Higher Education

Writing is a process of a person thinking and finding ideas, expressing ideas into writing and shaping those ideas into a clear paragraph (Al-Sobhi et al., 2018). Writing can be one of the ways to produce language (Meyers, 2005). According to Jabali (2018) in writing courses at the university, there was an increase in students' tension and confusion due to the complexity of the writing that became the assignment. According to Gere (1987) there can be inhibition and decreased student motivation when confusion and tension occur, which also has a negative impact on writing. As a result, the attitude of students toward writing can decline. In fact, attitude is an important part of one's life, because attitude is one's overall feeling towards anything that can lead to positive or negative attitude (Ajzen, 2005; Gardner, 1980).

In language learning, attitude is a very important element because it relates with ability and willingness to learn in positive or negative form (Gardner et al., 1985). Hence, language attitudes play a critical role in determining the success of any language project (Baker, 1992). There is a correlation between student performance and attitudes towards language learning (Masgoret & Gardner, 2003; Mathewson, 1994). Karahan (2007) states that the improvement in students' achievement or skills occur when

students give a positive attitude to the learning. In addition, Brown (2009) also states that a student's trust can increase with the positive attitude they give towards learning. However, Graham et al., (2007) states that writing educators express concern that students generally show a negative attitude towards writing. When dealing with writing assignments, students often display anxiety, fear of failure, or even feel a lack of control (Bruning & Horn, 2000). (Lee, 2013) explains that it is very common for students to feel fear, stress and anxiety. There are several keys to developing student motivation in writing which are stated by Bruning & Horn (2000), the first key is the need for teachers to build learners' beliefs about the nature and potential of writing so that they can see writing as an intellectual and social tool that can build their confidence in writing. The second key, the teacher must convey the purpose and context of writing in an authentic way. The third key, teachers are able to help learners to develop by providing feedback, determining the purpose of specific writing assignments, and providing some writing strategies and when to use them. Then, the last key is the need for an approach that can help students to deal with negative influences in writing and build new approaches to writing activities to be more productive.

2.2. Relevant Studies

There are several studies that are relevant to this research, the first is research conducted by Setyowati & Sukmawan (2016) which showed that students still had a positive attitude toward writing although they

encountered several challenges. This research is relevant because the discussion focused on identifying students' attitude toward writing.

The second research is from Ismail (2011), in his research to explore students' perceptions about an academic writing course and writing in general as an undergraduate in United Arab Emirates University. The research findings revealed the students' expectations and perspectives, which they brought to the writing course. The students' positive attitude toward the AWC course and their assessments of their own ESL writing ability were highlighted in the findings. One of the most notable findings from this study's data was the students' misunderstanding of their own abilities. A number of students indicated satisfaction with their current writing skills, despite the fact that they still needed to pay close attention to this aspect. This research also mentioned that in writing, several students during their studies consider textbooks/modules as an easy, useful, helpful, and well-organized aid to guide them. In addition to it, Berge et al., (2016) also states that the writing model provides a suitable basis for formulating written assignments, it is mentioned in their research entitled "The Wheel of Writing: a model of the writing domain for the teaching and assessing of writing as a key competency". For another addition to the students favorite learning style in writing, according to Storch (2005), who emphasizes collaborative writing. When students were given the option of working in pairs or individually, some students chose to work in pairs and produced shorter and more effective writings.

2.3. Theoretical Framework

This study used the main concept of attitude from Gardner et al. (1985) of Attitude/Motivation Test Battery (AMTB) which states that attitude relates to ability and willingness to learn in positive or negative form. Since the topic of this research is students' attitude in writing, the study used Writing Apprehension Questionnaire (WAQ) from Ismail (2011). The instruments were originally adapted from Daly & Miller (1975) (Jabali, 2018). The instrument consisted of 4 domains with 28 items: students' perceptions of writing in English, students' views of their favorite learning styles, students' views of their writing ability in English and students' views of academic writing courses (AWC).

The theoretical framework of this research can be illustrated in the following diagram:

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┌─────────────────────────────┐
│   Attitude relates to ability and
│   willingness to learn in
│   positive or negative form
│   (Gardner, 1985) of
│   Attitude/Motivation Test
│   Battery (AMTB)
└─────────────────────────────┘
                │
                ▼
┌─────────────────────────────┐
│   Writing Apprehension
│   Questionnaire (WAQ) from
│   Ismail (2011) 4 domains 28
│   items
└─────────────────────────────┘
                │
                ▼
```

| students' perceptions of writing in English | → | students' views of their favorite learning | → | students' views of their writing ability in | → | students' views of writing academic courses |

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study was designed to identify the attitudes of EFL students in higher education towards writing skills. The researcher conducted this research in the form of quantitative research, in the form of a survey study (Kraemer, 1991). Survey according to Pinsonneault & Kraemer (1993) is defined as a means to collect information about the characteristics, actions, or opinions of a large group of people.

3.2. Population and Sample

According to Creswell (2012) the population is all the objects of the research target. The population in this study were students of the English Department of the Private University in Yogyakarta. The target population of students in this study is the class of 2017 they were final year students; thus, they have completed all EFL writing courses in the department.

The sample is part or representative of the population that has the same characteristics (Arikunto, 2006). The determination of the sample refers to Arikunto (2017) that if the respondents are less than 100 people, the researcher must take the entire research population, but if the respondents are more than 100, the researcher must take 10-15% or 20-25%

or more from all the population as a sample. The population in this study were 86 students. Therefore, the researcher used purposive sampling because all the population had the opportunity to contribute to data collection. At the end, there were only 42 respondents who filled out the questionnaire.

3.3. Data Collecting Technique

In this subchapter the researcher explained about data collection techniques which are instruments, validity and reliability of this research.

3.3.1 Questionnaire

The instrument in this research was Writing Apprehension Questionnaire (WAQ) from Ismail (2011) and translated the instrument into Bahasa Indonesia. The instruments were originally developed by Daly & Miller (1975) (Jabali, 2018) originally, there were 26 items in the questionnaires, divided into 2 domains: Positive and Negative Statements about writing. Ismail (2011) modified the questionnaires. This research used the modified version from Ismail (2011), which consists of 28 items and 4 domains: students' perceptions of writing in English, students' views of their favorite learning styles, students' views of their writing ability in English and students' views of the Academic Writing Course (AWC). After translating

the questionnaire the researcher shared the link of the questionnaire within google form in Line Group of English Language Education Department batch 2017 and shared the link one by one to all of the participants but at the end only 42 participants were willing to fill out the questionnaire. The questionnaires used 5 likert scales, from Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly to Agree = 5.

Table 1. Writing Apprehension Questionnaire (WAQ) modified by Ismail (2011)

A. Students' perceptions of writing in English

Item No.	Item
1	Learning to write in English is a very important skill for my academic study at the university.
2	I need to learn to write in English because it is a very important skill for my future job.
3	I like to write in English because I am a good writer in Arabic.
4	I enjoy writing in English.
5	I feel that I can be a good writer if I practice writing regularly.

B. Students' views of their favorite learning styles

Item No.	Item

6	I always need help when I write in English.
7	I prefer to work with the teacher during a writing activity.
8	I can write better when I work with other students.
9	I prefer to look at a writing model before I start writing in English.

C. Students' views of their writing ability in English

Item No.	Item
10	I would like to learn all language skills except writing.
11	Writing is not a very important skill for me.
12	I hate writing in English because I do not know how to write.
13	I do not enjoy writing in English because it is a very difficult skill for me.
14	I cannot write because my English is not very good.
15	I hate writing in English because I had some bad experiences in the past.
16	I get lost when I start writing in English.
17	I do not practice writing in English because it is not very important for my academic study.
18	I am not a good writer in both Arabic and English.
19	I do not feel comfortable during a writing activity

D. Students' views of the Academic Writing Course (AWC)

Item No.	Item
20	I only write in English during the ESP class.
21	The ESP writing class is useful for my academic study.
22	I feel that I learn a lot from the ESP writing class.
23	The AWC textbook helps me write better.
24	I enjoy the ESP Academic Writing Course.
25	The AWC is a challenging writing course.
26	The AWC is less challenging than Level 3 Writing Course.
27	The AWC is more enjoyable than Level 3 Writing Course.
28	I feel the AWC helps me improve my writing skill more than Level 3 Writing Course.

Table 2. Writing Apprehension Questionnaire (WAQ) modified by Ismail (2011) in Bahasa Indonesia.

A. Persepsi siswa tentang menulis dalam bahasa Inggris

Item No.	Item

1	Belajar menulis dalam bahasa Inggris adalah keterampilan yang sangat penting untuk studi akademis saya di universitas.
2	Saya perlu belajar menulis dalam bahasa Inggris karena itu adalah keterampilan yang sangat penting untuk pekerjaan saya di masa depan.
3	Saya suka menulis dalam bahasa Inggris karena saya seorang penulis yang baik dalam bahasa indonesia.
4	Saya menikmati menulis dalam bahasa inggris.
5	Saya merasa bisa menjadi penulis yang baik jika saya berlatih menulis secara teratur.

B. Pandangan siswa tentang gaya belajar favorit mereka,

Item No.	Item
6	Saya selalu membutuhkan bantuan saat menulis dalam bahasa Inggris.
7	Saya lebih suka bekerja dengan guru selama kegiatan menulis.
8	Saya bisa menulis lebih baik ketika saya bekerja sama dengan siswa lain.
9	Saya lebih suka melihat contoh tulisan sebelum saya mulai menulis dalam bahasa Inggris.

C. Pandangan siswa tentang kemampuan menulis mereka dalam bahasa Inggris

Item No.	Item

10	Saya ingin mempelajari semua keterampilan bahasa kecuali menulis.
11	Menulis bukanlah keterampilan yang terlalu penting bagi saya.
12	Saya benci menulis dalam bahasa Inggris karena saya tidak tahu cara menulis.
13	Saya tidak suka menulis dalam bahasa Inggris karena itu keterampilan yang sangat sulit bagi saya.
14	Saya tidak bisa menulis karena bahasa Inggris saya tidak terlalu bagus.
15	Saya benci menulis dalam bahasa Inggris karena saya memiliki pengalaman buruk di masa lalu.
16	Saya merasa kehilangan arah pikir ketika saya mulai menulis dalam bahasa Inggris.
17	Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya.
18	Saya bukan penulis yang baik dalam bahasa Indonesia dan Inggris.
19	Saya merasa tidak nyaman selama kegiatan menulis

D. pandangan siswa tentang Academic Writing Course (AWC).

Item No.	Item

20	Saya hanya menulis dalam bahasa Inggris selama kelas English as a Foreign Language (EFL).
21	Semua kelas menulis EFL yang pernah saya ikuti berguna untuk studi akademis saya.
22	Saya merasa bahwa saya belajar banyak dari kelas menulis EFL.
23	Buku teks di kelas menulis EFL membantu saya menulis bahasa inggris dengan lebih baik.
24	Saya menikmati mata kuliah menulis EFL.
25	Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang.
26	Mata kuliah menulis ARW kurang menantang dibandingkan mata kuliah menulis yang saya ikuti sebelumnya (Paragraph Writing, Essay Writing, dan Introduction to Argumentative Writing).
27	Mata kuliah ARW lebih menyenangkan daripada mata kuliah menulis yang saya ikuti sebelumnya.
28	Saya merasa ARW membantu saya meningkatkan keterampilan menulis saya lebih dari mata kuliah menulis yang saya ikuti sebelumnya.

3.3.2 Validity

Sugiyono (2013) states that validity is the degree to which data on research with data can be transmitted by the investigator actually occurs. Valid data are therefore data that do not vary from the data recorded by the researcher to the data actually provided in the subject. In this research, the validity of the contents and constructs have been used. Researchers consulted the instruments to expert judgment before collecting data.

Validity test is used to determine the validity of the questionnaire in collecting data. The validity test was carried out using the Pearson bivariate correlation formula with the SPSS version 25.0 tool. Questionnaire items in the validity test are said to be valid if the value of r count > r-table at a significance value of 5%. Siregar (2012) states otherwise, the item is said to be invalid if the value of r-count > r-table at a significance value of 5% with the formula (n-2). With this formula generated (n-2) = (42-2), and from these calculations the resulting r table is 0.304.

The validity decision is based on the calculated value (Pearson Correlation) > R-table of 0.304 (N=42). All items in this questionnaire were declared valid because the value of the Corrected Item Total Correlation / r-count exceeds the limit of the r-table 5% (N = 42), that is 0.304. Here is an analysis result of validity test of the questionnaire that used:

The result of validity test

	R Arithmetic	Symbol	R Table	Description
Q1	0,174	<	0.304	Invalid
Q2	0,091	<	0.304	Invalid
Q3	0,188	<	0.304	Invalid
Q4	0,198	<	0.304	Invalid
Q5	0,196	<	0.304	Invalid
Q6	0,539	>	0.304	Valid
Q7	0,396	>	0.304	Valid
Q8	0,562	>	0.304	Valid
Q9	0,386	>	0.304	Valid
Q10	0,586	>	0.304	Valid
Q11	0,686	>	0.304	Valid
Q12	0,666	>	0.304	Valid
Q13	0,775	>	0.304	Valid
Q14	0,758	>	0.304	Valid
Q15	0.700	<	0.304	Valid
Q16	0,723	<	0.304	Valid

Q17	0,685	>	0.304	Valid
Q18	0,558	>	0.304	Valid
Q19	0,673	>	0.304	Valid
Q20	0,593	>	0.304	Valid
Q21	0,361	>	0.304	Valid
Q22	0,240	<	0.304	Invalid
Q23	0,322	>	0.304	Valid
Q24	0,202	<	0.304	Invalid
Q25	0,395	<	0.304	Valid
Q26	0,426	>	0.304	Valid
Q27	0,424	>	0.304	Valid
Q28	0,342	>	0.304	Valid

After the data were processed, the researcher found 7 items were invalid. Therefore, the researcher eliminated the items that were invalid namely Q1, Q2, Q3, Q4, Q5, Q22, and Q24 from the result of the validity test. The researcher only used the valid items namely Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20,Q21, Q23, Q25, Q26, Q27, and also Q28. The total of valid items are 21 items.

3.3.3 Reliability

The researcher has calculated the reliability of this research, in this study and have been examined by researchers and found the reliability of Cronbach Alpha is 0.92, this shows that the questionnaire used is reliable.

3.4. Data analysis Technique

3.4.1 Data Indicator

For writing attitudes surveys, the researcher used media google forms administrative time which can be traveled very efficiently about 5-10 minutes for completing the questionnaire. The researcher used an online questionnaire named Google forms to make it more efficient in collecting the data. At the beginning, the researcher shared the link of the questionnaire in Line Group of English Language Education Department batch 2017 and shared the link one by one to the participants. At the first part of the online questionnaire, the researcher gave a brief explanation for the purpose of the questionnaire. After that, the respondent could access and fill in the questionnaire directly. By using Google forms, the score can be summed up automatically into google spreadsheet. Then, the researcher processed the data in SPSS 25.0 and Microsoft Excel to find out the average and standard deviation of the data.

3.4.2 Step of Data Analysis Technique

1. Choosing the modified version of Writing Apprehension Questionnaire (WAQ) from Ismail (2011) as the research instrument.

2. Translating the questionnaire into Bahasa Indonesia

3. Checking validity and reliability of the questionnaire.

4. Distributing the questionnaire to respondents.

5. Analyzing the result by using Microsoft Excel and SPSS to identify scores.

6. Interpreting the data based on the result

CHAPTER IV

RESULT & DISCUSSION

The data presents students' attitudes towards writing in higher education. Data collection was obtained from survey research, mapping writing attitudes of students at one of the university in Yogyakarta. The presentation in this chapter consists of two sub topics: research findings and discussion.

4.1. Research Findings

There were 42 respondents from the English Language Education Department, particularly final year students who were at the batch 2017. They met the criteria of the survey because they had experience in writing. They have passed four writing courses during their study in the department. There were 30 female respondents (71,4 %) and 12 (28.6%) male respondents.

Gender

Laki-laki
28.6%
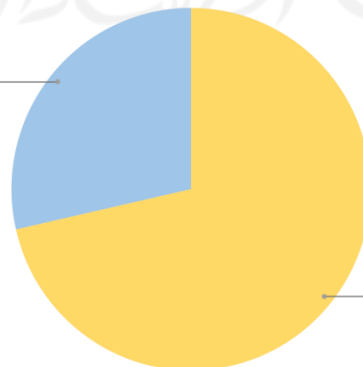
Perempuan
71.4%

Figure 1. Chart the Characteristics of Respondents by Gender

4.1.1. Findings of Writing Attitudes

Based on the descriptive statistical analysis, the highest mean score is on the second domain which is students' views of their favorite learning styles (Mean = 3,71 and, SD= 1.0). In this domain, all questions were about students' attitude in managing their writing projects. The results showed that students tend to work collaboratively with peers and teachers to seek help or examples. Meanwhile, the lowest domain is students' views of their writing ability in English (Mean = 2,35, SD = 1.18). In this domain, most students disagree that writing is not important. It indicates that students think that writing is one of the most important skills in English.
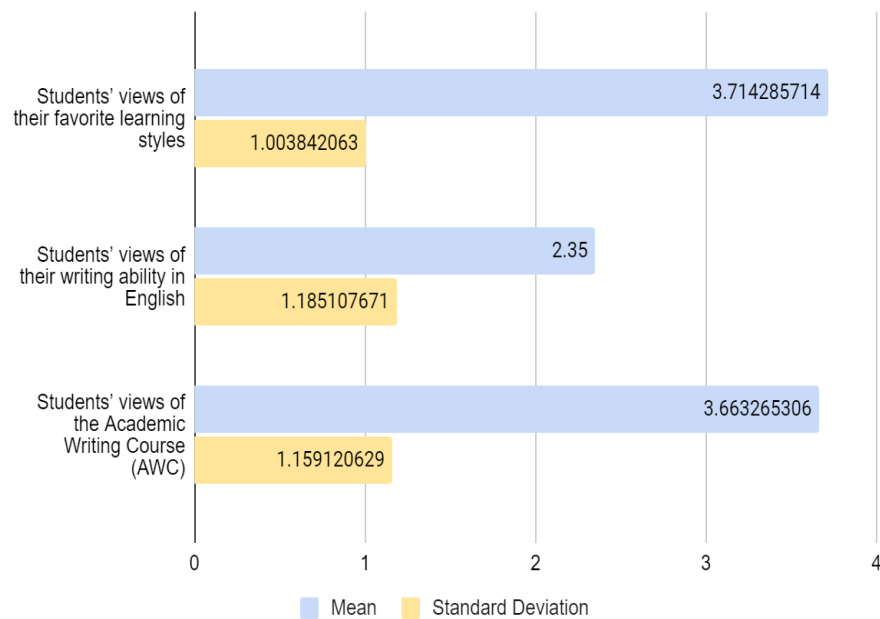
Figure 2. Chart of Writing Attitudes in General

Among 21 items in the instruments, the highest mean score is item number 18 (Mean = 4,16. This number is the highest because it has the lowest standard deviation, STD = 0,72) which states "Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang." It means students considers writing as one of challenging subjects in their study. Meanwhile, the lowest mean score is item number 12 (Mean = 2,02. STD = 1,02) that is "Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya." The result indicates that students think that practicing writing is important to support their study.

Figure 3. The Mean and Standard deviation of the entire questionnaire

Mean ■ Standard Deviation
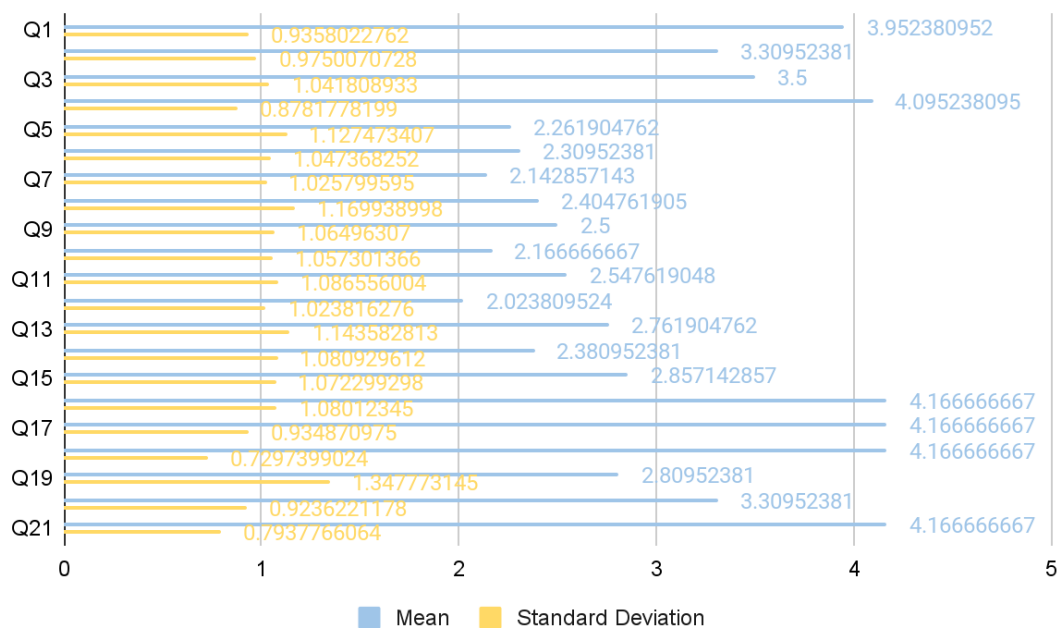
4.1.2. Students' Views of Their Favorite Learning Styles (Domain B)

This subtopic presents data on domain B, students' views of their favorite learning styles. Based on table 1, respondents can become good writers if they practice these skills on a regular basis. However, some of them were hesitant to seek assistance during the writing process. They showed doubt about the source of the aid, with the majority opting for options two, three, and four (disagree, neutral and agree). In other words, students require assistance, but the sources of assistance differ.

Table 1. Means and standard deviations for Domain B

Item No.	Item	Count	Mean	Standard Deviation

1	Saya selalu membutuhkan bantuan saat menulis dalam bahasa Inggris.	42	3.95	.93
2	Saya lebih suka bekerja dengan guru selama kegiatan menulis.	42	3.30	.97
3	Saya bisa menulis lebih baik ketika saya bekerja sama dengan siswa lain.	42	3.5	1.04
4	Saya lebih suka melihat contoh tulisan sebelum saya mulai menulis dalam bahasa Inggris.	42	4.09	.87

As shown in table 1, students admitted that the writing model guided them gradually through the writing process which became their target goal. Most of the respondents thought the writing class was beneficial; they provide assistance and can help them improve their writing product.

4.1.3. Students' views of their writing ability in English (Domain C)

In domain C, students were unsure or disagreed about potential obstacles to their writing; the mean score of all items ranged from 2.02 to 2.76. To put it another way, the majority of students selected the second option, disagreeing with the questionnaire items. This is demonstrated by the high standard deviation score. Thus, most of the students are fluent in English and have a good experience taking writing classes in several semesters. The findings also revealed that the respondents did not feel lost or uneasy while writing; they have sufficient confidence because they do not expect to perform poorly in writing.

Table 2. Means and standard deviations for Domain C

Item No.	Item	Count	Mean	Standard Deviation
5	Saya ingin mempelajari semua keterampilan bahasa kecuali menulis.	42	2.26	1.12
6	Menulis bukanlah keterampilan yang terlalu penting bagi saya.	42	2.30	1.04
7	Saya benci menulis dalam bahasa Inggris karena saya tidak tahu cara menulis.	42	2.14	1.02
8	Saya tidak suka menulis dalam bahasa Inggris karena itu keterampilan yang sangat sulit bagi saya.	42	2.40	1.16
9	Saya tidak bisa menulis karena bahasa Inggris saya tidak terlalu bagus.	42	2.5	1.06
10	Saya benci menulis dalam bahasa Inggris karena saya memiliki pengalaman buruk di masa lalu.	42	2.16	1.05
11	Saya merasa kehilangan arah pikir ketika saya mulai menulis dalam bahasa Inggris.	42	2.54	1.08
12	Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya.	42	2.02	1.02

13	Saya bukan penulis yang baik dalam bahasa Indonesia dan Inggris.	42	2.76	1.14
14	Saya merasa tidak nyaman selama kegiatan menulis	42	2.38	1.08

4.1.4. Students' views of the Academic Writing Course (AWC) (Domain D)

The last domain dealt with the students' perceptions and views about the AWC course, the mean value ranges from 2.80 to 4.16. In several questions, such as item 20, respondents demonstrated that they practiced their English writing skills not only during the EFL class, but also outside of it, as evidenced by the number of respondents who chose the option (disagree, and neutral), with a mean score of (2.85) and a relatively low standard deviation (1.07).

Table 3 also shows that the majority of respondents disagree with number 26, which appears to have a mean score of 2.80, indicating that respondents believe the writing class they are taking is still challenging despite having taken writing classes at a previous level, with majority choosing the option (disagree, and neutral) and also a high standard deviation score of 1.34, this shows that the Academic Reading and Writing (ARW) courses helped respondents improve their writing skills in English as well as the writing classes they took before previously. From table 3, it can be shown that respondents have positive results on academic writing

classes in providing an increase in respondents' writing skills for the better in each class that is attended.

Table 3. Means and standard deviations for Domain D

Item No.	Item	Count	Mean	Standard Deviation
15	Saya hanya menulis dalam bahasa Inggris selama kelas English as a Foreign Language (EFL).	42	2.85	1.07
16	Semua kelas menulis EFL yang pernah saya ikuti berguna untuk studi akademis saya.	42	4.16	1.08
17	Buku teks di kelas menulis EFL membantu saya menulis bahasa inggris dengan lebih baik.	42	4.16	.93
18	Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang.	42	4.16	.72
19	Mata kuliah menulis ARW kurang menantang dibandingkan mata kuliah menulis yang saya ikuti sebelumnya (Paragraph Writing, Essay Writing, dan Introduction to Argumentative Writing).	42	2.80	1.34
20	Mata kuliah ARW lebih menyenangkan daripada mata kuliah menulis yang saya ikuti sebelumnya.	42	3.30	.92

21	Saya merasa ARW membantu saya	42	4.16	.79
	meningkatkan keterampilan menulis saya lebih			
	dari mata kuliah menulis yang saya ikuti			
	sebelumnya.			

4.2. Discussion

Based on the results, most students do not avoid writing activities because of their academic purposes, at this stage they can develop into competent writers if they practice their writing skills on a regular basis. The research also reveals that the majority of students require assistance in many forms in order to improve their writing products when engaged in writing activities. This finding was linear with (Ismail, 2011) who revealed that several students consider textbooks/modules as an easy, useful, helpful, and well-organized aid to guide them during their studies. In addition to it, Berge et al (2016) also states that the writing model provides a suitable basis for formulating written assignments. Storch (2005) supports the fact by highlighting collaborative writing. When students were given the choice of working in pairs or individually, some of them chose to work in pairs and produced shorter and better writings. All students were found to have positive attitudes towards any assistance and help while writing in general.

The data also demonstrated that the respondents did not feel lost or nervous while writing; they are confident in their abilities since they do not expect to perform poorly in writing, particularly for academic purposes. This point is

consistent with the study of Zamel & Spack (2004) which states that first language experiences can shape the way students approach learning in a second language.

Finally, students have a positive attitude toward writing. This result is relevant with Setyowati & Sukmawan (2016) who also found that students show a positive attitude towards writing. Students consider writing as something interesting, challenging and fun because they can express themselves and gain more knowledge about certain topics in writing.

CHAPTER V

CONCLUSION & RECOMMENDATION

5.1. Conclusion

This research aims to identify EFL higher education students' attitudes towards writing in the English department in one of the universities in Yogyakarta. The results reveal that the students have positive attitudes towards writing skills. They are willing to do their best in writing for academic purposes. Students also feel new challenges in every writing class that they take, which means that students consider writing as something interesting, challenging, and fun. However, they still experience some obstacles such as fear of making mistakes before starting, lack of confidence when writing, this of course can hinder them when writing.

5.2. Recommendations

The findings of this study bring to light some concerns about writing in English as a foreign language. Since the students still have fear of making mistakes and lack of confidence, it is essential to foster students' effective skills in writing. Therefore, instructors can provide fun activities prior to writing to improve students' motivation in writing. For further research, it is important to investigate more about students' motivation toward academic writing because students bring their own unique characteristics to writing classes, which can have both positive and negative effects on writing in a foreign language.

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APPENDICES

Appendix 1. The English Version of WAQ

Category	Questions	Scale				
1	Learning to write in English is a very important skill for my academic study at the university.	1	2	3	4	5
2	I need to learn to write in English because it is a very important skill for my future job.	1	2	3	4	5
3	I like to write in English because I am a good writer in Arabic.	1	2	3	4	5
4	I enjoy writing in English.	1	2	3	4	5
5	I feel that I can be a good writer if I practice writing regularly.	1	2	3	4	5
6	I always need help when I write in English.	1	2	3	4	5
7	I prefer to work with the teacher during a writing activity.	1	2	3	4	5

8	I can write better when I work with other students.	1	2	3	4	5
9	I prefer to look at a writing model before I start writing in English.	1	2	3	4	5
10	I would like to learn all language skills except writing.	1	2	3	4	5
11	Writing is not a very important skill for me.	1	2	3	4	5
12	I hate writing in English because I do not know how to write.	1	2	3	4	5
13	I do not enjoy writing in English because it is a very difficult skill for me.	1	2	3	4	5
14	I cannot write because my English is not very good.	1	2	3	4	5
15	I hate writing in English because I had some bad experiences in the past.	1	2	3	4	5
16	I get lost when I start writing in English.	1	2	3	4	5
17	I do not practice writing in English because it is not	1	2	3	4	5

	very important for my academic study.					
18	I am not a good writer in both Arabic and English.	1	2	3	4	5
19	I do not feel comfortable during a writing activity	1	2	3	4	5
20	I only write in English during the ESP class.	1	2	3	4	5
21	The ESP writing class is useful for my academic study.	1	2	3	4	5
22	I feel that I learn a lot from the ESP writing class.	1	2	3	4	5
23	The AWC textbook helps me write better.	1	2	3	4	5
24	I enjoy the ESP Academic Writing Course.	1	2	3	4	5
25	The AWC is a challenging writing course.	1	2	3	4	5

26	The AWC is less challenging than Level 3 Writing Course.	1	2	3	4	5
27	The AWC is more enjoyable than Level 3 Writing Course.	1	2	3	4	5
28	I feel the AWC helps me improve my writing skill more than Level 3 Writing Course.	1	2	3	4	5

Appendix 2. The Bahasa Indonesia version of WAQ

Assalamualaikum wr, wb

Nama saya Mutiah Fanny Farhany (17322069), dari Jurusan Pendidikan Bahasa Inggris,Universitas Islam Indonesia, angkatan 2017. Saat ini, saya sedang melakukan penelitian yang berjudul "EFL Students' Attitude Towards Writing Skills in Higher Education" Metode penelitian saya adalah penelitian kuantitatif dalam bentuk Survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner.

Adapun kriteria responden yang dibutuhkan untuk penelitian ini adalah:

1. Mahasiswa/i Prodi Pendidikan Bahasa Inggris Universitas Islam Indonesia Angkatan 2017.

2. telah mengikuti kelas Paragraph Writing, Essay Writing, Introduction to Argumentative Writing dan, Academic Reading & Writing.

Dalam rangka mengumpulkan data, saya meminta kesediaan dari saudara/i untuk mengisi kuesioner yang bernama Writing Apprehension Questionnaire (WAQ) sebagai bagian dari penelitian saya. Hasil pengisian kuesioner ini akan menjadi data utama untuk memetakan

sikap mahasiswa/i dalam menulis di tingkat universitas. Kerahasiaan responden dalam kuesioner ini akan dijaga. Selain itu, informasi yang diperoleh melalui kuesioner ini murni untuk kepentingan akademis. Terima Kasih atas partisipasi saudara/i.

Petunjuk pengerjaan:

Pernyataan nomor 1 sampai 28 merujuk pada apa yang Anda rasakan berkenaan dengan sikap dan pemahaman terhadap Aktivitas Kelas writing.

Terdapat lima pilihan jawaban: (1) sangat tidak setuju (2) tidak setuju, (3) netral, (4) setuju, atau (5) sangat setuju. Silakan pilih salah satu jawaban yang paling sesuai dengan kondisi/keadaan Anda.

Category	Questions	Scale				
1	Belajar menulis dalam bahasa Inggris adalah keterampilan yang sangat penting untuk studi akademis saya di universitas.	1	2	3	4	5
2	Saya perlu belajar menulis dalam bahasa Inggris karena itu adalah keterampilan yang sangat penting untuk pekerjaan saya di masa depan.	1	2	3	4	5
3	Saya suka menulis dalam bahasa Inggris karena saya seorang penulis yang baik dalam bahasa indonesia.	1	2	3	4	5

4	Saya menikmati menulis dalam bahasa inggris.	1	2	3	4	5
5	Saya merasa bisa menjadi penulis yang baik jika saya berlatih menulis secara teratur.	1	2	3	4	5
6	Saya selalu membutuhkan bantuan saat menulis dalam bahasa Inggris.	1	2	3	4	5
7	Saya lebih suka bekerja dengan guru selama kegiatan menulis.	1	2	3	4	5
8	Saya bisa menulis lebih baik ketika saya bekerja sama dengan siswa lain.	1	2	3	4	5
9	Saya lebih suka melihat contoh tulisan sebelum saya mulai menulis dalam bahasa Inggris.	1	2	3	4	5
10	Saya ingin mempelajari semua keterampilan bahasa kecuali menulis.	1	2	3	4	5
11	Menulis bukanlah keterampilan yang terlalu penting bagi saya.	1	2	3	4	5
12	Saya benci menulis dalam bahasa Inggris karena saya tidak tahu cara menulis.	1	2	3	4	5

13	Saya tidak suka menulis dalam bahasa Inggris karena itu keterampilan yang sangat sulit bagi saya.	1	2	3	4	5
14	Saya tidak bisa menulis karena bahasa Inggris saya tidak terlalu bagus.	1	2	3	4	5
15	Saya benci menulis dalam bahasa Inggris karena saya memiliki pengalaman buruk di masa lalu.	1	2	3	4	5
16	Saya merasa kehilangan arah pikir ketika saya mulai menulis dalam bahasa Inggris.	1	2	3	4	5
17	Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya.	1	2	3	4	5
18	Saya bukan penulis yang baik dalam bahasa Indonesia dan Inggris.	1	2	3	4	5
19	Saya merasa tidak nyaman selama kegiatan menulis	1	2	3	4	5

20	Saya hanya menulis dalam bahasa Inggris selama kelas English as a Foreign Language (EFL).	1	2	3	4	5
21	Semua kelas menulis EFL yang pernah saya ikuti berguna untuk studi akademis saya.	1	2	3	4	5
22	Saya merasa bahwa saya belajar banyak dari kelas menulis EFL.	1	2	3	4	5
23	Buku teks di kelas menulis EFL membantu saya menulis bahasa inggris dengan lebih baik.	1	2	3	4	5
24	Saya menikmati mata kuliah menulis EFL.	1	2	3	4	5
25	Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang.	1	2	3	4	5
26	Mata kuliah menulis ARW kurang menantang dibandingkan mata kuliah menulis yang saya ikuti sebelumnya (Paragraph Writing, Essay Writing,	1	2	3	4	5

	dan Introduction to Argumentative Writing).					
27	Mata kuliah ARW lebih menyenangkan daripada mata kuliah menulis yang saya ikuti sebelumnya.	1	2	3	4	5
28	Saya merasa ARW membantu saya meningkatkan keterampilan menulis saya lebih dari mata kuliah menulis yang saya ikuti sebelumnya.	1	2	3	4	5

Appendix 3. Table of mean and standard deviation

Item No.	Item	Count	Mean	Standard Deviation
1	Saya selalu membutuhkan bantuan saat menulis dalam bahasa Inggris.	42	3.95	.93
2	Saya lebih suka bekerja dengan guru selama kegiatan menulis.	42	3.30	.97
3	Saya bisa menulis lebih baik ketika saya bekerja sama dengan siswa lain.	42	3.5	1.04
4	Saya lebih suka melihat contoh tulisan sebelum saya mulai menulis dalam bahasa Inggris.	42	4.09	.87
5	Saya ingin mempelajari semua keterampilan bahasa kecuali menulis.	42	2.26	1.12
6	Menulis bukanlah keterampilan yang terlalu penting bagi saya.	42	2.30	1.04
7	Saya benci menulis dalam bahasa Inggris karena saya tidak tahu cara menulis.	42	2.14	1.02
8	Saya tidak suka menulis dalam bahasa Inggris karena itu keterampilan yang sangat sulit bagi saya.	42	2.40	1.16
9	Saya tidak bisa menulis karena bahasa Inggris saya tidak terlalu bagus.	42	2.5	1.06

10	Saya benci menulis dalam bahasa Inggris karena saya memiliki pengalaman buruk di masa lalu.	42	2.16	1.05
11	Saya merasa kehilangan arah pikir ketika saya mulai menulis dalam bahasa Inggris.	42	2.54	1.08
12	Saya tidak berlatih menulis dalam bahasa Inggris karena itu tidak terlalu penting untuk studi akademis saya.	42	2.02	1.02
13	Saya bukan penulis yang baik dalam bahasa Indonesia dan Inggris.	42	2.76	1.14
14	Saya merasa tidak nyaman selama kegiatan menulis	42	2.38	1.08
15	Saya hanya menulis dalam bahasa Inggris selama kelas English as a Foreign Language (EFL).	42	2.85	1.07
16	Semua kelas menulis EFL yang pernah saya ikuti berguna untuk studi akademis saya.	42	4.16	1.08
17	Buku teks di kelas menulis EFL membantu saya menulis bahasa inggris dengan lebih baik.	42	4.16	.93
18	Semua kelas menulis EFL yang saya ikuti adalah mata kuliah yang menantang.	42	4.16	.72
19	Mata kuliah menulis ARW kurang menantang dibandingkan mata kuliah menulis yang saya ikuti sebelumnya (Paragraph Writing, Essay Writing, dan Introduction to Argumentative Writing).	42	2.80	1.34

| 20 | Mata kuliah ARW lebih menyenangkan daripada mata kuliah menulis yang saya ikuti sebelumnya. | 42 | 3.30 | .92 |
| 21 | Saya merasa ARW membantu saya meningkatkan keterampilan menulis saya lebih dari mata kuliah menulis yang saya ikuti sebelumnya. | 42 | 4.16 | .79 |

Appendix 4. Reliability

Case Processing Summary

		N	%
Cases	Valid	42	100.0
	Excluded[a]	0	.0
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.902	21