

**STUDENTS' ATTITUDE TOWARDS WRITING DIARY IN
WRITING SKILL**

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

THESIS

**This Thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Language Education**



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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara **Anggi Marlia (16551005)** yang berjudul *"Students' Attitude towards Writing Diary in Writing Skill (An Analysis Study at The Fourth Semester English Students in IAIN Curup)"*. Sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarokatuh.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled "*Students' Attitude towards Writing Diary in Writing Skill (An Analysis Study at The Fourth Semester English Students in 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 is far from being perfect, therefore the writer really appreciates some suggestion and 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 interested in this field of study.

Curup, October 2020

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The researcher finished this thesis entitled “***Students' Attitude towards Writing Diary in Writing Skill (An Analysis Study at The Fourth Semester English Students in IAIN Curup)***”. This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer like to express the deepest appreciation to:

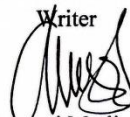
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Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented, if there are criticisms or suggestion directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English Lecturer in English Tadris Study Program.

Wassalamu'alaikum Wr. Wb.

Curup, October 2020

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MOTTO AND DEDICATION

“No sweet without sweat”

“Always do what you think is right. Don't listen to the babbling of people who will make you down. Make the person's say as motivation to become a better self”

“Failure will not make you cowardly, but being cowardly will make you fail at everything”

- Anggi Marlía -

This thesis dedicates to:

1. My beloved and the best family, the finest man ever my father **Mr. Saíd** (alm) the most care and greatest woman, my mother **Mrs. Lis Anita**. Thank you for your love and pray for me.
2. My beloved sister **Anggun** and 2 my brothers **Agil Putra Wibawa** and **Iqbal**, who always support me.
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12. My Almamater IAIN Curup.
13. All of the people around me that I cannot mention one by one.

ABSTRACT

Anggi Marlia, 2020 : **Students' Attitude Towards Writing Diary in Writing Skill at the Fourth Semester English Students in IAIN Curup.**

Advisor : **Hadi Suhermanto, M. Pd.**
Co-Advisor : **Henny Septia Utami, M. Pd.**

The main goal of this research was to investigate about students' attitude towards writing diary in writing skill at the 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 54 students at fourth semester English students in IAIN Curup on academic year 2020. 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 towards writing diary in writing skill. 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 three 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 aspect gets a percentage 75.55%, the majority students choose agree. It means that is positive attitude. And the last aspect is behavioral aspect, it is a low aspect of attitude that have students due 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 in IAIN Curup have a positive attitude towards writing diary in writing skill.

Keywords: Students' Attitude, Writing Diary, Writing Skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one a part of language skills and a part of one form of communication that must be aced by understudies in learning English. Some people express their feeling, idea, invention, and belief in writing. According to Robert, writing is without a doubt, the foremost invention in human history, it gives a moderately changeless record of information, opinions, reliance, feelings, arguments, explanations, theories, etc.¹ Besides, writing skill is described as a person's ability to express ideas or thought in the form of written language. It may be visible from the reality that scientific books, memos, novels, reports, letters, newspapers, diary, magazines, brochures, diary, commercial advertisements are product of writing. This opinion supported through Nunan as noted in Ngadiso that writing as a process of thinking to invent ideas, thinking about how to express it into good writing. And arranging the ideas into statement and paragraph.²

The importance of writing in English High Students particularly true for higher education where students should conduct research do essay, seminars papers, or professional articles. And as it has been stated at the beginning,

¹ Carroll, T. Robert, *Students Success Guide: Writing Skill*, (United States: International Copyright Law, 1990), P. 1

² Ngadiso, *Assessing the students' writing skill*, (English Education Department Sebelas Maret university, 2013), P 148

writing is important to success in one's career. This opinion has been supported by As Walsh as cited in Blanka stated that writing is imperative since it is utilized broadly in higher instruction and the working environment.³ If the students do not know how to express themselves in writing, they will not be able to write well. Much of proficient writing is done such as proposals, reports, applications, preparatory interviews, emails, and more are part of the lifestyle of a college student or fruitful graduate.

According to Hughes, there are five aspects or components of writing. They are: the first one is grammar, it is an element of writing which deals with a set of rules to have writer construct sentences that make sense and acceptable in English. The second is vocabulary, it deals with a list of words and their meanings. The third is mechanics, that is the convention in writing, which is related to punctuation, spelling, capitalization. The fourth is fluency, which refers to the ease and the style of the composition. The last components are form (organization), that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make a unified contribution to the whole paragraph.⁴ And the other hand, Nunan as cited in Ngadiso said that writing is an amazingly complex cognitive movement in which the writer is required to illustrate control of number factors which include: control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter

³ Blanka Frydrycova, *The Importance of Writing*, (Czech Republic: Indian Journal Research, 2(1), 2013), P.9

⁴ Hughes, A. *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1996), P. 91

information.⁵ Based on the aspects stated by the expert the researcher summarized there are some components of writing skill, like content, organization of ideas, vocabulary, grammar, and mechanics.

One of the ways to improve writing skills is practicing, but like all learning issues, challenges in writing can be obliterating to a student's instruction. So students gotten to be not feel to write. According to Heaton writing skill is complex and in some cases troublesome to educate requiring dominance, not as it were of syntactic and explanatory devices but also of conceptual and judgmental components.⁶ Based on that action makes the students do not feel like writing English. The basic point that creates writing troublesome is the utilize of language aspect or capacity in written likes accentuation, spelling, linguistic, vocabulary, etc.

Therefore, students must have a positive attitude toward writing, so writing learning becomes easier. According to Gardner attitude is a factor that has an effect on foreign language learning since how much exertion learners put on dialect learning relies partly on attitude.⁷ If the students have a negative attitude towards language, they will not experience a big increase in acquiring a foreign language. This opinion supported by Graham as cited in Tehsa that students with a positive attitude will have better writing achievement than

⁵ Ngadiso. *Op. Cit.* P. 149

⁶ Heaton, J.B. *Writing English Language Test.* (London: Longman, 1975). P. 135

⁷ Gardner, R. *Social Psychology and Second Language Learning: The Role Attitudes and Motivation.* (London: Longman, 1985). P. 173

students who have a negative attitude toward writing.⁸ Based on the sentence above the view writing ability is not enough for students to improve their writing skills. Without a positive attitude towards improving writing ability, the purpose of writing skills not to be obtained by students and help them to achieve better writing achievement.

Attitude is an individuals' reaction or evaluation of a certain situation or object depending on his/her like, experience and beliefs. In this research, the researcher used the Eagly and Chaiken theory about the attitude. According to the theory, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.⁹ There are three aspects of attitude based on their theory, there are affective aspect, behavioral aspect and cognitive aspect.¹⁰ The affective aspect is the emotional response (liking or disliking) towards an attitude object. The behavioral aspect is involving a persons' responses (favorable or unfavorable) to do something regarding attitude object. The cognitive aspect is an evaluation of the entity that constitutes an individual's opinion (belief or disbelief) about the object.

Furthermore, one of the strategies used by one of the English Lecturer at IAIN Curup is that She used a writing diary to improve students' writing skills. A writing diary has been used an activity to increase students' writing

⁸ Tehsa Fersty. *Writing attitude of the Second Grade Students at SMA Adabiah Padang*, (Padang 7(4), 2008). P. 1

⁹ Eagly, H. A. and Chaiken, S. 2007. *The Advantages of an Inclusive Definition of Attitude*. 25(5). P. 585.

¹⁰ *Ibid.* P. 591

ability. This activity gives a chance for students to write what they want to write as the consequence, writing can be an enjoyable experience or activity to students. Writing becomes a part of people's life. It is usually does not every day that makes students more familiar with writing a story. By writing a diary student will get used to writing sentences. If they are accustomed to writing about everyday life then students will get used to simple sentences, then get used to scientific writing. That's why the researcher chose to writing diary because diary writing is writing the activities the people usually do every day. Based on the pre-observation conducted by the researcher, there are still many students who do not apply these strategies. Although they already get writing material in lecturers. With an attitude like that as if they have no desire to improve their writing ability.

In addition, that opinion supported by some students to complete this declaration, the first opinion by Student A said that the use of diary in the learning system helped her to improve her writing skill. She also learned a lot of new vocabulary in writing diaries and pour out her feelings and experiences. Writing diary would train and speed her in making a paper and assignment in another subject. However, the use of the diary is too monotonous, especially when writing things that are only revealed. Writing a diary can also make students bored. The second opinion by Student B stated that the use of diary is effective, but depends on the individual himself likes it or not. Diary uses daily language so it is very training in the future. And this was also supported by several students who said that diary writing can increase vocabulary and

increase enthusiasm for writing, and also more daring to express the moments that occur but the diary writing also make students bored.¹¹

Therefore, the researcher sees a problem with their attitude toward using diary writing, even though, the lecturer asks the students to practice by writing a diary, but some students did not do what the teacher tells them to do. Because that, attitude is very influential in learning writing. So the researcher wants to see why the students were told to practice but many students did not do it. So, is it the attitude of some students or mostly like that. Accordingly, in the IAIN Curup the fourth semester tadris English study program regarding the existing case. The researcher wants to investigate the attitude towards diary writing as a strategy to improve writing skill to be important. Thus want to bring this issue to research, where the researcher wanted to research with the title “Students’ Attitude Toward Writing Diary in Writing Skill (An Analysis Study at the Fourth Semester English students in IAIN Curup)”.

B. Research Question

Therefore, based on the description above, the researcher wants to investigate this problem because it is very interesting. So, the research questions of this research is:

1. How is the Students’ attitude toward writing diary in writing skill?

C. Objective of the Research

¹¹ Interviewed with some fourth semester students in TBI IAIN Curup. June 17th, 2020.

Based on the research question above, the objective of this research is to know:

1. Students' attitude toward writing diary in writing skill.

D. Significant of the Research

This research has benefits as the following:

1. To Lecturers

This research hopefully could assist in writing lecturers of English Study Program and to assist the writing lectures to choose the proper strategy in the teaching-learning process 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.

E. Delimitation of the Research

The researcher delimits this research to get more specific data. Delimitation of this research is focused on the students' attitude toward writing diary in writing skill. The sample in this research is delimited in the fourth semester English students at IAIN Curup.

F. Operational of Definitions

To avert misconception and misunderstanding of the research, the researcher would like to explain some operational of definitions, as follow:

1. Writing skill

According to Hampton, writing skill mean specific abilities that help writers put their thoughts into words in a meaningful form and mentally interact with the message.¹² Furthermore, in this research writing is a process expressing the emotional and everything that can write which has purpose and to give information to the reader by using writing diary as its strategy in the fourth semester English students in IAIN Curup.

2. Writing diary

Brown mentioned that writing diary is where students write thoughts, feelings, reactions. And the response to something that happened is included in self writing category, or writing with only the self in mind as an audience.¹³ In this research, the researcher defined writing diary as a strategy or activity used by the writing lecturer to help the fourth semester English students in IAIN Curup to improve their writing skill.

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.¹⁴ 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.

¹² Hampton, R. S. *Community involvement in alphabet and material development*. (Notes on literacy. Interest level, 1968). P. 16

¹³ Brown, D. H. *Teaching by principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2001), P. 344

¹⁴ Eagly, H.A. and Chaiken, S. *Op, Cit*. P. 585

G. Systematic of the Research

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, 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 the related findings. The third, Chapter III, presents about the methodology of the research which includes the kind of research, subject 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. Review Related Theory

1. Writing Skill

a. Definition of Writing Skill

Writing is an imperative utilized to support other skill in English learning. Each people can utilize writing to communicate their thoughts, considering, arguments, and message to other people within the world. Robert stated that writing is without a question, the foremost critical innovation in human history, it gives a generally changeless record of information, opinions, convictions, feelings, contentions, clarifications, theories, etc.¹⁵ On the other hand, by the writing people can express the emotional, thoughtful, and everything that can write in which has a reason. In expansion, the point of writing is to deliver information to the reader.

Writing is one skill of language that ought to learn and taught. It will be difficult to ace a language, particularly in writing. Hampton expressed that writing skill implies particular abilities which make a writer put their thoughts into words in an important frame and rationally connected with the message.¹⁶ In other word, writing skill is specialized

¹⁵ Robert, T. C. *Op, Cit.* P. 1

¹⁶ Hampton, R. S. 1989. *Op, Cit.* P. 16

competence to do something well in exchange with words in forming combination whereby the students free their self from what students think, feel and see as the medium to show the grammatical system of language.

Writing is one of the beneficial language skills that could be a complex issue for all lecturer and students since there are a few aspects that ought to be picked up. According to Heaton, the writing skill is complex and in some cases difficult to teach requiring dominance, not as it were of grammatical and explanatory devices but also of conceptual and judgmental components.¹⁷ In expansion, Richard clarified that writing the foremost difficult skill for learners to ace.¹⁸ In the other hand, writing appears difficult to be actualized since of a few contemplations.

b. Aspect of Writing

Writing is not only transferring an idea into written language but also providing many things that draw the writers' attention. Brown as cited in Ngadiso stated five aspect of writing, they are content, organization, vocabulary, syntax and mechanics.¹⁹ Meanwhile, Hedge mentioned that in writing, the writer ought to consider in high degree of exactness, complex grammar devices, a careful choice of vocabulary,

¹⁷ Heaton, J. B. *Op, Cit.* P. 135

¹⁸ Richard, J. C. *Second Language Writing.* (Cambridge: Cambridge University Press, 2010), P. 303

¹⁹ Ngadiso. *Op, Cit.* P. 149

and sentence structures in arrange to make style, tone, and information appropriate for the readers of one's written text.²⁰ Hughes also explained the five aspect of writing, they are the first is grammar, grammar is an element of writing which deals with a set of rules to have a writer construct sentences that make sense and acceptable in English. The second is vocabulary, it bargains with a list of words and their implications. The third is mechanics, that is the tradition in writing, which is related to accentuation, spelling and capitalization. The fourth is fluency, which alludes to the ease and the style of the composition. And the lastly is form (organization), that is the coherent grouping and cohesion or the stream of thoughts being put into written language, to form a bound contribution to the complete paragraph.²¹ On the other hand, Nunan as cited in Ngadiso stated the writing is an amazingly complex cognitive movement in which the writer is required to illustrate control of number factors which include: control of content, format, sentences structure, vocabulary, punctuation, spelling and letter information.²² Therefore, the researcher summarized that the aspect of writing is content, organization of ideas, grammar, vocabulary and mechanics. These aspects are explained as follows:

1. Content, that is the overall content written by writer.

²⁰ Hedge, T. *Writing Resources Books for Teachers*. (Oxford: Oxford University press, 2005),

²¹ Huges, A. *Op. Cit.* P.

²² Ngadiso. *Op, Cit.* P. 149

2. Organization of ideas, it deals with thoughts that are put into written language to form a coordinated contribution to the whole paragraph.
3. Grammar, it is a written structure that has rules for writers to compose sentences that make sense so that can be accepted in English.
4. Vocabulary, it should do with a list of words and their meanings.
5. Mechanics, it is the rule of writing with related to spelling, capitalization and accentuation.

c. Writing Process

Karen and Christine stated that writing process is a framework for writing well and easily. Generally, the writing process consists of three stages, they are:²³

1) Prewriting

Within the prewriting step, think around the topic and organize the thoughts. Prewriting is considering, talking, reading and writing about topics before writing the primary draft. Prewriting could be a way of warming up brain some time recently writing. There are several ways to warm up before writing:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list as many ideas as

²³ Karen, B. and Christine, R. *Ready to Write 3rd Editions*. (USA: Longman, 2003), P. 41-44

possible without worrying about how they use them. They can include words, phrases, sentences, or even questions. To brainstorm, there are some steps such as: begin with a broad topic. Write down as many ideas about the topic. Add more items to the list by answering the questions what, where, when, why, who and how. Group similar items on the list together. And cross out things that do not have place.

b) Clustering

Clustering is another prewriting strategy. It may be a visual way of appearing how thoughts are associated with utilizing circles and lines. In other words, clustering is an action of drawing thoughts. To clustering, there are a few steps: write the topic within the center of a clear piece of paper and draw a circle around it. Write in any thoughts that come into intellect around the topic in circles around the most circle. Interface these thoughts to the center word with a line. Think almost each of the new thoughts, write in more related thoughts in circles close the unused ideas, and after that interface them. And the last rehash this process until the ideas run out.

2) Writing

This can be really writing the primary draft of the piece. After thinking about topic and doing necessary prewriting, the next steps in the writing process is writing paragraphs. When write the first

draft of the paragraph, the ideas produced from prewriting utilized a direct.

3) Revising

It is nearly inconceivable to write in a culminate paragraph for the primary time. After completing the first draft, a writer must explore for ways to progress it. This step is called revising. When revising paragraph can do the following:

- a) Add new ideas to back the topics.
- b) Cross out sentences that do not bolster the topic.
- c) Change the arrangement of the sentences.

From the writing process about, it can be concluded that writing is process of creating, organizing writing and revising. In the first step of the process is making ideas. In the second steps is organizing of ideas. In the third step is writing a harsh draft. In the final step is altering a harsh draft and making revisions.

2. Diary Writing

a. The Definition of Diary

The diary is one frame of individual writing. individual writing may be an articulation of ideas and our feelings almost our own experience. Diary is a record of what we do nowadays and past, it is additionally an imperative source of data around occasions, what, when, who how, why and where which related to ourselves, to precise

everything that is conceivable to reveal to other.²⁴ In addition, diary is writing containing records of an individual nature, such activities will be conducted or experiences memorable experience each day within the form overflowing of hearts and minds. Diary will be means to communicate people's ideas, feelings and reactions. And the reaction to something that happened is included in the self-writing category or writing with as it were the self in intellect as a group of onlookers.²⁵

Diary as such give openings to investigate everyday social, psychological and psychological situation. According to Wheeler as cited in Ketelle expressed in this way diaries are outlined to capture the small experiences of lifestyle that fill most of our working time and involve the vast majority of our cognizant consideration.²⁶

b. The Advantages of Diary

According to Harmer, diary has some advantages such as: the value of reflection, freedom of expression, developing of writing skill and student-teacher dialog.²⁷ The following is explanation of each advantages stated by Harmer:

1. The Value of Refection

²⁴ Nurhadi. *Bahasa Inggris untuk SMP Kelas VII*. (Malang: Erlangga, 2007). P. 9

²⁵ Brown, D. H. 2001. *Op, Cit*. P. 344

²⁶ Ketelle, D. *Talking to My Self: Diary as A Record of Life Process*. International Journal of Humanities and Social Science. 2(7), 20012. P. 34

²⁷ Harmer, J. *How to Teach Writing*. (England: Pearson Education Limited, 2004), P. 126-127

Diary gives an opportunity for students to think both almost how they are learning, conjointly approximately what they are learning. This kind of contemplation would lead them to bits of knowledge that will significantly improve their advance.

2. Freedom of Expression

Diary permits students to express feelings unreservedly than they might do in public. It implies that the students appear their expression more discharged in spite of the fact that in public.

3. Developing Writing Skill

Diary writing contributes to a students' common writing enhancement within the same way as preparing improves an athlete's performance: it makes them fit.

4. Students-Teacher Dialogue

Responsive diary writing gives an interface for the teacher and students to communicate notwithstanding of language level. When a student's write in a diary, he or she knows that the teacher will read it and gives the comment and feedback, so that it is concluded that there is an intra-communication between students and teacher in diary writing.

Looking at the benefits clarified above, it can be said that diary writing can be coordinated into the writing activity in the lessons. The diary writing then hopefully can deliver the required benefits both to the students and the lecturer.

3. Students' Attitude

a. 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 disfavor.²⁸ In similarly way, Bem said that attitude are likes and dislikes.²⁹ 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 troublesome to a degree.

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.³⁰ It is a tendency to reply to a few object or situation.

²⁸ Eagly and Chaiken. 2007. *Op, Cit.* P. 582

²⁹ Bem, D. J. *Beliefs, Attitudes and Human Affairs.* (Belmont, CA: Brooks or Cole, 1970), P.

³⁰ Allport, G. W. *Attitudes.* In C. Murchison (Ed), *Handbook of Social Psychology.* (Worcester, MA: Clark University Press, 1935), P. 810

A number of definitions are a viable 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.³¹ 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 to an object in a reliably favorable way.³² They moreover famous that the larger part of instruments created to measure attitude “... arrive at a single number outlined to record the common assessment of feeling of favorableness or unfavorableness toward the object in question”.³³

Another definition provided by Bogardus in which he defined an attitude is a tendency to act toward or against a few environmental factor which gets to be subsequently a positive or negative value.³⁴ This definition implies that attitude is a responsible for behaving in a particular and a definite way. Whenever one has a positive attitude towards 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 feel hostile and

³¹ Baker, C. *Attitudes and Language*. (Avon England: Multilingual Matters Ltd, 1992), P. 1

³² Fishbein, M. and Ajzen, I. *Beliefs, Attitudes, Intention and Behavior: An Introduction to Theory and Research*. Reading, (MA: Addison-Wesley, 1975), P. 6

³³ *Ibid*. P. 11

³⁴ Bogardus, E. D. *Fundamentals of Social Psychology (2nd Editions)*. (New York: Century, 1931), P. 337

will try to avoid it. This opinion supported by Whittaker that an attitude is a predisposition on readiness to respond in predetermined manner to relevant stimuli.³⁵ This means that one's attitude decide one's response to a give stimulus.

According to Thurston, attitude as the degree of positive or negative influence related to a few psychological object. 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 impacts.³⁶ This theory is supported by Harrel as 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 towards learning, but not everyone has the same attitude toward it. Attitudes help someone dealing with challenges, overcoming obstacles and accomplishing their learning objectives. Others have a attitudes that are anchors, slowing them down or stopping them altogether from learning.³⁷

In addition, based on the explanation above, it can be concluded that attitude is a responsible for the way people behave toward an object.

³⁵ Whittaker, J. O. *Introduction to Psychological*. (New York: W. B Saunders International Students Editions, 1970). P. 591

³⁶ Thurston, E. L. *Technique of Attitude Scale Construction*. (New York: Appleton Century, Crofts Inc, 1995). P. 2

³⁷ Prastiwi, A. L. *The Role of Students' Attitude towards EFL Learning Processes in Their Achievements English Language Teaching Journal*, 7(4), 2018. P. 256-274

Attitude differ from other pre-dispositions or tendency such as habits or interest in the sense that attitudes are learned dispositions, they have motivational characteristics, and they may be arranged from positive to negative.

b. Component of Attitude

The term of attitude as known as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor based on the theory of arranged behavior, attitude is decided by the individual's beliefs almost result or traits of performing the behavior (behavioral beliefs). Weighted by assessments of those results or attributes. The attitude concept has three components. They are affective, behavioral and cognitive.³⁸

1) The Affective Component of Attitude

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

2) The Behavioral Component of Attitude

The behavioral is the tendency to behavior individual towards the object it faces. It comprises of activities or observable responses that are the result of an attitude object. It includes a person's

³⁸ Eagly and Chaiken. 2007. *Op, Cit.* P. 582

response (favorable or unfavorable) to do something with respect to attitude object. Attitudinal responses are more or less consistent.

3) The cognitive Component of Attitude

It is an assessment of the substance that constitutes an individual'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. The cognitive component, which is a belief and understanding and individual on an object through the process of see, hear and feel. Trust and understanding are formed provides information and knowledge about objects.

c. Types of Attitude

1) Explicit Attitude

Explicit attitude are evaluations that are reported by the person who holds the attitude.³⁹ Borden and Horowitz argued that an attitude operating in a controlled processing about which are aware of its existence, its cognitive underpinning, and how it relates to behavior.⁴⁰ People seem to be convinced by the justifications of their

³⁹ *Ibid*, P. 592

⁴⁰ Borden, K. S. and Horowitz, I. A. *Social Psychology*. (NJ: Lawrence Erlbaum Associates, Inc, 2002), P. 181

existence and they feel in harmony with their attitudes. Explicit attitudes are formed at the conscious level. Explicit attitudes operate on a conscious level and are cognizant of how they relate to behavior. They work through controlled handling and a few cognitive exertions to activate. For case, you will know how you are feeling toward a given political candidate and coordinate your behavior to that attitude. It is these explicit attitudes that we often find having a mandate impact on behavior.

2) Implicit Attitude

Implicit attitude is those that people do not consciously recognize.⁴¹ An implicit attitude is defined as an individual's automatic evaluative response to a target, which can occur without awareness. An implicit attitude is a spontaneous, immediate, good-bad response to the target that cannot be consciously controlled. This implied that implicit attitudes refer to the target object and not the individual's suspicion. Although, implicit and explicit attitude seems different, they cooperate together as on entity

B. Review of Related Finding

This part is about the previous studies of similar research. The first research entitled The Implementation of Teachers' Corrective Feedback and Students' Attitudes Toward Teachers' Corrective Feedback (A Study at Senior

⁴¹ Eagly and Chaiken. *Op, Cit.* P. 593

High School Number 1 Kepahiang). The research to investigate how the implementation of Teachers' Corrective Feedback and how the students' attitude towards teachers' corrective feedback at senior High School number 1 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 the implementation of teachers' corrective feedback and the questionnaire was used to find how the students' attitudes towards teachers' corrective feedback are. The field noted result showed that in implementing the corrective feedback, the teachers used all of kinds of forms corrective feedback while spoken or written. Whereas, in using the type all the teachers did not use all the types. In questionnaire the result showed that the majority of students have positive attitude toward teachers' corrective feedback. The positive attitudes tend by students affect from the implementation of corrective feedback by teacher is in good condition. The teacher applied the corrective feedback by using variations techniques while in spoken or written.⁴²

The second, the research under title The Correlation between Students' Attitude Towards English and Their Achievement in Learning English at The First Year of Students SMP Negeri 1 Curup was conducted by Depy from STAIN Curup. The aim of the research was to investigate whether there was

⁴² 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 STAIN Curup 2017

correlation or not between students' attitude towards English and their achievement in learning English. The result show that correlation between students' attitude towards English and their achievement in learning English analyzed through "r" product moment was 0,02. Based on the table of interpretation "r", it showed that correlation "low" level. It means, there was no correlations between students' attitude towards English and their achievement in learning English.⁴³

⁴³ Depy, *The Correlation Between Students' attitude towards English and Their Achievement in Learning English at The First Year of Students SMP Negeri 1 Curup*, Published STAIN Curup 2006

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 research itself which is procedures in quantitative research in which in investigator administer a survey to a simple to sample or to do the entire population of people to describe the attitude, opinions, behavior, or characteristics of population.⁴⁴ In addition, Creswell said that survey research could be used to determine individual opinion such as whether students need to learn.⁴⁵ In this research, survey research is the best study that appropriate with this research. The survey designed in this research was to obtained the data of students' attitude towards writing diary in writing skill at the fourth semester English students in IAIN Curup academic year 2020.

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 taken as a number

⁴⁴ John W. Creswell. *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research fourth edition*, (Pearson Education: USA). P. 376

⁴⁵ *Ibid*,

of sample and one the type of purposive sampling is criterions. Where it is sample that chose to all participants who met defined criteria.⁴⁶ These are some considerations based on this research characteristics such as: The students study English and have studied writing diary using English.

Therefore, in this research, in taking data about students' attitude writing diary in writing skill, the samples were all students of the fourth semester of English study Program in IAIN Curup. Researcher took this class because this class had been taught writing Diary by the one of English Lecture in IAIN Curup.

C. Technique of Collecting Data

Technique of collecting 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 of this research are collected by distributing some questions.

The process of collecting data was as bellow:

1. The researcher made the questionnaire and gave the questionnaire to validator.
2. After the questionnaire checked by validator, then the researcher revised the questionnaire did the try out to the students who are not in population. For checking validity and reliability of instrument by using Ms. Excel.

⁴⁶ *Ibid*, P. 137

3. After the questionnaire was valid, the true questionnaire gave to the respondents.
4. After that the researcher collecting the questionnaire.
5. Analyzing the questionnaire based on the percentage formula.
6. Made the discussion.
7. Made the conclusion.

D. Instrument of the Research

Researcher need 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.⁴⁷ 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 latter 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 product”.⁴⁸ So, in this research the main instrument was the researcher himself. In other hand, researcher helped by an instrument was questionnaire (document check list).

The researcher tried to use questionnaire to get respond from the fourth semester students about students’ attitude towards writing diary using English.

⁴⁷ David Wilkinson and Petter Birmingham, *Using Research Instrument: A Guide for Researchers*, (New Petter Lane, London: Routledge Falmer, 2003), P.3

⁴⁸ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D*, (Bandung: Alfabeta,2013), P.306

In this research, questionnaire was very important to get more detail 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-ended type was used to know students' attitude towards writing diary using English that was used in teaching writing English. Furthermore, close-ended format questionnaire is questions 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 statistical 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 question.⁴⁹

⁴⁹ Dawson, Cathrine. *Practical research method*. (United Kingdom:Deer Park Production, 2002). P. 31

The questionnaire designed by researcher used Likert Scale measuring with Four-Point scales, the alternative point is; strongly agree, agree, disagree and strongly disagree.⁵⁰

Table 3.1
Likert Scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Likert Scale is the most common used in measuring attitude, opinion, perception of respondents toward an object.⁵¹ In this technique, the students 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 in the questionnaire

Table 3.2
Blueprint of Questionnaire
Students' Attitude Towards Writing Diary in Writing Skill

Objectives	Indicators of Attitude	Indicators of Writing	Items
To figure out the students' attitude towards writing diary in writing skill	Affecting (feeling; Emotion)	Content	I like writing diary using English because it can train me to comprehend the content that I write.
		Organization of Ideas	I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write.
		Grammar	I am interested in writing diary using English because it can

⁵⁰ Sugiyono, *Op, Cit*, P.134

⁵¹ *Ibid*, P. 135

			improve my grammar in writing
		Vocabulary	I am driven to write diary using English because it can improve my vocabularies in writing.
		Mechanics	I am loved in writing diary using English because it can improve my mechanics in writing.
	Behavioral (Response; Action)	Content	I will continue to write diary using English to increase my comprehension of the content written during writing.
		Organization of Ideas	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing.
		Grammar	I want to write diary using English more often because I want to improve my grammar.
		Vocabulary	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment.
		Mechanics	I want to write diary using English more often 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, the more I write diary using English, the better my comprehension of the content in writing will be.
		Organization of Ideas	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be.
		Grammar	I perceive that writing diary using English can train me to increase grammar in writing.

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

E. Validity

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.⁵² The instrument of this research used the construct validity as Sugiyono states non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyze the item with count the correlation between item score of instrument and the total score of instrument.⁵³ In this research, the researcher used one 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*)

F. Reliability

Reliability defines whether an instrument can degree something to be measured continually from time to time. Hence, the watchwords for qualifying

⁵² *Ibid*, P 173

⁵³ *Ibid*, P. 178

requirements are consistency or unaltered.⁵⁴ To measure reliability in this research, the reliability is measured by using Cronbach Alpha. Cronbach's Alpha 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:⁵⁵

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 table Cronbach's Alpha. In Other words, the items of questionnaire were reliable. (See Appendix 4)

G. Technique of Data Analysis

⁵⁴ Syaifmudin Azwar. *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Pelajar, 2006). P. 99-103

⁵⁵ Stephanie, *Cronbach's Alpha: Simple Definition, Use and Interpretation* at <https://www.statisticshowto.com/cronbachs-alpha-spss/>. Accessed on July, 26th 2020.

After the researcher collected the information from the 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' response in tabulate, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained within the questionnaire. The questionnaire was analyzed based on 4-value of Likert scale which was the most common scale that were used in measuring attitude, perception and opinion of respondents toward subject. In order to get the mean score, the total voice of each degree of 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 follow:⁵⁶

$$X = (f \text{ SA} \times 4) + (f \text{ A} \times 3) + (f \text{ D} \times 2) + (f \text{ SD} \times 1)$$

Where:

<i>F</i>	: Frequency	<i>D</i>	: Disagree
<i>SA</i>	: Strongly Agree	<i>SD</i>	: Strongly Disagree
<i>A</i>	: Agree		

⁵⁶ Sugiyono. *Op, Cit*, P. 137

The next step was accounting the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was:⁵⁷

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

Where:

P : Percentage
 \sum 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 Towards Writing Diary in Writing Skill

Interval Presents	Category	Category
76%-100%	Very High	Positive Attitude
51%-75%	High	
26%-50%	Low	Negative Attitude
0%-25%	Very Low	

Source: Ridwan, 2004⁵⁸

The table above is categorized from Likert Scales that divided the students' Attitude in the four categorized by Ridwan. There are Strongly Agree, Agree, Disagree, Strongly Disagree. Based on the accounted with

⁵⁷ Arif, *cara menghitung Skala Likert* at <http://naufansapoetra.blogspot.com/2015/11/cara-menghitung-kuesioner-skala-likert.html>. Accessed on July, 6th 2020.

⁵⁸ Ridwan as cited in Sentia Dewi, *Students perception towards non-native speakers in teaching English*, (IAIN Curup 2019). P.56

the four categories, the result of much calculation was categorized by positive and negative attitude.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter, the researcher presents the finding about students' attitude towards writing diary in writing skill. The result of the survey used questionnaire. It was conducted by distributed the questionnaire to all respondents (the fourth semester) of English Study Program at IAIN Curup. It was taken on 27th July to 29th August 2020 which is only 9 students did not give it back the questionnaire from total sample 54 students. Questionnaire is made with 15 statements to find out the attitude of the students toward writing diary that should be done in order to all students enhance their writing skill.

1. Students' Attitude towards writing diary in writing skill

In conducting the survey, a questionnaire consists of 15 statements. There 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 diary in writing skill.

The responses 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 value was (2). "*Strongly Disagree*" which value was (1). Then, the

researcher will divide into 3 parts based on each of indicators attitude, it can be seen below:

a. Affective Aspect

Table 4.1
Students' Attitude on Affective Aspect (Feeling; Emotion)
Towards Writing Diary in Writing Skill

Categories	Statement	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	76.66%
Average/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 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 $X = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)$. 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 diary using English because it can train me to comprehend the content that I write*), showed that there were 12 respondents who answered

strongly agree, 29 respondents who answered agree, 2 respondents who answered disagree and 2 respondents who answered 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 $P = \frac{141}{180} \times 100\% = 78.33\%$.

Statement 2 (*I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write*), showed that there were 9 respondents who answered strongly agree, 25 respondents who answered agree, 9 respondents who answered disagree and 2 respondents 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 $P = \frac{131}{180} \times 100\% = 72.77\%$.

Statement 3 (*I am interested in writing diary using English because it can improve my grammar in writing*), showed that there were 15 respondents who answered strongly agree, 25 respondents who answered agree, 3 respondents who answered disagree and 2 respondents who answered strongly disagree. The total score is 143 by the formula for scoring/total score was $X = (f_{15} \times 4) + (f_{25} \times 3) + (f_3 \times 2) + (f_2 \times 1)$. Meanwhile the percentage was $P = \frac{143}{180} \times 100\% = 79.44\%$.

Statement 4 (*I am driven to write diary using English because it can improve my vocabularies in writing*), showed that there were 17

respondents who answered strongly agree, 23 respondents who answered agree, 2 respondents who answered disagree and 3 respondents who answered strongly disagree. The total score is 144 by the formula for scoring/total score was $X = (f 17 \times 4) + (f 23 \times 3) + (f 2 \times 2) + (f 3 \times 1)$. Meanwhile the percentage was $P = \frac{144}{180} \times 100\% = 80\%$.

Statement 5 (*I am loved in writing diary using English because it can improve my mechanics in writing*), showed that there were 10 respondents who answered strongly agree, 29 respondents who answered agree, 5 respondents who answered disagree and 1 respondent who answered strongly disagree. The total score is 138 by the formula for scoring/total score was $X = (f 10 \times 4) + (f 29 \times 3) + (f 5 \times 2) + (f 1 \times 1)$. 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 attitude on Affective aspect towards writing diary in writing skill with the entire average percentage is 77.44%.

b. Behavioral Aspect

Table 4.2
Students' Attitude on Behavioral Aspect (Response; Action) Towards Writing Diary in Writing Skill

Categories	Statement	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%

	Vocabulary	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 numbers 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 statement was calculated by using the formula $P = \frac{F}{180} \times 100\%$.

From the data about behavioral aspect, **statement 6** (*I will continue to write diary using English to increase my comprehension of the content written during writing*), showed that there were 4 respondents who answered strongly agree, 27 respondents who answered agree, 12 respondents who answered disagree and 2 respondents who answered strongly disagree. The total score is 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 $P = \frac{123}{180} \times 100\% = 68.33\%$.

Statement 7 (*I will continue to write diary using English to increase my comprehension of the organization of ideas written during*

writing), showed that there were 3 respondents who answered strongly agree, 27 respondents who answered agree, 15 respondents who answered disagree and 0 respondent who answered strongly disagree.

The total score is 123 by the formula for scoring/total score was $X = (f 3 \times 4) + (f 27 \times 3) + (f 15 \times 2) + (f 0 \times 1)$. Meanwhile the percentage was

$$P = \frac{123}{180} \times 100\% = 68.33\%.$$

Statement 8 (*I want to write diary using English more often because I want to improve my grammar*), showed that there were 9 respondents who answered strongly agree, 25 respondents 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/total score was $X = (f 9 \times 4) + (f 25 \times 3) + (f 10 \times 2) + (f 1 \times 1)$. Meanwhile the percentage was $P = \frac{132}{180} \times 100\% = 73.33\%$.

Statement 9 (*I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment*), showed that there were 11 respondents who answered strongly agree, 25 respondents who answered agree, 9 respondents who answered 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 $P = \frac{137}{180} \times 100\% = 76\%$.

Statement 10 (*I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement*), showed that there were 9 respondents who answered strongly agree, 28 respondents who answered agree, 8 respondents 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 diary in writing skill with the entire average percentage is 72.30%.

c. Cognitive Aspect

Table 4.3
Students' Attitude on Cognitive Aspect (Belief; Perspective; Opinion; Evaluation) Towards Writing Diary in Writing Skill

Categories	Statement	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 $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. Thus the maximum score of the questionnaire is $45 \times 4 = 180$. The percentage of each statement was calculated by using the formula $P = \frac{F}{180} \times 100\%$.

From the data about cognitive aspect, **statement 11** (*In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be*), showed that there were 12 respondents who answered strongly agree, 24 respondents who answered agree, 7 respondents who answered disagree and 2 respondents 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, the more I write diary using English, the better my comprehension of the organization of ideas will be*), showed that there were 9 respondents who answered strongly agree, 28 respondents who answered agree, 6 respondents who answered disagree and 2 respondents who answered strongly disagree. The total

score is 134 by the formula for 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 writing diary using English can train me to increase grammar in writing*), showed that there were 18 respondents who answered strongly agree, 22 respondents who answered agree, 3 respondents who answered disagree and 2 respondents 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 $P = \frac{146}{180} \times 100\% = 81.11\%$.

Statement 14 (*I believe that writing diary using English will give me a lot of English vocabularies*), showed that there were 19 respondents who answered strongly agree, 20 respondents who answered agree, 4 respondents who answered disagree and 2 respondents who answered strongly disagree. The total score is 146 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 $P = \frac{146}{180} \times 100\% = 81.11\%$.

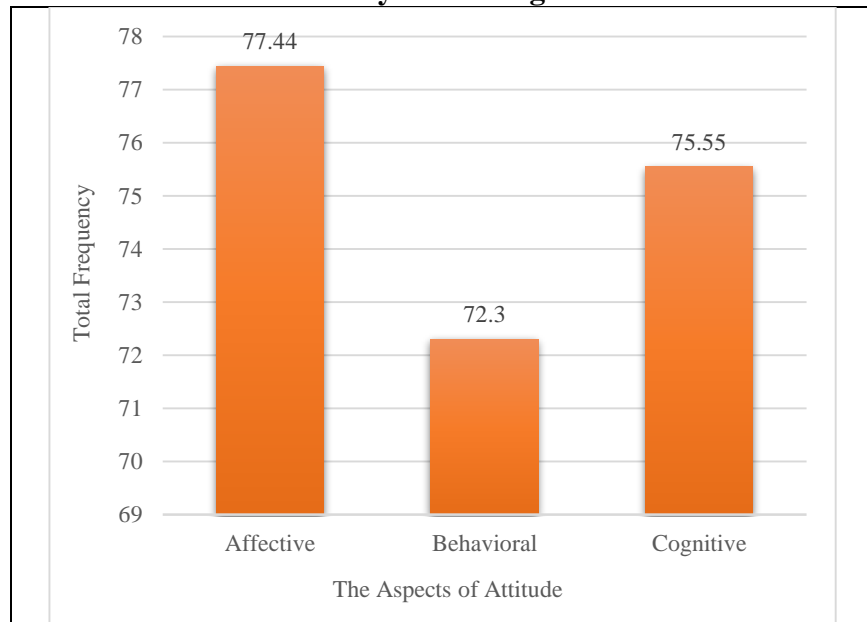
Statement 15 (*I perceive that writing diary using English can train me to increase mechanics in writing*), showed that there were 11 respondents who answered strongly agree, 25 respondents who answered agree, 8 respondents who answered disagree and 1 respondent who answered strongly disagree. The total score is 136 by the formula

for scoring/total score was $X = (f_{11} \times 4) + (f_{25} \times 3) + (f_8 \times 2) + (f_1 \times 1)$

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 cognitive aspect towards writing diary in writing skill with the entire average percentage is 75.55%.

Diagram 4.1
The Frequency of Students' Attitude towards Writing Diary in Writing Skill



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

1. The Affective aspect

In this finding, aspect affective is the highest aspect than other aspects. Because it has highest percentage of 77.44%. In the affective aspect, the majority of the students have a positive attitude towards writing diary in writing skill because when the lecturer gives this strategy in learning English writing, the students have a positive response. And then, the majority of the students like writing diary and they feel happy when writing diary due to by the writing diary, they can express their idea and increase their writing skill.

2. The Cognitive Aspect

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

3. The Behavioral Aspect

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

B. Discussion

In this section the researcher tries to analyze students' attitude towards writing diary in writing skill.

To discover students' attitude towards writing diary in writing skill at the fourth semester English Students in IAIN Curup, the researcher used questionnaire to the 54 respondents from 4th semester since they have studied writing diary using English as strategy in learning writing. The questionnaire consists 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 aspect, the students are interested in writing diary 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 said feelings can be influence the object of attitude in several ways⁵⁹

In the behavioral aspect of attitude, consist of actions or observable responses possessed by students can increase content, organization of ideas, grammar, vocabulary, and mechanic in writing skill. From these finding, this aspect of attitude gets an average or mean percentage of 72.30%. This shows

⁵⁹ Geoffrey Haddock. *Attitudes: content, Structural and function*. 2012. P.115

that students have a **positive attitude** and can be categorized very high. Because, based on their experience, the students want to write diary because this 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 diary 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 attitudes⁶⁰

In the cognitive aspect of attitude that constitutes belief, perspective, and opinion involved in evaluation possessed by students can increase the content, organization of ideas, grammar, vocabulary, and mechanic in writing skill. From these finding, this aspect 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 diary, the better their comprehension of the content and organization of ideas in writing will be. Then they perceive that writing diary can train them to increase grammar and mechanics in writing. And also by the writing diary 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,

⁶⁰ *Ibid*, P.117

positive things and avoiding negative things. Only salient beliefs count towards the overall attitudes; these are beliefs that a person considers most relevant.⁶¹

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 diary in writing skill due to writing diary can express their idea and increase their writing skill anywhere and anytime.

⁶¹ 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 bellow as the last part of this research are taken. The conclusion bellow is the answer of research question, while the suggestion is intended to give information to the readers who are interested in doing further in this area.

A. Conclusion

Based on the question of this research namely how is the students' attitude towards writing diary in writing skill. That can be show in finding and discussion. It can be concluded, the students' attitude towards writing diary 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 three aspects. They are affective aspect, cognitive aspect and behavioral aspect. And then, the researcher found that the students' attitude towards writing diary in writing skill if be seen from those aspect, that the most students have a positive attitude towards writing diary in writing skill. Based on the result that high percentage is affective aspect and the low percentage is behavioral aspect, but the all aspect of students' attitude has a positive attitude towards writing diary in writing skill. Due to they can express their idea and increase their writing skill anywhere and anytime.

B. Suggestion

After getting the result 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 lectures to choose the appropriate strategy in teaching learning process especially in writing ability in order to increase students writing skill.

2. The Students

It is very essential for students to master their writing skill as the one of hardest skill in English. Students need to know the 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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A

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Appendix 1

Items of Attitude

Objectives	Indicators of Attitude	Indicator of Writing	Items	Judgments			
				SD	D	A	SA
To figure out the students' attitude towards writing diary in writing skill.	Affective (Feeling; Emotion)	Content	I like writing diary using English because it can train me to comprehend the content that I write.				
		Organization of ideas	I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write.				
		Grammar	I am interested in writing diary using English because it can improve my grammar in writing.				
		Vocabulary	I am driven to write diary using English because it can improve my vocabularies in writing.				

		Mechanics	I am loved in writing diary using English because it can improve my mechanics in writing.				
	Behavioral (Response; Action)	Content	I will continue to write diary using English to increase my comprehension of the content written during writing.				
		Organization of ideas	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing.				
		Grammar	I want to write diary using English more often because I want to improve my grammar.				
		Vocabulary	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment.				
		Mechanics	I want to write diary using English more often 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, the more I write diary using English, the better my comprehension of the content in writing will be.				
		Organization of ideas	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be.				
		Grammar	I perceive that writing diary using English can train me to increase grammar in writing.				
		Vocabulary	I believe that writing diary using English will give me a lot of English vocabularies.				
		Mechanics	I perceive that writing diary using English can train me to				

			increase mechanics in writing.				
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Curup, 25th of July, 2020

Validator,

Nastiti Handayani, M.Pd

Appendix 3

VALIDITY OF QUESTIONNAIRE

R	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	JMLH
AE	4	4	4	4	3	3	3	3	4	4	3	4	3	3	3	52
AGU	2	2	2	2	2	2	2	2	3	3	3	2	2	3	3	35
AYA	3	4	2	3	2	3	3	4	4	2	3	3	2	4	2	44
DO	3	3	3	4	3	3	4	2	3	2	2	2	2	2	2	40
DS	3	3	3	4	3	4	4	3	3	4	3	3	4	3	3	50
DLA	3	3	3	3	3	4	3	3	4	3	4	4	4	4	4	52
FA	4	3	3	3	3	2	3	2	2	2	2	2	2	2	2	37
HMA	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	42
HKS	3	4	4	3	2	3	4	4	4	3	4	3	3	4	4	52
INS	3	3	3	3	4	4	3	3	3	4	3	4	3	4	3	50
M	4	4	3	3	3	3	4	3	3	4	3	3	3	3	3	49
NH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
RP	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	38
SS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
VAM	2	2	2	2	2	3	3	3	2	2	2	3	2	2	2	34
YY	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	46
JAW	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	42
MIP	2	2	3	3	2	2	2	2	3	2	2	1	2	2	2	32
PSM	1	2	1	1	1	3	1	3	2	2	2	2	2	2	2	27
RS	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	48

PERNYATAAN KE-	r - hitung	r - tabel	Keputusan
1	0.741	0.444	Valid
2	0.779	0.444	Valid
3	0.774	0.444	Valid
4	0.716	0.444	Valid
5	0.731	0.444	Valid
6	0.634	0.444	Valid
7	0.708	0.444	Valid
8	0.574	0.444	Valid
9	0.743	0.444	Valid
10	0.764	0.444	Valid
11	0.813	0.444	Valid
12	0.799	0.444	Valid
13	0.837	0.444	Valid
14	0.789	0.444	Valid

15	0.783	0.444	valid
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Appendix 4
Reliability of questionnaire

R	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13
AE	4	4	4	4	3	3	3	3	4	4	3	4	3
AGU	2	2	2	2	2	2	2	2	3	3	3	2	2
AYA	3	4	2	3	2	3	3	4	4	2	3	3	2
DO	3	3	3	4	3	3	4	2	3	2	2	2	2
DS	3	3	3	4	3	4	4	3	3	4	3	3	4
DLA	3	3	3	3	3	4	3	3	4	3	4	4	4
FA	4	3	3	3	3	2	3	2	2	2	2	2	2
HMA	2	3	3	3	2	2	3	3	3	3	3	3	3
HKS	3	4	4	3	2	3	4	4	4	3	4	3	3
INS	3	3	3	3	4	4	3	3	3	4	3	4	3
M	4	4	3	3	3	3	4	3	3	4	3	3	3
NH	3	3	3	3	3	3	3	3	3	3	3	3	3
RP	2	3	2	2	2	3	3	3	3	3	3	3	2
SS	4	4	4	4	4	4	4	4	4	4	4	4	4
VAM	2	2	2	2	2	3	3	3	2	2	2	3	2
YY	3	4	3	3	3	3	3	3	3	3	3	3	3
JAW	3	3	3	3	3	2	2	2	3	3	3	3	3
MIP	2	2	3	3	2	2	2	2	3	2	2	1	2
PSM	1	2	1	1	1	3	1	3	2	2	2	2	2
RS	3	3	3	4	3	4	3	3	3	3	3	3	3
Varians Butir	0.661	0.516	0.555	0.632	0.555	0.526	0.632	0.411	0.411	0.576	0.411	0.621	0.513

Total V

K	15
k/k-1	1.071429
$\left \frac{\sum \sigma_b^2}{\sigma^2} \right $	0.12025
$\left[1 - \frac{\sum \sigma_b^2}{\sigma^2} \right]$	0.8798

$$r_{ac} = 0.9426$$

Berdasarkan tabel r yang memiliki populasi 20, sehingga nilainya 0.444.
Instrument dikatakan memiliki tingkat tinggi jika nilai > 0.444

Appendix 5

Instrument of Questionnaire

“Students' Attitude Towards Writing Diary 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 very much.

A. Respondent Identity:

Name : **Ainul Mardiyah**

NIM : 18551003

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 diary in writing skill. You have four choices in this questionnaire, consist of:

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
1.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>			✓	
2.	I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>		✓		
3.	I am interested in writing diary using English because it can improve my grammar in writing.		✓		

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
4.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>		✓		
5.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
6.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>		✓		
7.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>		✓		
8.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>			✓	
9.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>			✓	
10.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>		✓		
11.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>			✓	
12.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>			✓	
13.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>			✓	

14.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>			✓	
15.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>			✓	

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C. Respondent Identity:

Name : **Anggun**

NIM : 18551005

Class : TBI 4A

D. Direction

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
16.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>				✓
17.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untukmenulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>			✓	
18.	I am interested in writing diary using English because it can improve my grammar in writing. <i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>			✓	

19.	I am driven to write diary using English because it can improve my vocabularies in writing. (<i>Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.</i>)			✓	
20.	I am loved in writing diary using English because it can improve my mechanics in writing. (<i>Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.</i>)			✓	
21.	I will continue to write diary using English to increase my comprehension of the content written during writing. (<i>Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.</i>)		✓		
22.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. (<i>Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.</i>)		✓		
23.	I want to write diary using English more often because I want to improve my grammar. (<i>Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.</i>)		✓		
24.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. (<i>Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.</i>)		✓		
25.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. (<i>Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.</i>)		✓		
26.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. (<i>Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.</i>)			✓	
27.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. (<i>Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.</i>)			✓	
28.	I perceive that writing diary using English can train me to increase grammar in writing. (<i>Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.</i>)			✓	
29.	I believe that writing diary using English will give me a lot of English vocabularies.			✓	

	<i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>				
30.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>			✓	

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E. Respondent Identity:

Name : **Ihsan Kamil**

NIM : 18551027

Class : TBI 4A

F. Direction

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
31.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>				✓
32.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>				✓
33.	I am interested in writing diary using English because it can improve my grammar in writing. <i>(Saya tertarik menulis diary karena itu bisa meningkatkan tata bahasa saya didalam menulis.)</i>				✓

34.	I am driven to write diary using English because it can improve my vocabularies in writing. (<i>Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.</i>)			✓	
35.	I am loved in writing diary using English because it can improve my mechanics in writing. (<i>Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.</i>)				✓
36.	I will continue to write diary using English to increase my comprehension of the content written during writing. (<i>Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.</i>)				✓
37.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. (<i>Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.</i>)				✓
38.	I want to write diary using English more often because I want to improve my grammar. (<i>Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.</i>)				✓
39.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. (<i>Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.</i>)				✓
40.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. (<i>Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.</i>)				✓
41.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. (<i>Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.</i>)				✓
42.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. (<i>Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.</i>)				✓
43.	I perceive that writing diary using English can train me to increase grammar in writing. (<i>Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.</i>)				✓
44.	I believe that writing diary using English will give me a lot of English vocabularies.				✓

	<i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>				
45.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>				✓

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G. Respondent Identity:

Name : **Fратиwi Nanda Dwiwahyuni**
 NIM : 18551025
 Class : TBI 4B

H. Direction

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

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

No	Items	Judgments			
		SD	D	A	SA
46.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>			✓	
47.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>			✓	
48.	I am interested in writing diary using English because it can improve my grammar in writing.				✓

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
49.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>				✓
50.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
51.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>			✓	
52.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>			✓	
53.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>			✓	
54.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>			✓	
55.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>				✓
56.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>				✓
57.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>				✓
58.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>				✓

59.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>				✓
60.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>				✓

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I. Respondent Identity:

Name : **Magi Oktavian**

NIM : 18551034

Class : TBI 4B

J. Direction

9. Your identity is guaranteed confidentiality.

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
61.	I like writing diary using English because it can train me to comprehend the content that I write. (<i>Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.</i>)		✓		
62.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. (<i>Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.</i>)			✓	
63.	I am interested in writing diary using English because it can improve my grammar in writing.			✓	

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
64.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>			✓	
65.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
66.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>		✓		
67.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>			✓	
68.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>		✓		
69.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>		✓		
70.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>		✓		
71.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>			✓	
72.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>			✓	
73.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>			✓	

74.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>		✓		
75.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>		✓		

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K. Respondent Identity:

Name : **Nurjanah**

NIM : 18551044

Class : TBI 4B

L. Direction

11. Your identity is guaranteed confidentiality.

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
76.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>			✓	
77.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>			✓	
78.	I am interested in writing diary using English because it can improve my grammar in writing.			✓	

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
79.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>			✓	
80.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
81.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>		✓		
82.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>			✓	
83.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>			✓	
84.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>			✓	
85.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>			✓	
86.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>		✓		
87.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>		✓		
88.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>			✓	

89.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>			✓	
90.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>			✓	

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M. Respondent Identity:

Name : **Teti Febryaningsih**

NIM : 18551058

Class : TBI 4C

N. Direction

13. Your identity is guaranteed confidentiality.

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
91.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>				✓
92.	I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>				✓
93.	I am interested in writing diary using English because it can improve my grammar in writing.			✓	

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
94.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>				✓
95.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
96.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>			✓	
97.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>			✓	
98.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>				✓
99.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>				✓
100.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>			✓	
101.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>			✓	
102.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>			✓	
103.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>				✓

104.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>				✓
105.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>			✓	

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“Students' Attitude Towards Writing Diary 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 very much.

O. Respondent Identity:

Name : **Roni Saputra**

NIM : 18551054

Class : TBI 4C

P. Direction

15. Your identity is guaranteed confidentiality.

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

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
106.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>				✓
107.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>				✓
108.	I am interested in writing diary using English because it can improve my grammar in writing.				✓

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
109.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>				✓
110.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>				✓
111.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>			✓	
112.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>			✓	
113.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>			✓	
114.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>			✓	
115.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>				✓
116.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>				✓
117.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>				✓
118.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>				✓

119.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>				✓
120.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>				✓

Instrument of Questionnaire

“Students' Attitude Towards Writing Diary 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 very much.

Q. Respondent Identity:

Name : **Ulva Hanum**

NIM : 18551060

Class : TBI 4C

R. Direction

17. Your identity is guaranteed confidentiality.

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

SD : Strongly Disagree

D : Disagree

A : Agree

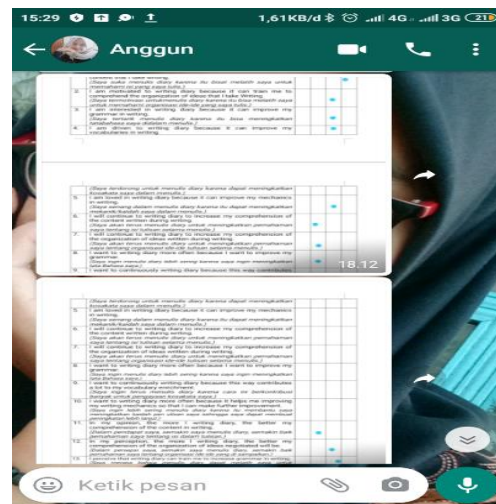
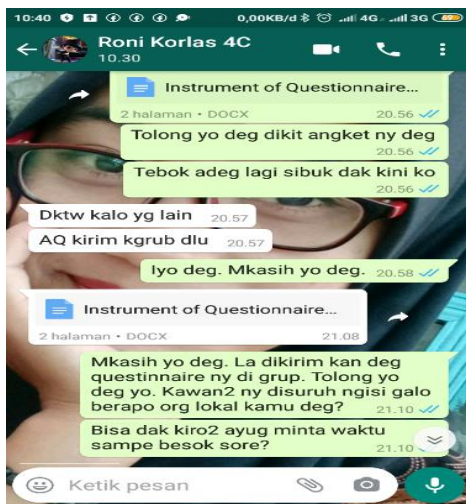
SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
121.	I like writing diary using English because it can train me to comprehend the content that I write. <i>(Saya suka menulis diary karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>			✓	
122.	I I am motivated to write diary using English because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis diary karena itu bisa melatih saya untuk memahami organisasi ide-ide yang saya tulis.)</i>			✓	
123.	I am interested in writing diary using English because it can improve my grammar in writing.			✓	

	<i>(Saya tertarik menulis diary karena itu bisa meningkatkan tatabahasa saya didalam menulis.)</i>				
124.	I am driven to write diary using English because it can improve my vocabularies in writing. <i>(Saya terdorong untuk menulis diary karena dapat meningkatkan kosakata saya dalam menulis.)</i>			✓	
125.	I am loved in writing diary using English because it can improve my mechanics in writing. <i>(Saya senang dalam menulis diary karena itu dapat meningkatkan mekanik/kaidah saya dalam menulis.)</i>			✓	
126.	I will continue to write diary using English to increase my comprehension of the content written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang isi tulisan selama menulis.)</i>			✓	
127.	I will continue to write diary using English to increase my comprehension of the organization of ideas written during writing. <i>(Saya akan terus menulis diary untuk meningkatkan pemahaman saya tentang organisasi ide-ide tulisan selama menulis.)</i>		✓		
128.	I want to write diary using English more often because I want to improve my grammar. <i>(Saya ingin menulis diary lebih sering karena saya ingin meningkatkan tata Bahasa saya.)</i>			✓	
129.	I want to continuously write diary using English because this way contributes a lot to my vocabulary enrichment. <i>(Saya ingin terus menulis diary karena cara ini berkontribusi banyak untuk pengayaan kosakata saya.)</i>		✓		
130.	I want to write diary using English more often because it helps me to improve my writing mechanics so that I can make further improvement. <i>(Saya ingin lebih sering menulis diary karena itu membantu saya meningkatkan kaidah pen ulisan saya sehingga saya dapat membuat peningkatan lebih lanjut.)</i>			✓	
131.	In my opinion, the more I write diary using English, the better my comprehension of the content in writing will be. <i>(Dalam pendapat saya, semakin saya menulis diary, semakin baik pemahaman saya tentang isi dalam tulisan.)</i>			✓	
132.	In my perception, the more I write diary using English, the better my comprehension of the organization of ideas will be. <i>(Dalam persepsi saya, semakin saya menulis diary, semakin baik pemahaman saya tentang organisasi ide-ide yang di sampaikan.)</i>			✓	
133.	I perceive that writing diary using English can train me to increase grammar in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan tatabahasa dalam menulis.)</i>			✓	

134.	I believe that writing diary using English will give me a lot of English vocabularies. <i>(Saya percaya bahwa menulis diary akan memberi saya banyak kosa kata Bahasa Inggris.)</i>			✓	
135.	I perceive that writing diary using English can train me to increase mechanics in writing. <i>(Saya merasa bahwa menulis diary dapat melatih saya untuk meningkatkan kidah dalam menulis.)</i>			✓	

DOKUMENTATION





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 34 /In.34/FT/PP.00.9/12/2019

Tentang

**PENUNJUKKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Hadi Suhermanto, M.Pd** 19741113 199903 1 003
2. **Henny Septia Utami, M.Pd** 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Anggi Marlia
N I M : 16551005

JUDUL SKRIPSI : The Effect of Using Diary Writing Technique on The Students Writing Skill.

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal 19 Desember 2019

Dekan,

Haldi Nurman

- Tembusan : Disampaikan Yth ;
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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FAKULTAS TARBIYAH

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Nomor : 360/In.34/FT/PP.00.9/07/2020
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

08 Juli 2020

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Anggi Marlia
 NIM : 16551005
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : Students' Attitude Towards Writing Diary in Writing Skill
 Waktu Penelitian : 08 Juli s.d 08 Oktober 2020
 Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,


 H. Abdul Rahman, M.Pd.I
 NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ANEGL MARLIA
 NIM : 16511005
 FAKULTAS/JURISAN : TAPILYAH / TADRIS BAHASA INGGRIS
 PEMBIMBING I : HADI SUHERMANTO, M.Pd
 PEMBIMBING II : HENNY SEPTIA UTAMI, M.Pd
 JUDUL SKRIPSI :

* Kartu konsultasi ini harap diwawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Diarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan haraplan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ANEGL MARLIA
 NIM : 16511005
 FAKULTAS/JURISAN : TAPILYAH / TADRIS BAHASA INGGRIS
 PEMBIMBING I : HADI SUHERMANTO, M.Pd
 PEMBIMBING II : HENNY SEPTIA UTAMI, M.Pd
 JUDUL SKRIPSI :


Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

















Pembimbing I,


HADI SUHERMANTO, M.Pd
 NIP. 19741115 199303 1003

















Pembimbing II,

HENNY SEPTIA UTAMI, M.Pd
 NIDN. 20160918903


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	19/5 ⁻²⁰	Revisi Chapter 1		
2	3/6 ⁻²⁰	Revisi Chapter 2		
3	15/6 ⁻²⁰	Revisi Chapter 3		
4	25/6 ⁻²⁰	Revisi Instrumen		
5	10/7 ⁻²⁰	Revisi Chapter 4		
6	20/7 ⁻²⁰	Revisi Chapter 5		
7	28/7 ⁻²⁰	Revisi Abstract		
8	6/8 ⁻²⁰	Acc Chapter 1-5		


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	18/5 ⁻²⁰	Revisi Chapter I		
2	29/5 ⁻²⁰	Revisi Chapter II		
3	8/6 ⁻²⁰	Revisi Chapter III & Instrumen		
4	22/6 ⁻²⁰	Revisi Chapter IV		
5	6/7 ⁻²⁰	Revisi Chapter IV		
6	13/7 ⁻²⁰	Revisi Chapter V		
7	27/7 ⁻²⁰	Revisi Abstract		
8	5/8 ⁻²⁰	Acc Chapter 1-5		

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BIOGRAPHY



Anggi Marlia was born on March, 16th 1997 in Curup as the first daughter from the best couple of Mr. Said (alm) and Mrs. Lis Anita. She has 1 sister which name is Anggun and 2 brothers which name is Agil Putra Wibawa and Iqbal.

She graduated from Elementary School number 41 Curup Selatan in 2010. Then, she continued her study to Junior High School number 02 Curup Selatan and finished in 2013. Then, she continued her study to Senior High School number 1 Curup Selatan and finished in 2016. After finished in Senior High School, She decided to continue his education at IAIN Curup and chose English Tadris Study Program in 2016. And she could finish her study in 2020.