

**STUDENTS' ATTITUDES TOWARD ENGLISH
WRITING ACTIVITIES AT SMP NEGERI 29 MEDAN**

A THESIS

**Submitted to the Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

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DECLARATION

I have familiarized with the University's policy on academic integrity. Except where appropriately acknowledged this thesis is my own work, has been expressed in my own words, and has not been previously submitted for assessment.

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BIOGRAPHY

The writer's name is Novita. She was born on January, 6th 2001 at Jatimulyo, kec Pegajahan, Kab. Serdang Bedagai. People usually call her Novi or Nopik. She is the oldest child and first grandchild in her family. She is the first child of Mr. Paino and Mrs. Jumiani. She has one sister, her name is Ade nonita.

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ABSTRACT

Novita. Registration Number: 2182121005. Students' Attitudes toward English Writing Activities at SMP Negeri 29 Medan. A Thesis. English and Literature Department. Faculty of Languages and Arts. Universitas Negeri Medan, 2022.

This study aimed to analyze the students' attitudes toward English writing activities. The method of this study was descriptive qualitative by conducting the in-depth interview and questionnaire sheets. The data of this study were transcription of the students' attitudes toward English writing activities especially in recount text topic. Moreover, the data sources were 31 students at grade 8 of SMP Negeri 29 Medan. The results showed that the dominant components of students' attitudes in English writing activities was affective component (60,75%), followed by conative component (58,06%) and cognitive component (54,8%) which could be interpreted that the students had positive attitude regarding to the writing of recount text. It was reflected from three components. For cognitive component, the students believed that their writing skills will be better after studying the material despite the many difficulties encountered when writing recount text. For affective component, the students felt happy, interested and really enjoyed the lesson. And for conative component, the students were able to pay attention during teacher explained about material, asked questions about material that has been understood and always discussed it with friends. So that, this indicated that their overall attitude was positive.

Keywords: Attitude, Affective Component, Writing Activities, Recount Text, Descriptive Qualitative Method

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CHAPTER 1

INTRODUCTION

A The Background of the Study

In learning English, students are required to master four language skills, there are listening, speaking, reading and writing. However, one of the language skills that encourage students to be more productive and creative is writing skills. Writing is one way of providing variety in classroom procedure. Writing skills can be a benchmark for English language skills. It helped the students to hone their understanding of vocabulary, structure and complement other language skills.

Writing as a productive skill is considered more difficult because the process involved thinking skills and the rules are more stringent. Everything that is shared has certainly gone through a process of being thought carefully until it is processed as well as possible. In writing activities, a student needs to express her ideas, experiences, thoughts, and feelings in a paper. In addition, writing must also be supported by adequate language components such as grammar and vocabulary (Harmer, 2003: 255).

In the Indonesian context where English is taught as a foreign language, students learn to write only for exam purposes and to get good scores. Therefore, it is not uncommon for students to feel dissatisfied with the writing activities. This is influenced by their respective attitudes.

Attitude is one of the success factors in writing learning. It played a key role in students' achievement. It included students' beliefs, feelings and behavior.

According to Baker (1992, p.12) Attitudes can be divided into three main components. They are cognitive, affective and conative. Cognitive refers to the beliefs or thoughts. Affective refers to the feelings. And Conative refers to the behaviors or experiences. However, we can not see an attitude as we can see a speed of train, because attitudes are in people's heads and can only be inferred from their responses.

The attitude toward writing is very important because it will influence their performance of a lesson. However, not all students have the same attitudes of their views in writing even though they receive the same information or instructions from the teacher. This condition is one of the caused of the low achievement obtained by students in writing because the attitudes of students toward writing can reflect their effort to achieve the target.

In the teaching writing, it is essential for the teacher to recognized their students' attitudes as it can help them predicted what factors might affect the students reflecting such attitude both positives or negatives during writing activities. Therefore, the teacher should found the best strategy to solve any problems that students faced during writing learning to achieve the target achievement.

Ideally, students should have a positive attitude towards writing as it can help them achieve better writing achievement. However, based on fact students' attitudes towards written tasks are artificial without a reasonable goal. This is due to writing activities in schools are taught through intense instructing. So that, writing activities become more teacher-centered in which the teachers take control

of the class rather than giving opportunity for the students to explore the ideas and creativity by themselves. Whereas writing ability and academic success are closely related because writing attitudes can predict writing achievement.

The preliminary data for this study is based on an interview with the students of grade 8 in SMPN 29 Medan. They showed the attitude that they have a desire to learn. Many of them want to improve their writing and read and write more vocabulary. But, actually they do not know the context of writing. On the other hand, they have million thoughts and feelings to be written, however, they cannot write it because they do not know how about organizing their ideas and knowledge of language components such as vocabulary and grammar itself. Most of them claimed that they like the way the teacher teaches them, but they are not given opportunity to learn more about writing. Besides that, they feel not compelled to follow this lesson because they are not given the opportunity to expressing ideas and combine sentences.

From the previous study, some researchers discuss about students' attitudes in writing. One of them is about students' attitudes toward learning English by Susanti, et.al (2019). The researchers stated that how the attitude displayed by students will determine the behavior, actions, and involvement of students in the learning process, so that it lead to the level of student understanding or student success in mastering the material. The results showed that the students reflected positive attitudes toward learning English, because the English teacher knew the factors affect students' positive attitudes so that he could apply the best strategy to maintain this condition.

Based on the background above, this study focused on analyzing students' attitudes toward English writing activities. This study is hoped to contribute to our knowledge in the field of students' attitudes and provided understanding to English teachers about the important things that must be considered to increase students' achievement in learning English, especially in writing subjects.

B The Problems of the Study

Based on the background of the study, the problems of the study are formulated as follows:

1. What is the dominant component of students' attitudes toward English writing activities?
2. How are students' attitudes toward English Writing Activities?

C The Objectives of the Study

1. To find out the dominant component of students' attitudes in English Writing Activities in the classroom
2. To find out how the students' attitudes toward their English writing activities

D The Scope of the Study

Based on the identification of the problems formulated above, the researcher has scoped of this study. This study only limited on the students' attitudes toward their experiences in English writing activities during in the classroom. Then, the researcher focused only on analyzing students' attitude when they learn about recount text topics in term of writing skills.

E The Significances of the Study

The significances of this study expected to give benefit both theoretically and practically

1. Theoretically

The findings of this study can be used as input in the process of teaching English writing, so that teachers can determine the right teaching method in teaching writing. Besides that, the results of this study can be used as a reference for those who want to do the further of the study with the same topic

2. Practically

a. For the teachers

The results of this study are expected to be useful for the English teachers to know the students' attitudes toward writing learning implemented. So that, it will be a reflection for teachers to determine the teaching method to be implemented in order to achieve students' achievement.

b. For the students

The results of this study are expected to become one of considerable reading materials and also become a sample for the students in dealing with their attitudes in writing.

c. For the further researchers

The results of this study are expected to inspire or be a reference for other researchers to conduct the further of the study to find out if there is possibility attitude will be changed from positive to negative, especially from educational factors.

CHAPTER II

REVIEW OF RELATED LITERATURE

A Theoretical Framework

1. Attitude

1.1 The Nature of Attitude

Generally, attitude is defined as a settled behavior as indicating opinion. Baker (1992, p.10) in his book stated that attitude as a hypothetical construct used to explain the direction and persistence of human behavior. Similarly, Inal, et al (2003, p.41) in his study said that attitude refers to someone's feelings and shaped our behaviors towards learning. Based on the opinions above, attitude is a human way of thinking that affected their behavior and it is not only about behavior, but also about feelings and beliefs about something. Moreover, the attitude towards an object can be inferred from the response, both verbal and non-verbal response to the object in question.

Related to attitudes towards learning to write, Attitude is an important aspect that contributes to the students behavior in following the teaching and learning process such as the actions taken to learn, their efforts, their motivation, and many more. How much effort students put into learning to write depended partly on attitudes. Attitudes are what people thinking or feeling about something. They can be positive or negative.

Moreover, Attitude towards learning to write is believed to influence students' behavior and achievement. In other words, Attitude can be said as the biggest determining factor in student progress itself. It will be seen how interested

they are in the writing that will show their chances of success. In other words, what someone interest or not interest can influence their personal with show the positive or negative attitude towards the object. Then, to categorize positive or negative attitude, it depended on the students' interest towards the lessons they want to learn.

Positive attitude was an act of approaching, loving, and hoping for an object. Positive attitude indicated situation when students have more enthusiasm to learn, such as being active in a learning session. Contrary, negative attitude tend to avoid, hate, and dislike for an object. Negative attitude indicated a situation where students tend to be quiet, lazy to do the assignments, or embarrassed to ask difficulties materials. If we think about positive things, we will definitely have positive feelings such emotions as joy, gratitude, pleasure or like the situations. Contrary, if we think about negative things, we will definitely have negative feelings such as anger, disappointment, boring or dislike the situations. In other words, Students' positive attitude towards writing will be strengthened by their success in achieving a satisfactory target. In the same way, students' negative attitudes lead to failure in achieving targets.

Moreover, Montano and kasprzyk (2008, p.70) stated that positive and negative attitudes can affect writing learning, where a person who hold beliefs about positive valued outcomes will produce positive attitudes toward the behavior. Contrary, a person who holds beliefs about negative valued outcomes will produce negative attitudes. Besides the way to distinguish either positive or negative is by trying to know and understand the students' responses toward the subject.

Based on explanation above, Attitude is a hypothetical construct that cannot be observed directly, but can be inferred from measurable reactions to the attitude object (Ajzen, 2005, p.3). Attitude was a customary to distinguish verbal and non-verbal response which represented beliefs, feelings and action. It means that beliefs, feelings, and action can be a tool to investigate and classify it whether it is included positive or negative attitude toward writing. In conclusion, attitudes here can be defined as beliefs, feelings, and action that would create positive or negative attitudes towards the writing activities.

1.2 Components of Attitudes

Attitude can be viewed from these three responses. Each of these three responses has different features to bring out results of attitude. According to Baker (1992, p.12), there are three components that shape an attitude. They are as follows:

a. Cognitive

The cognitive component concerned thoughts and beliefs and ideas that are associated with an object. Cognitive is an evaluative beliefs that can be measured by an attitude scale or by asking about thoughts. There are two aspects that can change a person's beliefs, namely messages and information. In this case, belief can be changed when new messages are received or new information is trusted. And when beliefs are changed, an attitude emerges.

The cognitive component involved students' beliefs about the knowledge they receive and the understanding they gain about the language teaching process. It will be based on how much students know about language and their level of understanding. The cognitive can be classified into four steps, they are connecting

the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. For example, in the apperception activity, students are asked to connect the previous topic to the new topic as new knowledge that can be used in various situations.

b. Affective

The affective component concerned the individual's feelings towards the attitude object. Individual's feelings can be influenced by several things including through exposure to those around you. In addition, feelings can also be influenced through moods. A positive mood gives people the energy to be open-minded about information that conflicts with their views. In contrast, people in a negative mood stated only focus on finding information that supports their previous attitude and are less influenced by information that contradicts their attitude. Then, feelings can also be influenced through emotions. The emotions can occurred only when they provide reassurance.

Likewise with learning, the learning process is an emotional process. The emotional process of attitude related to one's feelings towards an object, liking or response to some situation, object or person. For example, for language attitudes in learning English, the affective is a students' liking or disliking of the language and his feelings of pleasure or fear, when he learnt it.

c. Conative

The action or conative component of attitudes concerned a readiness for actions. This component is indicating how a person would act with respect to the object. For example, the conative component of attitude is related to how often a person used a particular language, and what kind experiences he or she has had.

Logically, people who regularly use English in their daily life will be more likely to have a positive attitude towards English and have no anxiety, than other people who have less experience with English.

Basically, behavior can shape attitudes. This behavior can then affect the way of student think and subsequent attitudes. The response of this component is also not always in the form of behavior that can be directly measured but can be in the form of statements or words. For example, a student who did not like learning English will not always show actions that he hated it or he did not come to class in every meeting but prefers to stay in the classroom, however did not pay attention to the teacher and only cheats on homework from his fellow students. In other words, he is more concerned with attendance, than the knowledge he will get. From this example, it is clear that the action or behavior has shown a negative attitude in the behavioral aspect.

Moreover, these three components can be used to understand the students' attitudes toward English writing activities which measured by several aspects, they are: perceived usefulness (cognitive), self-confidence, anxiety, enjoyment (affective), intrinsic motivation (conative).

Cognitive	Perceived usefulness refers to students' perceptions toward the importance of writing in everyday life. Perceived usefulness is believed to have an influence on students' attitudes toward writing subject. If students recognize the importance of writing in their lives, they will become motivated to study, practice, and learn the subject.
Affective	- Self-confidence, confidence in writing refers to students' perceptions of themselves which include feelings about their

	<p>ability to learn and perform better in writing. Students with high self-confidence believe in their abilities that they can succeed, so they can overcome the fear of failure.</p> <ul style="list-style-type: none"> - Anxiety, anxiety refers to the condition of students who experience feelings of worry, helplessness, and pressure that hinder the ability to concentrate and consequently affect learning. Anxiety is believed to have an impact on students' attitudes and learning motivation which has an impact on student achievement. - Enjoyment, enjoyment refers to the extent to which students enjoy taking writing lessons. In other words, the more students enjoy taking writing lessons, the more their understanding and achievement will increase.
Conative	Intrinsic motivation refers to the interest and desire of students to learn. Students are intrinsically motivated to learn to write if they have the desire to do so after finding learning to write interesting.

Table 2.1 Aspect of attitude

1.3 The Characteristics of Attitudes

One of the important aspects to understand human's behavior is attitude measurement. Sax (1980)in Azwar (2011) showed some characteristics of attitudes as following:

- a) Direction, direction is information or instructions about what to do, where to do, or how to do it, whether to agree or disagree, whether to support or not, whether to take sides or not and many more. Someone who agrees, support

and takes sides with an object tend to have a positive attitude and vice versa. It means that if students like learning English, they will follow the instructions given as well as possible and vice versa.

- b) Intensity, intensity means the strength of any behavior, such as an impulse or emotion. This refers to commitment, effort, assertiveness, and focus of attention. It means, if students have a high intensity in learning, then it is not impossible if the attitude that is raised will tend to be positive and the results obtained are satisfactory.
- c) Breadth, it means breadth of view and knowledge. It means, if students have a desire to study seriously, then a broad view tends to arise because of a strong desire and vice versa.
- d) Consistency, it is something we believe in principle and continue to do. It means, in learning English, students must be consistent because if they are not consistent with learning, they will not master English well.
- e) Spontaneity, it is an attitude that is not artificial or natural. It means that when students want to learn to write well, they must have spontaneity, which they must do because of an impulse, not because of interference from others.

1.4 The Factors Affecting Attitudes

According to Baker (1992) quoted by Novitasari (2008; p.15) in his thesis states that there are two factors that influence attitudes, namely as follows:

- a) Social environmental factors

The social environment is a place where we interact or relate to people who have relevance in everyday life. There are three factors which include the social environment, which are follows:

- Social environment near student

Parents, family and friends are people we meet almost every day and they are people who have an important role and have a strong influence on our language learning attitude. First, parents play an important role in influencing attitudes. The active role of parents will have the greatest influence on students' positive and negative attitudes towards language learning. It will depend on the attitude of the home. Second, friends also play a role in influencing attitudes. Class activities and attitudes other students against other people can affect a student's level of confidence in the learning process.

- Learners' experiences and perceptions of the target language speakers and community

Second language learners who have a strong desire and curiosity to learn the culture and speakers of the target language have more opportunities to acquire a more positive attitude towards learning the target language. In other words, he has more knowledge with his curiosity and this can lead to success in learning the language itself. In addition, direct contact with speakers of the target language can also be an experience that can help us in building attitudes towards language learning.

- The perceived social status of the language being studied

This factor refers to the influence of the wider community on attitudes. There are three social elements of society that influence attitudes, namely media

and youth culture, perceptions of usefulness and perceptions of difficulties. First, media and youth culture, For example, a person's attraction to an artist from a target country believed can result in a positive association between that person and the language spoken. Second, perception of usefulness is another factor that influences attitudes. The general statement about English as a world of language and its role as an international language will lead to more positive attitude in language learning because they can see the essence that it can bring their lives today. The perception of usefulness in learning a foreign language will encourage them to study harder to achieve their goals. And third, the perception of difficulty is a factor that also affects attitudes. Many students see language learning as difficult to follow. With the perception of difficulty among these students, it can lead to misconceptions about their attitude in learning the language.

b) Educational environmental factors

Apart from social environmental factors, educational factors also play a big role in influencing students' attitudes towards language learning. The three factors include teacher-related influences, school-related influences, and curriculum.

- Teacher, the way teachers teach languages can influence students' attitudes. Teaching strategies and facilitated textbooks are useless if teacher-student relationships are lacking.
- School, schools which include lesson activities, textbooks, and assessments also affect attitude.
- The curriculum, student dissatisfaction with the curriculum is the main cause of the emergence of negative attitudes in students. For example, the

elimination of English lesson in the primary school curriculum. In addition, uninteresting and irrelevant syllabus and many other activities.

1.5 The importance of students' attitudes

Students are people who have a major contribution in the teaching and learning process. The role of students' attitudes in learning can be a reference for views on the teaching practice. Students' attitudes can provide a big picture of what happening in the classroom. During the teaching and learning process, students receive the same instructions from the teacher, but each of them will take a different view according to their thoughts and feelings. In other words, it is about the thoughts and feelings of human being individually so that it is possible for one person to another to have different understanding even though the object being studied is the same. Understanding these attitudes can be more useful in explaining their behavior than the conclusions teachers sometimes make with good intentions.

According to Scherff & Piazza (2005) combining student perspectives on teaching activities can lead to more productive teaching literacy and can help teachers design activities that encourage greater student motivation and learning. In other words, by investigating students' attitudes about the applied teaching strategies, it will be very beneficial for teachers. Teachers can use an evaluation material to create more effective learning activities according to students' needs. If students benefit from the applied learning strategies, the teacher can improve learning activities so that students are more motivated.

2. Writing

2.1 The Nature of Writing

Writing is one of the components of English language skills. Writing is a very complex skill that demands both physical and mental activity from the students. As stated by Brown (2001, p.335) in his book stated that writing is the written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. It means that writing is not a simple activity. It must go through training and mastery which not every speaker can do spontaneously.

Basically, writing means not just putting one's thoughts on paper, but actually using writing to create new knowledge. In short, the students' goal is to know how to say what he has found in his mind, not in finding and choosing what to say. Fauziati (2015, p.123) quoted by Palmi et.al (2019) stated that they agreed that writing was the most difficult skill to master for foreign language. This is due not only to the need to generate and organize ideas using appropriate choices of vocabulary, sentence, and paragraph organization but also to convert those ideas into legible sentences. So there are still many students who find difficulties in writing even though English subjects are always included in every curriculum.

Furthermore, Harmer (2003) in his book stated that the mastery of writing skills effectively is seen as the main goal for students. Because they have more times to think to express the ideas in writing than they do in oral activities. They

can explore what's on their mind, and can consult reference topics that can help them.

When students are faced with language production, it means that they have to use the knowledge they have to produce good language in written form. Then, if someone wants to write something and he wants to make a perfect work then he must know the writing process.

2.2 The Stages of Writing

Writing activity is not an immediate process. It requires stages to be attained for obtaining good results. Brown (2001, p.348) in his book stated that the writing process consists of three stages called pre-writing, drafting, and revising. These stages are interrelated and cannot be separated because the success of a stage is determined by the success of the previous stage. As Brown (2001) stated that the three stages are as follows:

- Pre-writing

Prewriting is the first stage of the writing process. In this stage, there are various way in order to generate ideas, they can be done by reading a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor-initiated questions and probes and free-writing.

- Drafting

Drafting is the core of the writing process. Drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instructions. At this stage, students begin to write down their ideas on paper with a focus only on the context of organizing the arrangement of ideas. At

this stage, students don't need to be careful with spelling or word choice, they just need to focus on the content of the intended message. But that doesn't mean students can ignore grammatical accuracy, they have to be careful, but it's just that the focus is more on writing fluency. At this stage, ideas are clearer and easier to understand because they are clearly written on paper. Students may refer to this as their first draft which may have some changes later.

- Revising

Revising is the process of reading through what the student has written. During the revision stage, the student should do peer-reviewing for content, re-read the work, check for clarity and cohesion and consider the suggestions submitted to see if the writing needs to be modified or not. In the same stage, editing is made. Editing refers to the correction of grammatical, punctuation, spelling, lexical, and mechanical errors prior to submission on the final product. At this stage, various strategies can be used by students to correct their mistakes. They can work in pairs, in groups, using textbooks or the internet and the last is proofreading.

From the explanation above, it can be concluded that writing is a process in which its activities are not produced immediately. Writing is a series of thought processes arranged or organized by the student during the act of composing whose techniques can be learned and skills can be improved which is the result of putting ideas into sentences on a piece of paper which undergoes several processes to produce a written text.

2.3 The Importance of Writing Activities

Writing activities is very challenging for the students because writing is one of the most difficult language skills. It requires not only the ability to adapt ideas, but also to construct acceptable sentences to create meaningful, logical and understandable works. Basically writing activities can be an important process of teaching and learning because writing can improve students' self-expression, understanding and build knowledge. In addition, writing activities can encourage students to express their understanding and to organize and evaluate their thoughts in written form.

From the explanation above, it can be concluded that writing activities are very useful in our life because if we have something, feeling, or idea in our mind, we can use writing to express it all. Expressing thoughts in writing is not an easy thing for most people and through writing we can create something in written form.

3. Theory of Recount Text

Students in junior high school have learnt several short functional text, one of them is recount text. Anderson, et.al(2003) stated that recount text is a text that retells past events, usually in order in which they happened. The samples of recount text are experiences, diary and personal letters.

Recount text contains some elements, they are social functions, generic structure and language features. The social function of recount text is to retell past experience or events for the purpose of informing or entertaining. Then, the generic structures of recount text are orientation (the setting and introduces the participants), events (chronological sequence) and re-orientation (personal

statement or comment to closes the story). And for language features, they are should fulfilled on specific participants, using material processes, circumstance of time and place, using past tense, and focus on temporal sequence. Furthermore, all the elements have to exist in a recount text, because if one of the elements does not exist, it means that recount text is not correct.

Table 2.2 Basic competences and indicators of descriptive text

Kompetensi Dasar	Indicator Pembelajaran
4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.	<p>4.14.1 Siswa mampu menuliskan ide pokok teks tentang kegiatan, kejadian, peristiwa pendek dan sederhana</p> <p>4.14.2 Siswa mampu menemukan informasi secara jelas dari teks tentang kegiatan, kejadian, peristiwa pendek dan sederhana</p> <p>4.14.3 Siswa mampu menuliskan makna dari kata-kata sulit pada teks tentang kegiatan, kejadian, peristiwa pendek dan sederhana</p>

B Relevant Studies

Relevant studies are used to review other findings to support this study. At first, an article from zahroh, Raikhatuz et.al (2020), entitled *Students' Attitudes*

toward Teacher's Written Corrective Feedback and their Writing Skill. This study intended to examine the students' behavioral, cognitive and emotional attitudes toward teachers' written corrective feedback, as well as the students' competence in writing skills. The results of this study revealed that the participants have a positive attitude towards teachers' corrective feedback. And the majority of students stated that teachers' correction is very useful for them. So based on the results, this study provided an overview for current study about the importance of knowing students' attitude can help the teacher to achieve learning goals .

Moreover, a thesis from Ika Yuliana (2020), entitled *Leaner's Attitude towards Writing Communication Skills*. This study intended to investigate the students' attitudes in cognitive, affective, and behavioral aspects towards written communication skills. The finding revealed that students have a positive attitude in improving English writing skills. It is caused many of them feel that English writing skills is very beneficial and valuable for them. So based on the result, this study can provided additional views on current study that the selecting methods and learning media must be considered to attract their interest in writing activities.

Furthermore, a thesis from Munica Ismiatul Hidayah (2019), entitled *the Influence of Students' Attitudes in Writing Class on their Writing Skill*. This study intended to analyze the vocational high school students' attitudes in writing class on their writing skills. The finding revealed that there was a significant influence between students' attitudes in writing class on their writing skill. It can be seen when students' attitudes grows stronger then writing skill is also getting better. And for instead students' attitudes get weaker then writing skill is also less good. So based on the result, this study can provided an overview of current study

regarding how much effort students put into language learning depends on attitude we have that can improve our skills in English.

Besides that, an article from Muhammad Mukhtar Aliyu and Gambo A. Danladi (2018), entitled *Attitude of Hausa ESL Secondary School Students Towards Spelling and Writing in English*. The study intended to examine the attitude of Hausa ESL secondary school students towards English spelling and writing. The findings of the study revealed that the participants have a positive attitude towards English spelling and writing which reflects the students' awareness of the importance of spelling and writing. The findings also indicated that the students' attitude toward the school use of English is highest, whereas their creativity in writing has the lowest means among the four purposes of writing. So based on the result, this study can provided additional views on current study that the factor that influences students' interest in writing is school use, so it is necessary to develop school writing activities.

Furthermore, an article from Fadhilah, Tesha Fersty, et.al (2018), entitled *Writing Attitude of the Second Grade Students at SMA Abadiah Padang*. This study intended to describe students' writing attitude. The results revealed that the second grade students of SMA Abadiah Padang have positive attitude toward writing. So based on the results, this study provided an overview for current study about developing new techniques in teaching writing to make students get better in writing and writing attitude.

Likewise with relevant studies, based on the researcher for this study is to analyze about the students' attitudes towards English writing activities at SMPN 29 Medan which is the class used by the researcher is grade 8 that consists of 31

students in terms of investigating the attitude during the writing process and the previous studies above have contribution to this study.

C Conceptual Framework

Based on the title of the study, the researcher wanted to analyze the students' attitudes towards English writing activities in the classroom. Researcher conducted this study on the basis of the considerations that positive attitudes led to high achievement results as well. And vice versa, negative attitudes led to low achievement results. Furthermore, the teacher's role is one of the factors that contributed greatly to the formation of students' attitudes. With the good classroom control, it can be ascertained that students' attitudes will be positive and affect their achievement in learning, especially in writing.

This study intended to analyze the students' attitudes towards writing, both positive and negative as well as the dominant component of students' attitude in writing. The goal of this study is to reveal the problems faced by students in writing activities through their attitudes. By knowing the problem faced by the students in writing activities, it is hoped that teachers can provide a better teaching method in learning to improve students' motivation and achievement in English writing activities.

This concept of the study can be illustrated in the following figure:

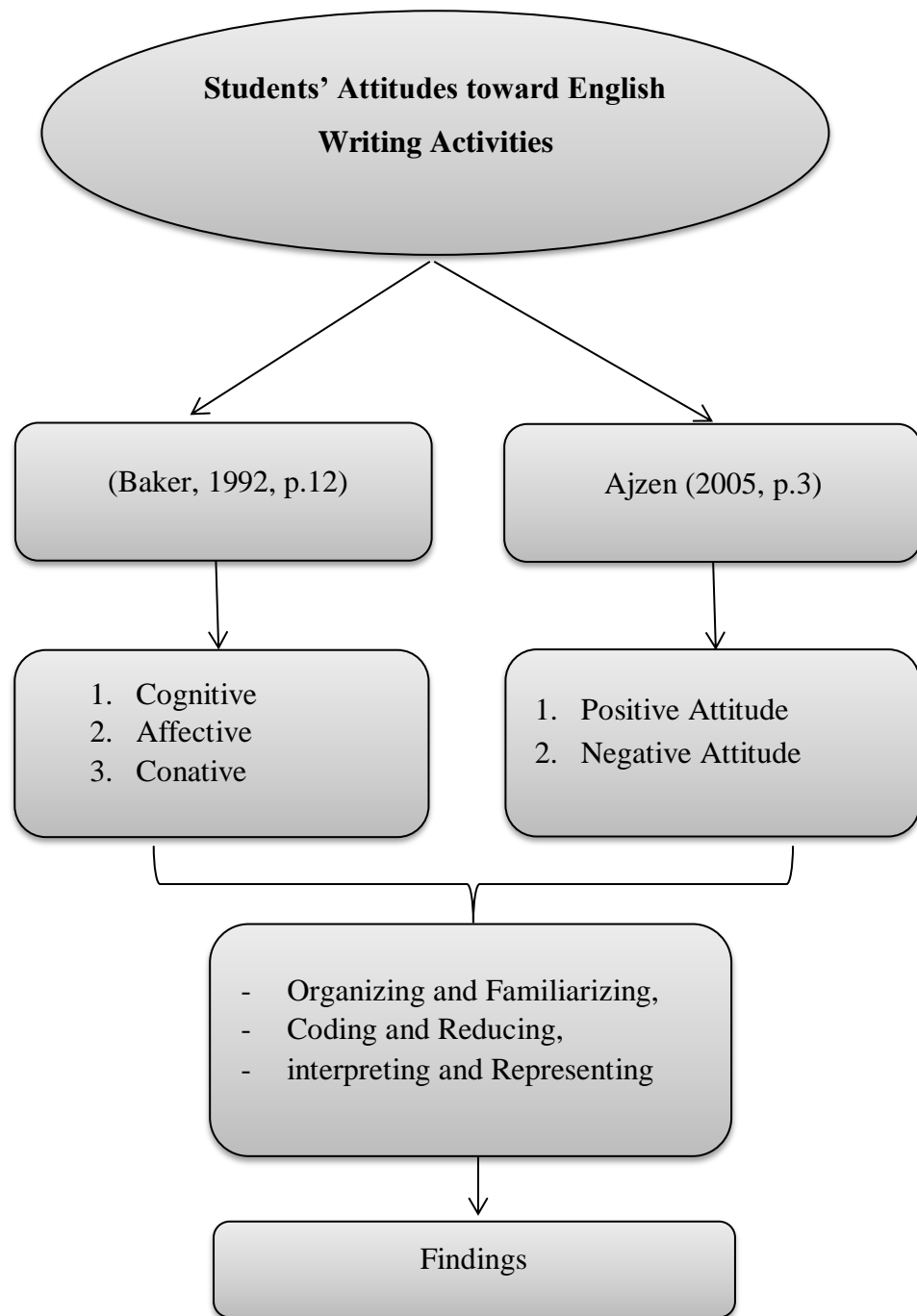


Figure 2.1. Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

Research design is the researcher's plan of how to proceed to gain an understanding of some phenomenon in its context. The research design of this research conducted using a qualitative descriptive method. According to Ary. et.al (2010, p.29) qualitative is used to understand about phenomenon by focusing in the form of words rather than classifying it into variables. Furthermore, Caelli et.al (2003) cited by Suardi, Wahdi (2017, p.120) stated that qualitative descriptive is used to express and understand a phenomenon, process, and perspective or view of life. It is an approach that is very useful when the researcher wanted to know regarding events, who were involved, what was involved, and where did things take place. The use of this research method can help researcher to obtain information directly from those who involved in the phenomenon to be studied. It helped the researcher to find more details information on the students' attitude with their responses to the statement from questionnaire and interview and classify their responses to the components of attitude.

B. Subject of the Research

This research conducted at SMP Negeri 29 Medan which is located on Benteng Hulu Street, Bandar Khalipah, Kec. Percut Sei Tuan, Kab. Deli Serdang,

North Sumatra. Researcher made the students as a subject of the research. Then, the research conducted at grade 8, exactly class 81 that consists of 31 students.

C. Instruments of Collecting Data

Instrument of collecting data is the tools that researcher used in collecting the data. Then, in this research, the data collected using two instruments, as follows:

1) Questionnaires sheets

The questionnaire sheets used to obtain the data related to the closed statement given about the students' attitude toward writing. The purpose of using questionnaire is to extract the data from the respondents which is their responses are limited to answer to predetermined statements. The questionnaires will use a Likert scale which consisted of four scales, namely; strongly disagree, disagree, agree, and strongly agree. By giving the questionnaire sheets, it helped the researcher to analyze the students' attitude in English writing activities as a foreign language.

2) Interview Guides

Interview guides used to support the results of questionnaires sheets. This research used structural interview, where the questions provided with interview guide. According to Heighman and Croke (2009, p.183) the interview is a data collection methods that offered different ways of exploring people's experiences and views. In other words, the participant can clarify directly to the researcher

about the meaning of the statements given if they do not understand. Then, their opinion or responses must be given directly to the researcher. And for this research, the interview took 3-6 minutes long for each interview.

D. Techniques of Collecting Data

The technique of collecting data is the way the researcher did for collecting the data in the research. The researcher collected the data by using descriptive qualitative. Moreover, to describe the students' attitude towards English writing activities, the researcher used some techniques as follows:

1. Questionnaires

First, the questionnaire presented in Indonesian to made it easier for respondents to understand the meaning. After that, the researcher came to the respondents' class to share the questionnaire. Furthermore, the researcher gave instruction to the respondents to give a tick to the statement chosen in questionnaires sheet and the respondent were given the opportunity to write down their choice indefinitely, so that they can respond or answer the statements as honestly as possible.

2. Interview (in depth)

First, the researcher designed the interview questions to strengthen the results of questionnaires. Then, the researcher came to the respondents' class to conducted an interview. The meeting arranged based on the agreed time. Later, the interview conducted individually and using Indonesian for the convenience of the respondents and also to make it easier for researchers to get details and in-depth information. The interview questions covered the general questions that can

fulfill a deep understanding of students' responses collected through questionnaires. The interview were recorded, so that it can be played back to learn more on the data collected and the result of interview in the form of a transcript and translated to English.

E. Techniques of Analyzing Data

There are some techniques used to analyze the data. According to Ary, et.al (2010, p.481) there are three stages in qualitative analysis process, that are organizing and familiarizing, coding and reducing, and interpreting and representing. Some of those steps formulated as below:

- Organizing and Familiarizing

The first stage in analyzing data involved organization and familiarization. Initially, the researcher would first read and re-read the results of questionnaires and listened to audio recordings repeatedly. Then the results of questionnaire and interview are ready to be analyzed. Then, in the analysis process, the data obtained from respondents were transcribed. After the transcription were completed, then proceed with coding and reducing the data.

- Coding and Reducing

After familiarizing with the data, then the process of coding and reducing carried out. At this stage, the researcher conducted an analysis, where the first step were to read and re-read all the data and sort them in the form of categories to categories by looking for meaning in more detail and grouped the statements into each component by scoring the choice statements obtained from respondent. The obtained data would be scored. Each question consists of four available that are:

strongly disagree (SD), disagree (D), Agree (A), and strongly agree (SA). To analyze the results of the questionnaire, the researcher used a percentage system with the following formula:

$$X = \frac{f}{n} \times 100\%$$

With ; X = The percentage

f = Frequency of respondents

n = Number of respondents

So, after the data is thoroughly analyzed, the next step is interpretation.

- Interpreting and Representing

At this stage, what we know needed to be confirmed and supported by the data. The procedure most often used by qualitative researchers is to reported by theme, topic, or case and demonstrate it through descriptive detail. And the results of the questionnaires and interview presented in the form of a descriptive explanation.

Based on the stages above, at first, the data gathered from the questionnaires and interview section. And then, the researcher read the data several times to understand the information obtained and transcribed. Then, the transcription were scored and categorized in detail. The last, the data analysis were interpreted using descriptive written explanation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the research findings and discussion dealing with the data collected during the research. In this section, the first answer for the research problem about the dominant components of students' attitudes and the second answer for the research problem about the students' attitudes toward English writing activities. The data of the first problem served in the numbers and it is explained descriptively.

A. DATA ANALYSIS

In analyzing the data, this research followed the step of analyze the data, they are organizing, coding and interpreting. First, the data gathered from the questionnaire to answer the first problem and then interview section to answer the second problem. And then in organizing stage, the researcher read the data several times to understand the information obtained and transcribed. Then, in coding and reducing stage, the transcription were categorized into their types and then counting the percentage of students' attitudes using formula. The last, in interpreting and representing, the data were interpreted using descriptive written explanation and concluding the results.

1. The dominant component of students' attitudes toward English writing activities

The dominant components of students' attitudes were measured by using questionnaires. The questionnaire was distributed on June 3, 2022 to respondents

which are 16 students of class VIII-1 A and was distributed on June 10, 2022 to respondents which are 15 students of class VIII-1 B of SMP Negeri 29 Medan. As it was described in the methodology section, the twenty-six items included in questionnaire can be divided into four parts. The first part, including statements 1 to 6, concentrates on the cognitive components. The second part covering statement 7 to 12 focus on the affective components. The third part covering statement 13 to 18 focus on the conative components. And the last part, which included statements 19 to 26 concentrated on the factors affecting attitudes. The results of questionnaire interpreted as follows:

Table 4.1 Cognitive components

No	Statement	SA	A	D	SD
1	Teacher must be able to encourage students to understand recount text in written form well	20 (64,5%)	11 (35,5%)	0 (0%)	0 (0%)
2	I have difficulty in expressing ideas for writing recount text	1 (3,2%)	15 (48,4%)	14 (45,2%)	1 (3,2%)
3	I have difficulty in using language, vocabulary, and grammar in writing recount text	3 (9,7%)	15 (48,4%)	11 (35,5%)	2 (6,4%)
4	I am able to correct my own writing errors	10 (32,3%)	19 (61,3%)	2 (6,4%)	0 (0%)
5	Writing recount text can help to improve my writing skills	16 (51,6%)	15 (48,4%)	0 (0%)	0 (0%)
6	I learned to write recount text just to pass the exam	1	3	22	5

		(3,2%)	(9,7%)	(71%)	(16,1%)
Total		51	78	49	8
Percentage Average		27,3%	42,4%	26,3%	4%

Statement 1, 2, 3, 4, 5 and 6 deal with students' beliefs about the knowledge they receive and the understanding they gain.

The first statement item showed that the domination score for strongly agree option is 64,5%. Then followed by agree option with a percentage 35,5%. It indicated that the respondents totally agree with the first statement which showed that discussing topic with a student is important to encourage students to understand the material. It could be described that the percentage represented the value of the positive attitudes.

For the second statement item showed that 15 respondents or 48,4% chose agree and followed by disagree 45,2% or chosen by 14 respondents. And the options agree and disagree almost at the same level. It indicated that the respondents agree with the second statement which showed that their thought about expressing the idea is very difficult and could be described that the percentage represents the value of the negative attitude.

For the third statement item showed that 15 respondents or 48,4% chose agree and followed by disagree 35,5% or chosen by 11 respondents. It clearly showed that agree option is dominated and the highest score representative of agreement of respondents of their thought about their difficulty in writing recount text and could be described that the percentage represented the value of negative attitude.

For the fourth statement item showed that the domination score for agree option is 61,3%. Then followed by strongly agree option with a percentage 32,3%. As major score, it clearly showed that agree - strongly agree option is dominated or highest value for the positive attitude. The highest score representative of agreements the respondents of their belief to correct the writing errors by themselves. It can be concluded that the most respondents agree and represented the value of positive attitudes.

For the fifth statement item showed that the domination score for strongly agree option is 51,6%. Then followed by agree option with a percentage 48,4%. It indicated that the respondents totally agree with the fifth statement which showed that this activity can help them to improve their writing skills. It could be described that the percentage represented the value of the positive attitudes.

For the sixth statement item showed that the domination score for disagree option is 71%. Then followed by strongly disagree option with a percentage 16,1%. It clearly showed that disagree - strongly disagree option is dominated or highest value for the positive attitude. It indicated that the respondents disagree with the sixth statement which showed that they study not only to pass the exam and could be described that the percentage represented the value of the positive attitudes.

Table 4.2 Affective Component

No	Statement	SA	A	D	SD
7	I feel I can write recount text well	5	15	11	0

		(16,1%)	(48,4%)	(35,5%)	(0%)
8	I feel that the practice of writing recount text is easier than writing theory	2 (6,5%)	16 (51,6%)	12 (38,7%)	1 (3,2%)
9	I feel worried when I don't master English vocabulary to put ideas into written form	2 (6,5%)	20 (64,5%)	8 (25,8%)	1 (3,2%)
10	I get bored easily when I study recount text	0 (0%)	5 (16%)	22 (71%)	4 (13%)
11	I feel writing recount text is a difficult thing for me	1 (3,2%)	9 (29%)	18 (58,1%)	3 (9,7%)
12	I enjoy writing recount text in class	7 (22,5%)	22 (71%)	2 (6,5%)	0 (0%)
Total		17	87	73	9
Percentage Average		9,1%	47,8%	39,2%	4,9%

Statement 7, 8, 9, 10, 11 and 12 deal with students' feeling toward the writing activity when they learnt it .

The seventh statement item showed that 15 respondents or 48,4% chose agree and followed by disagree 35,5% or chosen by 11 respondents. It clearly showed that agree option is dominated and the highest score representative of agreement of respondents of their confidence in writing recount text well and could be described that the percentage represented the value of positive attitude.

The eighth statement item showed that 16 respondents or 51,6% chose agree and followed by disagree 38,7% or chosen by 12 respondents. It indicated

that the respondents agree with the eighth statement which showed that their feeling about practice is easier than theory and could be described that the percentage represented the value of the positive attitude.

The ninth statement item showed that the domination score for agree option is 64,5%. Then followed by disagree option with a percentage 25,8%. It indicated that the respondents agree with the ninth statement which showed that they feel anxiety when they did not mastered English vocabulary and could be described that the percentage represented the value of the positive attitudes.

For the tenth statement item showed that the domination score for disagree option is 71%. Then followed by agree option with a percentage 16%. As major score, it clearly showed that disagree option is dominated or highest value for the positive attitude. The highest score representative of agreements the respondents of their enjoyment in learning recount text. It can be concluded that the most respondents disagree and represented the value of positive attitudes.

The eleventh statement item showed that the domination score for disagree option is 58,1%. Then followed by agree option with a percentage 29%. It clearly showed that disagree option is dominated or highest value for the positive attitude. The highest score representative of agreements the respondents of their enjoyment in writing recount text. It can be concluded that the most respondents disagree and represented the value of positive attitudes.

The twelfth statement item showed that the domination score for agree option is 71%. Then followed by strongly agree option with a percentage 22,5%. ,

It clearly showed that agree - strongly agree option is dominated or highest value for the positive attitude. It indicated that the respondents totally agree with the twelfth statement which showed their enjoyment in writing activity and could be described that the percentage represented the value of the positive attitudes.

Table 4.3 Conative

No	Statement	SA	A	D	SD
13	I am able to pay attention to the teacher's explanation towards topic of recount text	18 (58%)	13 (42%)	0 (0%)	0 (0%)
14	I always try to express ideas in written form in a correct grammar	7 (22,6%)	23 (74,2%)	1 (3,2%)	0 (0%)
15	I discuss what I wrote with my friends	5 (16%)	18 (58,1%)	6 (19,4%)	2 (6,5%)
16	I always encourage myself to be active in deepening my witing comprehension	6 (19,4%)	21 (67,7%)	4 (12,9%)	0 (0%)
17	I always want to ask questions about material that I don't understand	11 (35,5%)	15 (48,4%)	5 (16,1%)	0 (0%)
18	I became interested in learning English after studying the material for writing recount text	9 (29%)	13 (42%)	8 (25,8%)	1 (3,2%)
Total		56	103	24	3
Percentage Average		30,1%	55,4%	12,9%	1,6%

Statement 13, 14, 15, 16, 17 and 18 deal with students' behavior about the way of students' think and subsequent attitudes.

The thirteenth statement item showed that the domination score for strongly agree option is 58%. Then followed by agree option with a percentage 42%. It indicated that the respondents totally agree with the thirteenth statement which showed their ability to pay attention to the teacher's explanation and could be described that the percentage represented the value of the positive attitudes.

For the fourteenth statement item showed that the domination score for agree option is 74,2%. Then followed by strongly agree option with a percentage 22,6%. As major score, it clearly showed that agree - strongly agree option is dominated or highest value for the positive attitude. The highest score representative of agreements the respondents of their intrinsic motivation. It can be concluded that the most respondents agree and represented the value of positive attitudes.

For the fifteenth statement item showed that 18 respondents or 58,1% chose agree and followed by disagree 19,4% or chosen by 6 respondents. It clearly showed that agree option is dominated and the highest score representative of agreement of respondents of their motivation to discuss with their friends about what they wrote and could be described that the percentage represents the value of positive attitude.

For the sixteenth statement item showed that the domination score for agree option is 67,7%. Then followed by strongly agree option with a percentage 19,4%. It clearly showed that agree - strongly agree option is dominated or highest value for the positive attitude. It can be concluded that the most respondents agree and represented the value of positive attitudes.

For the seventeenth statement item showed that 15 respondents or 48,4% chose agree and followed by strongly agree 35,5% or chosen by 11 respondents. And the options agree and strongly agree almost at the same level. It clearly showed that agree - strongly agree option is dominated and the respondents agree with the seventeenth statement which showed their desire to ask for material that has not been understood. It could be described that the percentage represented the value of positive attitude.

For the eighteenth statement item showed that 13 respondents or 42% chose agree and followed by strongly agree 29% or chosen by 9 respondents. It clearly showed that agree- strongly agree option is dominated and the respondents agree with the eighteenth statement which showed their interest in learning and could be described that the percentage represented the value of positive attitude.

Table 4.4 Social Environmental Factors

No	Statement	SA	A	D	SD
19	My friend has an important role in improving my recount text writing skills	5 (16,1%)	17 (54,9%)	9 (29%)	0 (0%)
20	I have great curiosity in studying the recount text material it self	8 (25,8%)	20 (64,5%)	3 (9,7%)	0 (0%)
21	Social media motivates me to learn more about writing recount text	5 (16,1%)	19 (61,3%)	5 (16,1%)	2 (6,5%)

22	Through the introduction of this recount text material, I believe that in the future my writing skills will be much better	17 (54,8)	13 (42%)	0 (0%)	1 (3,2%)
23	Developing the main idea of recount text based on experience is very difficult and exhausting	1 (3,2%)	14 (45,2%)	15 (48,4%)	1 (3,2%)
Total		36	83	32	4
Percentage Average		23,2%	53,6%	20,6%	2,6%

Statement 19, 20, 21, 22, and 23 deal with social environmental factors which plays a big role in influencing students' attitudes towards recount text learning.

The nineteenth statement item showed that 17 respondents or 54,9% chose agree and followed by disagree 29% or chosen by 9 respondents. And the options agree and disagree almost at the distant level. It indicated that the respondents agree with the nineteenth statement which showed that friends have an important role in improving the students' skills in writing.

For the twentieth statement item showed that the domination score for agree option is 64,5%. Then followed by strongly agree option with a percentage 25,8%. As major score, it clearly shows that agree - strongly agree option is highest value for the positive attitude. The highest score representative of agreements the respondents of their experiences to studying the recount text material.

The twenty-first statement item showed that 19 respondents or 61,3% chose agree and followed by strongly agree and disagree 16,1% or chosen by 5 respondents in each option. As major score, it clearly showed that agree - strongly agree option is dominant. The highest score representative of agreements the respondents of the social media influence.

The twenty-second statement item showed that the domination score for strongly agree option is 54,8%. Then followed by agree option with a percentage 42%. It indicated that the respondents totally agree with the twenty-second statement which showed that through the introduction of the recount text material, they believe that their writing skills will be much better. It could be described that the percentage represented the value of the positive attitudes.

The twenty-third statement item showed that 15 respondents or 48,4% chose disagree and followed by agree 45,2% or chosen by 14 respondents. And the options disagree and agree almost at the same level. It indicated that the respondents disagree with the twenty-third statement which showed that develop the main idea of recount text based on experience is very difficult and exhausting and could be described that the percentage represented the value of the positive attitude.

Table 4.5 Educational Environmental Factors

No	Statement	SA	A	D	SD
24	Teacher motivates me to have an interest in writing	6 (19,3%)	24 (77,5%)	1 (3,2%)	0 (0%)

25	School provide facilities that are quite complete to support learning, especially recount text material	12 (38,7%)	16 (51,6%)	3 (9,7%)	0 (0%)
26	The curriculum applied is in accordance with the needs of students	12 (38,7%)	19 (61,3%)	0 (0%)	0 (0%)
Total		30	59	4	0
Percentage Average		32,3%	63,4%	4,3%	0%

Statement 24, 25, and 26 deal with educational environmental factors where played a big role in influencing students' attitudes towards recount text learning.

For the twenty-fourth statement item showed that the domination score for agree option is 77,5%. Then followed by strongly agree option with a percentage 19,3%. As major score, it clearly showed that agree - strongly agree option is dominated for the positive attitude. The highest score representative of agreements the respondents of teacher's influence in affecting the students' attitude toward writing recount text. It can be concluded that the most respondents agree and represented the value of positive attitudes.

For the twenty-fifth statement item showed that 16 respondents or 51,6% chose agree and followed by disagree 38,7% or chosen by 12 respondents. It clearly showed that agree option is dominated and the highest score representative of agreement of respondents in schools' influence to support learning and could be described that the percentage represented the value of positive attitude.

For the twenty-sixth statement item showed that 19 respondents or 61,3% chose agree and followed by strongly agree 38,7% or chosen by 12 respondents. It

clearly showed that agree - strongly agree option is the highest value. It can be concluded that the most respondents agree with the big role in curriculum to support the students' need and represents the value of positive attitudes.

2. Students' attitudes toward English writing activities

The students' attitudes were measured by three components of attitudes by using interview to strengthen the answer of questionnaires. The session of interview was divided into three sections. The first session was conducted by the researcher on June 3, 2022 for class VIII-1 A. Then, the second session was conducted on June 10, 2022 and June 11, 2022 for class VIII-1 B. The researcher used the thirty-one students to be interviewed with the same questions as many as 10 questions to strengthen the answer of questionnaire sheets. The questions number 1, 2, 3, and 4 concerned with the cognitive component. The questions number 5, 6, and 7 concerned with the affective component. The questions number 8 and 9 concerned with the conative component and the last number concerned with the big roles affecting attitudes. The result of interview is explained descriptively as follows:

The question number 1 "After the teacher delivered the material and continued with the assignment to make a recount text based on your experience, what did you do before you started writing?". This question concerned with the statement number 1 and stage of writing called pre-writing. In this question, the respondents expressed their agreement that in the pre-writing stage of discussing a topic or a question, teacher must be able to encourage students to understand recount text in written form well. This statement is supported by many

respondents with their respective opinions. As in prewriting stage, a respondent S25 mentioned:

Saya mencoba mengingat dan memilih pengalaman yang paling menarik yang akan saya tuangkan kedalam bentuk tulisan.

“I try to remember and choose the most interesting experiences that I will put into writing”.

This was also added by another respondent who added that before writing they would think about what they would do to make a recount text, next proceed with finding the main idea to be written and not forgetting to prepare writing utensils and pray before starting to write.

Then, the question number 2 “what do you do after you get an idea?”. This question concerned with the statement number 2 and stage of writing called drafting. In this question, the respondents expressed their agreement that in the drafting stage, they have difficulty in expressing ideas for writing recount text. Then, this statement is supported by respondent S1, respondent S1 said:

Kesulitan mengungkapkan ide membuat saya memikirkan ulang apakah ide tersebut benar atau salah.

“Difficulty in expressing ideas makes me re-think whether the idea is right or not”.

Then, another respondent added that they would make point by point first on paper in Indonesian, then followed by sentences to sentences and then translated into English.

Then, for the question number 3 “what do you do after you write?”. This question concerned with the statement number 3 and stage of writing called revising. In this question, the respondents expressed their agreement that in the revising stage, they have difficulty in using language, vocabulary and grammar in writing recount text. Then, this statement is supported by respondent S15, respondent S15 said:

Saya memeriksa kembali tulisan saya tersebut lewat google translate

“I re-checked my writing using google translate application”.

Then, another respondent added that they will reread their writings and check the suitability and relationship between one sentence and another, whether it is correct and in accordance with the use of grammar and then sentence by sentence translated into English. It is a shame, many of them still use the help of translation apps to complete every assignments.

Then, for the question number 4 “what do you do before you revise your writing?”. This question concerned with the statement number 4. In this question, the respondents expressed their agreement that they are able to correct their writing errors. This statement is supported by respondent S25, respondent S25 said:

Saya kembali memeriksa kesalahan penulisan pada tanda baca, grammar dan memastikan bahwa tulisan saya sudah sesuai.

“I re-checked for writing errors in punctuation, grammar and made sure that my witing was correct”.

Then another respondent added that they will definitely checked their writing again, maybe there is still something wrong, so they have to fixed it with google translate apps and made sure all the ideas had been completed.

Furthermore, for the statement number 5 the respondents expressed their agreement that writing recount text can help to improve their writing skills. This statement is supported by many respondents who confirmed that many changes have occurred, one of which is as stated by respondent S19, respondent S19 said:

Setelah mempelajari teks recount, kemampuan menulis saya meningkat dan cara berpikir saya pun semakin meningkat

“After learning recount text, my writing ability increased and the way of thinking also increased”.

Therefore, they expressed their disagreement with the statement number 6 which stated that they learned to write recount text just to pass the exam.

Next, The question number 5 “how do you feel after studying recount text and writing recount text based on your experience and are you confident in your writing?”. This question concerned with the statement number 7 and 8. For statement number 7, the respondents expressed their agreement that they feel they can write recount text well and for statement number 8, the respondents expressed their agreement that they feel the practice of writing recount text is easier than writing theory. They feel confident with their writing. Then, this statement is supported by respondent s21, respondent S21 said:

“Saya merasa senang karena pengetahuan saya meningkat dan lumayan percaya diri karena itu belum tentu benar tetapi sudah yakin karena itu dari google translate”

“I feel happy because my knowledge has increased quite a bit and I am quite confident, because it is not necessarily true but I am sure because it is from google translate application”.

Then, respondent S25 said:

“Saya senang karena saya bisa mencurahkan pengalaman saya pada teks recount tersebut dan saya percaya diri karena saya merasa tulisan saya dalam recount teks tersebut sudah benar penyusunannya”.

“I feel happy because I can share my experience on the recount text and I am confident because I feel that my writing in the recount text is correct”.

As well as others, they feel confident because they are the ones who write and they believe in what they write.

Furthermore, for the question number 6 “do you have difficulty or anxiety in putting ideas into written form?”. This question concerned with the statement number 9. In this question, the respondents expressed their agreement that they feel worried when they do not master English vocabulary to put ideas into written form. This statement is supported by respondent s1. As a respondent S1 mentioned:

Ya, saya memiliki kecemasan karena memikirkan idenya benar atau salah”

“Yes, I have anxiety from thinking the idea, is it right or not”

Then, respondent S14 said:

Ya, saya memiliki kesulitan karena kurang banyak kosa kata yang saya kuasai dan tidak paham grammar

“Yes, I have difficulty because I do not have much vocabulary to be mastered and I do not understand grammar at all”

Moreover, for the question number 7, “what do you feel, happy or bored when studying recount text material?”. This question concerned with the statement number 10, 11, and 12. For statement number 10, the respondents expressed their disagreement, that they get bored when learn recout text. They really enjoy the lesson as expressed by the respondent S10 that she does not feel bored because recount text is very interesting to learn. Then it is supported by respondent S1, respondent S1 mentioned:

Tidak ada merasa bosan karena memikirkan pengalaman itu hal yang seru

“There is no feeling bored because thinking about the experience is an exciting thing”

Then, for statement number 11, the respondents expressed their disagreement that they feel writing recount text is a difficult thing. It is supported by respondent S8 who stated that she felt very happy because recount text is an easy material. Then, it was added by respondent S28, respondent S28 said:

Saya merasa senang karena pelajarannya cukup menarik dan mudah karena berdasarkan pengalaman sendiri

“I feel happy because the lesson is quite interesting and easy because it is based on my own experience”

Furthermore, for the statement number 12, the respondents expressed their agreement that they enjoy the writing recount text in class. They really enjoyed the activity of writing recount text as expressed by respondent S11, respondent S11 mentioned:

Saya merasa senang karena bisa mmepelajarinya dengan baik serta guru menjelaskannya asik sehingga mudah dipahami

“I felt happy because she could learn it well then the way the teacher explained it was also good so it was easy to understand”.

Then, it is supported by other respondents who stated the same thing. How teachers teach can affect students' enjoyment of learning and receiving material.

Moreover, The question number 8 “are you interested in studying recount text and all of its assignmnets?”. This question concerned with the statement number 13, 15, and 18. For the statement number 13, the respondents expressed their agreement that they are able to pay attention to the teacher's explanation towards topic of recount text. It is supported by respondent S9, respondent S9 mentioned:

Sangat tertarik karena penjelasan yang diberikan guru sangat jelas dan membuat saya mungkin bakal bisa lebih paham dengan teks recount.

“I am interested because the explanation given by the teacher is very clear and makes it possible for me to understand better with the recount text material”.

Then, it was supported by other respondents who stated the same thing. Their interest in the teacher’s way of teaching made them unable to take their eyes off when the teacher explains the material.

Then, for the statement number 15, the respondents expressed their agreement that they discuss what they wrote with their friends. It is supported by respondent S2, respondent S2 mentioned:

Saya hanya sekedar suka, karena ada teman yang bisa bantu

“I just like it, because i have a friend who can help”.

So that, when he has difficulties, friends are the first he look for to help the difficulties we face.

Furthermore, for the statement number 18, the respondents expressed their agreement that they became interested in learning English after studying the material for writing recount text. They really interested in studying recount text as expressed by the respondent S28, respondent S28 mentioned:

Tertarik, karena teks recount ini mudah dipahami karena berdasarkan pengalaman pribadi dan pengalaman gurunya sangat bagus dan memberikan ketertarikan saya untuk belajar

“Interested, because recount text is easy to understand because based on personal experience then the teacher’s teaching is very good so that it give me interest in learning”.

Then, it was supported by other respondent who stated the same thing. Besides the material which is quite interesting, the way the teacher teaches is also be the main attraction for students so that they are interested in learning it.

Furthermore, for the question number 9 “what changes happened after you learned to write recount text? And what are your hopes after studying the material for writing recount text?”. This question concerned with the statement number 14, 16, and 17. For the statement number 14, the respondents expressed their agreement that they always try to express ideas in written form in a correct grammar. And it is supported by respondent S7, respondent S7 mentioned:

Tidak ada perubahan namun harapan saya kedepan bisa membuat teks recount dengan benar tanpa ada kesalahan

“There has been no change in her writing but she hopes that in the future she can make recount text correctly without any mistakes”.

Then, respondent S28 said:

Perubahannya seperti saya dapat menulis beberapa kalimat simple text dari pengalaman saya dan harapan saya kemampuan menulis Saya menjadi lebih baik dan bagus

“I can already write a few simple text sentences from my experience after trying to learn more about recount text and hope that my writing skills will be better”.

For the statement number 16, the respondents expressed their agreement that they always encourage their selves to be active in deepening their writing. This statement is supported by many respondents who confirmed that by introducing them to recount text material, they hope to improve their understanding of recount text material and be able to write the text better.

For the statement number 17, the respondents expressed their agreement that they always want to ask questions about material that they do not understand. This statement is supported respondent S26, respondent S26 mentioned:

Saya merasa ada perubahan dalam tulisanku yang mana yang mungkin belum dipelajari sudah paham karena ketika saya mempelajari teks recount, saya selalu menanyakan hal yang tidak syaa pahami dan kemudian saya lebih bisa lagi mengungkapkan cerita

“I felt a change in my writing which might not have been studied already because when i studied the recount text, i always asked

things i did not understand and then i was also able to express the story in written form because the curiosity in learning”.

Moreover, Baker (1992) quoted by Novitasari (2008; p.15) in his thesis described about the factors that influence attitudes, they are social and educational environmental factors. There are three factors which include the social environment, which are social environment near student, Learners' experiences and the perceived social status of the language being studied. Besides that, there are three factors which include in the educational environmental factors, they are teacher-related influences, school-related influences, and curriculum.

The questions number 10, “Among these 8 options, which one has the biggest role in your recount text writing ability? Are the parents, friend, learning experience, social media, perception, teacher, school or curriculum? Why? Give your reason!!”. This question concerned with the statement number 19, 20, 21, 22, 23, 24, 25, and 26.

For statement number 19, the respondents expressed their agreement that friend has an important role in improving their recount text writing skills. And it is supported by respondent S10 who stated that friend can provide input on one another's new knowledge. Then, respondents S11, S16, and S22 are also included. They add that people around us are very influential because they can support and help us when there are difficulties and can learn together.

For statement number 20, the respondents expressed their agreement that an experience made we have to a great curiosity in studying the recount text. And it is supported by respondent S1 who stated that without experience we cannot do anything. In other words, experience taught us to do better than before and the

curiosity about lesson will increase after passing the past. Then, respondents S24 and S28 are also included. They added that learning experience was had a big role in influencing their writing skill because based on our own experience, we will know about our writing skills. We already understand the previous lesson and become input for the next lesson.

For the statement number 21, the respondents expressed their agreement that social media motivates them to learn more about writing recount text. And it is supported by respondents S26 who stated that through social media, we can find many references about what we are looking for and indirectly it will make it easier for us to learn, so that motivation to learn also increases. This is also in line with the opinion of other respondents such as respondents S2, S9, S19 and S25. They also added that social media have a big role in influencing their writing skills because social media can provide a lot of material as a learning resource. Then, we can see many examples of recount text along with all the questions and answers. What we are looking for, we will find on social media. It all depends on how we can use it well.

For the statement number 22, the respondents expressed their agreement that perception of usefulness has a big role in influencing attitude. They believe that in the future, their writing skills will be much better and it is supported by respondent S27 who stated that through the introduction of recount text materials in which we are asked to express our experiences in written form, we will be more motivated to write and the results will be more positive.

For the statement number 23, the respondents expressed their disagreement that perception of difficulties has a big role in influencing attitude.

They disagree with the statement that stated if developing the main idea of recount text based on experience is very difficult and exhausting. It is supported by respondent S26 who said that because based on our experience which we have felt and gone through, so it will be easier to put the story into written form.

For the statement number 24, the respondents expressed their agreement that the way teacher taught can influence students' attitudes in writing recount text. Many of the respondents supported this statement. One of which is the respondent S6 who stated that the teacher can help us understand the material well. Then it is supported by respondent S20 who stated that the teacher has a good way of teaching. Furthermore, another respondent added that the teacher is quite firm. She can explain clearly the material she brought. Besides that, when students have difficulties, the teacher can immediately help to solve the questions given so that students understand. So, the teacher-student relationships are worth.

For the statement number 25, the respondents expressed their agreement that schools which include lesson activities, textbooks, and assessments also affect attitude. This statement is supported by many respondents who confirmed that school provided facilities that are quite complete to support learning material.

And for the last statement, the respondents expressed their agreement that curriculum applied is in accordance with the needs of students, so that, curriculum can influence the students' attitudes in writing. And it is supported by respondents S3, S4, S5 and S28 who stated that because the curriculum issued by the government must have passed various appropriateness tests that will be applied to students, and that is the most appropriate.

B. RESEARCH FINDINGS

After analyzing the data and getting the findings, some points are considered to be discussed.

1. Dominant component of Attitudes toward English Writing Activities

Students' components of attitudes are categorized into three, namely cognitive component, affective component and conative component.

- a. For cognitive, the aspects used to understand the students' attitudes toward English writing activities which measured by perceived usefulness showed that the majority of the respondents had positive attitude. According to the questionnaire data, 54,8% of respondents showed their beliefs about the knowledge they gained.
- b. For affective, the aspects used to understand the students' attitudes toward English writing activities which measured by self confidence, anxiety and enjoyment showed the majority of the respondents had good desires to learn writing recount text. Most of the respondents liked, enjoyed, and excited to learn. In line of this, many respondents showed their positive attitude on the affective component (60,75%).
- c. For conative, the aspects used to understand the students' attitudes toward English writing activities which measured by intrinsic motivation. The finding showed that the majority of the respondents had positive attitude to learn writing recount text. According to the questionnaire data, 58,06% of respondents had interested and desire to learn.

2. Students' Attitude toward English Writing Activities

Students' Attitude toward English writing activities was how students' responds toward writing activity. Based on the findings in each components showed that the majority of the respondents had positive attitude to learn writing recount text. This is inseparable from the measurable reactions to the attitude object that would create positive or negative attitudes towards the writing activities.

For cognitive which measured by perceived usefulness showed students' attitude was positive although the respondents overall had difficulty in learning and many of them also rely on translation applications in every assignment. But they have a great desire to be able to understood the material well. So that, teacher should change the teaching style by providing more different classroom atmosphere to the students. So that, they have positive attitude and finally they will be motivated to learning writing.

For affective which measured by self-confidence, anxiety, enjoyment showed the students' attitude was positive. Most of the respondents liked, enjoyed, and excited to learn. Because how the teacher teach may determine the students' responses toward the writing activities. It relates to Gardner (2007) who stated that positive attitudes toward the learning situation would likely produce greater enjoyment in the lesson, desire to learn and effort expended in learning writing.

For conative which measured by intrinsic motivation showed the students' attitude was positive. They had interested and desire to learn. It is because the teaching style and classroom management created by the teacher have a big role in

influencing students' views on the recount text writing material and it may influence them to pay attention during learning, finally influence how students act or behave in class.

C. DISCUSSIONS

After the data have been evaluated, the researcher would want to discuss the components of attitude and how students attitudes in English writing activities.

Based on the result of data analysis, it can be shown that the majority of the respondents had positive attitude. Then, the students reflected three components in which the affective component dominates over the others with the percentage affective (60,75%), conative (58,06%) and cognitive (54,8%). Furthermore, the following is outlined discussion on each component of attitude.

First, the analysis of cognitive component indicated a positive attitude. Students' cognitive abilities are measured through the perceived usefulness. According to the questionnaire data, 54,8% of respondents showed their beliefs about the knowledge they gained and strengthened by their statements through interviews. Most students cooperated in completing the English writing assignment, but do not fully understand it yet. Therefore, students should do independent learning to deepen their understanding and the teacher also should design a new teaching style that can improve students' capabilities in writing.

Second, the analysis of affective component showed percentage 60,75% that indicating a positive attitude. Students' affective abilities are measured through the self confidence, anxiety and enjoyment. Based on finding, the respondent mentioned that they felt able in writing recount text well. Then,

researcher found that the students felt happy, interested and really enjoyed the lesson. In addition, the way the teacher taught is also good so that it attracted students to learn more about writing. It is related to the previous study conducted by Ruth Beyt, et.al (2005) that kind of pedagogy and students' preferences are influenced by learning environment. It means that, how the teacher teach may determine the students' responses in their interested in learning.

Third, the analysis of conative component showed percentage 58,06% that indicating a positive attitude without any doubt. Students' conative abilities are measured through the intrinsic motivation. Based on the finding the respondent mentioned that the students were able to pay attention during teacher explained about material, asked questions about material that has not been understood and always discussed it with friends. They showed a great desire to be able to learn this writing skill better. This is related to the theory of behavioral aspect of attitude that students' preferences will affect to behavioral intentions towards the object and finally lead to positive attitude (Kara, 2009)

From the explanation of each component, so that the analysis of students' attitude toward English writing activities showed a positive attitude even though their understanding of material is not very good but they always try to work on and follow the teacher's directions. Many of them also rely on translation applications in every assignment. But they have a great desire to be able to mastered English with encouragement from the teacher who made them interested. Then the positive attitude of students towards learning English especially in improving writing skill can be caused by several things. One of which is the initial perception of students when they see learning. In addition,

other aspects that are suspected to have a positive influence are the content learning material, varied and preferred learning methods by students, the way in which learning materials are delivered by teacher, and the use of interesting methods and even requires coercion. These things will directly or indirectly affect students' attitude toward English writing activities. Then, from vocabulary mastery, if students lack of vocabulary, they will have difficulty in writing, especially if it is combined with grammar mastery. Thus, the teacher's mastery in teaching methods becomes very important in building positive attitudes of students toward English writing activities. It is related to the previous studies conducted by Munica Ismiatul Hidayah (2019) stated that individuals with positive attitudes usually progress more rapidly in foreign language. So that, when students' attitudes grows stronger then writing skill is also getting better.

To sum up, knowing students' attitude helps the teacher to achieve learning goals.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions.

Based on the results of the study, the component which dominant was affective component with percentage 60,75%. It means that students really enjoyed the lesson. Then followed by conative (58,06%) and cognitive (54,8%).

Moreover, based on the results of the study, the students' attitude was positive although the characteristics of respondents overall used Indonesian as communication in learning. Many of them also rely on translation applications in every assignment. But they have a great desire to be able to master English with encouragement from the teacher who made them interested. The findings were reflected from three aspect; Cognitively, the students believed that their writing skills will be better after studying the material despite the many difficulties encountered when writing recount text. Affectively, the students felt happy, interested and really enjoyed the lesson. In addition to the material which is quite easy to understand, the way the teacher taught is also cool so that it attracted students to learn more about writing. Then, conatively, the students were able to pay attention during teacher explained about material, asked questions about material that has not been understood and always discussed it with friends. It can motivate students to deepen understanding in writing. This indicated that their overall attitude towards English writing activities was positive.

B. SUGGESTIONS

Based on the research findings as conclusion of the research, the reserarcher would like to give some suggestions as follows:

1. English teacher

Teacher had a big role to provide convenience or facilitate students in learning writing and the teacher must also be able to arouse students' enthusiasm and interest in writing. Unfavorable learning writing environment, less conducive classroom atmosphere, lack of interaction with students will cause students' interest in learning writing to be low. Therefore, it is necessary to reform the teaching method which not only increased interest in writing but also achievement in writing.

2. Students

Students are expected to be able to understand the material well and be able to do excercise to improve their writing. Students should try to write as much as they can through the writing activity that make them used to be easy in exploring idea in written form. Not only enjoyed the lesson and pay attention to the teacher in front of the class, but must also be able to compete to achieve satisfactory scores and good achievement.

3. Further researchers

A further research might be necessary to analyze if there is possibility attitude will be changed from positive to negative, especially from educational factors. Moreover, it is also possible to analyze the teacher's attitude toward English writing activities.

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APPENDICES

APPENDIX A**Students' Questionnaires Sheet**

Name :

Class :

WhatsApp Number :

Jawablah pernyataan dibawah ini dengan memberi tanda centang (√) pada kotak yang tersedia.

No	Pernyataan	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1	Guru harus mampu mendorong siswa untuk memahami teks recount dalam bentuk tulis dengan baik				
2	Saya mengalami kesulitan dalam mengungkapkan ide untuk menulis teks recount				
3	Saya mengalami kesulitan dalam penggunaan bahasa, kosa kata serta tata bahasa dalam menulis teks recount				
4	Saya mampu memperbaiki sendiri kesalahan menulis saya				
5	Belajar menulis teks recount dapat membantu mengasah kemampuan menulis saya menjadi lebih baik				

6	Saya belajar menulis teks recount hanya untuk lulus ujian				
7	Saya merasa mampu menulis teks recount dengan baik				
8	Saya merasa praktek menulis teks recount lebih mudah dibanding teori menulisnya				
9	Saya merasa gelisah ketika saya tidak menguasai kosa kata bahasa inggris untuk menuangkan ide kedalam bentuk tulis				
10	Saya mudah merasa bosan ketika mempelajari materi recount text				
11	Saya merasa menulis teks recount adalah hal yang sulit bagi saya				
12	Saya menikmati kegiatan menulis teks recount dikelas				
13	Saya mampu untuk tetap memperhatikan penjelasan guru mengenai materi teks recount				
14	Saya selalu berusaha untuk mengekspresikan ide dalam bentuk tulis secara tata bahasa yang baik dan benar				
15	Saya mendiskusikan apa yang saya tulis dengan temanku				
16	Saya selalu mendorong diriku untuk aktif dalam memperdalam				

	pemahaman menulis				
17	Saya selalu ingin menanyakan pertanyaan mengenai materi yang belum saya pahami				
18	Saya jadi tertarik belajar bahasa inggris setelah mempelajari materi menulis teks recount				
19	Teman saya mempunyai peran penting dalam memperbaiki kemampuan menulis teks recount saya				
20	Saya memiliki rasa ingin tahu yang besar dalam mempelajari materi teks recount itu sendiri				
21	Sosial media mendorong motivasi saya untuk mendalami kemampuan menulis teks recount				
22	Melalui pengenalan materi recount text ini, saya percaya jika suatu saat nanti kemampuan menulisku akan jauh lebih baik lagi				
23	Pengembangan ide pokok teks recount berdasarkan pengalaman itu sangat sulit dan menguras pikiran				
24	Guru memotivasi saya untuk memiliki ketertarikan dalam menulis				
25	Sekolah memberikan fasilitas yang cukup lengkap untuk menunjang				

	pembelajaran terkhusus materi recount text				
26	Kurikulum yang diterapkan sudah sesuai dengan kebutuhan siswa				

English Version

Name :

Class :

WhatsApp Number :

Answer the statement below by ticking (√) the box provided!!

No	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	Teacher must be able to encourage students to understand recount text in written form well				
2	I have difficulty in expressing ideas for writing recount text				
3	I have difficulty in using language, vocabulary, and grammar in writing recount text				
4	I am able to correct my own writing errors				
5	Writing recount text can help to improve my writing skills				
6	I learned to write recount text just to pass the exam				
7	I feel I can write recount text well				

8	I feel that the practice of writing recount text is easier than writing theory				
9	I feel worried when I don't master English vocabulary to put ideas into written form				
10	I get bored easily when I study recount text				
11	I feel writing recount text is a difficult thing for me				
12	I enjoy writing recount text in class				
13	I am able to pay attention to the teacher's explanation towards topic of recount text				
14	I always try to express ideas in written form in a correct grammar				
15	I discuss what I wrote with my friends				
16	I always encourage myself to be active in deepening my writing comprehension				
17	I always want to ask questions about material that I don't understand				
18	I became interested in learning English after studying the material				

	for writing recount text				
19	My friend has an important role in improving my recount text writing skills				
20	I have great curiosity in studying the recount text material it self				
21	Social media motivates me to learn more about writing recount text				
22	Through the introduction of this recount text material, I believe that in the future my writing skills will be much better				
23	Developing the main idea of recount text based on experience is very difficult and exhausting				
24	Teacher motivates me to have an interest in writing				
25	School provide facilities that are quite complete to support learning, especially recount text material				
26	The curriculum applied is in accordance with the needs of students				

APPENDIX B

The Results of the Questionnaire

Here are the results of the questionnaire from thirty-one students of grade VIII-1

Component of attitude	Aspect	No	Statement	SD	D	A	SA
Cognitive	Perceived usefulness	1	Teacher must be able to encourage students to understand recount text in written form well			11	20
		2	I have difficulty in expressing ideas for writing recount text	1	14	15	1
		3	I have difficulty in using language, vocabulary, and grammar in writing recount text	2	11	15	3
		4	I am able to correct my own writing errors		2	19	10
		5	Writing recount text can help to improve my writing skills			15	16
		6	I learned to write recount text just to pass the exam	5	22	3	1
Affective	Self confidence	7	I feel I can write recount text well		11	15	5
		8	I feel that the practice of writing recount text is easier than writing theory	1	11	16	2
	Anxiety	9	I feel worried when I don't	1	8	20	2

			master English vocabulary to put ideas into written form				
	Enjoy ment	10	I get bored easily when I study recount text	4	22	5	
		11	I feel writing recount text is a difficult thing for me	3	18	9	1
		12	I enjoy writing recount text in class		2	22	7
Conative	Intrinsic motivation	13	I am able to pay attention to the teacher's explanation towards topic of recount text			13	18
		14	I always try to express ideas in written form in a correct grammar		1	23	7
		15	I discuss what I wrote with my friends	2	6	18	5
		16	I always encourage myself to be active in deepening my witing comprehension		4	22	6
		17	I always want to ask questions about material that I don't understand		5	15	11
		18	I became interested in learning English after studying the material for writing recount text	1	8	13	9
Factors affecting	Social enviro	19	My friend has an important role in improving my recount		9	17	5

attitude	nment near studen t		text writing skills				
	Learne rs' experi ences	20	I have great curiosity in studying the recount text material it self		3	20	8
	The percei ved social status of the langua ge being studie d	21	Social media motivates me to learn more about writing recount text	2	5	19	5
		22	Through the introduction of this recount text material, I believe that in the future my writing skills will be much better	1		13	17
		23	Developing the main idea of recount text based on experience is very difficult and exhausting	1	15	14	1
	Teach er's influen ce	24	Teacher motivates me to have an interest in writing		1	24	6
	School 's influen ce	25	School provide facilities that are quite complete to support learning, especially recount text material		3	16	12
	Curric ulum's influen ce	26	The curriculum applied is in accordance with the needs of students			19	12

APPENDIX C

Interview Sheet

This is a list of questions of interview related to students' components of attitudes and factors affecting attitude. This interview is used to strengthen answer of questionnaires applied to few students of VIII-1

1. Setelah guru menyampaikan materi dan dilanjutkan dengan pemberian tugas untuk membuat teks recount berdasarkan pengalamanmu, apakah yang kamu lakukan sebelum kamu memulai menulis?
2. Apakah yang kamu lakukan setelah mendapatkan ide?
3. Apakah yang kamu lakukan setelah kamu menulis?
4. Apakah yang kamu lakukan sebelum kamu merevisi tulisanmu?
5. Bagaimana perasaanmu setelah mempelajari materi teks recount dan menulis teks recount berdasarkan pengalamanmu dan apakah kamu percaya diri dengan tulisanmu?
6. Apakah anda memiliki kesulitan ataupun kecemasan dalam menuangkan ide kedalam bentuk tulis, berikan alasanmu?
7. Apakah anda merasa senang atau apakah anda merasa bosan ketika belajar materi teks recount, berikan alasanmu ?
8. Apakah anda tertarik dalam mempelajari materi teks recount beserta segala penugasannya? Mengapa? Berikan alasanmu?
9. Perubahan apa yang terjadi setelah kamu mempelajari menulis teks recount? Dan Apa harapanmu setelah mempelajari materi menulis teks recount ?
10. Diantara ke 8 options ini, Manakah yang mempunyai peran terbesar dalam kemampuan menulis teks recount kamu, Apakah Orangtua, Teman, Pengalaman belajar, Sosial media, Persepsi dalam diri,, Guru, Sekolah atau Kurikulum? Mengapa? Berikan alasanmu?

English version

This is a list of questions of interview related to students' components of attitudes and factors affecting attitude. This interview is used to strengthen answer of questionnaires applied to few students of VIII-1

1. After the teacher delivered the material and continued with the assignment to make a recount text based on your experience, what did you do before you started writing?
2. What do you do after you get an idea?
3. What you do after you write?
4. What do you do before you revise your writing?
5. How do you feel after studying recount text and writing recount text based on your experience and are you confident in your writing?
6. Do you have difficulty or anxiety in putting ideas into written form? Give your reasons!
7. What do you feel, happy or bored when studying recount text material? Give your reasons?
8. Are you interested in studying recount text and all of its assignments? Why? Give your reasons!!
9. What changes happened after you learned to write recount text? And what are your hopes after studying the material for writing recount text?
10. Among these 8 options, which one has the biggest role in your recount text writing ability? Are the parentS, friend, learning experience, social media, perception, teacher, school or curriculum? Why? Give your reason!!

APPENDIX D

The Results of the Interview

Here are the results of the interview section with thirty-one students of grade VIII-1

Code	Time	Name	Class	Gender
S1	3 June 2022/ 00.02.08	Aldian Purba	VIII-1A	Male
S2	3 June 2022/ 00.03.16	Danu Heriyanto	VIII-1A	Male
S3	3 June 2022/ 00.04.08	Walpin Pratama Hutauruk	VIII-1A	Male
S4	3 June 2022/ 00.02.57	Muhammad Fajar Wira Pratama	VIII-1A	Male
S5	3 June 2022/ 00.03.19	Andreas Agung Sihalo	VIII-1A	Male
S6	3 June 2022/ 00.02.45	Bolanda One Rikardo Sianipar	VIII-1A	Male
S7	3 June 2022/ 00.02.51	Anggi Ayunda Harahap	VIII-1A	Female
S8	3 June 2022/ 00.02.49	Adzra Khalila Hidayat	VIII-1A	Female
S9	3 June 2022/ 00.02.36	Dzahabiyah Triyana Putri	VIII-1A	Female
S10	3 June 2022/ 00.03.43	Bintang Maharani Lubis	VIII-1A	Female
S11	3 June 2022/ 00.03.18	Desy Chairani Harahap	VIII-1A	Female
S12	3 June 2022/	Febriyanti Adelia Sibarani	VIII-1A	Female

	00.03.52			
S13	3 June 2022/ 00.04.13	Adelia Septryani Manalu	VIII-1A	Female
S14	3 June 2022/ 00.03.23	Dhea Roulina Purba	VIII-1A	Female
S15	3 June 2022/ 00.04.08	Lutvi Zahra	VIII-1A	Female
S16	3 June 2022/ 00.03.21	Nazwa Fitri Yolanda	VIII-1A	Female
S17	10 June 2022/ 00.03.10	Izzati Abiyu Al-afif	VIII-1B	Male
S18	10 June 2022/ 00.04.01	Alpandi Ramadan	VIII-1B	Male
S19	10 June 2022/ 00.03.58	Rangga Moreno Aditiya Siagian	VIII-1B	Male
S20	10 June 2022/ 00.03.09	Kevin Septiano Simamora	VIII-1B	Male
S21	10 June 2022/ 00.03.38	Muhammad Ali Razab	VIII-1B	Male
S22	10 June 2022/ 00.04.37	Hafis Ramadhan	VIII-1B	Male
S23	10 June 2022/ 00.03.24	Renata Heavenly Aritonang	VIII-1B	Female
S24	10 June 2022/ 00.02.59	Muhammad Adnan Lubis	VIII-1B	Male
S25	11 June 2022/ 00.03.55	Isna Laharaja	VIII-1B	Female
S26	11 June 2022/ 00.06.06	Nabila Asyifa	VIII-1B	Female
S27	11 June 2022/ 00.04.29	Mariah Carey Hemesia Siahaan	VIII-1B	Female
S28	11 June 2022/	Vinancia Sartica Eco	VIII-1B	Female

	00.04.37			
S29	11 June 2022/ 00.05.34	Keyla Nabil	VIII-1B	Female
S30	11 June 2022/ 00.03.48	Nazwa Afifah Rifdah	VIII-1B	Female
S31	11 June 2022/ 00.03.30	Fitria Anggraini	VIII-1B	Female

No	Aspect	Sub-aspect	Interview results	Code
1	Cognitive	Pre-writing	Memikirkan jawaban yang tepat	S1
			Mempelajari sebelumnya dirumah	S2
			Mendengarkan penjelasan guru	S3
			Mencatat terlebih dahulu	S4
			Mendengar mata pelajaran	S5
			Mencatat terlebih dahulu	S6
			Sebelum saya memulai menulis, saya memikirkan apa yang akan saya lakukan untuk membuat teks recount	S7
			Memilih pengalaman yang seru	S8
			Mencari ide untuk menulis	S9
			Mempersiapkan alat-alat tulis	S10
			Memikirkannya	S11
			Mendengarkan penjelasan guru	S12
			Menyiapkan alat tulis	S13
			Mendengarkan guru menerangkan	S14
			Saya meringkas dan memahami pelajaran tersebut	S15
			Memikirkan materi dengan baik	S16

			Membaca bismillah	S17
			Berdoa	S18
			Terlebih dahulu berdoa sebelum memulai pelajaran kemudian belajar	S19
			Berdoa	S20
			Berdoa	S21
			Mempersiapkan alat tulis	S22
			Memahaminya terlebih dahulu	S23
			Berdoa terlebih dahulu kemudian mulai mencatat	S24
			Saya mencoba mengingat dan memilih pengalaman yang paling menarik yang akan saya tuangkan kedalam bentuk tulisan	S25
			Mengingat terlebih dahulu pengalaman apa yang sangat menarik didalam hidup saya	S26
			Menyediakan alat tulis dan menyediakan ide saya	S27
			Menemukan ide atau gagasan utama yang akan saya tulis	S28
			Memahaminya terlebih dahulu	S29
			Saya berdoa	S30
			Mencari ide	S31
		Drafting	Saya memikirkan ulang apakah ide tersebut benar atau salah	S1
			Saya mencatatnya dibuku	S2
			Saya mencoba menulis	S3
			Saya menulis jawabannya	S4
			Saya menulis jawabannya	S5
			Saya menulis jawabannya	S6

			Saya mencoba menulis	S7
			Segera menulisnya	S8
			Mulai menulis	S9
			Saya agak tenang setelah medapat ide dan dapat menulisnya	S10
			Menulisnya langsung dibuku	S11
			Menulisnya	S12
			Menulisnya langsung dibuku	S13
			Memulai menulis dikertas selemba	S14
			Saya akan meneliti lebih lanjut tentang pembahasan itu	S15
			Menulisnya dikertas selemba untuk memastikan	S16
			Saya menulisnya dibuku	S17
			Mempelajarinya	S18
			Menulisnya langsung kebuku tulis karena sudah mendapatkan ide	S19
			Menulisnya dibuku	S20
			Langsung menulisnya kedalam buku	S21
			Langsung menulisnya	S22
			Saya menulisnya terlebih dahulu dikertas selemba kemudian dipindahkan kebuku tulis	S23
			Menulisnya dibuku tulis	S24
			Setelah mendapatkan ide, saya mulai menulis secara umum dalam bahasa Indonesia, kemudian ditranslate ke bahasa inggris	S25
			Saya membuat poin per poin terlebih dahulu dikertas buram kemudian dilanjutkan dengan kalimat per kalimat	S26

			Setelah mendapatkan ide, saya mulai menyusun kalimat dan menulisnya dikertas	S27
			Saya akan mulai menulis ide-ide tersebut	S28
			Menulis dikertas selebar kemudian dipindahkan ke buku tulis	S29
			Saya langsung menulis ide tersebut dikertas	S30
			Menulis ide yang saya dapat di kertas selebar	S31
		Revising	Saya bersantai menikmati waktu yang singkat	S1
			Saya menghafalnya kembali	S2
			Saya bersantai sambil mengecek tulisan	S3
			Saya memeriksa ulang tulisan saya	S4
			Saya memeriksa ulang tulisan saya	S5
			Setelah menulis, saya bersantai	S6
			Setelah saya menulis, saya memikirkan apa yang salah dari tulisan itu	S7
			Membaca ulang tulisannya	S8
			Membaca dan memeriksa ulang tulisan saya	S9
			Setelah menulis, saya merasa tenang dan duduk melihat teman-teman yang lain menulis	S10
			Saya menghafalnya supaya lengket	S11
			Mengoreksinya lebih baik	S12
			Memperhatikan kembali jawabannya	S13
			Mencari jawabannya	S14
			Saya memeriksa kembali tulisan saya tersebut lewat google translate	S15

			Memeriksa kembali tulisan saya	S16
			Memberikan kepada guru	S17
			Memikirkan jawabannya	S18
			Saya akan melakukan terlebih dahulu berdoa kembali	S19
			Memeriksa ulang	S20
			Diperiksa satu-satu	S21
			Saya mengecek jawabannya, apakah salah atau tidak	S22
			Setelah menulis, saya mengoreksi tulisannya	S23
			Memeriksa jawaban dengan memperhatikan pelajaran yang telah diberi guru	S24
			Saya kembali membaca ulang tulisan saya dan memeriksa kesesuaian serta hubungan antara kalimat yang satu dengan kalimat yang lain	S25
			Membaca ulang tulisan saya apakah sudah benar dan sudah sesuai dengan tata penulisan yang benar kemudian kalimat perkalimat tadi di translatekan ke bahasa inggris	S26
			Saya memindahkan ke buku dan kalimatnya yang sudah disusun	S27
			Saya akan mencari tahu apakah ada kesalahan pada penulisan saya	S28
			Mengoreksinya	S29
			Saya memeriksa kembali tulisan saya	S30
			Membaca ulang tulisan saya	S31
		Editing	Saya memahami ulang soal-soal yang diberikan	S1

			Saya belajar lagi dirumah	S2
			Saya mengecek jawaban kembali	S3
			Saya merapikan kembali tulisan saya	S4
			Saya mengecek ulang tulisan saya	S5
			Saya memperbaiki nya	S6
			Saya memeriksa ulang tulisan saya	S7
			Saya memeriksa kesalahan seperti grammar	S8
			Kembali memeriksa tulisan dari kalimat perkalimat	S9
			Memperbaiki tulisan saya	S10
			Mengoreksi kembali tulisannya	S11
			Membacanya kembali	S12
			Memeriksa kembali jawabannya menggunakan kamus	S13
			Memeriksa kembali sebelum dikumpul	S14
			Saya mengecek ulang tulisan saya	S15
			Saya memeriksa kembali, ada yang salah tidak dengan tulisannya	S16
			Saya memeriksa satupersatu lagi	S17
			Menerangkan jawabannya	S18
			Saya akan melihat yang belum rampung atau di cek ulang	S19
			Memeriksa kembali menggunakan aplikasi google translate	S20
			Mengedit jawabanya menggunakan bantuan google translate	S21
			Mengecek ulang tulisannya, apakah salah atau benar	S22
			Mengecek ulang tulisannya	S23

			Memperhatikan kembali tulisannya	S24
			Saya kembali memeriksa kesalahan penulisan pada tanda baca, grammar dan memastikan bahwa tulisan saya sudah sesuai	S25
			Pasti saya mengecek lagi tulisan saya, mungkin masih ada yang salah jadi harus saya perbaiki dengan google translate	S26
			Saya memastikan semua sudah selesai idenya dan saya juga melihat grammar nya dan kata sulitnya	S27
			Saya melakukan pengecekan seperti menggarisbawahi tulisan tersebut menggunakan bantuan kamus	S28
			Mengecek ulang tulisannya	S29
			Meneliti dan memeriksanya menggunakan google translate	S30
			Memeriksa kembali tulisannya dengan bantuan google translate	S31
		Self-confidence	Saya merasa sangat lega dan harus percaya diri dengan tulisan saya	S1
			Saya merasa percaya diri saja	S2
			Saya merasa tidak percaya diri karena tulisan saya jelek	S3
			Saya merasa percaya diri karena sudah yakin dengan tulisan saya	S4
			Saya merasa percaya diri, karena saya merasa tulisan saya sudah benar	S5
			Saya merasa percaya diri	S6
			Perasaan saya agak sedikit takut, dan merasa tidak percaya diri karena takut salah	S7
			Saya merasa percaya diri, tanpa ada alasan	S8

			Lumayan percaya diri karena saya sedikit banyaknya mengerti mengenai teks recount	S9
			Tidak terlalu percaya diri karena belum tentu jawaban saya benar	S10
			Tidak percaya diri karena belum tentu jawaban saya benar	S11
			Tidak percaya diri karena belum begitu paham	S12
			Tidak terlalu percaya diri, karena belum tentu jawaban saya benar dikarenakan saya belum mengetahui sepenuhnya mengenai recount text	S13
			Saya merasa saya bisa lebih paham lagi dan mengerti yang dijarkan guru namun belum percaya diri karena tuisan saya kurang bagus	S14
			Saya merasa senang bisa menuangkan ide kedalam tulisan namun saya tidak percaya diri karena saya tidak terlalu pintar dalam bidang bahasa inggris	S15
			Tidak percaya diri, karena penggunaan kosa katanya masih amburadul	S16
			Saya merasa teks recount itu mudah sehingga saya percaya diri karena saya yakin jika itu benar	S17
			Saya merasa senang dan percaya diri karena materinya cukup menyenangkan	S18
			saya merasa percaya diri karena sudah saya pelajari terlebih dahulu olehkarenanya saya percaya	S19
			Saya merasa senang dan percaya diri karena sudah dicek di google translate dan yakin bahwa itu benar	S20
			Saya merasa senang karena pengetahuan	S21

			saya lumayan meningkat dan lumayan percaya diri,karena itu belum tentu benar tetapi saya sudah yakin karena itu dari google translate	
			Saya merasa senang dan percaya diri, karena bagus saja dilihat	S22
			Saya merasa percaya diri karena saya yang menulis dan saya yakin dengan tulisan saya	S23
			Percaya diri karena saya memperhatikan pelajaran tersebut	S24
			Perasaan saya senang karena saya bisa mencurahkan pengalaman saya pada teks recount tersebut dan saya percaya diri karena saya merasa tulisan saya dalam recount text tersebut sudah benar penyusunan	S25
			Perasaan saya sangat senang karena dapat meluapkan emosi saya dalam tulisan itu dan karena itu pengalaman saya sendiri jadi saya senang menulisnya dan saya sangat percaya diri karena kan pengalaman sendiri yang pasti lebih percaya diri karena kita yang merasakannya	S26
			Saya senang karena saya bisa menuangkan pengalaman saya kedalam teks dan saya tidak percaya diri dengan tulisan saya karena saya kadang suka gatau vocabularynya dan menyusun kalimatnya	S27
			Perasaan saya senang ketika saya sudah bisa menulis teks recount dan saya cukup percaya diri dengan tulisan saya	S28
			Percaya diri karena sudah yakin dengan tulisannya	S29

			Saya percaya diri dengan tulisan saya karena saya yakin saya bisa	S30
			Saya senang dan cukup percaya diri dengan tulisan saya	S31
		Anxiety	Ya, saya memiliki kecemasan karena memikirkan idenya benar atau salah	S1
			Tidak ada kecemasan karena jawabanya sudah dipikirkan terlebih dahulu	S2
			Ya, saya memiliki kesulitan karena tidak menguasai kosa kata	S3
			Ya, saya memiliki kecemasan karena teks recount sangat susah	S4
			Tidak ada kecemasan karena cukup mudah	S5
			Ya, saya memiliki kesulitan karena tidak mudah mendapatkan ide	S6
			Ya, karena membuat teks itu sangat sulit	S7
			Tidak ada kesulitan karena saya sudah belajar teks recount	S8
			Sedikit kesulitan karena kurang memahami materi	S9
			Rasanya cemas, karena belum tentu itu benar secara grammar dan isi	S10
			Tidak memiliki kecemasan maupun kesulitan	S11
			Ya, karena belum terlalu paham	S12
			Ya, karena belum terlalu paham dan kurang kosa kata	S13
			Ya, karena kurang banyak kosakata dan tidak paham grammar	S14
			Ya, karena masih gugup dan ragu untuk mempelajari pembahasan tersebut	S15

			Ya, karena takut ada yang salah di penulisan grammar	S16
			Tidak ada kesulitan karena jika sudah dipelajari itu menjadi gampang	S17
			Tidak ada kesulitan	S18
			Tidak ada kesulitan karena sudah dipelajari sebelumnya	S19
			Tidak ada kecemasan karena sudah percaya dengan jawabannya	S20
			Agak kesulitan karena saya sama sekali buta grammar sehingga susah menulisnya	S21
			Tidak ada kesulitan karena materinya mudah dan sudah dipelajari	S22
			Ada sedikit kesulitan karena saya kurang paham	S23
			Tidak ada kecemasan karena saya sudah paham dengan materi	S24
			Ya, Saya memiliki kesulitan pada kosa kata karena saya kurang menguasai kosa kata	S25
			Ya, Kesulitannya pasti ada yaitu dari kosa katanya karena saya kurang banyak mengetahui kosa kata bahasa inggris	S26
			Tidak ada kesulitan karena kata gurunya tinggal lihat dari masalahnya saja dan menggunakan google translate	S27
			Ya, saya cukup merasa kesulitan didalam mengungkapkan ide	S28
			Ya, Ada sedikit kesulitan karena tidak paham grammar	S29
			Tidak ada kesulitan karena saya bisa dan yakin dengan tulisan saya	S30
			Tidak ada kesulitan, karena saya yakin	S31

			dengan tulisan yang saya buat	
		Enjoyment	Tidak ada merasa bosan karena memikirkan pengalaman itu hal yang seru	S1
			Sedikit bosan, karena kurang menarik	S2
			Saya merasa bosan karena saya tidak mengerti	S3
			Saya merasa senang, karena enak	S4
			Saya merasa bosan, karena tidak memahami materi pelajarannya	S5
			Saya merasa senang, karena bisa main-main	S6
			Saya merasa biasa-biasa saja, karena kalo dibilang senang agak takut itu salah, dan kalo dibilang bosan juga takut teks recountnya tidak masuk ke otak	S7
			Sangat senang dan tidak merasa bosan karena teks recount adalah materi yang mudah	S8
			Saya merasa senang karena mendapatkan ilmu baru	S9
			Tidak merasa bosan, karena teks recount sangat menarik untuk dipelajari	S10
			Saya merasa senang karena bisa mempelajarinya dengan baik serta guru menjelaskannya asik sehingga mudah dipahami	S11
			Merasa senang, karena dari materi teks recount ini biar lebih tahu pelajaran bahasa inggris lainnya	S12
			Lumayan senang karena masih belum terlalu paham dikarenakan kelambatan saya berpikir	S13
			Merasa senang, karena bisa lebih mengerti lagi mengenai teks recount	S14

		Senang karena cara mengajar gurunya seru dan saya bisa belajar tentang materi tersebut	S15
		Merasa bosan karena tidak memahami materi dengan baik	S16
		Merasa senang karena mudah dipelajari	S17
		Senang karena cara mengajar gurunya seru	S18
		Saya sangat senang karena saya bisa memahaminya dan bisa membuat saya banyak berpengalaman	S19
		Senang karena bisa jauh lebih pintar	S20
		Tidak bosan, karena enak didengar dan materinya mudah	S21
		Merasa senang, karena sudah dijelaskan oleh guru dengan baik	S22
		Merasa senang, karena saya pikir dengan mempelajari materi ini saya akan jauh lebih baik	S23
		Merasa senang karena pelajaran tersebut mudah	S24
		Saya merasa senang karena cara pengajaran gurunya menarik	S25
		Saya sangat senang karena saya dapat mengeluarkan emosi saya kedalam tulisan itu dan saya sangat senang juga karena dengan belajar teks recount ini penulisan dalam cerita itu bisa lebih dalam dipelajari	S26
		Saya senang, namun terkadang saya tidak tahu kata-kata sulitnya dan menyusun grammarnya	S27
		Saya merasa senang karena pelajarannya cukup menarik dan mudah karena berdasarkan pengalaman sendiri	S28

			Senang karena materinya mudah	S29
			Senang karena belajar teks recount dapat menambah ilmu	S30
			Saya senang karena guru yang mengajarkan seru dan mudah dipahami	S31
		Intrinsic motivation	Sangat tertarik, karena menurut saya mempelajari teks recount itu seru	S1
			Hanya sekedar suka, karena ada teman yang bisa bantu	S2
			Tidak terlalu tertarik karena saya tidak suka belajar bahasa inggris	S3
			Tertarik, karena cara mengajar gurunya enak	S4
			Tidak tertarik, karena saya tidak mengerti	S5
			Tertarik, namun tidak ada alasan	S6
			Tertarik, karena saya bisa membuat teks dengan benar-benar lebih baik	S7
			Tertarik tanpa alasan	S8
			Tertarik karena penjelasan yang diberikan guru sangat jelas dan membuat saya mungkin bakal bisa lebih paham dengan teks recount	S9
			Cukup tertarik, karena teks recount agak mudah dipelajari karena ini berdasarkan pengalaman pribadi	S10
			Cukup tertarik, karena cara mengajar gurunya asik	S11
			Tertarik, karena cara mengajar gurunya membuat saya dapat mudah paham. Tetapi saya tidak suka dengan penugasan menulisnya karena kosa kata yang saya miliki masih sedikit	S12
			Lumayan tertarik, karena materi teks	S13

			recount memang menarik untuk dipelajari	
			Tertarik, karena materinya tidak terlalu susah	S14
			Tertarik, karena materi recount termasuk sulit dan saya merasa tertantang	S15
			Tidak tertarik karena agak sulit	S16
			Tertarik karena penjelasan yang diberikan gurunya cukup jelas sehingga mudah dipahami	S17
			Tertarik, karena gurunya baik	S18
			Tertarik, karena cara mengajar gurunya seru	S19
			Tertarik, karena suka dengan cara mengajar gurunya	S20
			Tertarik, karena cara gurunya mengajar cukup baik dan benar sehingga mudah dipahami	S21
			Tertarik, karena cara guru mengajar sangat jelas dan ia menjelaskan dengan baik	S22
			Lumayan tertarik, karena saya baru mempelajarinya dan materinya juga mudah, kemudian cara mengajar gurunya juga bagus, sehingga mudah dipahami	S23
			Tertarik, karena cara mengajar gurunya seru sehingga mudah dipahami	S24
			Saya tertarik karena dengan cara tersebut saya bisa mempelajari lebih dalam lagi tentang materi teks recount tersebut	S25
			Sangat tertarik, tetapi kalo penugasannya terlalu banyak agak bosan juga	S26
			Tertarik, karena teksnya itu tentang kehidupan kita yang ada dimasa lampau dan cara mengajar gurunya sangat baik	S27

			sehingga mudah dipahami	
			Tertarik, karena teks recount ini mudah dipahami karena berdasarkan pengalaman pribadi dan pengalaman gurunya sangat bagus dan memberikan ketertarikan saya untuk belajar	S28
			Tertarik, karena saya suka bahasa inggris	S29
			Tertarik, karena saya ingin mempelajari teks recount lebih dalam lagi	S30
			Tertarik karena dapat menambah wawasan dalam mempelajari teks recount	S31
		Intrinsic motivation	Setelah mempelajari teks recount, saya dapat mengerjakan soal dengan mudah dan harapan saya, saya dapat menulis lebih baik lagi	S1
			Setelah mempelajari teks recount, saya merasa tidak ada perubahan apa-apa dan harapan saya, saya bisa lebih bagus lagi menulis	S2
			Tidak ada perubahan karena saya tidak tahu dan harapan saya, saya bisa leebih baik lagi	S3
			Tidak ada perubahan apa-apa dan tidak ada harapan juga	S4
			Setelah mempelajari teks recount, saya merasa tulisan saya jauh lebih baik namun saya tidak memiliki harapan apapun	S5
			Tidak ada perubahan dan tidak ada harapan juga	S6
			Tidak ada perubahan namun harapan saya kedepan bisa membuat teks recount dengan benar tanpa ada kesalahan	S7
			Perubahannya yaitu bisa menulis bahasa inggris lebih benar dan harapannya bisa pintar bahasa inggris	S8

			Perubahannya yaitu sedikit memahami materi dan harapannya supaya lebih paham lagi dan menulisnya lebih baik lagi	S9
			Perubahannya yaitu jadi cukup percaya diri dan harapannya agar saya bisa jauh lebih baik mempelajari teks recount	S10
			Perubahannya yaitu menjadi lebih gampang mengerjakan soal dan harapannya supaya bisa mengerjakannya lebih baik lagi	S11
			Lebih paham tentang teks recount dan harapannya bisa mempelajarinya lebih bagus	S12
			Tidak ada perubahan dan harapannya biar lebih jago berbahasa inggris karena saya cukup tertarik dengan bahasa inggris	S13
			Perubahannya yaitu bisa lebih mengerti dan harapannya biar bisa lebih paham	S14
			Tidak ada perubahan dan harapannya bisa lebih pintar bahasa inggris	S15
			Tidak ada perubahan sama sekali, dan harapannya bisa lebih baik lagi dan bisa lebih tertarik dalam menulis	S16
			Tidak ada perubahan, dan harapannya kedepan agar bisa lebih pandai bahasa inggris	S17
			Tidak ada perubahan, dan harapannya kemampuan menulis bahasa inggris menjadi meningkat	S18
			Banyak perubahannya, salah satunya kemampuan menulis saya meningkat dan cara berpikir saya pun semakin meningkat, dan saya harapkan supaya kemampuan menulis saya semakin meningkat	S19

			Perubahannya yaitu Pengetahuan jauh lebih banyak dan kemampuannya semakin membaik.dan harapannya kemamuan menulis akan lebih meningkat	S20
			Tidak ada perubahan, namun lumayan meningkat. Dan harapannya supaya kemampuan menulisnya lebih meningkat lagi	S21
			Perubahannya menjadi baik, dan harapannya kemampuan menulis akan lebih meningkat	S22
			Pemikiran saya menjadi lebih bagus dan harapan saya yaitu kemampuan menulis saya meningkat	S23
			Perubahannya yaitu sedikit ingat pelajaran tersebut dan harapannya agar kemmapuan menulis meningkat	S24
			Tidak ada perubahan dan saya berharap saya bisa meningkatkan lagi pemahaman saya tentang materi tersebut dan bisa menulis teks tersebut lebih baik lagi	S25
			Perubahannya mungkin dari segi penulisannya yang mana yang mungkin belum dipelajari sudah paham karena mempelajari teks recount dan kemudian saya lebih bisa lagi mengungkapkan cerita dan harapannya semoga teks yang saya tulis dalam bahsaa inggris itu memang benar-benar dapat dimengerti dalam bahasa inggris	S26
			Petubahannya yaitu Saya bisa untuk menyusun pengalaman-pengalaman saya kedalam kalimat dan harapan saya, saya bisa lebih banyak lagi menceritakan pengalaman saya dimasa lampau dan kemampuan menulis saya meningkat	S27
			Peruubahannya seperti saya dapat menulis	S28

			beberapa kalimat simple text dari pengalaman saya dan harapan saya kemampuan menulis Saya menjadi lebih baik dan bagus	
			Tidak ada perubahan dan harapannya kemampuan menulisnya akan meningkat	S29
			Saya lebih paham mengenai teks recount dan saya harap saya bisa memahaminya lebih dalam lagi	S30
			Perubahannya saya bisa banyak mengerti mengenai teks recount dan saya harap saya bisa memahaminya lebih dalam lagi	S31
		Social & educational factors	Pengalaman belajar, karena tanpa pengalaman kita tidak bisa berbuat apa-apa	S1
			Sosial media, karena semua jawaban ada di sana	S2
			Kurikulum, karena tidak ada alasan lain	S3
			Kurikulum, karena enak	S4
			Kurikulum, karena tidak ada alasan lain	S5
			Guru, karena dia membantu kita memahmi materi lebih baik	S6
			Sosial media, karena di sosial media saya bisa melihat contoh dan bisa mengerti	S7
			Guru , karena guru menerangkan dengan sangat jelas	S8
			Sosial media, karena banyak memperoleh contoh	S9
			Teman, karena bisa memberi masukan satu sama lain	S10
			Teman, karena bisa mencontek	S11
			Guru, karena dia bisa menjelaskannya dengan jelas	S12

			Guru, karena guru yang mengajarkan saya untuk mempelajari ini	S13
			Guru, karena gurunya tegas sehingga dapat menerangkan jadi bisa lebih tahu mana yang benar mana yang salah	S14
			Guru, karena secara offline bisa memahami dan bertanya kepada guru jika mengalami kesusahan	S15
			Teman, karena bisa berbagi ilmu	S16
			Guru, karena guru mengajarkan kita disekolah	S17
			Guru, karena guru mengajari anak muridnya	S18
			Sosial media, karena disitu banyak lagu-lagu tentang bahasa inggris sebagai sumber belajar	S19
			Guru, karena pengajarannya baik	S20
			Guru, karena guru mengajarkannya setiap hari, sehingga jika tidak tahu bisa langsung ditanyakan	S21
			Orangtua, guru dan teman. Karena teman bisa membantu, orangtua bisa mensupport, dan guru dapat membantu dalam mendorong pembelajaran	S22
			Orangtua, karena supaya saya tidak melawan orangtua	S23
			Pengalaman belajar, karena sudah mengerti dengan pelajaran tersebut	S24
			Sosial media, karena di sosial media saya bisa melihat contoh-contoh recount text lebih dalam lagi dan lebih lengkap	S25
			Pertama sosial media, karena dari sosial media banyak referensi yang bisa didapatkan kemudian yang kedua persepsi dalam diri karena pengalaman	S26

			diri sendiri yang sudah melewatinya jadi lebih mudah untuk menuangkan cerita	
			Persepsi dalam diri, karena saya bisa memberikan pengalaman saya kedalam teks jadi saya merasa saya lebih terdorong	S27
			Menurut saya pengalaman belajar, guru dan kurikulum. Kalo pengalaman belajar tuh karena berdasarkan pengalaman kita sendiri mengenai kemampuan menulis, guru karena strategi dan metode yang dipakai ketika mengajar dan kurikulum berdasarkan kurikulum yang dikeluarkan pemerintah	S28
			Guru, karena guru yang mengajari kita	S29
			Guru, karena guru lebih berpengalaman tentang pembelajaran tentang teks recount	S30
			Guru, karena pengetahuannya lebih dalam dan luas mengenai materi teks recount	S31