

**THE STUDENTS' ATTITUDE WRITING PARAGRAPH AT  
ENGLISH STUDY PROGRAM IN IAIN CURUP**

**THESIS**

**This Thesis Submitted in Partial Fulfillment of the Requirement  
for " Sarjana Degree" in English Language Education**



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*Assalamualaikum, Wr. Wb*

Setelah diadakannya pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara **Ririn Ayang Marseli** mahasiswa IAIN Curup yang berjudul "**The Students' Attitude in Writing Paragraph at English Study Program of IAIN Curup**" sudah dapat di ajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan atas perhatiannya kami ucapkan terimakasih.

*Wassalamualaikum, Wr. Wb*

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## **MOTTO**

“ You Can Be Whatever You Want  
by side ALLAH “

“ Life is Struggle, if There is No  
Struggle,it's not Life”

“There are only two choices to win  
Courage or Sincerity. If you don't  
dare, accept it sincerely. If you  
don't dare to change it”.

## **DEDICATION**

- The first and more important for all praises thanks to Allah SWT the most gracious the most merciful, my life my die, my religion, and my everything that was done by me just for you the lord of “ Aameen.

- My beloved parents Mom Susianti and dad Mnan thanks a million for everythings, for love, you'r support and for always stay beside me, i really love both of you mom and dad. For all time Allah wil give bless fothem . Aameen.
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Alhamdulillah, the researcher had finished the this thesis entitled” The Problem“ . this thesis is presented in partial fulfillment of the requipment for the degree of strata 1 in English Study Program of IAIN Curup, in conducting this thesis, the writer receivved valuable contribution, guidance, helping, suport and also motivation from a lot of participaions. In the process of conducting this research, the researcher accepted aluable support, assistance, guidance, contribution and motivation from others. Because of those reason , the writer would like to present his deepest appreciation to :

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15. Al off my friend in IAIN Curup Especially for TBI

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give a beneficial contribution to the development of education. For acknowledgement above, and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Curup, Juli 2022

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## **PREFACE**



All praise to Allah SWT so that the reasearcher finally has finished thesis entitled by “ *The Students Atittude in Writing Paragraph at English Study Program of IAIN Curup* “

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 ( S1 ) in English Study Program of IAIN Curup. The writer realizes that this thesis far from being perfect, therefore the writer really appreciates some suggestion snd critics for being perfect in the future. Last but not least,the writer hopes that this thesis will be really useful to those who are interestead in this field of study .

Curup, Juli 2022

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## **ABSTRACT**

**Ririn Ayang Marseli, 2022. The Students' Attitude in Writing Paragraph at  
English Study Program of IAIN Curup**

Advisor : Paidi Gusmuliana M.pd

Co . Advisor : Dr. Eka Apriani M.pd

The main goal of this research was to investigate about students' attitude towards writing paragraph at fourth semester English students' in IAIN Curup. This research used a quantitative research design. It was a survey Study. Furthermore, the subject of the research were 65 students' at fourth semester English students' IAIN Curup on academic year 2022. The technique of collecting data used are questionnaire. Close – Ended questionnaire used in this research. Then, the researcher gave questionnaire to the respondent to know their attitude toward writing paragraph in writing. The attitude can be seen from three aspects by Eagly and Chaiken theory. The aspects are affective aspect, behavioral aspect and cognitive aspect. And the result show, there are two most dominant of there aspect of attitude. The first one is the affective aspect the highest percentage is 77.44 % the majority of the students choose agree. So, it can be called positive attitude. The second is cognitive aspects gets a percentage 75.55 % the majority students choose agree. It means that is positive attitude. And the aspect is behavioral aspects, it is low aspects of attitude that have students do to only gets percentage 72.30 , the majority of students choose agree. It is positive attitude. So, it means that the fourth semester English students un IAIN Curup have a positive attitude towards writing.

**Key word : Students' Attitude, Writing Paragraph**

**LIST OF CONTENT**

<b>TITLE .....</b>	<b>i</b>
<b>STATEMENT .....</b>	<b>ii</b>
<b>MOTO AND DEDICATION .....</b>	<b>iii</b>
<b>PREFACE .....</b>	<b>iv</b>
<b>ACKNOWLEDGMENT .....</b>	<b>v</b>
<b>LIST OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF FIGURE .....</b>	<b>viii</b>
<b>CHAPTER 1      INTRODUCTION .....</b>	
A. Background of The Research.....	1
B. Problem of The Research .....	5
C. Objective of The Research.....	5
D. Significance of The Research .....	5
E. Definition of The Research .....	6
F. Sytematic of The Research .....	7
<b>CHAPTER II     INTRODUCTION .....</b>	
A. WRITING .....	8
1. Elements of Writing .....	11
a. Cognitive Aspect of Writing .....	11
b. Unity .....	12
c. Coherence .....	12
d. Grammar .....	13
e. Punctuation .....	13
f. Spelling .....	13
2. The process of Writing .....	14
3. Paragraph .....	15

	4. Students' Attitude .....	22
<b>CHAPTER III</b>	<b>RESEARCH METHODOLOGY .....</b>	
	a. Kind of The Research .....	28
	b. Subject of The Research .....	28
	c. Technique of The Research .....	29
	d. Instrument of The Research .....	29
	e. Validaty .....	37
	f. Reability .....	37
	g. Technique of Data Analysis .....	38
<b>CHAPTER IV</b>	<b>RESEARCH FINDING AND DISCUSSION .....</b>	
	a. Finding .....	41
	b. disscusion.....	55
<b>CHAPTERV</b>	<b>CONCLUSION AND SUGGESTION .....</b>	
	a. Conclusion .....	58
	b. Suggestion .....	59
REFERENCES		
APPENDIX		
BIOGRAPH		

**LIST OF APPENDIXES**

- Appendix 1 : Items of Attitude
- Appendix 2 : Data of Try Out Questionnaire
- Appendix 3 : Validaty Instrument
- Appendix 4 : Reability Instrument
- Appendix 5 : Questionnaire of the Students' Responses
- Appendix : Documentation
- Appendix : Biography

## **LIST OF DIAGRAM**

**1. Diagram 4.1 The Frequency of Students' Attitude .....**

# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

IAIN Curup is one of Education which plays a role in printing prospective teachers. IAIN Curup has some of the current majors increasingly in demand, one of the Department of Language Education. England from year to year received more and more students interested in developing himself optimally to become a teacher candidate. English or power more professionals later day. To create graduates who high quality and achievements in the form of language ability english, teaching ability language. English and professional skills other. Englishability includes skills, good listening, speaking, reading, or write in english, teaching ability consists of eyes couses related to science teaching, while the ability other professionals include literature, linguistics, and tourism.

English is the first language in our country which is taught in formal education from elementary to university level. English is also intensively used international communication. In written as well as in spoken communication. In addition, many books of science, technology, art and other disciplines are written in English. Therefore, Indonesian students should have good communication in both oral and written form. Oral form is that speaking and listening, And written form is that writing in reading. In this globalization era, English is necessarily used by most people in the world. It because the status of english as an international language. Technology uses English as its language. Other published issues are also written in

english. In English language, there are integrated skills to be mastered such as: speaking, listening, reading, and writing. From those skills two are receptive and two other are productive. Receptive skills are listening (understanding the spoken language), reading (understanding the written language), and productive skills are speaking and writing. In mastering those four skills, writing is the most difficult skill for Indonesian students.

Learning achievement is a measure of the success of the teaching and learning process. The success of the learning process in the learning outcomes that cannot be separated from the influence of several factors. And as for the problems of students in dealing with the benchmarks of teaching and learning from their own success, they consist of several factors, namely language attitudes toward their anxiety in learning. Another factor that is no less important that can affect the student's learning achievements is the language he is learning. Language attitude is the attitude of language users to the diversity of their own language and the language of others. Language attitude of language users to the diversity of their own language and language of others. Language attitude is a mental position or feeling towards the language itself or others. Language attitudes can vary, can be positive, can be negative, or neutral depending on the experience gained.

Writing is very important as one medium of communication.<sup>1</sup> The importance of writing can be seen in daily life and also in social life, like in education, and business aspect. In academic writing there are several types, for

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<sup>1</sup> Jeremy, Harmer. How to Teach Writing, ( Longman : Person Education Limited, 2004 ), p.3



instance writing an essay, an article, journal, and also research paper as students constructs to fulfill the requirement for sarjana degree in English Study Program. Writing is a express or point graphic symbol that describe understandand language by someone, so another people can understand and read graphic symbol if they understand the language graphic. From theory it can be concluded that write is a symbol to express the language understanding by someone or writer or her writing can be understand by the reader. Would not be considered good is several key compenents were omitted from the paper. According to faweeet and sandberg there ar e six elements mechanics, they are like: 1) introduction, body,conclusion, 2) unity, 3) coherence, 4) grammar, 5) punctuation, 6 ) spelling.

Lots of people think that what can be writers are just talented people. People who do not talented will not be able to become a writer. Only talented people are believed to be able to become writers. It will be a waste for people who are not talented to strive to become writers. Such a highlyl misleading view has actually been closing the door tightly for the birth osf a human being with a predicate writer. Althought there appear a number of authors, then very few in number furthermore , can have a negative effect to the development of the world of writing which turn will.<sup>2</sup> Wrong view of the writer, often endemic and settless in people's mind, until each individual does not have the desire to learn to write because they feel have no writing talent. Low desire or motivation in learning to write is very influential on the development literature and science in indonesia. Wrong view most be removed immediatly to give new entushiasm to everyone who does not have the talent to

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<sup>2</sup> I Ketut suweca. Subconciuous Mind Writing.( Denpasar: Udayana University Press,2011), p.3

write but still can become a writer. A few that needs to be straightened out that anyone can become writer, with or without have talent. In lectures, they are always faced with learning activities using English.

Therefore, the researcher sees a problem in students attitude in writing paragraph . Attitude is very influential in learning writing, so the researcher want to investigate the attitude toward paragraph writing as a strategy to improve writing skills. With more and more more students entering the English Language education department, it is very important to do researcher gives that title “ The Student’s Attitude In Writing Paragraph At English Study Program of IAIN Curup.”

## **B. Problem of the Research**

The Problems being studied in this research is formulated as follows:

1. How about students' attitude toward in writing paragraphs at English for the English study program of Curup?

## **C. Objectives of the Research**

The objectives of the research could be formulated as follow:

1. To describe about students' attitude towards in writing paragraph English studies at IAIN Curup

## **D. Significance of the Research**

It is hoped that this research could be beneficial for the researcher and all the people who are concerned with motivation in paragraph writing, such as :

1. To Lecturer

This research hopefully could assist in writing lecturers of English Study Program and to assist the writing lecturers to choose the proper strategy in the teaching- learning peocess mainly in writing skill to increase students' writing skill.

2. To students

The result of this research could provide add new experience for the students mainly in writing, it is hoped that the research can be one of the ways to mastering English writing well.

## F. Definition of Key Term

The Key Terms used in this research are defined as follows:

### 1. Writing

it is a complex sociocognitive Process involving the construction of recorded message on paper on some other material, and more recently on computer screen. The importance of writing can be seen in daily life and also in social life, like in education, and business aspect.

### 2. Paragraph writing

A paragraph is a section of a piece of writing. A paragraph always begins on a new line and contains at least one sentence. A paragraph has one topic sentence. In this study, the writing of paragraphs to be studied are the types of paragraph writing such as Descriptive, Narrative, Recount, Procedures and Reports, based on the curriculum or based on the type of writing being studied.

### 3. Students' Attitude

According to Eagly and Chaiken, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.<sup>3</sup> It means, attitude is a person's tendency to do something towards an object, in this research, attitude is measured from three aspects, namely affective, behavioral, and cognitive.

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<sup>3</sup> Eagly, H.A, and Chaiken, S, Op, Cit, p.585

## **G. Systematic of the Research**

The the explanation of this research will be organized into five chapters. The first, Chapter I, about the background of the research, research question, objective of the research, research question, objective of the research, significance of the research, delimitation of the research, operational of definitions and systematics of the research. The second, Chapter II, this chapter consist to review of the related theories and review of related findings. The third, Chapter III, present about the methodology of the research which includes the kind of the research, technique of collecting data, research instrument, validity, reliability, and technique data analysis. The fourth chapter, Chapter IV, is research finding and discussion. And the fifth, Chapter V, is the conclusion and suggestion that consist of conclusion and suggestion.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

Language is defined as one of the most important elements of education and literacy. Every learner is expected to master both received and productive skills. But conventionally and even today, in the globalization world, productive skills of language are given significance of which writing is the most preferred outcome expected of learners. This is justified in the school where the learners are required to master good writing skill. Now days it can be seen that in all academic subjects, learners have to write , and all teachers and lecturers should encourage their learners to write well. That is why writing considered as the one of the most substantial skills that should be taught for the learners. Learners should mastering writing skills in their language learning effort.

Althought almost all human beings grow up speaking their first language, and sometimes their second or third language too, writing has to be taught. As stated by Harmer, for a child to spoken language is acquired naturally as the result of being exposed to it, whereas the ability to write has to be consciously learned. It means that, althought spoken and written language are the same in the need to be learned.

As stated by Hibbard and Wagner, writing is a process of learning through constructing complete thoughts on paper or other media. Writing shows students' understanding of concepts and theories that have been taught to the writers. Writing is an act of conveying message obtained from any resources. The messages have to be meaningful in order that they can be understood by the reader. Writing is the process of thinking about what is read and then translate into the process of the writing.

While Brown assumes that written language is like spoken language, the difference between them is in graphics instead of auditory signals, written language called the graphic representation of spoken language. Liberman and Wood say that writing produces occasions to foreground and clarify thinking to record, shape and analyzed experiences to express internal lives to explore ideas learned from others. It means that writing is essentially being a reflective activity that requires enough time to think about the specific topic and to analyze and to classify any background knowledge. In other word, the writer needs suitable language to structure these ideas in the form of a coherence discourse, in this view, writing is not product but an activity of a mental process.<sup>4</sup>

Writing is a way to express ideas, feelings, thought, and opinion in written form. As one of the four skills in teaching learning English, writing skills seems to complex one. In writing activity, there are many aspects that

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<sup>4</sup> Leffi Noviyenty, etc. *"Language Learner's Strategies in Mastering English"*. LP2 STAIN Curup.2017. p. 59-60.

can be intergrated and involved when one start to write. To evaluate writing ability, someone should know about the components of writing. There are some components of writing accoarding to some experts. J.B. Heaton states that some components of writing that will be graded. There are : content, organization, vocabulary, language and mechanics. It has to be done as a master of instructional principles that the student should be provide with the feedback of what they had written which covers of writing components.<sup>5</sup>

Writing is ability in using style in written presentation to express a idea or message. Writing ability include various ability master main idea that explore, ability in using language substance, ability in sing spelling and also punctuation in this book stated that. Writing is express or point graphic symbol that describe understand a language by someone, so another people can understand and read a graphic symbol if they understand the language graphic<sup>6</sup>. From the theory it the can be concluded that write is symbol to express the language understanding by someone or writer and his or her writing can be understand by the reader.

In other side Marwanto mention of writing definition, that is” someone ability to express idea, knowledge, and sience and life experience in language writing clearly, in a raw expensive, and easy to understand and read”.<sup>7</sup> It can be understood that the main function in writing is a communication tool

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<sup>5</sup>JB Heaton 1985, Writing English Language Test, London and Longman Group UK Limited: ( New York ) p.146

<sup>6</sup> Hendri , Guntur Tarigan , 1982 , Talking SomethingLanguage Skills , ( Bandung: Angkasa ) , p.21

<sup>7</sup> Marwanto , 1987, Ability Practical , ( Jakarta : Rajawali library ) p.2



indirectly, in education writing become important past, because it will make easy style, and perception, solving the problem arrange the position for experience and it can clearly help our main idea. There are four skills in English that must be mastered by language student. One of them is writing. Because of that Writing should be encouraged to express, student's idea, experience, thought it and feeling however the student are rarely trained to express their idea in writing form. Many student do not have any ideas to write so they have some difficulties to start writing. Penny Ur states the purpose of writing in principle is the expression of the ideas the conveying a message to reader. So their idea should arguable seem as the most important of writing.<sup>8</sup> According to Robert Lado, writing is a partial presentation of the units of language expression. Writing is a process of thinking to express the authors idea, therefore writing is a process of conveying the authors idea to the reader.<sup>9</sup> To be able to write well enough, the writer must write carefully enough in choosing certain words express something to avoid understanding among readers.

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<sup>8</sup> Penny Ur, A. 1991, Course In Language Grammar Practice and Theory. (Cambridge University) ,p. 219

<sup>9</sup> Robert Lado.(1964) . Language Teaching : a special approach ,( Bombay, New Delhi :McGraw HillPublishing. Co. Ltd.)p.143

## 1) Elements of Writing

### a. Cognitive Aspect of Writing

As with any skill, writing requires practice and the mastery of certain basic aspects. To write well, student must master ten basic aspects and demonstrate their abilities to use them in all papers they write. Student writing would not be considered good if several key components were omitted from the paper. According to Fawcett and Sandberg there are six elements, they are.

#### 1. Organization

- a) **Introduction.** The purpose of the introduction is to introduce the topic the student has chosen. Because first impressions are very important, the introduction should be designed to capture the reader's attention and interest.
- b) **Body,** the body of a paper the main element of the project. A critical of the body of many paper is the supporting details. These are all the points the students must make to prove or explain the points they make.
- c) **Conclusion,** the conclusion of a paper is as important as the introduction in this section, student's should leave readers with firm sense that the information

provided in the body of the paper this made the point introduced in the writing.<sup>10</sup>

#### **b. Unity**

Unity refers to harmony among the various parts of a paper. All the parts should work together to produce an effective final product. A unified paper has a clearly started writing in the introductory paragraph. All the supporting paragraphs ( body paragraph ) work together to back up the thesis. Each body paragraph has topic sentence that support and develop the topic sentence.<sup>11</sup>

#### **c. Coherence**

A coherence a paper is one that hangs together well. All the points flow smoothly from one to the other. Each paragraph should lead the reader from the beginning of the paper to the end in some logical order (explained below). When student move from one paragraph to another, they should include transitions to show the relationship between the two. That means each paragraph should lead the reader from the beginning of the paper to the end in some logical order.

#### **d. Grammar**

Students make many different types of grammatical mistakes in writings submitted to writer. But if inspect their papers

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<sup>10</sup> Fawcett, S. & Sandberg, A. ( 1990). Business English: Skills for success. Boston :( Houghton Mifflin),p.9

<sup>11</sup> Ibid,p.14

carefully, it will find that they do not make a large number of different errors many times. <sup>12</sup>It means types of grammatical mistakes in writings submitted the students writing. Writer should use good rule in using grammar in writing.

**e. Punctuation**

Punctuation errors papers affect the clarity of the paper, they distort the meaning of sentences for the reader. To be skilled writers, student must learn to punctuate correctly. Punctuation means using coma, interjection, point, and other punctuation.

**f. Spelling**

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated, and most of them have several exceptions. Never the less, student must streng then their spelling skills. It means students whose writing has many spelling errors( and punctuation and capitalization errors ) are thought to be less educated and less intelligent than people who can write without these errors. As potential college graduates, students must, therefore, learn to spell correctly.

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<sup>12</sup> Ibid,p.19

## **2. The Process of Writing**

Before getting into the final product, the writers need to follow several steps of writing process. There are so many experts who propose different stages of writing process. According to Nation, one writing process consists of several stages. They are the stages of considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. The process can be further explained as follows :

### **a. Considering the goals of the writer and model of the reader**

In writing process, a writer needs to set a goal of the writing and to suit the information provided in it. A written work needs to have the objectives. In addition, the main message of it has to be clear too, so that the receiver can understand the information within the writing.

### **b. Gathering the ideas**

The techniques of gathering ideas can be classified into three groups, the first group is about free activities exploring the topics for gathering ideas. This includes brainstorming and quick writing. The second group consists of activities in finding further information about the topic. This can be in the form of questioning about who, why, where, when. The third group consists of techniques which help learners gather

and organize ideas at the same time. The activities can be in the form of arranging ideas according to their importance.

**c. Organizing the ideas**

Organizing the ideas gives the writer chances to put their own thoughts and their understanding into their writing. The of organizing ideas to classify the ideas into groups so it would be easier for the writer to present the ideas into the writing.

**d. Turning the Ideas into Written text**

Some learners have difficulty in putting ideas into written form. This can be caused by differences between their first language and the second language. This can also be caused by the Lack of practice writing. Here the teacher, instructor, or lecturer should give the learners the chances to write more so that they can be accustomed in translating their ideas into text form.

**e. Editing**

Editing process consist of changing the writing organization, style, grammatical and lexical correctness, and appropriateness, learners can be encouraged of doing editing to their writing based on feedback given by their peers or teacher or proof reader. The other experts who concern on the notion of writing process are Oshima and Hogue. Oshima and Hogue propose the similar concept of writing process. They argue that

writing as ongoing act and the process can be repeated over and over again until the writer is satisfied with his or writing. They divide the process, however, in four steps. The steps explained by them are prewriting, organizing, writing, polishing. As follows :

### **1. Prewriting**

According to Oshima and Hogue in prewriting stage, writers attempt to generate ideas for their writing. In this stage, writers choose the topic and collect the ideas related to the topic given. Writers can do several things such as making list of ideas or phrases that come to their mind without feeling burdened whether the ideas are good or not. Write everything first than you can filter them later. The ideas then can further be organized in the next stage, namely organizing stage.

### **2. Organizing**

The second step after generating ideas is to organize the ideas into a simple outline. Writers can write main ideas and phrases from the list they made before.

### **3. Writing**

The next step is to write a draft using outline as a guide. The writers are expected to write the drafts as quickly as possible without thinking about grammar, spelling, and

punctuation. This is called the draft, as the draft will later be edited in the next stage.

#### **4. Polishing, Revising, Editing.**

In this stage writers are expected to polish the draft they have written. This stage can be down in two steps namely revising and editing. Revising is used to polish the content and organization. While the other aspects like grammar, punctuation, and mechanics can be improved through the editing process. Similar to Oshmina and Hogue's notion, Harmer also suggests that generally the writing process operated in four stages. Harmer's writing process consists of planning, drafting, editing, and final version. The steps can be explained further as follows :

- a) Planning before writing a text, people decide what they are going to say. It can be a form of detailed notes, a few words, or even only a plan in our mind. When planning, we think about the purpose of the writing, the audience, and the content structure.
- b) Drafting, any first version of a piece of writing that will be developed later is called a draft. In the process of editing, the number of drafts the writers write may be more than one. It does not matter since it is called as the drafting.
- c) Editing ( Reflecting and Revising ) after the writers write a draft, they check if everything is appropriate. Perhaps the



other or structure of the information is not clear, perhaps something is written ambiguously, or perhaps they need to move some paragraphs. d) Final Versions, once the writers have edited the drafts, they procedure the final version. The from might be different from the first draft because things are changed during editing process.<sup>13</sup>

## **B . Paragraph**

### **1. Concept of paragraph**

According to Sanggam Siahaan” paragraph is a piece of written text. It contains several sentences.<sup>14</sup> It can be classified in to three parts : they are the beginning, the body and the ending. Barli Bram defines paragraph as a “ a good one, as a group of sentences which contains relevant information about one main or control idea.<sup>15</sup> Based on the definition above, the writer can conclude that the definition of paragraph is group of sentences or smallest unit of purpose that contain relevant information about one mind of central ideas. The paragraph consist of three parts, namely : introduction of the beginning, body and conclusion.

Here are the explanations from Sanggam Siahaan about three parts in the paragraph : the first part is introduction or the beginning. Commonly it only has one sentence, it is the most important sentence in the paragraph.

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<sup>13</sup> Leffi Noviyenti, atc, “ *Language Learners’ Strategies in Mastering English*” LP2 STAIN Curup, 2017. P. 60 - 63

<sup>14</sup> Siahaan, Sanggam, *The English Paragraph*. ( Yogyakarta: Grahi Ilmu, 2008, p.5.

<sup>15</sup> Bram, Barli. *Write Well*, ( Yogyakarta: Kanisius, 1995), p.13.

It functions as the introductory sentence. Technically it is also called the topic sentence. Writers usually classify them into some types according to their function the first type is called the major supporting sentences. They are directly related to the topic sentences. The second types is called the minor supporting sentences. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting they elaborate. They directly relate to the major supporting sentence. They also elaborate the topic sentence, but they directly relate to it. In a complicated, a minor supporting sentence may also have one or more than one sub-minor supporting sentence.

The third part is the ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. It technically, it is also called concluding sentences. It can be defined then that a paragraph is a piece of writing which contains a topic sentences. Some supporting sentence and a concluding sentence.

Based on the explanation above, the paragraph consist of three parts, they are introduction or beginning of a paragraph as the topic sentence, the body or the development of a paragraph as the supporting sentence, and the ending of a paragraph as the concluding sentence.

## **2. Part of paragraph**

All paragraph have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence. The topic sentence

states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limited the topic to one specific area that can be discussed completely in the space of a single paragraph.<sup>16</sup>

**a. Topic**

The topic is the subject that the selection is about. The main idea can usually be located if you can determine what the topic is. To find topic of a selection, ask simple question, “ who or what is the selection about?”<sup>17</sup> The means, topic sentence: statement of the main idea. It is the statement under which all other material in the paragraph example, reasons, facts, details, and other evidence can fit. Topic sentence are usually in the first sentence of the paragraph. But not always. They may even appear twice- at beginning and at the end. In short, a topic sentence usually comes at the beginning of a paragraph: that is, it is usually the first sentence in a formal academic paragraph. ( sometimes this is not true, but as you practice writing with this online lesson site, please keep to this rule unless you are instructed other wise ) Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in paragraph.

**b. Supporting detail**

A paragraph facts, statements, example-specifics which guide us to a full understanding of the main idea. They clarify, illuminate,

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<sup>16</sup> Oshima, Alice, Loc, Cit, p, 8-9.

<sup>17</sup> Ibid ,p.9.

explain describe, expand and illustrate the main idea and *supporting details*. Determining supporting details

- a. Decide, which details help to further the story line.
- b. Decide which details help you to understand the main idea.
- c. Answer question raised by the main idea ( who, what, when, why, or how )<sup>18</sup>

From the opinion above, there some ways to determine supporting detail in paragraph. It tell about line of story. It explain the idea on the main idea. It makes more understanding explanation topic sentences as main idea in the paragraph. Then also it discusses about the who, what, when, why, and how about the main idea.

**c. Conclusion paragraph**

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarize the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse. That mean writer can understand concluding sentences. So, paragraph is some sentences will be combined and it describe and explain the something. Based on the statment above, the writer can concluded that paragraph is a paragraph that tell or describe us more about something in order to enable the reader as if can experiences it as he

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<sup>18</sup> Oshima, Alice. Ibid.,p.10.

or she does. In this case, the function of descriptive paragraph is to describe what is being something to the reads.

#### **d. Themes**

Theme is the central, underlying and controlling idea or insight of a work of literature. Then the idea the writer wishes to convey about the subject the writer's view of the world or a revelation about human nature. That's mean , theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

### **C. Attitude**

#### **1. The definition of Attitude**

The concept of attitude is essential to social psychological. Early psychological have characterized social psychological as the scientific study of attitude. According to Eagly and Chaiken, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disavor.<sup>19</sup> In similiarly way, Bem said that attitude are likes and dislikes.<sup>20</sup> Furthermore, attitude is a person's tendency to do something. Each people has a few kind of attitude but, being a psychological phenomenon, each attitude is invisible. Hence, attitudes are subjective and personal attributes and trouble some to a degree.

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<sup>19</sup> Eagly and Chaiken,2007. Op,Cit,P.582

<sup>20</sup> Bem,D.J. Belief, Attitudes, an Human Alfairs,( Belmmont, CA : Books or cole , 2970),P.14

An attitude is not inactive, but rather it exerts a dynamic impact on behavior. Allport said that an attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's reactions to all objects and situations to which it is related. It is a tendency to reply to a few object or situation.<sup>21</sup>

A number of definitions are a variable for the concept of attitude in the literature. According to Baker, the notion of attitude has a place in psychology, sociology, anthropology, education, history, human geography and creative arts.<sup>22</sup> In addition, the role of attitude in language and thought is very important, it is an indelible part of it. However, some modern definitions add emotional features in additions to behavioral one. Fishbein and Ajzen said that an attitude is a learned mien to reply an object in a realibly favorable way.<sup>23</sup>

Another definition provided by Borgardus in which he defined an attitude is a tendency to act toward or against a few environmental factor wich gets to be subsequently a positive or negative value.<sup>24</sup> This definition implies that attitude is a responsible for behaving in a particular and a definite way. Whenever one has a

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<sup>21</sup> Allport, G. W. Attitudes in, C. Marchison (Ed), Handbook of social Psychology, (Worchester, MA: Clark University Press, 1935), P. 810

<sup>22</sup> Baker, C. Attitude and Language, (Avon England: Multilingual Matters Ltd, 1992), P.1

<sup>23</sup> Fishbein, M. And Ajzen, I, Beliefs, Attitudes, Intention and Behavior, An Introduction to Theory and Research, Reading. (MA: Addison. Wesley, 1975), P.6

<sup>24</sup> Borgardus, E. D. Fundamentals of Social Psychology (New York: Century, 1931), P.337

positive attitude toward, something he or she will try to achieve it, in the opposite side, if he or she has a negative attitude, then he or she will try to avoid it.

This opinion supported by Whitaker that an attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli. This means that attitude as the degree of positive or negative influence related to a few psychological objects. By psychological object, he means any symbols, phrase, slogan, person, institutions, ideal or idea toward which individuals can contrast with regard to positive and negative impact. This theory is supported by Hareel cited in Prastiwi who defined that attitude as a consistent tendency to react in a particular way often positively or negatively toward a given matter or social object. Everyone has their own attitude toward learning, but not everyone has the same attitude toward it. Attitudes help someone dealing with challenges, overcoming obstacles and accomplishing their learning objectives. Other have an attitude that are anchors, slowing them down or stopping them all together from learning.

In addition, based on the explanation above, it can be concluded that attitude is responsible for the way people behave toward an object, attitude different from other predispositions or tendencies such as habits or interest in the sense that attitudes are

learned disposition, they have motivational characteristic, and they may be arranged from positive to negative.

## **2. Component of Attitude**

So far, we have seen that attitudes can be thought of as an overall evaluation ( e.g.,like- dislike ) of an attitude object. This definitional perspective has generated a number of conceptual models of the attitude concept. Historically, one of the most influential models of the attitude has been the multi component model. According to this perspective , attitude are summary evaluations of an object that have affective, cognitive, and behavioral components. A number of researcher have considered how these three components contribute to the formation and expression of attitudes.

### **a. The Affective Component of Attitude**

The affective component consist of feelings and emotions and the as yet only partially mapped psychological responses that may accompany effective experience. It is the emotional response ( liking or disliking) toward an attitude object.

### **b. The Behavioral Component of Attitude**

The behavioral is the tendency to behavior individual toward the object it faces. It comprises of activities or observable responses that are the result of an attitude object. It includies a person's response favourable or unfavourable to do



something with respect to attitude object. Attitudinal response are more or less consistent.

c. The Component of Attitude

It is an assesment of the substance that constitutes and indivisual's opinion ( belief or disbelief ) about the object. Cognitive alludes to the thoughts and beliefs and individual has approximately an attitude object. Cognitive include the beliefs of the language learners approximately the information that they get and their understanding in the process of language learning.<sup>25</sup>

### 3. The Structure of Attitude

In addition to considering the content of attitudess, and there important issue concerns how positive and negative evaluations are organizes within and among the affective, cognitive and behavioral components of attittudes. It is typically assumed that the existence of positive feelings, beliefs and behaviours inhibits the occurence of negative feeling, beliefs and behavior. For example, this framework suggests that an individual with positive feelings, beliefs and behaviours about this team. In order words, according to this one-dimensional perrerspective of attitudes, the positive and negative elements are stored in memory at opposite ends off a single

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<sup>25</sup> Eagly & Chaiken, *The Psychology of Attitude*. New York :1993

dimension, and people tend to experience either one of the dimensions or location in between.

This one-dimensional view is opposed by a two-dimensional perspective of attitude, which suggests that positive and negative elements are stored along two separate dimensions (Cacioppo, Gardner, and Berntson). One dimension reflects whether the attitude has a view that people can process any combination of positive or negative in their attitudes. Consistent with the one-dimensional view, attitudes may consist of few positive and many negative elements, few negative and many positive, or few positive and few negative. Inconsistent with the one-dimensional view, attitudes might occasionally subsume many positive and many negative elements, leading to representing variability in negative evaluations and the other axis (from middle to right) depicting variability in positive evaluations. From this perspective, a person can process high amounts of negative and positivity towards an object. For example, person Y in the figure could be considered highly ambivalent.<sup>26</sup>

#### **4. Types of Attitude**

##### **a. Explicit Measure of Attitudes**

The majority of attitude measures that have been developed can be conceptualized as explicit indicators.

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<sup>26</sup> Geoffrey Haddock & Gregory R. Mario. *Attitudes : Content, Structure, and Functions*. New York : 1993 P.1-22

Most often, these measures have been self-report questionnaires, in which participants are asked to respond to direct questions about their opinions. Please respond to each scale by placing an X in the space that best represents your opinion.

EUTHANASIA

BAD \_\_\_\_\_ GOOD

NEGATIVE \_\_\_\_\_ POSITIVE

DISLIKE \_\_\_\_\_ LIKE

Figure 6.9 A semantic differential scale to measure attitudes towards euthanasia.

Item should be high. If they are sufficiently high. Scores on the individual items are averaged to form a single attitude score. Issues Relevant to the Explicit Measurement of Attitudes. Historically, explicit measures of attitudes have dominated empirical research on the psychology of attitudes. Despite their wide appeal however, a number of concerns have been raised over their use. For example, individuals might sometimes be unaware of their attitude towards an object. Further, research has demonstrated that subtle differences in the way in which items are presented can influence responses to direct measures of attitude.

Probably the most important criticism about direct measures of attitude is that they are affected by people's motivation to give socially desirable responses. This refers to desirability concerns on explicit measures. For example, Fazio adapted and evaluated the evaluative priming paradigm to study prejudicial attitudes. In this study, white participants were instructed that their task was to indicate the meaning of positive and negative.

### **1. Implicit Measure of Attitudes**

In an attempt to minimize problems associated with direct measures of attitude, social psychologists have developed a number of indirect or implicit response strategies. We describe here two of the most common measures, the evaluative priming technique and the implicit association test. Evaluating priming Fazio defines an attitude as an association in memory between an attitude object and a summary evaluation. According to Fazio and colleagues, these associations vary in strength, and the strength of the association determines the accessibility of an attitude. Let us describe this perspective more concretely by using an example. One of us really hates Brussels sprouts. Even thinking about Brussels sprouts sets off an immediate

rice cakes , but his reaction is not as aversive. Fazio's model would suggest that the negative attitude towards Brussels sprouts and dislike is stronger than the association between rice cakes and dislike.

According to Fazio and colleagues, that strength of these associations should affect how quickly an individual responds to an evaluative word after having been briefly presented with the attitude object. In a typical study of this process, a participant is seated in front of a computer. The attitude object is briefly presented on the computer screen, and then replaced by an evaluative adjective. The participant's task is to indicate the valence of the adjective as quickly as possible. That is, the participant indicates whether the adjective means something positive or negative, not whether the attitude object itself is good or bad. Of primary interest is the speed with which the participant makes this response, in our example the presentation of Brussels sprouts should produce faster responses to negative and slower responses to positive. Furthermore , if the person hates Brussels sprouts more than rice cakes, this facilitation should be more

pronounced when presented with Brussels sprouts than when presented with rice cakes.

A sound measure must be both reliable and valid. Reliability refers to the degree to which test scores are free from errors in measurement. In the context of attitude measurement, reliability has two important meanings. First, internal consistency refers to whether the individual items are assessing the same psychological construct. Items that assess the same construct should be positively correlated. Second, test-retest reliability refers to consistency in scores across time. A sound attitude measure should produce similar scores across repeated testing. A number of studies have investigated the reliability of explicit and implicit measures of attitude. Explicit measures have been shown to exhibit high reliability. For example, semantic differential scales using the evaluative dimensions of good – bad, positive – negative, and favourable – unfavourable exhibit high internal consistency. Huskinson and Haddock, given their more recent introduction, less research has been conducted

assessing the reliability of implicit measures of attitude.<sup>27</sup>

#### **D. Review of Related Finding**

The part is about the previous studies of similar research. The first research entitled Students' Attitude Toward Writing Diary in Writing Skill ( A Study at Senior High School Number 1 Kepahiang ). The research flow Students' Attitude Toward Writing Diary in Writing Skill ' at senior High School number Kepahiang. The research is written by Maysaroh Umami. The data was collected by using field noted and questionnaire. According to the research the field noted was used to know how to implementation to find how students; attitudes toward in diary . The field noted result showed that in implementing the corrective feedback, the research used all kinds from corrective feedback while spoken or written. Whereas, in using the type all the research did not use all the types. In questionnaire the result showed that the majority students have positive attitudes tend by students affect from the implementation of corrective feedback by teachers is in good condition.<sup>28</sup>

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<sup>27</sup> Geoffrey Haddock & Gregory R. Mario. *Attitudes : Content, Structure, and Functuations*. New york : 1993 P.1-22

<sup>28</sup> Maysaroh Umami, *The Implementation of Teachers' Corrective Feedback and Students' Attitudes Towards Teachers' Corrective Feedback*( A Study at Senior High School Number 1 Kepahiang Published STAINCurup 2017

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of the Research**

This research was survey design with quantitative approach which describe it. Was related to the definition of survey itself which is procedure in quantitative research in which in investigator administer survey to a simple to sample or characteristic of population. In addition. Creswell said that survey research could be used to determinne individual opinion such as whether students need to learn. In this research, survey research is the best study that appropriate with this research<sup>29</sup>. The survey designed in this research was to obtained the data of student's sttitude towards writing paragraph in writing at the fourth semester English studies in IAIN Curup. Academic year 2022. Research subject,were students in the fourth semester of English in English there were 65 students from four classes.

#### **B. Subject of the Research**

The subject of the research is the fourth semester students of English Study Program in IAIN Curup. The researcher selected the subject of the research by using purposive sampling. Gay has stated purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be take as a number of sample and one the type of purposive sampling is criterions. Where it is sample

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<sup>29</sup> Sugiyono, " *Metode Penelitian Kuantitatif*" Alfabeta Bandung,2017. P.13



that choose to all participants who met defined criteria.<sup>30</sup> These are some consideration based on this research characteristic such as : the students study English and have studied writing paragraph using English.

Therefore, in this research, in taking data about student's attitude paragraph writing. The samples where all students of the fourth semester of English study program in IAIN Curup. Researcher took this class because this class had been taught paragraph writing by the one of English Lecture in IAIN Curup.

#### **1. Technique of Collecting data**

Technique off conecting data means the way which researcher used to collecting data or information from the participant. In this research researchers choose questionnaire as techniques of collecting data. The questionnaire was referring to quantitative method. The data this research are collected by distributing some questions.

The process collecting data was as bellow :

- a. The researcher share questionnaire gave to responden
- b. After that the researcher collecting the questionnaire
- c. Analyzing the questionnaire based on the percentage formula.
- d. Made discussion.
- e. Made conclusion.

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<sup>30</sup> Ibid 13,

## 2. Instrument of the Research

Researcher need to tools or instrument in order to collect the data from the participant. Research instrument are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.<sup>31</sup> Then, according to Lincoln and Guba in sugiyono, the instrument of choice in naturalistic inquiry is the human, we shall see that other forms of instrumentation may be used in later phases of the inquiry. But the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that instrument can be constructed that is grounded in the data that the human instrument has produced<sup>32</sup>. So, in this research the main instrument was the researcher helped by an instrument was questionnaire ( document check list ).

The researcher tried to use questionnaire to get respon from thr fourth semester students about students' attitude towards wring paragraph using English. In this research questionnaire was very important to get more detaild data before the researcher did interview. The questionnaire was given to the students. The questionnaire prepared by researcher the type of the questionnaire is close-ended type.

Close-endesd type was used to know students' attitude towards writing diary using English that was used in teaching writing English.

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<sup>31</sup> David Wilkinson and Petter Birmingham, “ *Using Research Instrument : A Guide for Researcher* , ( New Petter Lane, London : Routladge Falmer, 2003),P.3

<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R & D* ( Bandung, Alfabeta, 2013), p.306

Furthemore, close-ended format questionnaire is queastions that include multiple choice answer. Multiple choice questions fall under the category of close format questions. These multiple choices could either be in even numbers or in odd numbers, researcher can easily calculate statiscal data and percentages.

According to Dawson, there are some advantages of used close-ended questionnaire :

- a. Tend to be quicker to administer
- b. Often easier and quicker for the researcher to record response.
- c. Tend to be easy code.
- d. Respondent can only answer in a predefined way.
- e. New issue cannot be raised.
- f. It is quick and easy for respondent to tick boxes, might be more likely to answer all questions. <sup>33</sup>

**Table 3.1**

**Likert Scale**

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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<sup>33</sup> Dawson, Cathrine, *Partical Reseach Method*. ( United Kingdom : Deer Park Production, 2002),P.31

Likert Scale is the most common used in measuring attitude, opinion, perception of respondent toward on object.<sup>34</sup> In this technique, the student just answer the question of the questionnaire. The researcher sure the obtain data with the questionnaire is the best way for collecting data because the students easy to give information based on their answers that suitable to the questions the questionnaire.

**Table. 3.2**

**Blueprint of questionnaire**

**Students' Attitude in Paragraph Writing**

Objectives	Indicators of Atittudde	Indicators of Writing	Items
To figure try out the students' attitude towards writing paragraph in writing skill	Affecting ( feeling; Emotion )	Content	I like writing paragraph using English because it can train me to comprehend to content that i write
		Organization of Ideas	I like write paragraph using English because it can train me to

<sup>34</sup> Sugiyono, *OP, Cit*, P.134

			comprehend the organization of ideas that i write
		Grammar	I like in writing paragraph using English because it can train improve my grammar in writing
		Vocabulary	I am driven to write paragraph writing using English because it can improve my vocabularies in writing
		Mechanics	I like to write paragraph using English because it can improve my mechanics in writing

	Behavioral (Response; Action)	Content	I will continue to write paragraph using English to increase my comprehension of the content written during writing.
		Organization of Ideas	I will continue to write paragraph using English to increase my comprehension of the organization of ideas written during writing
		Grammar	I want to write paragraph using English because i want to improve my grammar
		Vocabulary	I want to continuously write

			paragraph using English because this way contributes a lot to my vocabulary enrichment
		Mechanics	I want to write paragraph using English because it helps me to improve my writing mechanics so that i can make further improvement
	Cognitive ( Belief; Perspective; Opinion; Evaluation )	Content	In my opinion,i write paragraph using English the better my comprehension of the organization of ideas will be

		<p>Organization of Ideas</p>	<p>In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be</p>
		<p>Grammar</p>	<p>I perceive that writing paragraph using English can train me to increase grammar in writing</p>
		<p>Vocabulary</p>	<p>I believe that writing paragraph using English will give me a lot of English vocabularies.</p>
		<p>Mechanics</p>	<p>I perceive that writing paragraph using English can</p>



			train me to increase mechanics in writing .
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### C. Validaty

Validity is requirement to get valid the result of the research. Sugiyono stated that the valid instrument means the instrument can be used to measure what should be measured.<sup>35</sup> The instrument of this research used the construct validity as sugiyono states non tes instrument have to require construct validity. To examine construct validity, it use judgment from expert , and then analyze the item with count the correlation between items score of instrument.<sup>36</sup> In this research, the researcher use done lecture in English study program to get commentary and feedback. After that, in getting the construct validity, the researcher gave questionnaire to 20 students as the respondents. After the try-out , the researcher used Ms.Excel to analyze the data to measure that is valid or not and then the questionnaire was valid ( see Appendix 3)

### D. Reability

Reability defines whether an instrument can degree something to be measured continually time to time. Hence, the watch words for qualifying requirements are consistency or ulnatered.<sup>37</sup> To measure reability in this research, the reabilty is measured by using Cronbach Alpha. Cronbach's Alpa

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<sup>35</sup> *Ibid* P.173

<sup>36</sup> *Ibid* P.178

<sup>37</sup> Syaifmudin Azwar. *Penyusun Skala Psikologi*. ( Yogyakarta :Pustaka Pelajar,2006 ).P.99

is the foremost common degree of internal consistency ( reliability ). It was commonly utilized when somebody has multiple Likert questions in a survey or questionnaire that from a scale and somebody wishes to decide if the scale is reliable. A commonly acknowledged run the show of thumb for describing internal consistency is as follows.<sup>38</sup>

**Table 3.3**

**Cronbach's Alpha**

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability by using Ms. Excel from the result, the questionnaire has 0,94. It means that the items interpreted to excellent internal consistency because it is more than 0,9 based on the table Cronbach's Alpha. In other words, the items of questionnaire were reliable. ( *see Appendix 4* )

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<sup>38</sup> Stephanie, Cronbach Alpha : Simple Definition , Use and Interpretation at <https://www.statisticshowto.com/cronbachs-alpha-spss/>. Accessed on July, 2022

## E. Technique of Data Analysis

After the researcher collected the information from three participants. The researcher kept to analyze the data. Data analysis is the process of efficiently looking and compiling the data gotten from the questionnaire. The data collected by the students by using percentage technique. The first step for analyzing the data was scoring. Scoring was against the grain of questions contained with the questionnaire. The questionnaire was analyzed based on 4-value of Likert scale which was the most common that were used in measuring attitude, perception and opinion of respondents towards subjects. In order to get the mean score, the total value of each degree agreement ( *Strongly Agree*, *'Agree'*, *'Disagree'*, and *Strongly Disagree* ) for each statement was multiplied with the value of the degree of agreement ( *Strongly Agree* =4, *Agree*= 3, *Disagree*=2, and *Strong Disagree*= 1) the maximum score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follows.<sup>39</sup>

$$X = ( f_{SA} \times 4 ) + ( f \times 3 ) + ( f_D \times 2 ) + ( f_{SD} \times 1 )$$

Where :

F : Frequency

D. : Disagree

SA : Strongly Agree

SD : Strongly Disagree

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<sup>39</sup> Sugiyono, *Op, Cit*, P.137

A : Agree

The next step was accounting the percentage the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was.<sup>40</sup>

$$P = \frac{\Sigma \text{ Score}}{\text{Max score}} \times 100 \%$$

Where :

P : Percentage

$\Sigma$  Score : Total Score

Max Score : Maximum Score

After counting the percentage of entire items and indicators, the researcher consulted it to discover students' attitude towards writing diary in writing skill to the following criteria:

**Table 3,4**

**Table descriptive Percentage of Students' Attitude in Writing Paragraph**

Interval Percentage	Category	Category
76 % - 100 %	Very Hight	Positive Attitude
51 % - 75 %	Hight	
26 % - 50 %	Low	Negative Attitude

<sup>40</sup> Arif, *cara menghitung Skala Likert* at <http://naufansapoetra.blogspot.com/2015/11/cara-menghitung-kuesioner-skala-likert.html>

0 % - 25%	Very Low	
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*Score : Ridwan, 2004*<sup>41</sup>

The table above is categorized from Likert Scales that divided the students' Attitude into four categories by Ridwan. There are Strongly Agree, Agree, Disagree, Strongly Disagree. Based on the accounts with the four categories, the result of much calculation was categorized by positive and negative attitude.

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<sup>41</sup> Ridwan as cited in Sentia Dewi, *Students perception towards non-native speakers in teaching English*, (IAIN Curup 2019).P.56

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

This chapter, the researcher presents the finding about students' attitude towards writing paragraph in writing skill. The result of the survey used questionnaire. It was conducted by distributed the questionnaire to all respondent ( the fourth semester ) of English Study Program at IAIN Curup. It was taken on 5 July 2022 which is only 20 students did not give it back the questionnaire from total sample 65 students. Questionnaire is made with 15 statements to find out the attitude of the students toward writing paragraph that should be done in order to all students enhance their writing skill.

##### **1. Students' Attitude towards writing paragraph in writing skill**

In conducting the survey a questionnaire consist of 15 statements. Where were 45 students who completely filled the questionnaire. This survey method was utilized, because this research would like to figure out students' attitude towards writing paragraph in writing skill.

The response of the questionnaire were calculated through a statistical quantification. Each response of the statement in the questionnaire was given to scale value based on Likert scale values that were "Strongly Agree", which value was (4), "Agree" which value was (3), "Disagree" which was value (2), "Strongly Disagree" which value

was ( 1 ).then , the researcher will divide into 3 part on each of indicators attitude. It can be seen bellow :

**a. Aspects**

**Affective Table 4. 1**

**Students' Attitude on Affective Aspect ( Feeling; Emotion )**

**Towrds Writing Paragraph in Wriing Skill**

Categories	Statment	SD	D	A	SA	TOTAL	
		F	F	F	F	SCORE	%
Affective	Content	2	2	29	12	141	78.33%
	Organization Of ideas	2	9	25	9	131	72.77%
	Grammar	2	3	25	15	143	79.44%
	Vocabulary	3	2	23	17	144	80%
	Mechanics	1	5	29	10	138	75.66%
Avarage / Mean							77. 44 %

The researcher would show the percentage of each item from questionnaire. On the table the researcher used frequency ( F ) as a students' frequency in choosing the one option. Percentage ( % ) is the result of the data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula is  $X = ( f SA \times 4 ) + ( f$

$A \times 3) + (f D \times 1) + (f SD \times 1)$ . Thus the maximum score of the questionnaire is  $45 \times 4 = 180$ . the percentage of each statement was calculated by using the formula  $P = \frac{F}{180} \times 100\%$

From the data about affective aspect, **statement 1** (*I like writing paragraph using English because it can train me to comprehend the content that i write*), showed there was 12 respondent who answered strongly agree, 29 respondent who answered agree, 2 respondent who answered disagree, and 2 respondent who answerwd strongly disagree. The total score is 141 by the formula for scoring / total score was  $X = (f 12 \times 4) + (f 29 \times 3) + (f 2 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{141}{180} \times 100\% = 78.33\%$

**Statment 2** (*i like to write paragraph using English because it can train me to comprehend the organizaaion of ideas that i write*), showed there were 9 respondents who answered strongly agree, 25 respondent who answered who answered agree, 9 respondent disagree and 2 respondents who answered who answered strongly disagree. The total score is 131 by the formula for scoring/ total score was  $X = (f 9 \times 4) + (f 25 \times 3) + (f 9 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{131}{180} \times 100\% = 72.77\%$

**Statment 3** (*i like writing paragraph using English because it can improve my grammar in writing*), showed that there were 15 respondent who answered strongly agree, 25 respondent who answered agree, 3 respondent who answered disagree and 2 respondent who answered strongly disagree. The total score is 143 by the formula for scoring/total score was  $X = (f 15 \times 4$



) + (f 25 x 3) + (f 3 x 2) + (f 2 x 1). Meanwhile the percentage was  $p = \frac{143}{180} \times$

100 % = 74.44 %

**Statment 4** (*i am driven to wrie paragraph using English because it can improve my vocabularies in writing*). Showed that there were 17 respondent who answered strongly agree, 23 respondent who answered agree, 2 responenent who anwered disagree and 3 respondents who answered strongly disagree.the total score is 155 the formula for scoring/ total score was  $P = \frac{144}{180}$

x 100 % = 80 %

**Statment 5** (*i like in writing paragraph using English because it can improve my mechanics in writing*), showed that there were 10 respondent who answered strongly agree, 29 respondent who answered agree, 5 respondent who answered disagree and 1 respondent who answered strongly disagree. The total score is 138 by the formula for scoring/ total score was  $P = (f 10 \times 4) + (f 29 \times 3) + (f 5 \times 2) + (f 1 \times 1)$ . Meanwhile the percentage was  $P = \frac{138}{180} \times 100 \% = 76.66 \%$

Based on description above,it can be concluded that the majority of students have a positive atittudde on affective aspect towards writing paragraph in writing skill with entire average percentage is 77. 44 %.

**Statment 8** (*i want towrite paragraph using English because i want to improve my grammar*),showed that there were 9 respondents who answereds strongly agree, 25 respondent who answered agree, 10 respondent

who answered agree, 10 respondents who answered disagree and 1 respondent who answered strongly disagree. The total score is 132 by the formula for scoring / totalscore was  $X = (f_9 \times 4) + (f_{25} \times 3) + (f_{10} \times 2) + (f_1 \times 1)$ . Meanwhile the percentage was  $P = \frac{132}{180} \times 100\% = 73.33\%$ .

**Statment 9** (*i want to continuously write paragraph using English because this way contributes a lot to my vocabulary enrichment*), showed that there were 11 respondent who answered strongly agree, 25 respondents who answered agree, 9 respondents disagree and 0 respondent who answered strongly disagree. The total score is 137 by the formula for scoring /total score was  $X = (f_{11} \times 4) + (f_{25} \times 3) + (f_9 \times 2) + (f_0 \times 1)$ . Meanwhile the percentage was  $P = \frac{137}{180} \times 100\% = 76\%$

**Statment 10** (*i want to write paragraph using English it helps me to improve my writing mechanics so that i can make further improvement*), showed that there were 9 respondent who answered strongly agree, 28 respondent who answered agree, 8 respondent who answered disagree, and 0 respondent who answered strongly disagree. The total score is 136 by the formula for scoring / total score was  $X = (f_{11} \times 4) + (f_{25} \times 3) + (f_9 \times 2) + (f_0 \times 1)$ . Meanwhile the percentage was  $P = \frac{136}{180} \times 100\% = 75.55\%$

Based on description above, it can be concluded that the majority of students have a positive attitude on behavioral aspect towards writing paragraph in writing skill with the entire average percentage is 72.30 %.

### b. Behavioral Aspects

**Table 4.2**

**Students Attitude on Behavioral Aspects ( Response; Action )  
Towards in Writing Paragraph**

Categories	Statment	SD	D	A	SA	TOTAL	
		F	F	F	F	Score	%
Behavioral	Content	2	12	27	4	123	68.33%
	Organization of Ideas	0	15	27	3	123	68.33%
	Grammar	1	10	25	9	132	73.33%
	Vocabulay	0	9	25	11	137	76%
	Mechanics	0	8	28	9	136	75.55%
Average / Mean							72.30%

The researcher would show the percentage of each item from questionnaire. On the table the researcher used frequency (F) as a students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total number of the students, and then multiplied 100%. The formula is  $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$ . Thus the maximum score of the questionnaire is

$45 \times 4 = 180$ . The percentage of each statment was calculated by using the formula  $P = \frac{F}{180} \times 100 \%$

From the data about behavioral aspect, **statment 6** ( *i continue to writte paragraph using English to iincrease my comprehension of the content written during writing* ), showed that there were 4 respondent who answered strongly agree, 27 respondent who answered agree, 12 respondent disagree and 2 respondent who answered strongly disagree. The total score iss 123 by the formula for scoring / total score was  $X = (f 4 \times 4) + (f 27 \times 3) + (f 12 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{123}{180} \times 100\% = 68.33 \%$ .

**Statment 7** ( *i will continue to write paragraph writing using English to increase my comprehension of the organization of ideas written daring writing* ) showeed that there were 3 respondent who answered strongly agree, 27 respondent who answered agree, 15 respondent who answered disagree and 0 respondent who answered strongly disagree. The total score is 123 by the formula for scoring /total score was  $X = (f 3 \times 4) + (f 27 \times 3) + (f 0 \times 1)$ . Meanwhile the percentage was  $P = \frac{123}{180} \times 100\% = 68.33\%$

**Statment 8** ( *i want to write paragraph using English because i want to improve my grammar* ), showed that there were 9 respondent who answered strongly agree, 25 respondent who answered agree, 10 respondent who answered disageree and 1 respondent who answered strongly disagree. The total score is 132 by for the formula for scoring/ total score was  $X = (f 9$

$\times 4) + (f_{25} \times 3) + (f_{10} \times 2) + (f_1 \times 1)$ . Meanwhile the percentage was

$$P = \frac{132}{180} \times 100\% = 73.33\%$$

**Statment 9** (*I want to continuously write paragraph writing using English because this way contribuutes a lot my vocabulary enrichment*).showed that there were 11 respondent who answered strongly agree, 25 respondent who answered agree, 9 respondent who answered disagree, and 0 respondent answered strongly disagree. The total score is 137 by the formula for scoring/ total score was  $X = (f_{11} \times 4) + (f_{25} \times 3) + (f_9 \times 2) + (f_0 \times 1)$ .meanwhile the percentage was  $P = \frac{137}{180} \times 100\% = 76\%$

**Statment 10** (*i want to write paragaphh using English because it helps to improve my writing mechanics so that i can make further improvement*) showed, that were 9 respondent who answered strongly agree, 28 respondent who answered agree, 8 respondent who answered disagree and 0 respondent who answered strongly disagree. The total score is 136 by the formula for scoring/ tottal score was  $X = (f_{11} \times 4) + (f_{25} \times 3) + (f_9 \times 2) + (f_0 \times 1)$ . Meanwhile the percentage was  $P = \frac{136}{189} \times 100\% = 75.55\%$

Based on descriptionabove it, it can be concluded that the majority of student have a positive atittude on behavioral aspects towards writing paragraph in writing skill with the entire average percentage is 72.30 %.

### c. Cognitive Aspects

**Table 4.3**

**Students' Attitude on Cognitive Aspects ( Belief; Perspective; Opinion; Evaluation ) Towards Writing Paragraph in Writing Skill**

Categories	Statment	SD	D	A	SA	TOTAL	
		F	F	F	F	Score	%
Cognitive	Content	2	7	24	12	136	75.55%
	Organization of Ideas	2	6	28	9	134	74.44%
	Grammar	2	3	22	18	146	81.11%
	Vocabulary	2	4	20	19	146	81.11%
	Mechanics	1	8	25	11	136	75.55%
Average / Mean						77.55 %	

The researcher would show the percentage of each item from questionnaire. on the table the researcher used frequency ( F ) as a students' frequency in choosing the one option. Percentage( % ) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula is  $X = \frac{(f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)}{N} \times 100\%$ . Thus maximum score of the questionnaire is

$45 \times 4 = 180$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{100} \times 100 \%$ .

From the data about cognitive aspect, **statement 11** (*in my opinion, i write paragraph using English, the better my comprehension of the content in writing will be*), showed that there were 12 respondents who answered strongly agree, 24 respondent who answered agree, 7 respondent who answered disagree, 2 respondent who answered strongly disagree. The total score is 136 by the formula for scoring/ total score was  $X = (f 12 \times 4) + (f 24 \times 3) + (f 7 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{136}{180} \times 100 \% = 75.55\%$ .

**Statement 12**, (*In my perception, i write paragraph using English, the better my comprehension of the organization of ideas will be*), showed that there were 9 respondent who answered strongly agree, 28 respondent who answered agree, 6 respondent who answered disagree, and 2 respondents who answered strongly disagree. The total score is 136 by the formula scoring / total score was  $X = (f 9 \times 4) + (f 28 \times 3) + (f 6 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{134}{180} \times 100\% = 74.44 \%$

**Statement 13**, (*i perceive that write paragraph using English can train me to icrease grammar in writing*), showed taht there were 18 respondents who answered strongly agree, 22 respondents who answered agree, 3 respondents who answered disagree, and 2 respondent who answered strongly disagree. The total score is 146 by the formula for scoring/ total

score was  $X = (f 18 \times 4) + (f 22 \times 3) + (f 3 \times 2) + (f 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{146}{180} \times 100\% = 81.11\%$ .

**Statment 14** (*i believe that writing paragraph using English will give me a lot of English vocabularies*), showed that there were 19 respondents who answered strongly agree, 20 respondent who answered agree, 4 respondent who answered disagree, 2 respondent who answered strongly disagree. The total score is by the formula for scoring/ total score was  $X = (f 19 \times 4) + (f 20 \times 3) + (f 4 \times 2) + (F 2 \times 1)$ . Meanwhile the percentage was  $P = \frac{146}{180} \times 100\% = 81.11\%$

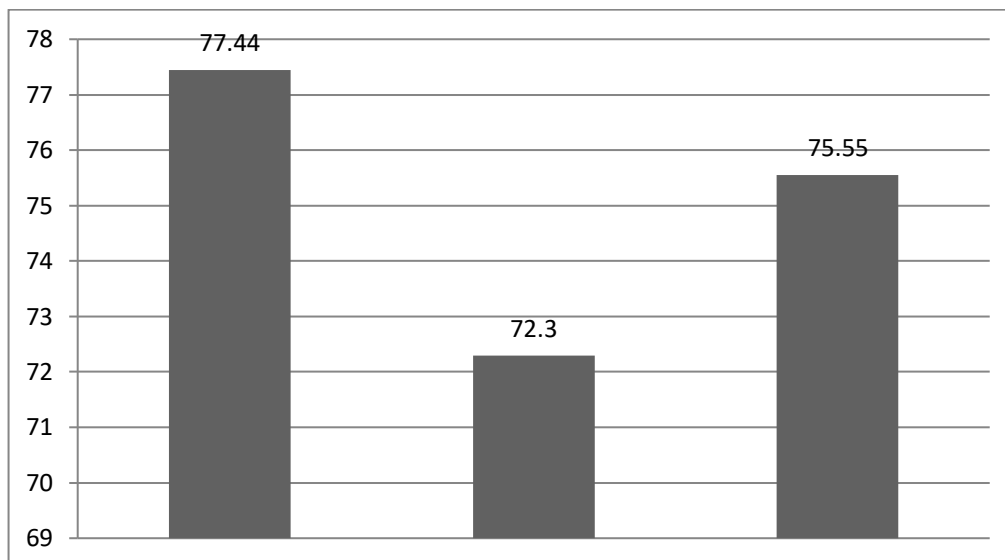
**Statment 15**,(*i perceive that writing paragraph using English can train me to increase mechanics in writing* ),showed that there were 11 respondents who answered strongly agree, 25 respondent who answered agree, 8 respondents who answered disagree, 1 respondents who answered strongly disagree. The total score is 136 by the formula for scoring score was  $X = (f 11 \times 4) + (f 25 \times 3) + (f 8 \times 3) + (f 1 \times 1)$ . Meanwhile the percentage  $P = \frac{136}{180} \times 100\% = 75.55\%$

Based on description above, it canbe concluded that the majority of students havea positive attitude on cognitive aspects towards writing paragraph in writing skill with entire average percentageis 75.55 %.



Diagram 4.1

### The Frequency of Students' Attitude towards Writing Paragraph



Based on diagram above, it can be seen that the highest percentage or the most dominant aspects is the first one is affective aspects that have a percentage of 77.44% and the second is cognitive aspects that have a percentage of 75.55% and the last aspect is behavioral aspects that have a percentage of 72.30%. Which will be explained below :

#### 1. The affective aspects

In this finding, aspects affective is the highest aspects than other aspects because it has the highest percentage of 77.44%. In the affective aspects, the majority of students have a positive attitude towards writing paragraph in writing skill because when the lecturer gives the strategy in learning English writing, the students' have a positive response, and then the majority of the students like writing

paragraph and they feel happy when writing paragraph using English , they can express their ideas and increase their writing skill.

## 2. The Cognitive Aspects

The cognitive aspects also have the second high percentage. The percentage of cognitive aspects is 75.55 % in the cognitive aspects, the majority of the students also have a positive attitude towards writing paragraph in writing skill. Because, based on their knowledge when writing paragraph in writing. They believe that writing paragraph can increase their skill especially in writing. So they have a tendency to want to write a paragraph.

## 3. The Behavioral Aspects

It is the lowest aspects of the affective and cognitive aspects. The percentage of this aspect only 72.30 % but the students still have a positive attitude. Because more students who have written paragraph have experience in writing paragraph and they have the tendency to do that.

## **B. Discussion**

In this section the researcher tries to analyze students' attitude towards writing paragraph in writing skill. To discover students' attitude towards writing paragraph in writing skill at the fourth semester English Students in IAIN Curup, the researcher used questionnaire to the 54 respondent from fourth semester since they have studied writing paragraph using English as strategy in learning writing. The questionnaire consist of 15 items from 4 main indicators.

Concerning the affective attitude, in this case with the feeling and emotion possessed by students can increase content, organization of ideas, grammar, vocabulary, and mechanic in writing skill the students have a positive attitude. It can be seen in the average or mean percentage of 77.44% can be categorized very high. Because based on affective aspects, the students are interested in writing paragraph because it can increase their vocabulary, grammar, and mechanics in writing and can train them to comprehend the content and organization of ideas that they write. As Geoffrey Hadock said feelings can be influence the object of attitude in several ways<sup>42</sup>.

In the behavioral aspects of attitude, consist of actions or observable responses possessed by students can increase content, organization of ideas, grammar, vocabulary, and mechanics in writing skill. From these finding, this aspects of attitude gets an average or mean percentage of 72.30 %. This shows the students have a positive attitude and can be categorized very high. Because, based on

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<sup>42</sup> Geoffrey Hadock, Attitude : content, Structural and Function, 2012. P.115

their experience, the students want to write paragraph because they way contributes a lot to their vocabulary enrichment and it helps them to increase their grammar and writing mechanics so that they can make further improvement. And also, by the writing paragraph can increase their comprehension of the content and organization of ideas written during writing. Geoffrey said that behavior also influence attitudes in a more direct way that performing a behavior that has evaluative implications or connotations influences the favorability of attitudes.<sup>43</sup>

In the cognitive aspects of attitude that constitutes belief, perspective, and opinion involved in evaluation possessed by students can increase the content, organization of ideas, grammar, vocabulary, and mechanics in writing skill. From these finding, this aspects of attitude gets an average or mean percentage of 75.55%. This shows that students have a positive attitude and can be categorized very high. Because the most students believe that the more they write paragraph, the better their comprehension of the content and organization of ideas in writing will be. Then they perceive that writing paragraph can train them to increase grammar and mechanics in writing. And also by the writing paragraph will give them a lot of English vocabularies. According to Fazio, an attitude object will be evaluated positively if it is seen as leading to, or associated with, positive things and avoiding negative things. Only salient belief count

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<sup>43</sup> *Ibid*, P.117

toward the overall attitudes; these are beliefs that a person considers most relevant.<sup>44</sup>

Based on the explanation above, it can be concluded that the majority of the students have a positive attitude on affective, cognitive, and behavioral aspect towards writing paragraph, in writing skill due to writing paragraph can express their ideas and increase their writing skill anywhere and anytime.

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<sup>44</sup> Fazio, R.H. & Petty, R.E. (Eds), *Attitudes, Vol.1: Structure, function, and consequences*. (Hove: Psychology Press, 2007), P.149

## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion below as the last part of this research are taken. The conclusion below is the answer of research question, while the suggestion is intended to give information to the readers who interested in doing further in this area.

#### A. Conclusion

Based on the questionnaire of this research namely how is students' attitude towards writing paragraph in writing skill. that can be show in finding and discussion. It can be concluded, the students' attitude towards writing paragraph can affect the students writing skill. Attitude is a person's tendency to do something or the someone feeling like or dislike towards on object. The attitude can be seen from the aspects. They are affective aspects, cognitive aspect, and behavioral aspect. and then the researcher found that the students' attitude toward writing paragraph in writing skill if be seen from the aspect, that the most students have a positive attitude towards writing paragraph in writing skill. Based on the result that high percentage is affective aspects and the low percentage is behavioral aspects, but the all aspects of students' attitude has a positive attitude towards writing paragraph in writing skill. due to they can express their ideas and increase their writing skill anywhere and anytimes.

## **B. Sugeestion**

After geting theresult from the questionnaire,the researcher would like to some suggestion which may be useful for :

### **1. The Writing Lecturers**

The result of this research will help the writing lecturers tochoose the appropriate strategy in teaching learning process especially in writing in orderto increse students writing skill.

### **2. The Students**

It is very essential for students to master their writing skill as the one of hadest skill in English. Students need to know appropriate strategy used by lecturer to promote them in order to enhance their writing skill.then, they will be more responsive on the medium used in writing class should assist them to be able using English good naturedly.

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## Appendix 1

### Items of Attitude

Objectives	Indicators of Attitude	Indicators of Writing	Items	Judgments			
				SD	D	A	SA
To figure out the students' attitude towards writing paragraph in writing skill	Affecting ( feeling; Emotion )	Content	I like writing paragraph using English because it can train me to comprehend content that i write				
		Organization of Ideas	I like write paragraph using English because it can train me to comprehend the organization of ideas that i write				

		Grammar	I like in writing paragraph using English because it can train improve myy grammar in writing				
		Vocabular y	I am driven to write paragraph writing using English because it can improve my vocabularies in writing				
		Mechanics	I like to write paragraph using English because it can improve my mecchanics in writing				
	Behavioral (Response;	Content	I will continue to write				

	Action)		<p>paragraph using English to increase my comprehension of the content written during writing.</p>				
		Organizational of Ideas	<p>I will continue to write paragraph using English to increase my comprehension of the organization of ideas written during writing</p>				
		Grammar	<p>I want to write paragraph using English because i want to improve my</p>				

			grammar				
		Vocabulary	I want to continuously write paragraph using English because this way contributes a lot to my vocabulary enrichment				
		Mechanics	I want to write paragraph using English because it helps me to improve my writing mechanics so that i can make further improvement				
	Cognitive (Belief;	Content	In my opinion, i write paragraph				

	Perspective; Opinion; Evaluation )		using English the better my comprehension of the organization of ideas will be				
		Organizati on of Ideas	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be				
		Grammar	I perceive that writing paragraph using English cantrain me to increase grammar in writing .				

		Vocabulary	I believe that writing paragraph using English will give me a lot of English vocabularies.				
		Mechanics	I perceive that writing paragraph using English can train me to increase mechanics in writing .				



## **Instrument of Questionnaire**

### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### **A. Respondent Identity**

Name : Driva Cantika

Nim : 20551016

Class : TBI 4A

#### **B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “√” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
\14	I bbelve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### **Respondent Identity**

Name : Ahmad Syahrin

Nim : 20551077

Class : TBI 4C

#### **Direction**

1. Your identity is guaranteed confidentiality
2. Give “√” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write			√	
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what			√	
3	I like in writing paragraph using English because it can train improve my grammar in writing			√	
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing			√	
5.	I like to write paragraph using English because it can improve my mecchanics in writing			√	
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing			√	
7	I will continue to write paragraph using English to in crease my comprehension of the organization of			√	

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar			√	
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment		√		
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement		√		
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.			√	
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.			√	
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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### **Instrument of Questionnaire**

#### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively , and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### A. Respondent Identity

Name : Septiana Marselina

Nim : 20551065

Class : TBI 4D

#### B. Direction

1. Your identity is guaranteed confidentiality
2. Give “√” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.



### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing parragraph using English because itcan train me to comprehend the content what i write			√	
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing			√	
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing		√		
5.	I like to write paragraph using English because it can improve my mecchanics in writing			√	
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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### **Instrument of Questionnaire**

#### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

**( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

**A. Respondent Identity**

Name : Sariani

Nim : 20551062

Class : TBI 4B

**B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write		√		
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing		√		
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of			√	

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be	√			
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.		√		
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

**“ Students Attitude Towards Writing Paragraph in Writing Skill “**

**( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

### **C. Respondent Identity**

Name : Ades

Nim : 20551002

Class : TBI 4D

### **D. Direction**

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing parragraph using English because itcan train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		



	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### 1. Respondent Identity

Name :  
Nim : 20551016  
Class : TBI

#### 2. Direction

Your identity is guaranteed confidentiality

Give “ √ ” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree  
D : Disagree  
A : Agree  
SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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### Instrument of Questionnaire

#### “ Students Attitude Towards Writing Paragraph in Writing Skill “

#### ( An Analysis at The Fourth Semester English Students in IAIN Curup)

Give answers honestly, objectively , and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

A. Respondent Identity

Name :  
 Nim : 20551016  
 Class : TBI 4A

B. Direction

1. Your identity is guaranteed confidentiality
2. Give “ √ ” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree  
 D : Disagree  
 A : Agree  
 SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		



	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### **A. Respondent Identity**

Name :  
Nim : 20551016  
Class : TBI

#### **B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree  
D : Disagree  
A : Agree  
SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what	√			
3	I like in writing paragraph using English because it can train improve my grammar in writing	√			
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

**“ Students Attitude Towards Writing Paragraph in Writing Skill “**

**( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

### **A. Respondent Identity**

Name : Sanusi Pane

Nim : 20551016

Class : TBI 4D

### **B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write	√			
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what		√		
3	I like in writing paragraph using English because it can train improve my grammar in writing		√		
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing		√		
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing			√	
7	I will continue to write paragraph using English to in crease my comprehension of the organization of		√		

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar			√	
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment			√	
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement			√	
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be			√	
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.			√	
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.			√	
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.			√	
15	I perceive that writing paragraph using English can			√	



	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

**“ Students Attitude Towards Writing Paragraph in Writing Skill “**

**( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

### **A. Respondent Identity**

Name : Debi Agustina

Nim : 20551016

Class : TBI 4D

### **B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “√” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write		√		
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what		√		
3	I like in writing paragraph using English because it can train improve my grammar in writing		√		
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing		√		
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing	√			
7	I will continue to write paragraph using English to in crease my comprehension of the organization of	√			

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment	√			
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement		√		
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be	√			
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.	√			
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.	√			
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.	√			
15	I perceive that writing paragraph using English can	√			

	train me to increase mechanics in writing .				
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## **Instrument of Questionnaire**

### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### **A. Respondent Identity**

Name : Mikael Janeri

Nim : 20551016

Class : TBI 4A

#### **B. Direction**

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write		√		
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what		√		
3	I like in writing paragraph using English because it can train improve my grammar in writing		√		
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing	√			
7	I will continue to write paragraph using English to in crease my comprehension of the organization of	√			

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar		√		
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment		√		
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement	√			
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be		√		
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.		√		
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.	√			
14	I bbelve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		



	train me to increase mechanics in writing .				
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### **Instrument of Questionnaire**

#### **“ Students Attitude Towards Writing Paragraph in Writing Skill “**

#### **( An Analysis at The Fourth Semester English Students in IAIN Curup)**

Give answers honestly, objectively , and responsibly due to your answer gives invaluable aid to this research. Thank you so much.

#### A. Respondent Identity

Name : Yongki Ramadhan

Nim : 20551016

Class : TBI 4B

#### B. Direction

1. Your identity is guaranteed confidentiality
2. Give “ √” in the column provided below. Fill it according to what you experienced when writing paragraph in writing skill. You have four choices questionnaire, consist of :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree.

### Items of Attitude

No	Items	SA	A	SD	D
1.	I like writing paragraph using English because it can train me to comprehend the content what i write		√		
2.	I like write paragraph using English because it can train me to comprehend the orrganization of ideas that i what		√		
3	I like in writing paragraph using English because it can train improve my grammar in writing		√		
4.	I amdriven to write paragraph writing using English because it can improve my vocabularies in writing	√			
5.	I like to write paragraph using English because it can improve my mecchanics in writing		√		
6	I will continue to write paragraph using English to increase my comprehension of the content written during writing		√		
7	I will continue to write paragraph using English to in crease my comprehension of the organization of	√			

	ideas written during writing				
8	I want to write paragraph using English because i wantto improve my grammar			√	
9	I want to continuously write paragraph using English because this waycontributies a lot to my vocabulary enrichment		√		
10	I want to write paragraph using English because it helps me to improve my writing mechanics so thati can make further improvement			√	
11	In my opinion, i write paragraph using English the better my comprehensionof the organization of ideas will be			√	
12	In my perception, i write paragraph using English the better my comprehension of the organization of ideas will be.		√		
13	In perceive that writing paraagraph using English can train meto increase grammar in writing.		√		
14	I bbelieve that writingparagraph using English will give me a of English vocabularies.		√		
15	I perceive that writing paragraph using English can		√		

	train me to increase mechanics in writing .				
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