

**STUDENT'S ATTITUDE TOWARD USING FACEBOOK IN
WRITING SKILL**

(At The Fifth Semester English Students In Iainn Curup)

THESIS

This Thesis is submitted to fulfill The requirement
For 'Sarjana' degree in English Language Education



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
Judul : The Students' Attitude Toward Using Facebook In Writing Skill

Sudah dapat diajukan dalam sidang munaqasah Institute Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan atas perhatiannya diucapkan terima kasih.


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Motto

“ step by step you are going to reach the real result”

Enjoy the process!!!



Dedication

This Thesis Dedicates To :

- *My Belove Parents, (Mr. Abdul Gatur and Mrs. Mahdalena) who always support me everytime and pray for me until getting success to finish this thesis. Love both of you*
- *(Abdul Gaturs Family): My younger Sister:Tri Wulanda R
My younger brother : Randi Aptika*
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ABSTRACT

Haja Mendi Arina, 2021 : Students' Attitude Toward Using Facebook in Writing Skill at the Fifth Semester English Students in IAIN Curup.

Advisor : Bayu Senjahari, M. Pd, M. Ed.
Co-Advisor : Paidi Gusmuliana, M. Pd.

The main result of this research was to investigate about students' attitude toward using Facebook in writing skill at the fifth semester English students in IAIN Curup. This Research used a quantitative research design. Furthermore, the subject of the research were 54 students at fifth semester English students in IAIN Curup on academic year 2021. The technique of collecting data used are questionnaire. Close-Ended questionnaire used in this research. Then, the researcher gave questionnaire to the respondent to know their attitude toward using Facebook 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 71.35%, the majority of the students choose agree. So, it can be called positive attitude. The second is cognitive aspect gets a percentage 71%, the majority students choose agree. It means that is a positive attitude. And the last aspect is behavioral aspect, it is a low aspect of attitude that have students due to only gets percentage 69.85%, the majority of students choose agree. it is a positive attitude. So, it means that the fifth semester English students in IAIN Curup have a positive attitude toward using Facebook in writing skill.

Keywords: Students' Attitude, Using Facebook, Writing Skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one basic skill in learning English beside listening, speaking, and reading that should be mastered to communicate with others. To write means to communicate using written language. In writing, all information is delivered through text. According to Raimes, writing is a skill in which we express ideas, feeling, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹ In addition, writing is used to express someone's feelings or ideas in the form of written language.

The written language has nowadays an important social and educational function and its status has a high social prestige. In this opinion supported by As Walsh as cited in Blanka, that writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.²

¹ Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983). P 95

² Blanka Frydrycova klimova. (2013). *The importance of writing*. Czech Republic: Indian Jurnal research, 2(1). P. 9

Among many media applied to improve English writing skills, these days, Facebook seems to be one of good media. Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends.³ This medium gives a chance for students to feel free and enjoy writing their thoughts, feeling, and opinions in an informal way. Besides sharing experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere.

Kabilan, Ahmad, and Abidin asserted that the students believed that Facebook can be utilized as an online medium to facilitate their learning of English since it leads to improve the language skills, confidence, motivation to communicate in English, and a positive attitude towards learning English as a second language.⁴ It means that Facebook has important role in improving students' attitude in learning English, particularly in writing as the field this study focuses on.

As to investigate the existing phenomenon amongst the present study's context, TBI students at IAIN Curup, the researcher has conducted a preliminary study as an effort to reveal students' viewpoints regarding

³ Majid, A.H.A, Stapa, S.H, & Keong, Y.C. 2012. Blended Scaffolding Strategies through Facebook to Aid Learning and Improving the Writing Process and Writing Performance. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* Volume 1, Issue 4 (Sep-Oct 2012), Pp 36-40. Online. Available at www.iosrjournals.org [accessed 12/06/2020]

⁴ Meitalika, Juniar, (2019). *The Roles of Facebook as An Online Medium for Learning English: A Survey* (A Thesis, Muhammadiyah University of Yogyakarta), p. 11

the uses of Facebook as a medium to improve English writing skills.

Complex viewpoints came out as the following:

“Facebook is very useful in helping to hone my writing skill because I can write many things that come from my own thoughts both formally and informally” (Student A).⁵

Writing out in English using Facebook gives me a chance to practice using varied English vocabularies” (Student B).⁶

In my perception, the use of social media such as Facebook can become a good medium to hone English writing skill, because it is easy to assemble and young people can definitely reach it so that if used wisely it can give a creative space to write out things in English (Student C).⁷

The above students seem to have supporting viewpoints regarding the use of Facebook as a medium to improve writing skills. However, it is quite different from the following student D who shared a complicated viewpoint on the use of Facebook.

Sometimes when writing on Facebook according to the thought that are expressed directly, I produce written texts having many mistakes in terms of grammar. In another situation, I oftentimes find myself so lazy because there is no inspiration to write out (Student D).⁸

Student D does not seem to echo a positively nuanced viewpoint of using Facebook as a writing skill medium due to less confidence in grammatical mistakes and psychological problem in terms of laziness.

The above phenomenon has revealed complicated viewpoints echoed by students concerning the use of Facebook as a medium of improving English writing skills. According to Eagly and Cheiken, a

⁵ Interview with the fifth semester TBI student A at IAIN Curup. August 05th, 2020

⁶ Interview with the fifth semester TBI student B at IAIN Curup. August 05th, 2020

⁷ Interview with the fifth semester TBI student C at IAIN Curup. August 05th, 2020

⁸ Interview with the fifth semester TBI student D at IAIN Curup. August 05th, 2020

complex phenomenon which showcases contra perspectives deserve further studies on the focus of attitudinal investigation because the nature of complex phenomenon is unclear, so further research is needed to find out a clear pattern of an attitude towards an attitudinal object.⁹ Such research is needed because it can provide information on a clear predictive stance whether there is a positive or negative attitude beyond complex viewpoints.

Attitude is an individual's reaction or evaluation of a certain situation or object depending on his/her opinions and beliefs. 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.¹⁰ In addition, attitude is a feeling where we like or dislike something to do. In this research, the researcher measures the attitude based on three aspects. They are affective aspect, cognitive aspect and behavioral aspect.

According to Gardner, attitude is a factor which has an impact on foreign language learning since how much effort learners put on language learning relies partly on attitude.¹¹ So, if the students have a positive attitude toward writing, so writing learning becomes easier. Meanwhile if the students have a negative attitude toward language, they will not experience a big hone in acquiring a foreign language. This opinion is supported by Graham as cited in Tehsa that students with a positive

⁹ Eagly and Chaiken. 2007. *The Advantages of an Inclusive Definition of Attitude*. Northwestern University. P. 585

¹⁰ Eagly and Chaiken. 2007. *The Advantages of an Inclusive Definition of Attitude*. Northwestern University. P. 585

¹¹ Gardner. R. 1985. *Social Psychology and Second Language Learning: The Role Attitudes and motivation*. P.

attitude will have better writing achievement than students who have a negative attitude toward writing.¹²

Considering complex viewpoints regarding Facebook as an English writing medium as echoed by fifth semester TBI students on the preliminary study and taking account of the need to reveal their attitudes towards the attitudinal object under-question, Facebook as the medium for improving English writing skill, therefore this study is conducted with the following title “**Students' Attitudes towards Using Facebook in Writing Skill**”

B. Research Questions

Based on the research background above, the researcher formulates the following research questions:

1. What is students' attitude towards using Facebook in writing skill?
2. What is students' dominant dimension of attitude towards using Facebook in writing skill?

C. Objectives of the Research

Based on the research questions above, the objectives of this research are to know:

1. Students' attitude towards using Facebook in writing skill.
2. Students' dominant dimension of attitude towards using Facebook in writing skill.

¹² Tehsa Fresty. 2008. *Writing Attitude of the Second Grade Students at SMA Adabiah Padang*. English Language Teaching Study Program of FBS Universitas Negeri Padang: Journal of English Language Teaching, 7(4). P. 1

D. Delimitation of the research

The researcher delimits this research to get more specific data. Delimitation of this research is focused on the students' attitude towards using Facebook in writing skill. The sample in this research is delimited on the fifth semester English Students at IAIN Curup.

E. Operational of Definitions

To avoid misconception and misunderstanding of the research, the researcher would like to explain some key terms, as follow:

1. Attitude

Eagly and Chaiken said that, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or dis favor.¹³ Thereunto, in this research, attitude is measured from three aspect, specifically affective, behavioral and cognitive.

2. Writing skill

Hampton stated that writing skill means specific abilities which helps writers put their thoughts into words in a meaningful form and mentally interact with the message.¹⁴ Moreover, in this research, writing skill is process of pouring and generating students' thought into written form by using Facebook as its medium in 5th semester in English Study Program of IAIN Curup.

¹³ Eagly and Chaiken. 2007. *The Advantages of an Inclusive Definition of Attitude*. Northwestern University. P. 585

¹⁴ Hampton, Roberta S. 1989. *Community Involvement in alphabet and material development*. Notes on Literacy. Interest Level: Lay specialist. P. 16

3. Facebook

According to Bartlett-Bragg, a social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment.¹⁵ In this research, the researcher define Facebook as a media that used by lecturer to help 5th semester English Study Program of IAIN Curup in order to trigger their motivation to produce written work.

F. Significances of the Research

This research has the benefits as the following:

1. To University

The result of the research hopefully can improve the university education quality, especially in improving students' writing skill and English skill in general.

2. To English Study Program

The result of the research could be used for the English study program to enrich the references of students' attitude in writing skill. Hence, the English study program can help the students who have difficulties in writing and medium in writing after has known about the students' attitude face by students towards using Facebook in writing skill. And then hopefully can assist the English lecture to consider the

¹⁵ Bartlett-Bragg, A. 2006. Reflections on Pedagogy: Reframing Practice to Foster Informal Learning with Social Software. Australia. Online. Available at <http://matchsz.inf.elte.hu/tt/docs/Anne20Bartlett-Bragg.pdf> [accessed 03/05/2020]

appropriate media used in writing class and applied more various media based on students' need and method which is applied.

3. To Lecturers

The result of this research will help the lecturers to choose the appropriate medium in teaching learning process mainly in writing skill in order to hone students writing skill.

4. To Students

The result of this research could 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.

G. Systematic Organization of the Research

The thesis consists of five chapters; its description is below.

Chapter 1 consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis. Chapter 2 provides theoretical review related to this research and previous study. Chapter 3 presents method used in this research. It is included type of the research, subject of the research, technique of collecting data, technique of analyzing data. Chapter 4 presents the finding and discussion about students' attitude towards using Facebook in writing skill. Last, chapter 5 provides the conclusion and suggestion about this research for the readers.

CHAPTER II

LITERATURE REVIEW

A. Reviews of Related Theory

1. Writing Skill

a. Definition of Writing Skill

Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. In addition, Raimes says, "Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand".¹⁶ It means, writing is used to express someone's feelings or ideas. To do that, someone use her/his brain to produce idea, hand to write, and eyes to look at the result of writing.

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize to power of the individual to construct his or her views on a topic.¹⁷ It means that writing can express the ideas, feelings will show many things about the writer, such us the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

¹⁶ Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.95

¹⁷ Ken Hyland, (1st Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9

Writing is progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.¹⁸ It means that writing is an activity that use thought, mind, and feeling based on what we want to write. The language skills must be learned and more practiced especially in the written language. Someone who never practicing in writing, they will feel difficult to master writing because writing is not natural process. Writing needs process to be mastered. In addition, Harmer said, that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.¹⁹ It means that the students must have more references because it can help them to support their ideas or feelings in written form. Therefore, it makes the reader interested to read their written text.

Based on the definitions about writing above, it can be concluded that writing is a way of express the ideas, feelings and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate

¹⁸ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Pearson Education, 2007), p.15

¹⁹ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31

or express our idea, thinking, and feeling indirectly to another person as a reader.

b. Aspect of Writing

Writing is not only transferring an idea into written language but also providing many things that draw the writers' attention. Hedge mentioned that in writing, the writer should consider in high degree of accuracy, complex grammar devices, a careful choice of vocabulary, and sentence structures in order to create style, tone, and information appropriate for the readers of one's written text.²⁰ Hughes as cited in Ngadiso also explained the five aspects of writing, they are the first is grammar, grammar is an element of writing which deals with a set of rulers to have a 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, and capitalization. The fourth is fluency, which refers to the ease and the style of the composition, and the lastly is form (organization), that is the logical sequence and cohesion or the flow of ideas being put into written language, to make unified contribution to whole paragraph.²¹ On other hand, Nunan as cited in Ngadiso stated that writing is an extremely complex cognitive activity in which the

²⁰ Hedge, T. 2005. *Writing resources books for teachers*. (Oxford: Oxford University Press). P 10

²¹ Ngadiso. *Op, Cit*. P 149

writer is required to demonstrate control of number variables 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, vocabulary, language use and mechanics. Content means students can produce the knowledgeable content and relevant to the topic, organization of ideas mean students can express their idea clearly, vocabulary means students use an effective and appropriate word, language use students can apply tenses, number, articles, pronoun, and preposition appropriately, and mechanics means students can apply English writing conventions such as punctuation, spelling, and capitalization.

2. Using Facebook

a. The Definition of Facebook

Social network is not a new term nowadays. Almost all people know what it is although they cannot define it. Based on my limited knowledge, the Researcher define social network as Internet-based social system consisting of many people from different places that are connected together to allow communication and interaction between them.

²² *Ibid.* P. 149

According to Bartlett-Bragg, “A social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment”.²³ Merchant defined that social networking as “the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighborhoods and communities.”²⁴

In this era of technology, social networks become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones. This is in line with Merchant who views social networks as a new way of building or maintaining friendship or interest groups, extended family ties, professional, political or religious affiliations.²⁵

The current most popular social networking site is Facebook (FB). Facebook is a social networking site found by Mark Zuckerberg in 2004 which has become the leading social networking site in the world. Boyd & Ellison (2007:7) note that Facebook began in early 2004 as a Harvard-only social networking site but in September 2005 had successfully expanded to include

²³ Bartlett-Bragg, A. 2006. Reflections on Pedagogy: Reframing Practice to Foster Informal Learning with Social Software. Australia. Online. Available at <http://matchsz.inf.elte.hu/tt/docs/Anne20Bartlett-Bragg.pdf> [accessed 03/05/2020]

²⁴ Merchant, Guy. 2013. Unravelling the Social Network: Theory and Research. *Learning, Media and Technology* Vol. 37, No. 1, March 2012, Pp 4–19. London: Routledge. Available at <http://www.tandfonline.com/doi/pdf/10.1080/17439884.2011.567992> [accessed 03/05/2020]

²⁵ *ibid*

high school students, professionals inside corporate networks, and, eventually, everyone.²⁶

Facebook has many features that enable the users to interact and communicate with others. Every Facebook user has a page for himself/herself called “timeline”. This timeline consist of the information of the user such as “profile”, “friends”, “photos”, and “status updates”. Users can go to “home” where they can see other users’ statuses or share status with others. They can also “like” and “comment” on their own or other’s statuses. Users may also “poke”, “send message”, “chat”, or “write something on other’s timeline”. They can also “share photos”, “links”, and “video”. Users are also able to create “Fan Page” or “Group” as a place to share ideas between people with same interest.

b. The Advantages of Using Facebook as A Medium in Teaching Writing

Many researchers believe that Facebook has the potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible. In a traditional classroom, students’ work on writing will only be

²⁶ Boyd, D.M, Ellison, N.B. 2007. Social Network Sites: Definition, History, and Scholarship. Michigan State University. Online. Available at <http://mimosa.pntic.mec.es/mvera1/textos/redessociales.pdf> [accessed 03/05/2020]

submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e classmates, friends, etc. In this way, they will get more feedback and review. Harmer states that is not just teachers who can respond to students writing. It is often useful to have students look at work done by their colleagues and respond in their own way.²⁷

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing the experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Salehi, &Chenzi “Facebook enhances outside classroom interaction and education between the students and the teacher”.²⁸ Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. By integrating Facebook in a formal classroom, students will feel more enjoy and fun during the class. Facebook increases motivation and

²⁷ J Harmer, *The Practice of English Language Teaching* (London: Longman. 2001), p. 17

²⁸ M. Yunus Md, Salehi, H. &Chenzi, C. *Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. English Language Teaching*, Vol. 5 No. 8. Canada: Canadian Center of Science and Education, 2012 , p.47.

builds confidence for students in using and learning English. The effective use of computers and the internet can provide highly motivating, multidisciplinary, problem-solving techniques and tools to prepare students more effectively for their future roles in a diverse world. In short, Facebook can engage students to be more involved in the learning activity.²⁹

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has an equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promotes more equitable sharing of ideas than the face-to-face classroom. Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. The students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments.³⁰

²⁹ ibid

³⁰ D.K Khalsa., Maloney-Krichmar, D., and Peyton, J.K. *Theory and Research: Interaction via Computers*. In Egbert, J. and Hanson-Smith, E. (Eds.). *CALL Environments: Research, Practice, and Critical Issues* (2nd Ed). Alexandria, VA: TESOL. 2007, p.22.

From that explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

c. The roles of Facebook

Facebook is currently highly used by the students because the technology has the potential aspect to become a valuable resource in order to support their educational communications and collaborations. Besides, the students are interested and frequent engagements toward SNS (social networking sites or social media) as medium for communication and gain the information. SNS are online platforms that people use to build social networks or social relationships with other people who have similar interests, careers, activities, backgrounds, or real-life connections. Also, it has a good impact on the students' learning process.

Kabilan, Ahmad, and Abidin defined that Facebook can be an online learning medium to assist the students in learning English language in order to improve their language, confidence,

motivation, and attitude. Hence, each role of Facebook is explained in the following paragraphs in detail.

d. Improving the English Skills

Facebook is an alternative medium for practicing English language in writing, speaking, and reading. Besides, the informal learning experiences are shown as a bridge between social media and academic content. Yunus and Shalehi said that learning process in the informal learning or the use of technology meaning in the negotiation, construction of knowledge, personal interaction or group interaction, and formation of relationship are important. Selwyn asserted that Facebook holds the personal interaction and social interaction which play as the strong role in learning process, and it reflects good model of learning toward the active users in the participation.

To develop a good writing, the students need another English skill including reading. Besides, Facebook provides many topics which can be chosen by users as reading media. Sa'aleek said that the student can practice the reading on Facebook. Also, reading activity on Facebook is useful for the users in developing the ideas for writing because they get the knowledge from the reading. Mislaihah said that reading activity on Facebook helps the students in developing their ideas in writing. In addition, the reading activity gives positive impact on acquiring the English

words. Monica, Anamaria, and Mirabela showed that the students can their vocabulary performance and confidence after being exposed to an expanded vocabulary via Facebook as it compares to the case of students' benefit from traditional instruction only.

On the other hand, Sa'aleek maintained that Facebook can be used to improve students' writing skill. Yunus and Salehi said that Facebook can be used as medium for developing in writing by utilizing the features on Facebook to learn new vocabulary by reading other people's comments towards the students in groups, discussions in getting ideas to write, and spelling check by peers. This feature provides many opportunities for users especially for the students to practice and improve their writing skills because they play active role to comment about their friends' status.³¹

3. Students' Attitude

a. The Definition of Attitude

The concept of attitude is essential to social psychology. Early psychologists have defined social psychology 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 dis favor.³² In similar way, Daryl Bem said that attitudes are likes and dislikes.³³

³¹ Meitalika, Juniar, *Op, Cit, p. 13-15*

³² Eagly and Chaiken. 2007. *Op, Cit. P 582*

³³ Bem, D.J. 1970. *Beliefs, attitudes, and human affairs*. Belmont,CA: Brooks/Cole. P 14

Furthermore, Attitude is a person's tendency to do something. Every individual has some kind of attitude but, being a psychological phenomenon, each attitude is invisible therefore, attitudes are subjective and personal attributes and difficult to measure.

An attitude is not passive, but rather it exerts a dynamic influence 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 response to all objects and situations to which it is related.³⁴ It is a tendency to respond to some object or situation.

A number of definitions are available for the concept of attitude in the literature. According to Baker the notion of attitudes has a place in psychology, sociology, anthropology, education, history, human geography and creative arts.³⁵ The role of attitude in language and thoughts is very important, it is an indelible part of it. However, some modern definitions add emotional features in addition to the behavioral one. Fishbein and Ajzen said that an attitude is a learned disposition to respond to an object in consistently favorable way.³⁶ They also noted that the majority of instruments developed to measure attitude "... arrive at a single

³⁴ Allport, G. W. 1935. *Attitudes*. In C.Murchinson (Ed), *Handbook of social psychology*. (Worchester, MA: Clark University Press). P. 810

³⁵ Baker, C. (1992). *Attitudes and language*. Avon, England: Multilingual Matters Ltd. P 1

³⁶ Fishbein, M. & Ajzen, I. (1975). *Beliefs, attitudes, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley. P 6

number designed to index the general evaluation or feeling of favorableness or unfavorableness toward the object in question".³⁷

Another definition provided by Bogardus in which he defined an attitude is tendency to act toward or against some environmental factor which becomes there by a positive or negative value.³⁸ This definition implies that attitude is responsible for behaving in a particular and a definite way. Whenever one has a positive attitude towards something, he/she will try to achieve it. In the opposite side, if he/she has a negative attitude, then he/she will feel hostile and will try to avoid it. This opinion support by Whittaker that an attitude is a predisposition on readiness to respond in s predetermined manner to relevant stimuli.³⁹ 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 affect associated with some psychological object. By psychological object, Thurston means any symbol phrase, slogan, person, institutions, ideal, or idea, toward which people can different with respect to positive and negative effect.⁴⁰ 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.

³⁷ Ibid. P 11

³⁸ Bogardus, E.D. (1931). *Fundamentals of Social Psychology (2nd editions)*. (New York: Century). P. 337

³⁹ Whittaker, J.O. (1970). *Introduction to Psychology*. W: B. Saunders, International Students Edition. New York. P. 591

⁴⁰ Thurston, Edwar LA.1995. *Techniques of attitude Scale Construction*, (New York: Appleton Century, Crofts Inc.) P. 2

Everyone has their own attitude towards learning, but not everyone has the same attitude towards it. Attitudes help someone dealing with challenges, overcoming obstacles, and accomplishing their learning objectives. Others have attitudes that are anchors, slowing them down or stopping them altogether from learning.⁴¹

All in all, and according to the previous definitions, we can say that attitudes are responsible for the way people behave towards an object, idea or person. Attitudes differ from other predispositions or tendencies such as habits or interests 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 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 planned behavior, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral Beliefs). Weighted by evaluations of those outcomes or attributes. The attitude concept has three components. They are Affective, Behavioral and cognitive.⁴²

⁴¹ Prastiwi, A.L. 2018. *The Role of Students' Attitude Towards EFL Learning Processes in Their Achievements English Language Teaching Journal*, 7(4), P. 256-274

⁴² Eagly and Chaiken, 2007. *Op, Cit*. P. 582-602

1) The Affective Component

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/disliking) towards an attitude object. Most of the research place emphasis on the importance of affective components. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra expressed that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice.⁴³

2) The Behavioral Component

The behavioral is the tendency to behavior individual towards the object it faces. It consists of actions or observable responses that are the result of an attitude object. It involves person's response (favorable/unfavorable) to do something regarding attitude object. Attitudinal responses are more or less consistent.

⁴³ Agarwal, J. & Malhotra, N.K., 2005. An integrated model of attitude and affect. *Journal of Business Research*, 58(4), pp.483–493.

3) The Cognitive Component

It is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs and individual has about an attitude object. Cognitive involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive component, which is a belief and understanding an individual on an object through the process of seeing, hear, and feel. Trust and understanding are formed provides information and knowledge about objects. Fishbein & Ajzen also said that belief is information a person has about an object; information that specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information.⁴⁴

c. Types of Attitude

1) Explicit Attitude

Explicit attitude are evaluations that are reported by the person who holds the attitude.⁴⁵ Borden and Horowitz argued that an attitude operating in a controlled processing about which are aware of its existence, its cognitive underpinning,

⁴⁴ Ajzen, I. & Fishbein, M., 1977. Attitude-behavior relations: A theoretical analysis and review of empirical research. *Psychological bulletin*, 84(5), pp.888–918.

⁴⁵ Ibid, P. 592

and how it relates to behavior.⁴⁶ People seem to be convinced by the justifications of their existence and they feel in harmony with their attitudes. Explicit attitudes are formed at the conscious level and they are easy for self-report. Explicit attitudes operate on a conscious level, so we are aware of them (aware of the cognitive underpinnings of them) and are conscious of how they relate to behavior. They operate via controlled processing and take some cognitive effort to activate. For example, you may know how you feel toward a given political candidate and match your behavior to that attitude. It is these explicit attitudes that we often find having a directive effect on behavior.

2) Implicit Attitude

Implicit attitude is those that people do not consciously recognize.⁴⁷ 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 implies 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.

⁴⁶ Borden, K.S. Horowitz, I.A. 2002. *Social Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers. P. 181

⁴⁷ Eagly and Chaiken. *Op, Cit*. P. 593

B. Review of Related Finding

This part is about the previous studies of similar research. The first research entitled *The Influence of Using Facebook Profile Toward Students' Writing Ability in Descriptive Text at The First Semester of the Eighth Grade at Smp Negeri 8 Pesawaran In The Academic Year Of 2018/2019*. The research to investigate whether there is a significant influence of using Facebook Profile toward students' writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019. The research is written by Alpine Oktavia. The data was collected by using writing pre-test and writing post-test design. From the data analysis, it was obtained that $Sig=0.004$ and $\alpha=0.05$. It means that the H_a is accepted and there is a significant influence of using Facebook Profile toward students' writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019. The researcher hopes that this result will affect anyone who is involved in education field especially for English teacher. They can use instructional media in the classroom to make a better improvement in the teaching-learning process.⁴⁸

The second, the research under title *The Correlation between Students' Attitude Towards English and Their Achievement in Learning*

⁴⁸ Alpine Octavia, *The Influence of Using Facebook Profile Toward Students' Writing Ability in Descriptive Text at The First Semester of the Eighth Grade at Smp Negeri 8 Pesawaran in The Academic Year Of 2018/2019*., Published Raden Intan State Islamic University Of Lampung, 2018

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 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.⁴⁹

Based on the explanation above, this research has different from those research. The differences are, in this research the researcher need to know the students' attitude towards using Facebook in writing skill at the fifth semester English students in IAIN Curup. After that, the researcher finds out the students' domain attitude towards using Facebook in writing skill. In this research, the researcher conducts this research on the fifth semester English students of IAIN Curup.

⁴⁹ 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

The design of this research was survey. Creswell said that the survey as procedures in quantitative research in which investigator administer a survey to sample or to do the entire population of people to describe the attitude, opinions, behavior, or characteristic of population.⁵⁰ The survey design is considered appropriate with the quantitative method to collect the information of the students. The survey designed in this research was to obtained the data of students' attitude towards using Facebook as a medium to hone writing skill in 5th semester of English Study Program at IAIN Curup Academic Year 2021.

B. Subject of the Research

1. Population

According to Franke et al, Population is the larger group to which one hopes to apply the result.⁵¹ The population of this research is all the fifth semester students of English Study Program in IAIN Curup. The total of population is 54 students; the population consist of 3 classes.

⁵⁰ John W. Creswell. *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research fourth edition*, (Pearson Education: USA). P. 376

⁵¹ Jack R fraenkel et al, "How to design and evaluate research in Education". Grow Hill, International Edition, p91

Table 3.1
The Population of the Research

No	Class	Number of Student
1.	IV A	21
2.	IV B	16
3.	IV C	17
TOTAL		54

The researcher chose that population based on some reason. First, they have passed writing subject, Second, the students in writing subject have used Facebook as a medium writing learning.

2. Sample

According to Franke et al, A sample in a research study is the group on which information is obtained.⁵² To determine the sample of this researcher, total was employed in this research, it means the researcher took all the population as the sample, it involved all fifth semester students of English study program. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.⁵³ The number of sample was given in following table.

⁵² Ibid. P. 98

⁵³ Sukarman Syarnubi, "Metodologi Penelitian kuantitatif dan kualitatif". (Curup: LP2 STAIN, 2011), p102

Table 3.2
The Sample of the Research

No	Class	Number of Student
1.	IV A	21
2.	IV B	16
3.	IV C	17
TOTAL		54

As Sugiyono said, if the population that is less than 100, whole of the population became the sample.⁵⁴ The purpose of taking all members within the population as sample in this research because the researcher wanted to find out about students' attitude toward using Facebook as a medium to hone writing skill if all member of population were taken as sample certainly the researcher would get the data completely.

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

⁵⁴ Sugiyono, *metode penelitian pendidikan* , (Bandung: Alfabeta, 2006) p116

population. For checking validity and reliability of instrument by using Ms. Excel.

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

Instrument is the tool used to collect the data or the needed information.⁵⁵ 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.⁵⁶ 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”.⁵⁷ So, in this research the

⁵⁵ M. Toha Anggoro, *Metode Penelitian*, (Jakarta: PT Grasindo, 2000), P.52

⁵⁶ David Wilkinson and Petter Birmingham, *Using Research Instrument: A Guide for Researchers*, (New Petter Lane, London: Routledge Falmer, 2003), P.3

⁵⁷ Sugiyono. *Op. Cit.* P.306

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 using Facebook. 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 using Facebook as a medium 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.

The questionnaire designed by researcher used Likert Scale measuring with Four-Point scales, the alternative point is; strongly agree, agree, disagree and strongly disagree.⁵⁸

Table 3.3
Linkert Scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D*, (Bandung: Alfabeta,2013), P.134

Likert Scale is the most common used in measuring attitude, opinion, perception of respondents toward an object.⁵⁹ 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 items in the questionnaire.

Table 3.4
Blueprint of Questionnaire
Students' Attitude Towards Using Facebook in Writing Skill

Objectives	Indicators of Attitude	Indicators of Writing	Items
To figure out the students' attitudes towards using Facebook as a medium to hone writing skill.	Affective dimension (Feeling; Emotion)	Content	I like writing English on Facebook because it can train me to comprehend the content that I write.
			I am fond of writing English on Facebook because it can drive my awareness of the content that I write.
		Organization of ideas	I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write.
			Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that I write.
		Language Use	I like writing English on Facebook because it can improve my language use in writing.
			I am interested in writing English on Facebook because it can hone my language use in

⁵⁹ *Ibid*, P. 135

			writing.
		Vocabulary	I prefer writing English on Facebook because it can increase my vocabularies in writing.
			I am driven to write English on Facebook because it gives me a big opportunity to practice with vocabularies for writing.
		Mechanics	I love writing English on Facebook because it can improve my mechanics in writing.
			I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing.
	Behavioral domain (Response; Action)	Content	I will continue to write English on Facebook to increase my ability to provide good contents during writing.
			I am disposed to write English on Facebook because this way leads me to managing good writing contents.
		Organization of ideas	I will continue to write English on Facebook to increase my ability to organize ideas well during writing.
			I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write.
		Language Use	I will continue to write English on Facebook more often because I want to hone my language use.
			I want to write English on Facebook more often because this makes me aware of my language use.

		Vocabulary	I will continue writing English on Facebook because this way is influential to my vocabulary enrichment.
			I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively.
		Mechanics	I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing.
			I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing.
	Cognitive domain (Belief; Perspective; Opinion; Evaluation)	Content	In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be.
			I think, writing English on Facebook can make me accustomed to consider good writing contents.
		Organization of ideas	In my perception, the more I write English using Facebook, the better I can manage ideas to write.
			In my consideration, writing English on Facebook can be of practical ways to deal with idea organization.
		Language Use	I perceive that writing English on Facebook can train me to hone my language use in writing.
			In my opinion, the quality of language use can be enhanced by using Facebook as a practical

			medium of writing.
		Vocabulary	I believe that writing English on Facebook will give me a big chance to work with English vocabularies.
			In my consideration, I can activate more English vocabularies by means of writing English on Facebook.
		Mechanics	I perceive that writing English on Facebook can train me to increase my ability to use mechanics.
			In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during 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.⁶⁰ 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.⁶¹ 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

⁵⁹ *Ibid*, P 173

⁶⁰ *Ibid*, P. 178

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.

F. Reliability

Reliability defines whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.⁶² To measure reliability in this research, the reliability is measured by using Cronbach Alpha. Cronbach's Alpha is the most common measure of internal consistency ("reliability"). It was commonly used when someone have multiple Likert questions in a survey or questionnaire that from a scale and someone wish to determine if the scale is reliable. A commonly accepted rule of thumb for describing internal consistency is as follows:⁶³

Table 3.5
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 0.97. it means that the items interpreted to

⁶¹ Syaifudin Azwar. 2006. *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Pelajar). P. 99-103

⁶² Stephanie, *Cronbach's Alpha: Simple Definition, Use and Interpretation* at <https://www.statisticshowto.com/cronbachs-alpha-spss/>. Accessed on August, 6th 2020.

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.

G. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from 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 in 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:⁶⁴

⁶³ *Ibid*, P. 137

26%-50%	Low	Negative Attitude
0%-25%	Very Low	

Source: Ridwan, 2004⁶⁶

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

⁶⁵ Ridwan as cited in Wisnu Budiman, *Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN CURUP)* P.53

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter, the researcher presents the finding about students' attitude towards using Facebook in writing skill. The result of the survey used questionnaire. It was conducted by distributed the questionnaire to all respondents (the fifth semester) of English Study Program at IAIN Curup. It was taken on 16th to 19th December 2020 which is only 4 students did not give it back the questionnaire from total sample 54 students. Questionnaire is made with 30 statements to find out the attitude of the students toward using Facebook that should be done in order to all students hone their writing skill.

1. Students' Attitude towards using Facebook in writing skill

In conducting the survey, a questionnaire consists of 30 statements. There were 50 students who completely filled the questionnaire. This survey method was utilized, because this research would like to figure out students' attitude towards using Facebook 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 Using Facebook in Writing Skill

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Affective	Content	1	2	8	36	4	142	71%
		2	1	8	36	5	145	72.5%
	Organization Of Ideas	3	3	9	33	5	140	70%
		4	2	8	35	5	143	71.5%
	Language Use	5	3	8	29	10	146	73%
		6	1	10	32	7	145	72.5%
	Vocabulary	7	4	7	31	8	143	71.5%
		8	3	10	27	10	144	72%
	Mechanics	9	2	11	27	10	145	72.5%
		10	1	19	25	5	134	67%
Average/Mean							71.35%	

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 $50 \times 4 = 200$. The percentage of each statement was calculated by using the formula $P = \frac{F}{200} \times 100\%$.

From the data about affective aspect, **statement 1** (*I like writing English on Facebook because it can train me to comprehend the content that I write*), showed that there were 4 respondents who answered strongly agree, 36 respondents who answered agree, 8 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 142. Meanwhile the percentage was 71% and it was a high category.

Statement 2 (*I am fond of writing English on Facebook because it can drive my awareness of the content that I write*), showed that there were 5 respondents who answered strongly agree, 36 respondents who answered agree, 8 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 3 (*I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write.*), showed that there were 5 respondents who answered strongly agree, 33 respondents who answered agree, 9 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 140. Meanwhile the percentage was 70% and it was a high category.

Statement 4 (*Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that*

I write), showed that there were 5 respondents who answered strongly agree, 35 respondents who answered agree, 8 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 143. Meanwhile the percentage was 71.5% and it was a high category.

Statement 5 (*I like writing English on Facebook because it can improve my language use in writing*), showed that there were 10 respondents who answered strongly agree, 29 respondents who answered agree, 8 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 146. Meanwhile the percentage was 73% and it was a high category.

Statement 6 (*I am interested in writing English on Facebook because it can hone my language use in writing*), showed that there were 7 respondents who answered strongly agree, 32 respondents who answered agree, 10 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 7 (*I prefer writing English on Facebook because it can increase my vocabularies in writing*), showed that there were 8 respondents who answered strongly agree, 31 respondents who answered agree, 7 respondents who answered disagree and 4 respondents who answered strongly disagree. So the total score is

143. Meanwhile the percentage was 71.5% and it was a high category.

Statement 8 (*I am driven to write English on Facebook because it gives me a big opportunity to practice with vocabularies for writing*), showed that there were 10 respondents who answered strongly agree, 27 respondents who answered agree, 10 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 144. Meanwhile the percentage was 72% and it was a high category.

Statement 9 (*I love writing English on Facebook because it can improve my mechanics in writing*), showed that there were 10 respondents who answered strongly agree, 27 respondents who answered agree, 11 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 10 (*I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing*), showed that there were 5 respondents who answered strongly agree, 25 respondents who answered agree, 19 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 134. Meanwhile the percentage was 67% and it was a high category.

Based on description above, it can be concluded that the majority of students have a **positive attitude** on Affective aspect towards using Facebook in writing skill with the entire average percentage is 71.35% and it was a high category.

b. Behavioral Aspect

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

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Behavioral	Content	11	1	18	22	9	139	69.5%
		12	2	14	29	5	137	68.5%
	Organization Of Ideas	13	1	13	29	7	142	71%
		14	2	13	25	10	143	71.5%
	Language Use	15	5	13	25	7	134	67%
		16	3	8	32	7	143	71.5%
	Vocabulary	17	1	3	25	11	126	63%
		18	2	8	32	8	146	73%
	Mechanics	19	3	10	26	11	145	72.5%
		20	2	14	24	10	142	71%
Average/Mean							69.85%	

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

50x4=200. The percentage of each statement was calculated by using the formula $P = \frac{F}{200} \times 100\%$.

From the data about behavioral aspect, **statement 11** (*I will continue to write English on Facebook to increase my ability to provide good contents during writing*), showed that there were 9 respondents who answered strongly agree, 22 respondents who answered agree, 18 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 139. Meanwhile the percentage was 69.5% and it was a high category.

Statement 12 (*I am disposed to write English on Facebook because this way leads me to managing good writing contents*), showed that there were 5 respondents who answered strongly agree, 29 respondents who answered agree, 14 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 137. Meanwhile the percentage was 68.5% and it was a high category.

Statement 13 (*I will continue to write English on Facebook to increase my ability to organize ideas well during writing*), showed that there were 7 respondents who answered strongly agree, 29 respondents who answered agree, 13 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 142. Meanwhile the percentage was 71% and it was a high category.

Statement 14 (*I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write*), showed that there were 10 respondents who answered strongly agree, 25 respondents who answered agree, 13 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 143. Meanwhile the percentage 71.5% and it was a high category.

Statement 15 (*I will continue to write English on Facebook more often because I want to hone my language use*), showed that there were 7 respondents who answered strongly agree, 25 respondents who answered agree, 13 respondents who answered disagree and 5 respondents who answered strongly disagree. So the total score is 134. Meanwhile the percentage was 67% and it was a high category.

Statement 16 (*I want to write English on Facebook more often because this makes me aware of my language use*), showed that there were 7 respondents who answered strongly agree, 32 respondents who answered agree, 8 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 143. Meanwhile the percentage was 71.5% and it was a high category.

Statement 17 (*I will continue writing English on Facebook because this way is influential to my vocabulary enrichment*), showed that there were 11 respondents who answered strongly

agree, 25 respondents who answered agree, 3 respondents who answered disagree and 1 respondent who answered strongly disagree. So the total score is 126. Meanwhile the percentage was 63% and it was a high category.

Statement 18 (*I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively*), showed that there were 8 respondents who answered strongly agree, 32 respondents who answered agree, 8 respondents who answered disagree and 2 respondents who answered strongly disagree. The total score is 146. Meanwhile the percentage was 73% and it was a high category.

Statement 19 (*I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing*), showed that there were 11 respondents who answered strongly agree, 26 respondents who answered agree, 10 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 20 (*I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing*), showed that there were 10 respondents who answered strongly agree, 24 respondents who answered agree, 14 respondents who answered disagree and 2 respondents who

answered strongly disagree. So the total score is 142. Meanwhile the percentage was 71% and it was a high category.

Based on description above, it can be concluded that the majority of students have a **positive attitude** on behavioral aspect towards using Facebook in writing skill with the entire average percentage is 69.85% and it was a high category.

c. Cognitive Aspect

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

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Cognitive	Content	21	3	12	26	9	141	70.5%
		22	3	8	28	11	147	73.5%
	Organization Of Ideas	23	2	10	29	9	145	72.5%
		24	2	7	32	9	148	74%
	Language Use	25	1	13	30	6	141	70.5%
		26	2	13	30	5	138	69%
	Vocabulary	27	3	10	26	11	145	72.5%
		28	3	11	26	10	143	71.5%
	Mechanics	29	3	13	29	5	136	68%
		30	2	15	28	5	136	68%
Average/Mean								71%

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 x 1). Thus the maximum score of the questionnaire is $50 \times 4 = 200$. The percentage of each statement was calculated by using the formula $P = \frac{F}{200} \times 100\%$.

From the data about cognitive aspect, **Statement 21** (*In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be*), showed that there were 9 respondents who answered strongly agree, 26 respondents who answered agree, 12 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 141. Meanwhile the percentage was 70.5% and it was a high category.

Statement 22 (*I think, writing English on Facebook can make me accustomed to consider good writing contents*), showed that there were 11 respondents who answered strongly agree, 28 respondents who answered agree, 8 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 147. Meanwhile the percentage was 73,5% and it was a high category.

Statement 23 (*In my perception, the more I write English using Facebook, the better I can manage ideas to write*), showed that there were 9 respondents who answered strongly agree, 29 respondents who answered agree, 10 respondents who answered disagree and 2 respondents who answered strongly disagree. So the

total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 24 (*In my consideration, writing English on Facebook can be of practical ways to deal with idea organization*), showed that there were 9 respondents who answered strongly agree, 32 respondents who answered agree, 7 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 148. Meanwhile the percentage was 74% and it was a high category.

Statement 25 (*I perceive that writing English on Facebook can train me to hone my language use in writing*), showed that there were 6 respondents who answered strongly agree, 30 respondents who answered agree, 13 respondents who answered disagree and 1 respondent who answered strongly disagree. The total score is 141. Meanwhile the percentage was 70.5% and it was a high category.

Statement 26 (*In my opinion, the quality of language use can be enhanced by using Facebook as a practical medium of writing*), showed that there were 5 respondents who answered strongly agree, 30 respondents who answered agree, 13 respondents who answered disagree and 2 respondents who answered strongly disagree. The total score is 138. Meanwhile the percentage was 69% and it was a high category.

Statement 27 (*I believe that writing English on Facebook will give me a big chance to work with English vocabularies*), showed that there were 11 respondents who answered strongly agree, 26 respondents who answered agree, 10 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 145. Meanwhile the percentage was 72.5% and it was a high category.

Statement 28 (*In my consideration, I can activate more English vocabularies by means of writing English on Facebook*), showed that there were 10 respondents who answered strongly agree, 26 respondents who answered agree, 11 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 143. Meanwhile the percentage was 71.5% and it was a high category.

Statement 29 (*I perceive that writing English on Facebook can train me to increase my ability to use mechanics*), showed that there were 5 respondents who answered strongly agree, 29 respondents who answered agree, 13 respondents who answered disagree and 3 respondents who answered strongly disagree. So the total score is 136. Meanwhile the percentage was 68% and it was a high category.

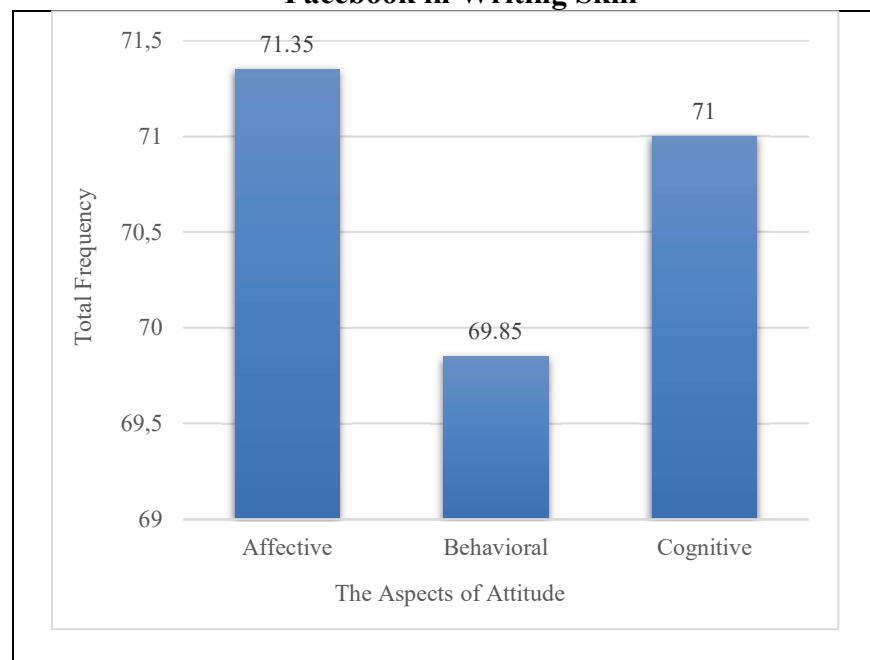
Statement 30 (*In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during writing*), showed that there were 5 respondents who

answered strongly agree, 28 respondents who answered agree, 15 respondents who answered disagree and 2 respondents who answered strongly disagree. So the total score is 136. Meanwhile the percentage was 68% and it was a high category.

Based on description above, it can be concluded that the majority of students have a **positive attitude** on cognitive aspect towards using Facebook in writing skill with the entire average percentage is 71% and it was a high category.

2. Students' Dominant Dimension of Attitude Towards Using Facebook in Writing Skill

Diagram 4.1
The Frequency of Students' Attitude towards Using Facebook 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 71.35%, and the second is cognitive aspect that have a percentage of 71%, and the last aspect is behavioral aspect that have a percentage of 69.85%. 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 71.35%. In the affective aspect, the majority of the students have a positive attitude towards using Facebook in writing skill because when the lecturer uses this medium in learning English writing, the students have a positive response. And then, the majority of the students like using Facebook and they feel interested when using Facebook due to by the using Facebook, they can express their idea and increase their writing skill.

2. The Cognitive Aspect

The cognitive aspect also has the second-high percentage. The percentage of cognitive aspect is 71%. In the cognitive aspect, the majority of the students also have a positive attitude towards using Facebook in writing skill. Because, based on their knowledge when using Facebook, they believe that using Facebook can increase their skill especially in writing. So they have a tendency to want use a Facebook.

3. The Behavioral Aspect

It is the lowest aspect of the affective and cognitive aspect. The percentage of this aspect only 69.85% but the students still have a positive attitude. Because more students who have used Facebook have experience in using Facebook. And they have the tendency to do that.

B. Discussion

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

To discover students' attitude towards Using Facebook in writing skill at the fifth semester English Students in IAIN Curup, the researcher used questionnaire to the 54 respondents from 5th semester since they have studied English using Facebook as a medium in learning writing. The questionnaire consists of 30 items from 4 main indicators.

Concerning the affective attitude, in this case with the feeling and emotion possessed by students can hone content, organization of ideas, language use, vocabulary, and mechanic in writing skill the students have a **positive attitude**. It can be seen in the average or mean percentage of 71.35% can be categorized high. Because based on affective aspect, the students are interested in using Facebook because it can comprehend their content that they write, and also can hone their language use and mechanics in writing. As Geoffrey said feelings can be influence the object of attitude in several ways⁶⁷

⁶⁶ Geoffrey Haddock. 2012. Attitudes: content, Structural and function. P.115

In the behavioral aspect of attitude, consist of actions or observable responses possessed by students can increase content, organization of ideas, language use, vocabulary, and mechanic in writing skill. From these finding, this aspect of attitude gets an average or mean percentage of 69.85%. This shows that students have a **positive attitude** and can be categorized high. Because, based on their experience, the students want to use Facebook because this way contributes a lot to their vocabulary enrichment and it helps them to increase their language use and writing mechanics so that they can make further improvement. And also, by the using Facebook 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 attitudes⁶⁸

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, language use, vocabulary, and mechanic in writing skill. From these finding, this aspect of attitude gets an average or mean percentage of 71%. This shows that students have a **positive attitude** and can be categorized high. Because the most students believe that the more they write using Facebook, the better their comprehension of the content and organization of ideas in writing will be. Then they perceive that using Facebook can train them to increase

⁶⁷ Ibid, P.117

language use and mechanics in writing. And also by the using Facebook will give them a lot of English vocabularies. According to Fazio, an attitude object will be evaluated positively if it is seen as leading to, or associated with, positive things and avoiding negative things. Only salient beliefs count towards the overall attitudes; these are beliefs that a person considers most relevant.⁶⁹

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 using Facebook in writing skill due to using Facebook can express their idea, increase their writing skill and access it anywhere and anytime.

⁶⁸ Fazio, R.H. & Petty, R.E. (Eds.) (2007). *Attitudes*. Vol. 1: *Structure, function, and consequences*. Hove: Psychology Press.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the question of this research namely how is the students' attitude towards using Facebook in writing skill. That can be show in finding and discussion. It can be concluded, the students' attitude towards using Facebook 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 using Facebook in writing skill if be seen from those aspect, that the most students have a positive attitude towards using Facebook 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 using Facebook in writing skill. Due to they can express their idea, hone their writing skill and access it 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. To University

The result of the research hopefully can improve the university education quality, especially in improving students' writing skill and English skill in general.

2. To English Study Program

The result of the research could be used for the English study program to enrich the references of students' attitude in writing skill. Hence, the English study program can help the students who difficult in writing and medium in writing after has known about the students' attitude face by students towards using Facebook in writing skill. And then hopefully can assist the English lecture to consider the appropriate media used in writing class and applied more various media based on students' need and method which is applied.

3. To Lecturers

The result of this research will help the lecturers to choose the appropriate medium in teaching learning process mainly in writing skill in order to hone students writing skill.

4. To Students

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

5. To ELT

The result of this research can hone the knowledge and improve the quality of learning English, especially in Writing.

6. To The Next Research

The researcher had not yet investigated deeply on how students' attitude as a means to hone students' writing skill. Expectantly, the next researcher will investigate deeper concerning to the terms of students' writing skill as the purpose of learning English.

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Appendix 1

Items of Attitude

Objectives	Indicators of Attitude	Indicators of Writing	Items	Judgments			
				SD	D	A	SA
To figure out the students' attitudes towards using Facebook as a medium to hone writing skill.	Affective dimension (Feeling; Emotion)	Content	I like writing English on Facebook because it can train me to comprehend the content that I write.				
			I am fond of writing English on Facebook because it can drive my awareness of the content that I write.				
		Organization of ideas	I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write.				
			Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that I write.				
		Language Use	I like writing English on Facebook because it can improve my language use in writing.				
			I am interested in writing English on Facebook because it can hone my language use in writing.				
		Vocabulary	I prefer writing English on Facebook because it can increase my vocabularies in writing.				
			I am driven to write English on Facebook				

			because it gives me a big opportunity to practice with vocabularies for writing.				
		Mechanics	I love writing English on Facebook because it can improve my mechanics in writing.				
			I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing.				
	Behavioral domain (Response; Action)	Content	I will continue to write English on Facebook to increase my ability to provide good contents during writing.				
				I am disposed to write English on Facebook because this way leads me to managing good writing contents.			
		Organization of ideas	I will continue to write English on Facebook to increase my ability to organize ideas well during writing.				
				I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write.			
		Language Use	I will continue to write English on Facebook more often because I want to hone my language use.				
				I want to write English on Facebook more often because this makes me			

			aware of my language use.				
		Vocabulary	I will continue writing English on Facebook because this way is influential to my vocabulary enrichment.				
			I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively.				
		Mechanics	I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing.				
			I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing.				
	Cognitive domain (Belief; Perspective; Opinion; Evaluation)	Content	In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be.				
			I think, writing English on Facebook can make me accustomed to consider good writing contents.				
		Organization of ideas	In my perception, the more I write English using Facebook, the better I can manage ideas to write.				

			In my consideration, writing English on Facebook can be of practical ways to deal with idea organization.				
		Language Use	I perceive that writing English on Facebook can train me to hone my language use in writing.				
			In my opinion, the quality of language use can be enhanced by using Facebook as a practical medium of writing.				
		Vocabulary	I believe that writing English on Facebook will give me a big chance to work with English vocabularies.				
			In my consideration, I can activate more English vocabularies by means of writing English on Facebook.				
		Mechanics	I perceive that writing English on Facebook can train me to increase my ability to use mechanics.				
			In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during writing.				

Appendix 2

Data of Try Out Questionnaire

nama	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	JML
s1	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	83
s2	3	4	2	2	3	3	3	4	4	2	2	3	2	4	3	3	4	2	3	2	3	3	4	4	2	2	3	2	4	2	87
s3	3	3	4	4	4	3	3	3	3	4	4	3	3	3	4	3	3	3	4	3	4	4	3	3	4	3	3	4	3	3	101
s4	4	4	3	3	3	4	4	4	3	3	4	4	4	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	102
s5	3	3	3	3	3	3	2	2	3	3	3	3	2	2	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	84
s6	3	3	3	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	3	3	3	3	4	4	3	4	3	3	3	104
s7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	90
s8	3	4	4	3	3	3	4	4	4	3	4	3	3	4	4	3	4	4	3	2	3	4	4	4	3	4	3	3	4	4	105
s9	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	100
s10	4	4	3	3	4	3	4	3	3	4	3	3	3	3	4	4	4	3	3	3	3	4	3	3	4	3	3	3	3	3	63
s11	2	2	3	3	2	2	2	2	2	2	2	1	2	2	2	2	2	3	3	2	2	2	2	3	2	2	1	2	2	2	91
s12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	79
s13	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	4	3	3	4	2	3	2	2	2	2	2	2	51
s14	1	2	1	1	1	2	1	1	2	2	2	2	2	2	2	1	2	1	1	1	3	1	3	2	2	2	2	2	2	2	72
s15	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	3	3	2	2	3	3	3	2	2	2	2	2	2	68
s16	2	2	2	2	2	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	3	2	2	72
s17	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	2	2	3	120
s18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	99
s19	3	3	3	3	3	3	2	2	4	3	4	4	4	4	4	3	3	3	3	3	4	2	2	4	3	4	4	4	4	4	100

REDMI NOTE 8
HAJASN25

APPENDICES 3

validity AND RELIABILITY OF QUESTIONNAIRE

nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
s1	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
s2	3	4	2	2	3	3	3	4	4	2	2	3	2	4	3	3	4	2	3	2
s3	3	3	4	4	4	3	3	3	3	4	4	3	3	3	4	3	3	3	4	3
s4	4	4	3	3	3	4	4	4	3	3	4	4	4	4	3	3	3	3	4	3
s5	3	3	3	3	3	3	2	2	3	3	3	3	2	2	3	3	3	3	3	2
s6	3	3	3	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	3
s7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
s8	3	4	4	3	3	3	4	4	4	3	4	3	3	4	4	3	4	4	3	2
s9	2	3	2	2	2	3	3	3	3	3	3	3	2	2	2	2	2	3	2	2
s10	4	4	3	3	4	3	4	3	3	4	3	3	3	3	4	4	4	3	3	3
s11	2	2	3	3	2	2	2	2	2	2	2	1	2	2	2	2	2	3	3	2
s12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
s13	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	4	3
s14	1	2	1	1	1	2	1	1	2	2	2	2	2	2	2	1	2	1	1	1
s15	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	3	3	2
s16	2	2	2	2	2	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2
s17	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	2	2	2
s18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
s19	3	3	3	3	3	3	2	2	4	3	4	4	4	4	4	3	3	3	3	3
s20	3	3	3	3	4	4	3	3	3	4	3	4	3	4	3	3	3	3	3	4

R _{xy}	0.841	0.777	0.758	0.754	0.865	0.779	0.742	0.699	0.747	0.746	0.779	0.724	0.782	0.806	0.839	0.85	0.767	0.771	0.73	0.777
r-hitung	0.841	0.777	0.758	0.754	0.865	0.779	0.742	0.699	0.747	0.746	0.779	0.724	0.782	0.806	0.839	0.85	0.767	0.771	0.73	0.777
r-tabel	0.444																			
ket	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

varians	0.555	0.471	0.555	0.555	0.682	0.366	0.682	0.661	0.421	0.555	0.621	0.621	0.589	0.737	0.682	0.555	0.516	0.555	0.632	0.568
jumlah varian	16.94																			
varians total	290.6																			
reliabilitas	0.974																			

THE STUDENTS' ATTITUDE TOWARD USING FACEBOOK

21	22	23	24	25	26	27	28	29	30	Jumlah
2	2	2	3	3	3	3	3	3	3	83
3	3	4	4	2	2	3	2	4	2	87
4	4	3	3	4	3	3	4	3	3	101
4	3	3	3	3	3	3	3	3	4	102
2	3	3	3	3	3	3	3	3	3	84
3	3	3	4	4	3	4	3	3	3	104
3	3	3	3	3	3	3	3	3	3	90
3	4	4	4	3	4	3	3	4	4	105
3	3	3	3	3	3	3	2	2	2	76
3	4	3	3	4	3	3	3	3	3	100
2	2	2	3	2	2	1	2	2	2	63
3	3	3	3	3	3	3	3	3	3	91
3	4	2	3	2	2	2	2	2	2	79
3	1	3	2	2	2	2	2	2	2	51
2	3	2	2	2	2	2	2	2	2	72
3	3	3	2	2	2	3	2	2	2	68
2	2	2	3	3	3	2	2	3	3	72
4	4	4	4	4	4	4	4	4	4	120
4	2	2	4	3	4	4	4	4	4	99
4	3	3	3	4	3	4	3	4	3	100

0.63	0.648	0.488	0.719	0.782	0.764	0.775	0.814	0.77	0.795
0.63	0.648	0.488	0.719	0.782	0.764	0.775	0.814	0.77	0.795
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

0.526	0.682	0.45	0.411	0.576	0.45	0.621	0.513	0.576	0.553
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Instrument of Questionnaire

“Students' Attitude Towards Using Facebook in Writing Skill” (An Analysis at The Fifth 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.

4. Respondent Identity:

Name : **Ainul Mardiyah**

NIM : 18551003

Class : TBI 5A

5. Direction

H. Your identity is guaranteed confidentiality.

I. 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
A.	I like writing English on Facebook because it can train me to comprehend the content that I write. <i>(Saya suka menulis Bahasa Inggris di facebook karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>		√		
B.	I am fond of writing English on Facebook because it can drive my awareness of the content that I write. <i>(Saya gemar menulis Bahasa Inggris di facebook karena itu bisa mendorong kesadaran saya akan isi yang saya tulis.)</i>			√	
C.	I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis bahasa Inggris di Facebook karena dapat melatih saya untuk memahami organisasi ide yang saya tulis.)</i>		√		
D.	Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that I write. <i>(Menulis bahasa Inggris di Facebook membuat saya terpesona karena dapat meningkatkan kesadaran saya tentang organisasi ide yang saya tulis.)</i>		√		

	<i>tulis)</i>				
E.	I like writing English on Facebook because it can improve my language use in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan penggunaan bahasa saya dalam menulis.)</i>			√	
F.	I am interested in writing English on Facebook because it can hone my language use in writing. <i>(Saya tertarik menulis bahasa Inggris di Facebook karena dapat mengasah penggunaan bahasa saya dalam menulis.)</i>			√	
G.	I prefer writing English on Facebook because it can increase my vocabularies in writing. <i>(Saya lebih suka menulis bahasa Inggris di Facebook karena dapat menambah kosakata saya dalam menulis.)</i>			√	
H.	I am driven to write English on Facebook because it gives me a big opportunity to practice with vocabularies for writing. <i>(Saya terdorong untuk menulis bahasa Inggris di Facebook karena ini memberi saya kesempatan besar untuk berlatih dengan kosakata untuk menulis.)</i>		√		
I.	I love writing English on Facebook because it can improve my mechanics in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan mekanisme saya dalam menulis.)</i>			√	
J.	I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing. <i>(Saya memiliki minat yang besar untuk menulis bahasa Inggris di Facebook karena hal itu memicu kesadaran saya tentang mekanik dalam menulis.)</i>		√		
K.	I will continue to write English on Facebook to increase my ability to provide good contents during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam menyediakan konten yang baik selama menulis.)</i>			√	
L.	I am disposed to write English on Facebook because this way leads me to managing good writing contents. <i>(Saya cenderung menulis bahasa Inggris di Facebook karena cara ini mengarahkan saya untuk mengelola konten tulisan yang baik).</i>		√		
M.	I will continue to write English on Facebook to increase my ability to organize ideas well during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam mengatur ide dengan baik selama menulis.)</i>			√	
N.	I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write. <i>(Saya ingin tetap menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk berlatih mengelola ide-ide bagus untuk menulis.)</i>			√	
O.	I will continue to write English on Facebook more often because I want to hone my language use.			√	

	<i>(Saya akan terus menulis bahasa Inggris di Facebook lebih sering karena saya ingin mengasah penggunaan bahasa saya.)</i>				
P.	I want to write English on Facebook more often because this makes me aware of my language use. <i>(Saya ingin lebih sering menulis bahasa Inggris di Facebook karena ini membuat saya sadar akan penggunaan bahasa saya.)</i>			√	
Q.	I will continue writing English on Facebook because this way is influential to my vocabulary enrichment. <i>(Saya akan terus menulis bahasa Inggris di Facebook karena cara ini berpengaruh pada pengayaan kosakata saya.)</i>			√	
R.	I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively. <i>(Saya ingin terus menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk menggunakan kosakata secara kreatif.)</i>			√	
S.	I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing. <i>(Saya ingin terus menulis bahasa Inggris di Facebook lebih sering karena cara ini membuat saya sadar akan mekanisme selama menulis.)</i>			√	
T.	I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing. <i>(Saya akan menjadikan menulis bahasa Inggris di Facebook sebagai bagian dari kebiasaan belajar saya sehingga saya terbiasa berurusan dengan mekanik saat menulis.)</i>			√	
U.	In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be. <i>(Menurut saya, semakin banyak saya menulis bahasa Inggris di Facebook, semakin baik pemahaman saya tentang konten tulisan..)</i>			√	
V.	I think, writing English on Facebook can make me accustomed to consider good writing contents. <i>(Menurut saya, menulis bahasa Inggris di Facebook bisa membuat saya terbiasa mempertimbangkan konten tulisan yang bagus.)</i>			√	
W.	In my perception, the more I write English using Facebook, the better I can manage ideas to write. <i>(Dalam persepsi saya, semakin banyak saya menulis bahasa Inggris menggunakan Facebook, semakin baik saya mengelola ide untuk menulis.)</i>			√	
X.	In my consideration, writing English on Facebook can be of practical ways to deal with idea organization <i>(Menurut pertimbangan saya, menulis bahasa Inggris di Facebook bisa menjadi cara praktis untuk menangani organisasi ide.)</i>			√	
Y.	I perceive that writing English on Facebook can train me to hone my language use in writing. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya mengasah penggunaan bahasa saya dalam menulis.)</i>		√		
Z.	In my opinion, the quality of language use can be enhanced by using Facebook as a practical medium of writing. <i>(Menurut saya, kualitas penggunaan bahasa bisa ditingkatkan dengan menggunakan Facebook sebagai media praktis menulis.)</i>		√		

AA.	I believe that writing English on Facebook will give me a big chance to work with English vocabularies. <i>(Saya percaya bahwa menulis bahasa Inggris di Facebook akan memberi saya kesempatan besar untuk mempelajari kosakata bahasa Inggris.)</i>		√		
BB.	In my consideration, I can activate more English vocabularies by means of writing English on Facebook. <i>(Dalam pertimbangan saya, saya dapat mengaktifkan lebih banyak kosakata bahasa Inggris dengan cara menulis bahasa Inggris di Facebook.)</i>		√		
CC.	I perceive that writing English on Facebook can train me to increase my ability to use mechanics. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya untuk meningkatkan kemampuan saya dalam menggunakan mekanik.)</i>		√		
DD.	In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during writing. <i>(Menurut saya, kebiasaan menulis bahasa Inggris di Facebook dapat mempengaruhi kemampuan saya menggunakan mekanik dengan baik saat menulis.)</i>		√		

Instrument of Questionnaire

“Students' Attitude Towards Using Facebook in Writing Skill” (An Analysis at The Fifth 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.

J. Respondent Identity:

Name : **Anggun**
NIM : 18551005
Class : TBI 5A

K. 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
3.	I like writing English on Facebook because it can train me to comprehend the content that I write. <i>(Saya suka menulis Bahasa Inggris di facebook karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>				√
4.	I am fond of writing English on Facebook because it can drive my awareness of the content that I write. <i>(Saya gemar menulis Bahasa Inggris di facebook karena itu bisa mendorong kesadaran saya akan isi yang saya tulis.)</i>			√	
5.	I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis bahasa Inggris di Facebook karena dapat melatih saya untuk memahami organisasi ide yang saya tulis.)</i>			√	
6.	Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that I write. <i>(Menulis bahasa Inggris di Facebook membuat saya terpesona karena dapat meningkatkan kesadaran saya tentang organisasi ide yang saya</i>			√	

	<i>tulis)</i>				
7.	I like writing English on Facebook because it can improve my language use in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan penggunaan bahasa saya dalam menulis.)</i>			✓	
8.	I am interested in writing English on Facebook because it can hone my language use in writing. <i>(Saya tertarik menulis bahasa Inggris di Facebook karena dapat mengasah penggunaan bahasa saya dalam menulis.)</i>			✓	
9.	I prefer writing English on Facebook because it can increase my vocabularies in writing. <i>(Saya lebih suka menulis bahasa Inggris di Facebook karena dapat menambah kosakata saya dalam menulis.)</i>			✓	
10.	I am driven to write English on Facebook because it gives me a big opportunity to practice with vocabularies for writing. <i>(Saya terdorong untuk menulis bahasa Inggris di Facebook karena ini memberi saya kesempatan besar untuk berlatih dengan kosakata untuk menulis.)</i>				✓
11.	I love writing English on Facebook because it can improve my mechanics in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan mekanisme saya dalam menulis.)</i>				✓
12.	I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing. <i>(Saya memiliki minat yang besar untuk menulis bahasa Inggris di Facebook karena hal itu memicu kesadaran saya tentang mekanik dalam menulis.)</i>				✓
13.	I will continue to write English on Facebook to increase my ability to provide good contents during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam menyediakan konten yang baik selama menulis.)</i>		✓		
14.	I am disposed to write English on Facebook because this way leads me to managing good writing contents. <i>(Saya cenderung menulis bahasa Inggris di Facebook karena cara ini mengarahkan saya untuk mengelola konten tulisan yang baik).</i>			✓	
15.	I will continue to write English on Facebook to increase my ability to organize ideas well during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam mengatur ide dengan baik selama menulis.)</i>			✓	
16.	I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write. <i>(Saya ingin tetap menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk berlatih mengelola ide-ide bagus untuk menulis.)</i>			✓	
17.	I will continue to write English on Facebook more often because I want to hone my language use.			✓	

	<i>(Saya akan terus menulis bahasa Inggris di Facebook lebih sering karena saya ingin mengasah penggunaan bahasa saya.)</i>				
18.	I want to write English on Facebook more often because this makes me aware of my language use. <i>(Saya ingin lebih sering menulis bahasa Inggris di Facebook karena ini membuat saya sadar akan penggunaan bahasa saya.)</i>			✓	
19.	I will continue writing English on Facebook because this way is influential to my vocabulary enrichment. <i>(Saya akan terus menulis bahasa Inggris di Facebook karena cara ini berpengaruh pada pengayaan kosakata saya.)</i>				✓
20.	I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively. <i>(Saya ingin terus menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk menggunakan kosakata secara kreatif.)</i>			✓	
21.	I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing. <i>(Saya ingin terus menulis bahasa Inggris di Facebook lebih sering karena cara ini membuat saya sadar akan mekanisme selama menulis.)</i>				✓
22.	I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing. <i>(Saya akan menjadikan menulis bahasa Inggris di Facebook sebagai bagian dari kebiasaan belajar saya sehingga saya terbiasa berurusan dengan mekanik saat menulis.)</i>				✓
23.	In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be. <i>(Menurut saya, semakin banyak saya menulis bahasa Inggris di Facebook, semakin baik pemahaman saya tentang konten tulisan..)</i>				✓
24.	I think, writing English on Facebook can make me accustomed to consider good writing contents. <i>(Menurut saya, menulis bahasa Inggris di Facebook bisa membuat saya terbiasa mempertimbangkan konten tulisan yang bagus.)</i>				✓
25.	In my perception, the more I write English using Facebook, the better I can manage ideas to write. <i>(Dalam persepsi saya, semakin banyak saya menulis bahasa Inggris menggunakan Facebook, semakin baik saya mengelola ide untuk menulis.)</i>				✓
26.	In my consideration, writing English on Facebook can be of practical ways to deal with idea organization <i>(Menurut pertimbangan saya, menulis bahasa Inggris di Facebook bisa menjadi cara praktis untuk menangani organisasi ide.)</i>				✓
27.	I perceive that writing English on Facebook can train me to hone my language use in writing. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya mengasah penggunaan bahasa saya dalam menulis.)</i>				✓
28.	In my opinion, the quality of language use can be enhanced by using Facebook as a practical medium of writing. <i>(Menurut saya, kualitas penggunaan bahasa bisa ditingkatkan dengan menggunakan Facebook sebagai media praktis menulis.)</i>			✓	

29.	I believe that writing English on Facebook will give me a big chance to work with English vocabularies. <i>(Saya percaya bahwa menulis bahasa Inggris di Facebook akan memberi saya kesempatan besar untuk mempelajari kosakata bahasa Inggris.)</i>				✓
30.	In my consideration, I can activate more English vocabularies by means of writing English on Facebook. <i>(Dalam pertimbangan saya, saya dapat mengaktifkan lebih banyak kosakata bahasa Inggris dengan cara menulis bahasa Inggris di Facebook.)</i>				✓
31.	I perceive that writing English on Facebook can train me to increase my ability to use mechanics. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya untuk meningkatkan kemampuan saya dalam menggunakan mekanik.)</i>				✓
32.	In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during writing. <i>(Menurut saya, kebiasaan menulis bahasa Inggris di Facebook dapat mempengaruhi kemampuan saya menggunakan mekanik dengan baik saat menulis.)</i>				✓

Instrument of Questionnaire

“Students' Attitude Towards Using Facebook in Writing Skill” (An Analysis at The Fifth 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.

33. Respondent Identity:

Name : Fratiwi Nanda Dwiwahyuni

NIM : 18551025

Class : TBI 5 B

34. Direction

L. Your identity is guaranteed confidentiality.

M. 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 English on Facebook because it can train me to comprehend the content that I write. <i>(Saya suka menulis Bahasa Inggris di facebook karena itu bisa melatih saya untuk memahami isi yang saya tulis.)</i>		✓		
2.	I am fond of writing English on Facebook because it can drive my awareness of the content that I write. <i>(Saya gemar menulis Bahasa Inggris di facebook karena itu bisa mendorong kesadaran saya akan isi yang saya tulis).</i>		✓		
3.	I am motivated to write English on Facebook because it can train me to comprehend the organization of ideas that I write. <i>(Saya termotivasi untuk menulis bahasa Inggris di Facebook karena dapat melatih saya untuk memahami organisasi ide yang saya tulis.)</i>		✓		
4.	Writing English on Facebook fascinates me because it can increase my awareness of the idea organization that I write. <i>(Menulis bahasa Inggris di Facebook membuat saya terpesona karena dapat meningkatkan kesadaran saya tentang organisasi ide yang saya tulis.)</i>		✓		

	<i>tulis)</i>				
5.	I like writing English on Facebook because it can improve my language use in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan penggunaan bahasa saya dalam menulis.)</i>		✓		
6.	I am interested in writing English on Facebook because it can hone my language use in writing. <i>(Saya tertarik menulis bahasa Inggris di Facebook karena dapat mengasah penggunaan bahasa saya dalam menulis.)</i>		✓		
7.	I prefer writing English on Facebook because it can increase my vocabularies in writing. <i>(Saya lebih suka menulis bahasa Inggris di Facebook karena dapat menambah kosakata saya dalam menulis.)</i>		✓		
8.	I am driven to write English on Facebook because it gives me a big opportunity to practice with vocabularies for writing. <i>(Saya terdorong untuk menulis bahasa Inggris di Facebook karena ini memberi saya kesempatan besar untuk berlatih dengan kosakata untuk menulis.)</i>		✓		
9.	I love writing English on Facebook because it can improve my mechanics in writing. <i>(Saya suka menulis bahasa Inggris di Facebook karena dapat meningkatkan mekanisme saya dalam menulis.)</i>		✓		
10.	I have a great interest in writing English on Facebook because it triggers my awareness of mechanics in writing. <i>(Saya memiliki minat yang besar untuk menulis bahasa Inggris di Facebook karena hal itu memicu kesadaran saya tentang mekanik dalam menulis.)</i>		✓		
11.	I will continue to write English on Facebook to increase my ability to provide good contents during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam menyediakan konten yang baik selama menulis.)</i>		✓		
12.	I am disposed to write English on Facebook because this way leads me to managing good writing contents. <i>(Saya cenderung menulis bahasa Inggris di Facebook karena cara ini mengarahkan saya untuk mengelola konten tulisan yang baik).</i>		✓		
13.	I will continue to write English on Facebook to increase my ability to organize ideas well during writing. <i>(Saya akan terus menulis bahasa Inggris di Facebook untuk meningkatkan kemampuan saya dalam mengatur ide dengan baik selama menulis.)</i>		✓		
14.	I want to keep writing English on Facebook because this way provides me a chance to practice managing good ideas to write. <i>(Saya ingin tetap menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk berlatih mengelola ide-ide bagus untuk menulis.)</i>		✓		
15.	I will continue to write English on Facebook more often because I want to hone my language use.		✓		

	<i>(Saya akan terus menulis bahasa Inggris di Facebook lebih sering karena saya ingin mengasah penggunaan bahasa saya.)</i>				
16.	I want to write English on Facebook more often because this makes me aware of my language use. <i>(Saya ingin lebih sering menulis bahasa Inggris di Facebook karena ini membuat saya sadar akan penggunaan bahasa saya.)</i>		✓		
17.	I will continue writing English on Facebook because this way is influential to my vocabulary enrichment. <i>(Saya akan terus menulis bahasa Inggris di Facebook karena cara ini berpengaruh pada pengayaan kosakata saya.)</i>		✓		
18.	I want to continuously write English on Facebook because this way gives me a chance to use vocabularies creatively. <i>(Saya ingin terus menulis bahasa Inggris di Facebook karena cara ini memberi saya kesempatan untuk menggunakan kosakata secara kreatif.)</i>		✓		
19.	I want to continuously write English on Facebook more often because this way makes me aware of mechanics during writing. <i>(Saya ingin terus menulis bahasa Inggris di Facebook lebih sering karena cara ini membuat saya sadar akan mekanisme selama menulis.)</i>		✓		
20.	I will make writing English on Facebook part of my learning habit so that I am accustomed to dealing with mechanics during writing. <i>(Saya akan menjadikan menulis bahasa Inggris di Facebook sebagai bagian dari kebiasaan belajar saya sehingga saya terbiasa berurusan dengan mekanik saat menulis.)</i>		✓		
21.	In my opinion, the more I write English on Facebook, the better my comprehension of the content in writing will be. <i>(Menurut saya, semakin banyak saya menulis bahasa Inggris di Facebook, semakin baik pemahaman saya tentang konten tulisan..)</i>		✓		
22.	I think, writing English on Facebook can make me accustomed to consider good writing contents. <i>(Menurut saya, menulis bahasa Inggris di Facebook bisa membuat saya terbiasa mempertimbangkan konten tulisan yang bagus.)</i>		✓		
23.	In my perception, the more I write English using Facebook, the better I can manage ideas to write. <i>(Dalam persepsi saya, semakin banyak saya menulis bahasa Inggris menggunakan Facebook, semakin baik saya mengelola ide untuk menulis.)</i>		✓		
24.	In my consideration, writing English on Facebook can be of practical ways to deal with idea organization <i>(Menurut pertimbangan saya, menulis bahasa Inggris di Facebook bisa menjadi cara praktis untuk menangani organisasi ide.)</i>		✓		
25.	I perceive that writing English on Facebook can train me to hone my language use in writing. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya mengasah penggunaan bahasa saya dalam menulis.)</i>		✓		
26.	In my opinion, the quality of language use can be enhanced by using Facebook as a practical medium of writing. <i>(Menurut saya, kualitas penggunaan bahasa bisa ditingkatkan dengan menggunakan Facebook sebagai media praktis menulis.)</i>		✓		

27.	I believe that writing English on Facebook will give me a big chance to work with English vocabularies. <i>(Saya percaya bahwa menulis bahasa Inggris di Facebook akan memberi saya kesempatan besar untuk mempelajari kosakata bahasa Inggris.)</i>		✓		
28.	In my consideration, I can activate more English vocabularies by means of writing English on Facebook. <i>(Dalam pertimbangan saya, saya dapat mengaktifkan lebih banyak kosakata bahasa Inggris dengan cara menulis bahasa Inggris di Facebook.)</i>		✓		
29.	I perceive that writing English on Facebook can train me to increase my ability to use mechanics. <i>(Saya merasa menulis bahasa Inggris di Facebook dapat melatih saya untuk meningkatkan kemampuan saya dalam menggunakan mekanik.)</i>		✓		
30.	In my opinion, the habit of writing English on Facebook can affect my ability to use mechanics properly during writing. <i>(Menurut saya, kebiasaan menulis bahasa Inggris di Facebook dapat mempengaruhi kemampuan saya menggunakan mekanik dengan baik saat menulis.)</i>		✓		

13:39

0,06K/d hajasn XL 4G 38%



+62 858-3287-84...



28 JUNI 2020

Kode keamanan +62 858-3287-8403 berubah. Ketuk untuk info selengkapnya.

14 JULI 2020

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22 SEPTEMBER 2020

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19 OKTOBER 2020

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HARI INI



Instrument of Questionnaire haja...

4 halaman • DOCX

13.35



Terimksih bnyk atas bntuannya DX,, 🙏🙏🙏

13.38 ✓✓



Ketik pesan



9:11

0,71K/d hajasn XL H+ 80%



+62 831-7275-61...



BLOKIR

TAMBAH

HARI INI

🔒 Pesan yang dikirim ke chat ini dan panggilan kini diamankan dengan enkripsi end-to-end. Ketuk untuk info selengkapnya.



Instrument of Questionnaire haja...



DOCX

09.05

Alhamdulillah terimakasih bnyk DX atas bntuan nyo semoga kmu lncar jngo Sampek akhir yo 😊😊



09.07 ✓✓

Amiin yukk.. Smoga ayuk juga cepet slesai skripsinya 🙏

09.08

+62 831-7275-6176

Amiin yukk.. Smoga ayuk juga cepet slesai skripsinya 🙏

Aminnn terimakasih bnyk Yo dx 😊😊 🙏 🙏

09.08 ✓✓

Ma ama yuk 09.09

lyo dx 😊

09.11 ✓



Ketik pesan



9:11

0,29K/d hajasn XL H+ 80%



+62 813-6914-12...



28 JULI 2020

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Kode keamanan +62 813-6914-1291 berubah. Ketuk untuk info selengkapnya.

30 SEPTEMBER 2020

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HARI INI



Instrument of Questionnaire haja...

4 halaman • DOCX

09.03

Ayuk itu dari Tezi TBI 5C 09.05

Alhamdulillah terimakasih bnyk DX atas bntuan nyo semoga kmu Incar jugo Sampek akhir yo 😊😊



09.06 ✓✓

Aminn semngat ayuk 🍊 09.06

Aminnn lyo dx terimakasih yo dx 😊😊😊

09.07 ✓✓



Ketik pesan



9:12

0,23K/d hajasn XL H+ 79%



+62 822-8006-81...
online



17 APRIL 2020

🔒 Pesan yang dikirim ke chat ini dan panggilan kini diamankan dengan enkripsi end-to-end. Ketuk untuk info selengkapnya.

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31 MEI 2020

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15 SEPTEMBER 2020

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HARI INI



Instrument of Questionnaire haja...



4 halaman • DOCX

09.11

Alhamdulillah terimakasih bnyk DX atas bntuan nyo semoga kmu Incar jugo Sampek akhir yo 😊😊



09.12 ✓✓



Ketik pesan



13:29

2,09K/d

hajasn

XL H+

59%



+62 823-7390-53...

terakhir dilihat 24/08/20



20 DESEMBER 2020



Instrument of Questionnaire haja...

4 halaman • DOCX

05.55



Terimksih dx 08.25 ✓✓

Oke yuk 08.29



Instrument of Questionnaire haja...

4 halaman • DOCX

10.59



Mksih dx 14.29 ✓✓

21 DESEMBER 2020

Idak ad lgi yg ngirim kek adx? 10.52 ✓✓

23 DESEMBER 2020

Dx Ayuk mintk tolong nyan,, Ayuk mintk cak 10 orang lgi jdilh yg ngisih DX,, Ayuk mohon nyan

09.41



Iyo yuk gek yo, kami lagi kuliah 🙏🙏 . Agek aku



Ketik pesan

