STUDENT'S ATTITUDE TOWARD ENGLISH WRITING IN DIGITAL ERA AT MA DA'WATUL KHOIR

THESIS

Submitted in partial fulfillment of the requirement for the degree of `Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Bawazir, Ahmad F. (2021). Student Attitude Toward English Writing in the Digital Era at MA Da'watul Khoir. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Dr. Irma Soraya M.Pd & Dr. Siti Asmiyah M.TESOL

Keyword: Student Attitude, Writing, Digital Era

The writing requires the writer to formulate ideas, organize, and sequence points of logical sequence, choose vocabulary, construct clear sentences with correct grammar, and spell the word correctly. In the digitalera people can use media for writing, and it has changedthe way they write and their attitude. This research aims to identify student's attitude toward English writing in the digitalera at MA Da'watul Khoir. To answer the issuethe study used a qualitative method by distributing questionnairesto 36 of MA Da'watul Khoir, Nganjuk. The result indicated that student's attitudes in writing were classified into three aspects: cognitive, affective and behavior. Cognitive refers to the use of applications in writing, and the majority of students used internet applications to check the accuracy of the language structure, and word selection. Affective assessment is the use of supported applications to check the accuracy of the language structure, and the word selection. Behavior aspect, indicated that the use of internet applications in writing English is not entirely helpful. Students need to use their skills in choosing ideas, choosing vocabulary, and designing writing that have good logical structures. They used the internet when they are unable to correct it by themselves. The findingsimply that the studentshave a positive attitude toward application to make good structure for their English writing product.

ABSTRAK

Bawazir, Ahmad F. (2021). Student Attitude Toward English Writing in the DigitalEra at MA Da'watul Khoir. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya M.Pd & Dr. Siti Asmiyah M.TESOL

Keyword: Student Attitude, Writing, Digital Era

Penulisan menuntut penulis untuk merumuskan ide, mengatur, dan mengurutkan titik-titik urutan logis, memilih kosa kata, menyusun kalimat yang jelas dengan tata bahasa yang benar, dan mengeja kata dengan benar. Di era digital, orang dapat menggunakan media untuk menulis, dan itu telah mengubah cara mereka menulis dan sikap mereka. Penelitian ini bertujuan untuk mengidentifikasi sikap siswa terhadap tulisan bahasa Inggris di era digital di MA Da'watul Khoir.Untuk menjawab permasalahan penelitian ini menggunakan metode kualitatif dengan menyebarkan kuesioner kepada 36 MA Da'watul Khoir Nganjuk. Hasil penelitian menunjukkan bahwa sikap siswa dalam menulis diklasifikasikan menjadi tiga aspek: kognitif, afektif dan perilaku. Kognitif mengacu pada penggunaan aplikasi secara tertulis, dan sebagian besar siswa menggunakan aplikasi internet untuk memeriksa keakuratan struktur bah<mark>asa, dan pemilihan</mark> kata.Penilaian afektif adalah penggunaan aplikasi ya<mark>ng</mark> didukung untuk memeriksa keakuratan struktur bahasa, dan pemilihan kata. Aspek perilaku, mensinyalir, penggunaan aplikasi internet dalam menulis bahasa Inggris tidak sepenuhnya membantu. Siswa perlu menggunakan keterampilan mereka dalam memilih ide, memilih kosa kata, dan merancang tulisan yang memiliki struktur logis yang baik.Mereka menggunakan internet ketika mereka tidak dapat memperbaikinya sendiri.Temuan ini menyiratkan bahwa siswa memiliki sikap positif terhadap aplikasi untuk membuat struktur yang baik untuk penulisan produk mereka.

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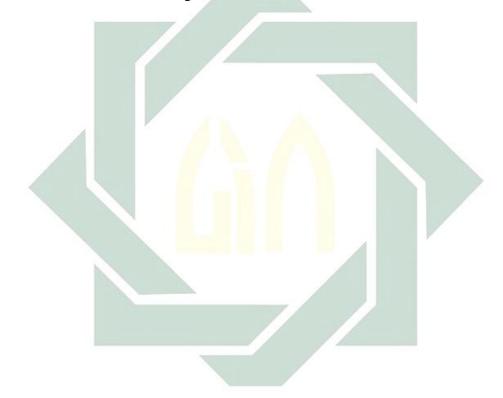
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CHAPTER I

INTRODUCTION

This chapter mentions the background study, research questions, problems, purpose of the research, research importance, research scope and boundaries, and definitions of key terms.

A. Research Background

Writing is an important skill that students need to acquire. Writing is to help students think critically and ponder to build a good writing product. By learning to write, students will learn to write effectively, express their concepts, and to share their concepts with others through writing. Writing is a complicated method that permits writers to explore concepts and create them clear and concrete, explains Ghaith. From the above opinion, we conclude that writing is a person's creative process to turn the writer's ideas into reality in a written product.

Writing skill and academic achievement are directly connected. Research has also shown that academic achievement can be predicted by writing. According to Preiss, he studied how writing predicts a college student's next academic performance. Their findings suggest that, relative to math skills, writing becomes an important predictor of college success over time.² This shows how important writing ability is in education.

One of the challenges of the educational process is teaching modern writing. The writing teacher needs to adopt the advancement of technology to support their teaching. Students appear to access their social media frequently in this period. Regarding the phenomenon of the use of social networks, it is important to use social networks, the web and blogs in teaching and learning writing classes.³ This shows that the use of media to support the learning process is very important nowadays, especially for learning to write.

¹ Ghaith, Ghazi . (2002). Writing. Online.

²Preiss, D. D., Castillo, J. C., Grigorenko, E. L., & Manzi, J. (2013). Argumentative Writing and Academic Achievement: A longitudinal Study. *Learning and Individual Differences*, 28, 204–211.

³ Wahyu A. Candradewi. "Student Perspective Toward The Use of Instagram in Writing Class". English Language and Literature International Conference (ELLiC). Vol. 1. 2017.

Today in the digital era, social media and the internet act as a source of knowledge obtained by students, and it is very influential on their behavior in the learning process. According to Burton, the media has the power to change the way people think and see the world. It means they change their attitude towards people and problems.⁴ According to Montana&Kasprzky,Attitude is an individual's belief in the outcome of an activity performing the behavior or belief in the behavior.⁵ It implies that the belief of individuals is directly proportional to their actions. Therefore, if someone has positive beliefs, have a positive attitude. Conversely, if they have a negative belief, they also have a negative attitude.

A person's belief can be obtained in two ways: directly or indirectly. The direct way is where you gain trust from your own experiences, and the indirect way is where you get trust from other places, such as the media, relatives, and friends. Explain what they believe in and what they have as the most important that they can learn from their experience, their relatives, the media, and other sources. It can be a positive or negative opinion about the concepts that people have. From the above explanation it can be said that students' attitudes are strongly influenced by the use of the Internet and the media, which are sources of knowledge acquired in the digital age.

In fact, most second language (ESL) / EFL students have a negative attitude towards writing, despite the massive use of media in the learning process, especially in the writing process. According to research conducted by Rifai, students are not too motivated by the idea of using media such as Facebook and Blog as learning media in writing. They often find this a difficult activity to write, especially in the form of an essay. Ismail found that

⁴UKEssays. (November 2018). Media Influences Our Beliefs and Attitudes. Retrieved from https://www.ukessays.com/essays/media/media-influences-our-belief-attitudes-media-essay.php?vref=1

⁵ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude & Motivation in Bilingual Education", IJEP – International Journal of Educational Psychology, Vol. 7 No. 3 October 2018, 320

⁶ James M. Olson and Gregory R. *Maio* "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality and Social Psychology*. (New Jersey: John Wiley and Sons, Inc, 2003), 311

⁷ Irfan Rifai. "Student Attitude on The Use of Facebook And Blog In Writing Class and Their Writing Competence". Lingua Cultura Vol. 4 No. 1. Mei 2010

almost all ESL/EFL students have an interest in writing work and have a negative perspective towards academic writing. Students who often find it difficult to write often dislike activities.⁸ There are several factors that influence why these students have a negative attitude of writing. That is, the shortage of time to practice in the classroom, ineffective writing teaching and the sources of critical writing.⁹

In today's writing education, technology stands out in the teaching and learning process because it offers teachers another way to teach writing and allows students to write with more passion. Richard argues that "many new technology tools and online resources are available to support student writing". ¹⁰ If the above opinions are true, the rapid development of technology such as this digital age will help students get through the writing process. With so many mediums for writing, such as social media, the web, blogs and internet news sources, students need to be active in writing. Having a positive attitude helps them achieve good results.

Therefore, from the problems above, the purpose of this study is to describe and explain students' attitude towards writing in the digital era at tenth grade of MA Da'watul Khoir. The Attitude in this research is used to let researchers know the impact of using digital media on learning writing in the classroom. The use of media or other digital tools in learning has become inevitable in the era of information technology development, therefore the author chose the digital era in this study.

Previous research has explored the problems faced by students in writing, and the use of media. But this study aims to identify the student attitudes in writing English, and how the use of technology affects their English writing skills.

The study involved students at grade 10-1 at MA Da'watul Khoir, Kertosono, Nganjuk as the setting for the study. The research selected the

⁸ Ismail, N., Hussin, S., & Darus, S. (2012). ESL students' Attitude, Learning Problems, and Needs For Online Writing. *GEMA Online Journal of Language Studies*, 12(4), 1089–1107.

⁹Rahmatunisa, W. (2014). Problems Faced By Indonesian EFL Learners. *English Review: Journal of English Education*, *3*(1), 41-49

¹⁰ Richard, J.C. (2015). Key Issues in Language Teaching. Cambridge: Cambridge University Press.

school because it is one of the schools that already use digital media in the learning process. This school has also implemented writing learning. However, the studentsin class 10-1 were not all familiar with using digital media for writing learning, especially writing English. Because of this reason, this research selected class 10-1 MA Da'watul Khoir,

In the learning process, especially in English learning, there are several writing media that can be used by teachers and students who become writing tools such as Google Doc, Blog and Wattpad. Based on the results of the initial questionnaire distributed to 36 respondents and all of the students have a good response, 75% of grade 10-1 students use media bloggers. Bloggers are writing media that they think are easy to use. In addition to being a means of writing, having a blog is a pride for students 10-1. Therefore, researchers focused their research on the use of blog media.

There are five previous studies on students' attitude and English learning. The first is research by Rosdiana. This study aimed to understand the importance of writing skills in written English, especially in terms of students' reactions to writing problems. Therefore, the aim of this study was to determine the attitudes of EFL students towards writing, to discover the view of writing problems of the EFL students and to discover the commitment of the students to develop their writing skills. This study is qualitative research, and analysis of this study uses the questionnaire, interview, and written composition. The results of the questionnaire showed that learners who have a medium attitude to writing consider writing to be complicated and stressful. Those with a high attitude, meanwhile, often believe that writing is exciting and challenging.¹¹ The second is research by Anggraini. This study presents students' views on performing Instagram writing tasks. This study uses a qualitative survey method. Sixty students from the writing class were hired to participate in this study. The results show that student perceptions span two areas, including the benefits and challenges of using Instagram. One benefit shows that attendees have a positive view of the challenges of writing with

¹¹Rosdiana. "EFL Student attitude toward English writing academic".

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Instagram. Participants see Instagram as a valuable social media platform that motivates them to write better sentences. However, attendees found it difficult to use Instagram to write activities.¹²

The third is the article by Rifai. The aim of this study was to investigate the relationship between student attitudes towards using Facebook and blogging as a learning tool in the writing classroom. This study has two experimental groups and one control group. The experimental study used Facebook and blog as their learning tool, and the control group used Binusmaya (local learning tool). The results showed that the students' lack of enthusiasm correlated with their writing performance and that Facebook and blogging did not significantly impact their improvement in writing skills. 13 The fourth study by Faruq and Javid. This study focuses on discovering the effects of e-learning at the Taif University English Language Centre (TUELC), Saudi Arabia, in order to inspire students to study English as a foreign language. This study used questionnaires to collect data. The data showed that most students have access to computers and the Internet, but are not inspired to learn using technology. They believe that curriculum and classrooms are important for combining activities and technology. However, teachers still take time to use the latest devices. Integrating the program with teacher training and curriculum can lead to a better learning environment.¹⁴

The fifthstudy was bySusanto. The aim of this study is to understand the students' attitudes of the Universitas Kristen Satya Wacana Faculty of Language and Arts (FLA) towards the use of Google Translate (GTThis study tried to answer the research question: What is the student's attitude towards the use of Google Translate? 100 students from FLA's English Education (ELE) program in 2013 and 201participated in the survey by answering questionnaires using a five-level Likert scale and open-form questions.

¹² Wahyu, Candradewi. "Student perspective toward the use of instagram in writing class".

¹³ Irfan Rifai. "Student Attitude on The Use of Facebook And Blog In Writing Class and Their WritingCompetence". Lingua Cultura Vol. 4 No. 1. Mei 2010

¹⁴ Umar Faruq, Muhammad. "Attitude of the student toward E-Learning: A study of English language learners at Taif University English language Centre".

According to Pickens (2005), questions are divided into three-element models of attitude: "affective, cognition, and behavior" The data shown many respondents have claimed that, depending on how it is used, GT is viewed as cheating. In addition, participants shared their feelings when using GT, and most participants felt the same.¹⁵

However, this study differs from the previous study. Previous study, investigated the students' problems in writing, and the use of media. This study focuses on the students' attitude toward the cognitive process of writing.

B. Research Questions

This study has the following research questions:

What attitudes do studentsperform in English writing in the digital era at MA Da'watul Khoir?

C. Objective of the Research

From the researchquestion above, the purpose of the study is: describe and explain student's attitude towards English writing in the digital era at MA Da'watul Khoir.

D. Significance of the Research

The result of this study will contribute to the enrichment of information in the area of English writing and digital media in education. The importances of research are the following:

- 1. Theoretically, the results of this study should develop more knowledge on teachingEnglish using a digital platform.
- 2. Practically, the result of this study will help the following parties:
 - a. For the teachers

This study is expected to help English teachers understand the relationship between student attitudes towards writing in English using digital platforms. According to the results of this study, it may be important for researchers to know the attitudes of students involved in the English learning process towards English teachers. Because if the

¹⁵Susanto, Riana devi. "Student attitude toward the use of Google Translate"

teacher knowsthe attitude of students toward writing using digital platforms, the teachers can use effective ways to support learning.

b. For Student

The results of this study are very informative for the students, because the student should know the importance of digital platforms to develop their writing skill and the effect of digital to their attitude in the English learning process.

c. For future research

Future research will provide new insight into student attitudes towards English writing in the digital era. This study may require another study and motivate them to create something new from this study. The next researchers could examine parts that are not covered in this study, such as the influence of more specific media on students' attitudes in writing English, and perhaps their influence on other language skills such as speaking, listening, and reading.

E. Scope and Limits of the Research

The scope of this study focused on students' attitude toward writing English, and did not consider other aspects of English. This research only investigated writing, and in this study focusing on planning not in all aspects of the writing process. This Research studied student attitudes towards writing in English from a cognitive perspective. Cognitive aspects are needed in the process of planning a written product. Students gettingideas to be poured in their writing requires a cognitive process. The researcher used theory from Rosenberg and Hoyland attitude can be studied from three aspects. There are cognitive aspects related to someone's belief and knowledge, affective related to someone's emotions, and behaviors related to someone's action¹⁶

The limitation of this study is student attitude toward English writing in the digital era, only focusing on students from the tenth grade of MA Da'watul Khoir.

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¹⁶ James M. Olson and Gregory R. *Maio* "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality and Social Psychology*.(New Jersey: John Wiley and Sons, Inc, 2003), 311

F. Definition of Key Terms

Some terms have been used in this research that has been used for a specific purpose. The key terms are as follows:

1. Process of Writing

According to Harmer, the writing process can be classified into many steps: the first is planning, the second is drafting, the third is editing, and the fourth is the final form. There are 3 steps that exist in the planning process in the writing process, the first is determining the purpose of writing, the second is connecting with readers, and the third is building a content structure in writing, meaning how to make good writing based on facts, ideas, and arguments. In this study the process of writing is the process from planning to writing based on facts, ideas and arguments from the student tenth grade in MA Da'watul Khoir.

2. Student Attitudes

According to Lacthman and Daqnew attitude is a concept to recognize human behavior that consists of belief and feeling. According to Rosenberg and Hoyland the attitude consists of three aspects: the first is cognitive aspect (describing about the knowledge), the second is affective aspect (describing about feeling) and the third is behavior aspect (describing about action that reflects relation between knowledge and feeling). ¹⁸ Cognitive aspect in attitudes is the response of someone that relates to their belief. According to Muhammad Surya, people can get cognitive from their five senses such as touch, sight, hearing, smell and taste. In this study attitude means student knowledge, feeling and action about English writing concept a reflection of behavior based on knowledge.

3. Digital Era

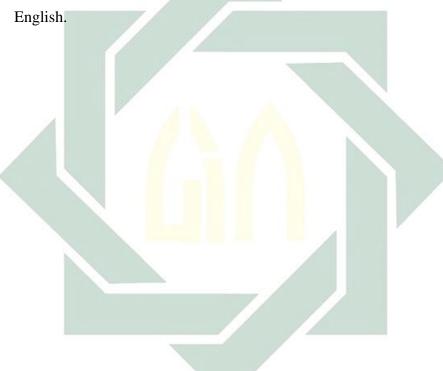
The digital age is a time in which the economy moves from an industrial to an information-based economy, with computers and other

¹⁷ Harmer, Jeremy.(2004) "How to Teach Writing". London: Longman. 4

¹⁸ J. Richard. Eiser, (1997) "The Expression of Attitude". Michigan: Springer-Verlag. 11

technological devices serving as the primary means of communication. According to Lau, the digital age is described as a period in which people have widespread ready and easy access to share and use information that is electrically available. The internet is primarily responsible for information retrieval and transmission. ¹⁹

The digital era in this research is defined as a period in which the use of electronic media and the internet as the main source of supporting learning, such as the use of the web and social media in learning to write



¹⁹ Lau, L. J. (2003). Economic growth in the digital era. Retrieved 13 Oct. 2016

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes a series of questions and theories relating to students' attitudes and writing skills. This chapter is split into two parts. There are several theories to answer research questions discussed in this study and a review of several previous studies.

A. Theoretical Framework

1. Writing

a. Definition of the Writing

Writing is a difficult task. The writers must decide on the aims, meaning, and content while still attempting to adhere to the conventions of grammar, form, punctuation, and style in writing texts. According to Gaith, writing is a complicated method that permits writers to explore concepts and create them clear and concrete.²⁰

In teaching writing, teachers should provide students with plenty of opportunities to write original texts for all types of texts. According to Zamel, writing taught as a process of discovery implies the idea and the teacher who traditionally provides feedback after the fact, intervenes to guide students through the process. ²¹Teachers should give some time to students to write and clearly define the purpose of the writing. Students need to write to express their ideas meaningfully. Students with previous writing experience are encouraged to write.

Nunan is one of the experts who describe writing in various ways. In accordance with the Nunan, writing is a physical and a mental operation. ²² In a simple explanation; writing is the physical act of writing words in a book or typing email messages into a device. Writing, on the other hand, is a spiritual task of developing ideas, such as poetry and books. Consider how it is said and how it is interesting in sentences and paragraphs that are clear and understandable to the reader. Nunan

²⁰Ghaith, Ghazi . (2002). Writing. Online.

²¹Zamel, V. (1982). Writing: The Process of Discovering Meaning. TESOL Quarterly, 16(2), 195-209.

²² Nunan, David.(2003). "Practical English Language Teaching". Singapore: McGraw-Hill Education. 34-36

says this writing is about processes and products. Writers need to imagine an idea, organize the concept, make drafts, modify, read, and the last is rereads or revision. The process of writing is usually cyclical, but it can also be inconspicuous. After all, what the audience sees means the instructor or the reader is the product. It can take the form of an essay, letter, journal or research report.

Based on Kay of Westwood,writing is a very complicated process involving many unique brain processes and skills.²³ The act of writing requires the author to shape the idea, organize, and order the points in a logical order, to select a vocabulary, to check the correct grammar, to write the correct spelling, to underline it and write it clearly.

According to Keir, writing is an involved process of gathering ideas and information, organizing ideas, and generating concepts for later editing and revision.²⁴ According to Harmer, another definition of writing is that writing (as one of the four basic skills of listening, reading, speaking, and writing) is always included in the English curriculum.²⁵ In accordance with Nation,writing is an assignment that can be handled by practicing other skills like listening skill, speaking skill, and reading skill. This preparation allows you to use previously used words in a receptive way.²⁶

Based on the definition above, it is possible to infer that writing is a process of making ideas, as well as a person's ability to convey knowledge to someone via a variety of media. Writing is more than organizing words into simple, understandable forms and sentences. It's also about thinking, expressing yourself and organizing your thoughts into clear sentences and paragraphs.

²³ Westwood, Peter. (2004) "Learning and Learning Difficulties". London. David Fulton Publishers Ltd,100-110

²⁴ Keir, June. (2009). "Informative Texts". Australia: Ready-Ed Publications. 9

²⁵ Harmer, Jeremy.(2004) "How to Teach Writing". London: Longman. 4

²⁶ Nation, I.S.P. (2009). "Teaching ESL/EFL reading and writing". NewYork: Routledge. 34- 36

b. Process in Writing

There are four steps of the writing process. The first is planning, next is the drafting, modification, and the last step is the refinement by editing and revising the draft.²⁷

Writing is an activity that has many steps. Writing is an effective skill that requires a process. The process requires the author to create it at any stage. The process of writing is the stage where the author creates a product (written text) to final draft. There are four stages to writing.²⁸

1) Planning

The first stage to discuss is planning. According to Harmer, there are three issues to consider at this point. Think about the purposes of writing first.²⁹ This affects other characteristics such as the type of text, the language uses, and the information and value of the text. Second stage relates to audiences to which the student refers. It will have an effect in other cases. One of these concerns linguistic, formal or informal choices. The final concern is the structure of content. This is about the text order. Harmer shows in his book the best way to organize facts, ideas, and discussions. Planning will support you as an author. It will form your task; you can measure your progress. Planning also helps your readers.³⁰

2) Drafting

Once students have completed the product creation plan, they move on to the next phase that is drafting. At this point, students begin to generate previously selected ideas and themes. Students can also preview what they are writing before they start writing in the best possible format.

²⁷ Allce Oshlma and Ann Hogue, *Introduction to Academic Writing*, (USA: Pearson Education Inc, 2007),15

²⁸ Jeremy Harmer, *How To Teach Writing* (England Pearson Education Limited, 2007),4

²⁹ Jeremy Harmer, How To Teach Writing (England Pearson Education Limited, 2007),4

³⁰ Martin H. Manser, *The Facts on File Guide To Good Writing*, (USA: Acid Free Paper, 2006), 36

The drafting phase is where you start to write. The most important thing in drafting is to write words on the paper.³¹ Once the plan is complete, the writer can move on to the next step (draft). It is important to remember that, in thefirst draft of the paragraph, students should use planning ideas as a guide when they write. To do this, there are several ways to consider. First, the paragraph should start with a topic statement that expresses your idea, including some statements that support your main idea. Second, prevent topics from containing explanations that do not directly assist the main idea. Third, compose sentences to make ideas reasonable. The last, use clear words to assist the reader understand about the concept in your paragraph that connected each other.

3) Editing (Reflecting and Revising)

After students have taken some steps to edit and complete the paragraph writing product. First, they need to inspect what they wrote, so they should read it carefully, or they can ask friends whatthey think about your product writing. Listening to readers is one of the good ways to find out if students' writing can help them to improve their skill. For the last, students may see the structure and content from product text before making any changes.

4) Final version

After the author edits the draft, replace those that need to be changed, and they produce the final version. The earlier step of the three processes can take longer than the other steps, redraft, re-edit very quickly in your head as you type. Regardless of how we approach the process, we always plan what we need to write, review what we write, and try to fix it before submitting. Both the original plan and the original draft can differ significantly due to changes made during the editing process. But keep in mind that writing a product has sent readers.

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³¹ Cristine B. and Susan H. "Writing Matters Writing Skills and Strategies For Students Of English", (USA: Cambridge University Press, 1993),14.

2. The Student Attitude

a. The Definition of Attitude

In accordance with Montano &Kasprzky, attitude is an individual's belief in the results of performing a behavior or belief in the behavior.³² If a person has positive beliefs, their behavior appears to be similar to their beliefs. But if they believe in negative things, then their actions also indicate that there is anything as negative as their beliefs. Can be interpreted that someone's beliefs are matching to their actions. So, if someone has good beliefs, they will have a good attitude. Conversely, if someone has a bad belief, they have a bad attitude. Based on Lachtnna& Dagnew, attitude is an idea for understanding human behavior, which is expressed as a mental state of belief and emotions.³³ Attitudes here mean the concept of human behavior and mind, which includes human beliefs and emotions.

Ajzen has a definition of attitude building. Ajzen said there are two definitions of attitude construction. The first, beliefs of someone influence at the same time the attitude, the norms, and perceptions of the subject control the behavior, the second attitudes, the subjective norms, and the perceived behavioral control influence the behavior and finally the behavior. According to Ajzen, the structure of attitudes have four important points; attitude, beliefs, subjective norms, and behavioral controls.

Kutluca said: Attitude is the decisive factorin predicting human behavior.³⁵ In other words, human attitudes can be predictable from their actions. In this case, if someone is doing well, they have a positive

³⁴ Meltem Huri BATURAY, Şahin GÖKÇEARSLAN, Şemsettin ŞAHIN.(2017) "Associations among Teachers' Attitudes towards Computer-Assisted Education and TPACKCompetencies", Informatics in Education. Vol. 16, No. 1, 6

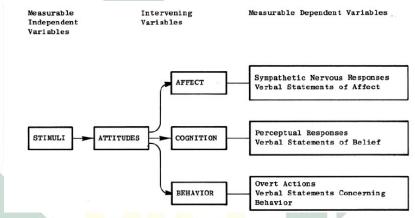
³² Beatriz Calderón Jurado & Cristina Morilla García, (2018). "Students' Attitude & Motivation in Bilingual Education". IJEP – International Journal of Educational Psychology, Vol. 7 No.3 October, 320

³³ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude...", 319

³⁵ Meltem Huri BATURAY, Şahin GÖKÇEARSLAN, Şemsettin ŞAHIN, "Associations among Teachers' Attitudes...", 6

attitude. Conversely, if someone does bad behavior, they have a negative attitude. ³⁶

Kazazoglu says that mother tongue relationships and attitudes develop a good attitude towards the mother tongue. As it develops well, it affects perception, emotion, and behavior.³⁷ The relationship between mother tongue and attitudes influences the thoughts, emotions and abilities that give someone positive attitudes and develop their language skills.



Picture 2.1 Attitude's Points³⁸

This image is a division of attitude based on Rosenberg and Hovland. Attitude has three components: Cognitive, affective and behavior.³⁹ The theory is used in this study because it universally covers all aspects of attitude. There are some explanations for the three main points of the attitude.

1) Cognitive Component

Cognitive attitude is someone's reaction to their belief in something. There are two ways for someone to gain direct and indirect influence. The direct way is when someone can gain belief

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³⁶ Beatriz Calderón Jurado & Cristina Morilla García, "Students' Attitude...", 319

³⁷Mustafa Yıldız, Yusuf Kızıltaş. (2018) "The Attitudes of Secondary School Students toward School and Reading: A Comparison in Terms of Mother Tongue, Gender and Class Level", International Journal of Education & Literacy Studies Vol. 6 Issue 1, January 31, 28

³⁸ J. Richard. Eiser, (1997). "The Expression of Attitude". Michigan: Springer-Verlag, 11

³⁹ J. Richard. Eiser, (1997). "The Expression of Attitude". Michigan: Springer-Verlag, 11

from their experiences, and indirect way is when someone gains belief from something else, such as the media, relatives, or friends.⁴⁰ This means they believe in and hold on to something, which they can learn from their experiences, from their parents, from the media and beyond.

Human beings can gain awareness from the cognitive process. The cognitive process uses the sensory organs to achieve perception. Sensory of organs like ears to hear, eyes to see, nose to smell, tongue to taste and skin to touch. There are three processes for recognizing people. There is observation, attention, memory, thought or reflection.⁴¹

Observation is the first process of a man's cognitive process to achieve his consciousness. In this process, humans use their common sense to achieve their consciousness. Humans can use their sense organs to hear, smell, touch, see, and taste what they receive from the environment. In the same process as writing, one can write what he receives from his experience, media, etc. and send and receive knowledge.

The second cognitive process is attention. What we are paying attention to here is the human mental reaction to observation. Dr. H. Mohammad Surya explains seven factors that affect attention. The factors are preferences, the physical condition, the fatigue, the motivation, the need for attention, hopes, and personal characteristics. The cognitive that builds confidence in people's ability to write in English is personal preference, motivation and trait.

The third process is memorization. Memorization consists of remembering or forgetting about something the knowledge acquired.

⁴⁰ James M. Olson and Gregory R. *Maio* "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds).(2003) " *Handbook of Psychology Vol. 5: Personality and Social Psychology*". New Jersey: John Wiley and Sons, Inc, 311

⁴¹ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi, dari Guru untuk Guru.* (Bandung: ALFABETA, 2014), 36

⁴² Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 41

The human's brain has two types of memory. The first is short-period memory and the second is long-period memory. Short-period memory is storage memory that is capable of storing memory for a short period of time. Unlike long-period memory, the short-period memory has the function of storing long-period memory. These memories affect people's memory and forgetting about certain things. Humans can use their memories to remember things based on their own experiences and write them down into product documents.

The final process is reflection. This is the best cognitive process. Someone's thinking can be split into specific aspects. The human brain is divided into two; there are the left brain and the right brain. From the point of view of thinking, it can be divided into two types: convergent and divergent thinking. And finally, the word thinking can be split into two types; critical thinking and creative thinking. ⁴⁴ In the writing process, people use both of them.

1) Affective Component

This attitude is about how someone feels. You can love it or hate it. It can be positive or negative. Emotional attitudes are related to cognition. Knowledge can influence emotions, it can guide thinking.⁴⁵

Affective components can be divided into two types: feeling and emotions. Quiet feelings and emotions are different. The difference between them depends on the quality of the vibration. Human sensations can be demonstrated when the quality of vibration is low and can only be perceived by the individual. However, emotions are expressed by the reaction of the body, which can be felt not only by

⁴⁴ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi...*, 44-45

⁴³ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi...*, 43

⁴⁵ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality*.311

individuals but also by those around them. 46 So, an affective component is described about someone's feelings and emotions.

Many theories talk about emotions. Next, the researchers talked about two theories. The first is Descartes' theory. Categorize emotions into six categories: want and desire, hate, praise, the happiness, the sadness, and the love. The next theories are that of Kretch and Crutcfield. They divided categorize into six groups, the primary emotions (sad, happy, scary, angry), the emotional arousal (hurt, happiness, fear, disgust), emotional self-assessment (shy, pride, guilt), personal affective relationship (love, hate, pity), self-emotion-assessment of gratitude (humor, beauty, care) and emotional state (sad, happy, anxious). 48

2) Behavior Component

Attitude behavior is about people's actions. The behavior reflects their feelings (affective) and knowledge (cognitive) to something.⁴⁹ What someone does is balance between what they believe in and how they feel.

Human behavior can reflect about their process of cognition and affection.⁵⁰ If their cognitive and affective processes are good, their behavior could be good. There are several points to show about human behavior: determined behavior, organized behavior, good physical behavior, adaptive behavior. Success-oriented behavior, clearly motivated behavior, quick behavior and generalized behavior.⁵¹

Behavior is an attitude that first reflects two components of attitude that are cognitive and affective. People with good cognitive

⁴⁶ Prof. Dr. H. Mohammad Surya. Psikologi Guru: Konsep dan Aplikasi..., 71

⁴⁷ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi...*, 80

⁴⁸ Prof. Dr. H. Mohammad Surya. *Psikologi Guru: Konsep dan Aplikasi...*, 80

⁴⁹ James M. Olson - Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*,312

⁵⁰ James M. Olson and Gregory R. Maio "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds). *Handbook of Psychology Vol. 5: Personality...*,312

⁵¹ Prof. Dr. Nana Syaodih Sukmadinata. Landasan Psikologi Proses Pendidikan. (Bandung:ROSDA, 2005), 94-95

and feelings will behave well, and those with positive attitudes will. Therefore, when someone has a bad cognitive and affective attitude, they also behave badly. Therefore, they take a negative attitude.

Someone's attitude can be measured in two ways; that is attitude survey and behavior measures.⁵² The first method is an attitude survey; it means the researcher gives the open-ended question to the participant, close-ended question or both of them. This study can rate the participant's attitude after they answer the question. The next method is behavior measures, which can also be said to be unobtrusive measures.⁵³ This measurement is just taken if respondents are not satisfied with their answers, or if the attitude survey has been completed but did not respond to the survey questions in the survey.

Posture measurement results can be divided into two categories; that is positive attitude and a negative attitude. The Positive attitude based on Zajonc is someone's response to an object, such as an expression within an object whose expression is a positive expression. The positive expressions are happiness, like, love and others. So, if someone has that positive expression, they also have a positive attitude. On the other hand, according to Bornstein, Perlman and Oskamp, a person can adopt a negative attitude by reacting to an object with negative emotions. Negative emotions like aversion, hatred, anger, sadness.

In addition to affective, positive or negative attitudes can be determined from someone's thoughts. Because determining someone's positive and negative attitudes can be seen from their experiences, memories, thoughts, and feelings.⁵⁶ What experiences, memories, and thoughts are included in a person's perception and what emotions are

⁵² Kenneth S. Bordens – Irwin A. Horowitz, *Social Psychology 3rd Edition*. (United State of America: Freeload Press, 2008), 161-162

⁵³ Kenneth S. Bordens – Irwin A. Horowitz, Social Psychology 3rd Edition....162

⁵⁴ Kenneth S. Bordens – Irwin A. Horowitz, *SocialPsychology 3rd Edition*....164

⁵⁵ Kenneth S. Bordens – Irwin A. Horowitz, *Social Psychology 3rd Edition*....164-165

⁵⁶ Kenneth S. Bordens – Irwin A. Horowitz, Social Psychology 3rd Edition...199

included in affective attitudes. If people have a good experience, a good memory and a good thinking, they also have a good feeling; his attitude can be positive. If they also have experiences, thoughts, memories, and feelings on the other side, they may have the opposite attitude.

3. Digital era

According to Drucker, the digital age is characterized by dramatic socio-economic changes on a scale similar to the industrial revolution.⁵⁷ Everyday life involves more diverse socioeconomic interactions than before, leading to faster socioeconomic knowledge updates. Knowledge bases in the digital age are more abstract and theoretical than before⁵⁸, but there are also more mundane things (for example, the rise of "reality TV") and more imaginative things (for example, youtube.com). This era is increasingly associated with Information and Communication Technology (ICT), a feature that allows you to gain knowledge at a faster pace, addictive methods (Facebook, Instagram, etc.) or controls (computer viruses, etc.). Increasing our ability to mobilize.), and efficiency (e.g. cross distance, blog). Celebrities, as well as those with creative and analytical knowledge, are pushing the digital age faster over time. Knowledge workers are also accessing and interacting with more and more knowledge. The average person becomes a celebrity through communication technologies such as the Internet, image messaging and many other social media rather than traditional media.

The digital age will create a society, education and economy more in tune with knowledge, whether scientifically factual because it contains content or emotionally dependent because it lacks content. By creating, we have transformed many ways of living and working. Certainly, any combination of the two. The time period means people, especially people in developed countries. It belongs to economic and social communities that

⁵⁷Drucker, P.F. (2002). *Managing in the Next Society*. Oxford: Butterworth Heinemann.

⁵⁸Tsoukas, H. (2003, in press). Do we really understand tacit knowledge? In M. Easterby Smith & M.A. Lyles (Eds.), *Handbook of Organizational Learning and Knowledge*. Oxford: Blackwell.

are more virtual and dynamic than ever. Over time, the digital age affects every member of society and every aspect of people's lives equally.

In this digital age, the advent of modern technological technologies such as computers, the Internet and smartphones has progressively promoted the creation of teaching methodologies and technologies. Learn new things in English (EFL) as a foreign language lessons. According to Sabti and Chaichan, technology has opened up a whole new dimension in studying the effectiveness of English education. ⁵⁹ This technology has been used in every sector of human life. Technology has influenced education, especially in the process of education and learning. Technology offers many options to make education more enjoyable and effective in terms of growth and change. Technology is one of the most important tools of linguistic and social change.

Students of EFL (English Foreign Language) have opportunities to use various technology tools which are possible to support English learning nowadays. The tools and resources which have been created on the World Wide Web (whiteboard, "plug-in", technologies, streaming, and conferencing, etc.) According to Yang, technology provides big chances for developing language utilization by multimodal channels (listening, reading, speaking, writing, and communicating). Moreover, some research shows that mobile phones, smartphones, and computers are common tools which are frequently used by students and teachers. 61

B. Previous Study

Studies that related to the study have been conducted by some researchers focusing on student attitudes and learning English.

⁵⁹Sabti, A. A., & Chaichan, R. S. (2014). "Saudi high school students' attitudes and barriers toward the use of computer technologies in learning English". SpringerPlus, 3:460, 1–8.

⁶⁰Yang, S.H.U.C. (2001). "Language learning on the world wide web: An investigation of EFL learners" attitudes and perceptions". Educational Computing Research, 24(2), 155–181.

⁶¹ Leis, A., Tohei, A., & Cooke, S. (2015). "Smartphone assisted language learning and autonomy". International Journal of Computer-Assisted Language Learning and Teaching, 5(3), 75-88.

The first is a study by Rosdiana. This research aims to consider the importance of writing skills in the field of writing in English, especially in terms of students' reactions to writing problems. The aims of the study are therefore to define the attitude of the EFL students towards writing, to discover the view of writing problems of the EFL students and to discover the commitment of the students to develop their writing skills. This study is qualitative research, and analysis of this study uses the questionnaire, interview, and written composition. The results of the questionnaire showed that learners who have a medium attitude to writing consider writing to be complicated and stressful. Those with a high attitude, meanwhile, often believe that writing is exciting and challenging. 62

The second is a study by Anggraini. This research shows students' perspective on performing writing tasks using Instagram. This research used a qualitative research method. Sixty students from the writing class were selected as participants in this study. The result shows that the perceptions of the students cover two areas that involve advantages and challenges to the use of Instagram. One benefit showed attendees had a positive view of the challenges of writing with Instagram. Participants view Instagram as a valuable social media platform that motivates them to write better sentences. However, attendees faced challenges when they used Instagram to post challenges.⁶³

The next research by Rifai. The aim of this study was to investigate the relationship between students' attitudes towards using Facebook and blogging as a learning tool for writing courses. In this study, there were two groups, an experimental group and a control group. The experiment used Facebook and blogs as learning tools, and the control group used Binusmaya (local learning tool). The results showed that the student's lack of interest was consistent with the student's writing level, and Facebook and blogging were not very effective in improving the student's writing skills.⁶⁴

⁶² Rosdiana, EFL Student attitude toward English writing academic"

⁶³ Anggraini, "Student perspective toward the use of Instagram in writing class"

⁶⁴ Rifai, "Student attitude on the use of Facebook and blog in writing class and their writing competence"

The fourth is research by Faruq and Jahid. This study examined the impact of learning English at Taif University English Center (TUELC) in Saudi Arabia and focused on encouraging students to learn English as Foreign Language. The research used questionnaires to pick up data. The result of the data showed many students have access to computers and the Internet, but are not inspired to learn using technology. They think the curriculum and the classroom are important to combine activities by technology. But, Teachers take time to use modern gadgets. Training the teachers and integrating between program and curriculum can lead to an improved environment for learning.⁶⁵

The last is a study by Riana Devi Susanto. The objective of this study was to clarify the attitude of students in the Faculty of Languages and Arts (FLA) of Kristen Sachawakana University using Google Translate (GT). To answer the research question, the researcher asked 100 students from the English Language Education (ELE) program of FLA batch 2013 and 2014 to participate, by filling out a questionnaire with Likert scales and answering the open-ended questions. The questions of the research were divided into "Tricomponent Models of an Attitude: "an affective, cognition, and behavior" (Pickens, 2005). The data showed that many respondents have claimed that, depending on how it is used, GT is viewed as cheating. In addition, when using GT, the participants also claimed their feelings and most participants felt so-so."

Based on previous studies above, there are differences that distinguish the current study from all previous studies. Five studies attempted to explain the impact of the use of social media in language learning on student attitudes. The research also explains that the attitude of the students was very influential on student achievement in learning English, especially writing in English. Thus, this research will focus on how students attitude toward English writing, especially in the process of writing focused on planning.

⁶⁵ Faruq and Jahid, "Attitude of the student toward E-Learning: A study of English language learners at Taif University English language Centre"

⁶⁶ Riana Devi. S, "Student attitude toward the use of Google Translate"

CHAPTER III

RESEARCH METHOD

The method used by the researcher is indispensable for this study as a guideline to achieve the purpose of study. This chapter details the information relating to investigation procedures that the investigation applied while conducting this study. This chapter covers the research design, the subject of research, the data acquisition techniques, the instrument of research, and the data analysis.

A. Research Design

This study used descriptive qualitative because it uses words, sentences, and images to represent the analyzed data to draw common conclusions from this research. The research designs were used to investigate students' attitudes toward English writing in the digital era.

The descriptive methodology is built to acquire and interpret knowledge about a particular subject matter. Descriptive research aims to report on a variety of activities with the same goal of defining a situation or phenomenon. Sudarwan says descriptiveness is crucial in using a qualitative approach. This study aims to draw conclusions on students attitudes toward digital application and English writing, based on the activities done by the student; therefore this study used a descriptive method.

B. Research Subject

This study involved the students in tenth grade in class 10-1 in MA Da'watul Khoir, Kedungringin, Kertosono, Nganjuk. Students of senior high school have been taught about writing skills and can write various texts such as essays, stories, and scientific work. Besides, students of senior high school already have gadgets such as smartphones and laptops and they can use the gadget to improve their writing skill. There are 36 students of class 10-1 of MA Da'watul Khoir as a subject of the research who responded to the questionnaire. More importantly, students participating in this study are

⁶⁷Emmanuel J. Mason and William J. Bramble, *Understanding and Conducting Research*, (New York: Mcgraw-Hill Book Company, 1998), 31.

⁶⁸ Sudarwan Danim, Menjadi Peneliti Kualitatif. (Bandung: Pustaka Setia,2002), 61

expected to have online writing products such as websites, blogs and social media. The respondent who filled the questionnaire most of them for senior high school, because the student from senior high school was more experienced in online writing.

C. Data Collection Technique

In this study, researchers set up a data collection method using questionnaires. The questionnaire was distributed to the student with any question to find out how students' attitude toward English writing in the digital era with a survey guideline. The questionnaire was distributed by the researcher to 36 students of 10-1 class. To distribute the questionnaire, the researcher came to the class and gave the questionnaire to students. The study used surveys to figure out the process in writing.

D. Research Instrument

The researcher used a questionnaire instrument to collect the data for this research. The instrumental questionnaire was developed by the researcher by adopted the theory from Rosenberg and Hovland about the cognitive, affective and behavioral aspects as a questionnaire and adjusting the elements of attitude. The researcher chooses to adapt this theory, because this theory discusses attitude. The research plan is an open-ended questionnaire. There are 18 questions that ask about student planning for their product writing. The questions included the questionnaire are the media that use to write, what the students wants to write, what students do to get their experience to write, the media use to get their experience to write, and the interesting from students experience. The last instrument, it is used to findhow students' attitude toward English writing in the digital era focuses on the process of writing.

E. Data Analysis Technique

This study obtained data from a questionnaire. This study requires several steps to analyze qualitative data. All data is displayed in descriptive format. The outcome of the questionnaire for answered research questions. After collecting the data from the questionnaire, it was analyzed to find how student attitudes use media to write and how the student attitude uses media to

get their experience of the process of writing. Therefore, the result of the conclusion descriptively generated from the data was interpreted.

From the perspective of qualitative methods, the study analyzed the data in a descriptive manner. The researchers classified student responses to surveys of students intending to write a product and classified cognitive, affective and behavior aspects. Finally, the researchers explained the student's attitude towards writing in English. Basically, data obtained from questionnaires was analyzed throughout the paper according to detailed methods.

1. Data Reduction

Reduced data refers to the selection of primary data that only researchers need. Minimizing data means selecting and focusing on key research topics. To narrow down the data from this study, the researchers codified the data as a classifier of students' attitudes towards writing in English with a focus on process planning.

2. Displaying data

After performing sorting to reduce data, view the data for more compact access to the reader. Data visualization is defined as an organization that allows conclusions to be drawn by presenting data in the form of narrative text and graphics that require the researcher's ability to process information.

3. Drawing conclusion and interpretation.

The conclusions of the data survey results are drawn based on the same regular data samples presented to answer the survey questions in this study.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the research finding to answer the research problem. There is about, what is students' attitude toward English writing in the digital era at the tenth grade of MA Da'watul Khoir.

A. Research Finding

This research was conducted on 17 June 2021 using data retrieval techniques discussed in the research method. The data collected aims to answer the research question of student attitude towards English writing in the digital era at MA Da'watul Khoir. The findings in this study were categorized based on the aspects contained in the student attitude. The data highlight that student attitude toward internet application to writing English.

1. Cognitive Aspect of Student's Attitude toward Internet Applications.

The cognitive aspects of student attitude refer to their get ideas based on their experience both direct and indirect, linked to the aspect of writing in English. The direct experience was obtained based on their events, while their indirect experience was gained based on the experiences of others such as social media, parents, friends, etc. Data from the questionnaire that was collected from 36 students show that in terms of cognitive aspects, students in majority have a positive value and know about internet applications to check the accuracy of the language structure, check the correct word selection and make the writing have the right words. They know the app more than their personal experience when using the internet.

a. Students' knowledge of internet applications in creating a logical structure in their writing process.

In the digital era, the use of electronic media and the internet has spread, especially for respondents. The use of electronic media and the internet was appropriate and would be able to support their learning process every day. The results of the questionnaire that researcher has shared are as follows:

Table 4.1Students' knowledge of internet applications in creating a logical structure in their writing process

Responses	Number of
	Respondents
Knowing the application and always use it	11
Knowing the application and rarely use it	22
Knowing the application but not using it	1
Don't know the application	2
total number	36

Based on the results above, the majority of respondents know the application. 11 respondents knew the application and always used it, 22 respondents who knew the application but rarely used it, 1 respondent, who knew but did not use it, and 2 respondents did not know at all about the application. These applications they use to write and collect subject assignments. Based on the data above, it can be concluded that the majority of students know the application but rarely use it to create a good logic structure for their writing.

In the next table we can find out that most respondents know the internet application that they can use to create a good logic structure from others such as teachers and friends, as shown in the following table:

Table 4.2 Respondent's source of knowledge about the application

Responses	Number of
	Respondents
based on own experience	9
From friends	11
From teacher	16
From Parents	-
others	-
total number	36

Based on the results of the questionnaire by researchers, the data show that 9 respondents knew the application from their search when using the internet, then 16 respondents knew the application for information from the teacher, and respondents who knew the internet application from their friends were 11 respondents. The conclusion that can be taken from the table above is that the majority of students know the internet application is sourced from teachers.

b. Students' knowledge of internet applications in organizing posts in their writing process.

In the current era, there are so many electronic media and the internet as a support for learning in the class. Electronic media and the internet also help respondents in organizing writing. It is shown in the table below:

Table 4.3 Student knowledge of internet applications in organizing posts in their writing process

Responses	Number of Respondents
Knowing the application and always use it	10
Knowing the application and rarely use it	18
Knowing the application but not using it	5
Don't know the application	3
total number	36

Based on the results of the questionnaire above, it can be known that 10 respondents knew the application of the internet and used it to make it easier in organizing their writing. 18 respondents only knew the application but did not use the app as their primary medium for organizing their writing. Respondents who know the application but do not use it are 5 respondents and lastly 3 respondents do not know the application at all. Based on the table 4.3 above it can be concluded that more students know the application but rarely use it to organize their writing.

In the following table, it can be known that the respondents know the internet application they use to organize the writing, the majority come from other people, namely teachers and friends. It is shown as in the following table:

Table 4.4 Respondent's source of knowledge about the application

Responses	Number of Respondents
based on own experience	8
From friends	9
From teacher	19
From Parents	-
others	-
total number	36

From the table 4.4 above, it can be known that 8 respondents know the application by searching on the internet, and there are 9 respondents who learned the application from their friend, and there are 19 respondents who learned the internet application from the teacher. Based on the table above, it can be concluded that the majority of students know the application from others around them such as their teachers and classmates.

c. Student knowledge of internet applications in checking language structure/grammar checker in their writing process.

In English writing, one of the most important things is the part where the writer has a good and correct language structure/grammar checker. Students can use several applications on the internet that they can use to check the language structure/grammar checker in their writing. It is shown by the table followed:

Table 4.5 Student knowledge of internet applications in checking language structure/grammar checker in their writing process.

Responses	Number of
	Respondents
Knowing the application and always use it	15
Knowing the application and rarely use it	10

Knowing the application but not using it	3
Don't know the application	8
total number	36

Based on the results of the questionnaire above it can be seen that 15 respondents know the internet application and always use it, 10 respondents who know and rarely use it, respondents who only know it but do not use the application are 3 respondents, and the remaining 8 respondents who do not know the application. The conclusion can be drawn from the table 4.5 above that the majority of students know the application they can use to check the structure of their language/grammar checker, and always use it.

The table below shows how students know the application:

Table 4.6 Respondent's source of knowledge about the application

Responses	Number of R	espondents
based on own experience	9	/
From friends	8	
From teacher	19)
From Parents	-	
others	-	
total number	36)

The following table 4.6 explains that 9 respondents know the application from their search through the internet, 8 respondents know the application from their friends, and 19 respondents know the application from the teacher. The conclusion that can be taken is the majority of students know the application from others in this case; it is the teacher in class.

d. Students' knowledge of internet applications to be able to write clearly in their writing process.

There are many internet applications that students can use in their writing activities. It is shown by the results of the questionnaire below

about their knowledge of the application that they can use to help them write clearly as in the following table:

Table 4.7Students' knowledge of internet applications to be able to write clearly in their writing process.

Responses	Number of
	Respondents
Knowing the application and always use it	5
Knowing the application and rarely use it	13
Knowing the application but not using it	10
Don't know the application	8
total number	36

The following table 4.7 explains that 5 respondents knew the application and always use it to help them write clearly, in addition, 13 respondents know the internet application but rarely use it, 10 respondents knew the internet application but do not use it, and lastly 8 respondents who do not know at all about zthe application. We can conclude that the majority of students know the application but rarely use it in their writing activities.

The table below shows how students know the application:

Table 4.8 Respondent's source of knowledge about the application

Responses	Number of Respondents
based on own experience	6
From friends	11
From teacher	19
From Parents	-
others	-
total number	36

The following table 4.8 explains that 6 respondents knew the application from their search through the internet, 11 respondents knew the application from their friends, and 19 respondents knew the application from the teacher. The conclusion that can be taken is that the

majority of students know the application from others, in other words the student knows the application from their teacher.

e. Students' knowledge of electronic media and the internet to formulate ideas in their writing process.

Electronic media and the internet today have become important in learning, especially in English learning. It also helps respondents in formulating ideas in their writing. It is shown in the following table:

Table 4.9Students' knowledge of electronic media and the internet to formulate ideas in their writing process

Responses	Number of
	Respondents
Knowing the application and always use it	8
Knowing the application and rarely use it	16
Knowing the application but not using it	9
Don't know the application	3
total number	36

Based on the information in the table 4.9 above it can be known that the majority of respondents know the application although they rarely use it to formulate an idea. The information mentioned that 8 respondents knew the application and always use it, 16 respondents knew the application and rarely use it, 9 respondents only know the internet connection but do not use it, and there are 3 respondents who do not know at all about the application.

The table below shows how students know the application:

Table 4.10 Respondent's source of knowledge about the application

Responses	Number of Respondents
based on own experience	6
From friends	11
From teacher	19
From Parents	-

others	-
total number	36

The following table 4.10 explains about the source of respondents' knowledge about the application, there are 6 respondents that know the application from their search through the internet, 11 respondents know the application from their friends, and 19 respondents knew the application from the teacher. The conclusion that can be taken is that the majority of students know the application from the others, it is the teacher.

f. Students' knowledge of the application to select the correct word in the text.

In English writing, one of the most important things is how the writing has good and correct language structures; it can be indicated by the selection of the words used. Students can use several applications on the internet that they can use to select the correct words they can use in their writing. It is shown by the table below:

Table 4.11Students' knowledge of the application to select the correct word in the text

Responses	Number of
	Respondents
Knowing the application and always use it	15
Knowing the application and rarely use it	10
Knowing the application but not using it	8
Don't know the application	3
total number	36

Selection of the correct word in writing will be able to assist the reader in understanding the matter to be conveyed by the author. The author will also be very helpful when the words used have meanings that can be easily understood. Choosing the right words to use in writing can already be done using internet applications. From the data above it can be known that 15 respondents who know the internet application is using it

to help them choose the word which they used in their writing, then 10 respondents know the application but rarely use it, 8 respondents who only know the application but do not use it, then lastly there are only 3 respondents who do not know about the application. It can be concluded that the majority of students know the internet application to choose the correct word they use in their writing.

The table below shows how students know the application:

Table 4.12 Respondent's source of knowledge about the application

Responses	Number of Respondents
based on own experience	14
From friends	3
From teacher	19
From Parents	-
others	-
total number	36

Knowledge of applications that respondents can use to choose the correct words in their writing can come from anywhere. Respondents can find out from their own searches on the internet, or they can find out from people around them. The following table 4.12 explains that 14 respondents knew the application from their search through the internet, 3 respondents knew the application from their friends, and 19 respondents knew the application from the teacher. The conclusion that can be drawn is that the majority of students know the application from the teacher.

g. Students' knowledge of applications for spelling writing.

Table 4.13Students' knowledge of applications for spelling writing

Responses	Number of
	Respondents
Knowing the application and always use it	16
Knowing the application and rarely use it	10
Knowing the application but not using it	6

Don't know the application	4
total number	36

The use of internet applications to spell words will greatly assist respondents in increasing the productivity and quality of their writing. The application can be an online application, or an application that can be used offline by respondents. Based on the information in the table 4.13 above it can be known that the majority of respondents know the application and always use it. For the information, it is mentioned that 16 respondents knew the application and always use it, 10 respondents knew the application and rarely use it, 6 respondents who only know the internet connection but do not use it, and lastly, respondents who do not know at all about the application are 4 respondents.

The table below shows how students know the application:

Table 4.14 Respondent's source of knowledge about the application

Responses	Number of Respondents
based on own experience	10
From friends	7
From teacher	19
From Parents	-
others	-
total number	36

Knowledge of applications that respondents can use to spell words in their writing, respondents can get through 2 ways, namely direct and indirect. Respondents can directly find out from their own searches on the internet, or indirectly they can find out from the media or other people. The following table 4.14 explains that 10 respondents knew the application from their search through the internet, 7 respondents knew the application from their friends, and 19 respondents knew the application from the teacher. The conclusion that can be drawn is that the majority of students know the application from others; they know it from their teacher. In other words, students know the application indirectly.

2. Affective Aspect of Student's Attitude toward Internet Applications.

The affective term in question is related to feelings. Those feelings can be likes or dislikes and can take the form of positive or negative feelings. The affective attitude is closely related to knowledge because knowledge can affect feelings and feelings can indicate a thought. Data from the questionnaire that collected from 36 students show that in terms of affective aspects, students in majority tend touse English writing support applications that can help check the accuracy of the language structure, check the correct word selection, and make the writing have the correct word. While the tendency of affective assessment have a little helpto formulate ideas, make the writing well organized, make the writing clear, and have a good logical structure

a. Student's feelings when using the application to check the accuracy of the language structure.

Table 4.15Feeling when students using the app to check the accuracy of the language structure

Responses	Number of
	Respondents
Feel this application can help to make good	20
writing	
Feel this application give a little help	10
Feel I can write well without the application	4
Do not feel helped by the application	2
total number	36

In this digital era, there are many applications that can be used by writers, to support their productivity in writing. On the other hand, the use of these applications can be very helpful, if the author knows and correctly uses the application. The results of the questionnaire that have been obtained are known that there are 20 respondents feel that the application supports English writing helps check the accuracy of the language structure, 10 other respondents feel that this application is give a

little help, 4 respondents feel that there are able to write well without the application and 2 respondents do not feel helped by the application.

b. Student's feelings when using applications to formulate ideas.

Table 4.16Feelings when Students using apps to formulate ideas

Responses	Number of
	Respondents
Feel this application can help to make good	14
writing	
Feel this application give a little help	18
Feel I can write well without the application	2
Do not feel helped by the application	2
total number	36

Formulating writing ideas can be done quickly in today's digital era. Several internet applications have been able to assist the author in formulating ideas. On the other hand, the use of the application is only as a secondary supporting tool. Based on the results of the questionnaire that has been obtained can be known that as many as 14 respondents feel the impact of this application can help them to make their writing well, there are 18 respondents feel this application is a little helpful, while respondents who feel that they are able to write without the application and also respondents who do not feel helped by the application e there are 2 respondents. The value shows that the tendency of the benefits of this application is to help users to formulate ideas well in their writing process.

c. Student's feelings when using the application to check the correct word selection.

Table 4.17Feeling when the students can use the application to check the correct word selection

Responses	Number of
	Respondents
Feel this application can help to make good	25
writing	
Feel this application give a little help	7
Feel I can write well without the application	3
Do not feel helped by the application	1
total number	36

Students can use several applications on the internet which they can use to choose the right words that they can use in their writing. The use of these applications will be very helpful to improve their writing results. The use of applications like Google Doc, Blog, and Wattpad tends to help users check for the correct word selection. It can be seen by the value of respondents who have been disseminated, there are 25 respondents feel that this application can help make writing well, 7 respondents feel this application is a little help, and there are 3 respondents feel able to write without the application and 1 respondent does not feel helped by the application.

d. Student's feelings when using the application to make the writing well organized.

Table 4.18the feeling student when use the app to make the writing well organized

Responses	Number of
	Respondents
Feel this application can help to make good	10
writing	

Feel this application give a little help	20
Feel I can write well without the application	6
Do not feel helped by the application	-
total number	36

Based on the results of the table 4.18, 10 respondents felt that this application can help make good writing, 20 other respondents around felt that this application is a little helpful, and then the remaining 6 respondents felt that this application is a little helpful. The results showed a tendency for users to feel the app helped to make the writing well organized.

e. Student's feelings when using the application to make the writing clear.

Table 4.19The feeling student when use the application to make the writing clear

Responses	Number of
	Respondents
Feel this application can help to make good	14
writing	
Feel this application give a little help	18
Feel I can write well without the application	4
Do not feel helped by the application	-
total number	36

Based on the questionnaire that has been obtained it can be known that there were 14 respondents who felt that this application can help make good writing, 18 respondents feel that this application is a little helpful, and there are 4 respondents who feel that they were able to write well without the application. These results show that the use of the application gives a little help to students to make the writing clear.

f. The student feeling of being able to use the app to create writing with a good logical structure.

One of the purposes of writing is to convey information to the author clearly. Readers can easily understand the information conveyed in writing when the writing has a good logical structure. Now there are many applications that can help writers to create a good logical structure in writing. A good logical structure will help the reader to understand the writing.

Table 4.20the student feeling of being able to use the app to create writing with a good logical structure

Responses	Number of Respondents
Feel this application can help to make good writing	11
Feel this application give a little help	21
Feel I can write well without the application	4
Do not feel helped by the application	-
total number	36

One of the important aspects of writing is writing with a good logical structure. Making good writing can be helped by the use of applications such as Google Doc, Blog, and Watt pad. Based on the questionnaire that has been disseminated, 11 respondents felt that this application can help make good writing, 21 respondents felt that this application is a little help and the remaining 6 respondents felt that this application is a little help.

g. The students' feeling of being able to use the application to create a text has the right words.

In writing English, one of the most necessary things is how the writing has a right and right language structure; this can be proven by way of the preference of phrases used. Students can use several functions

on the web which they can use to pick the proper phrases that they can use in their writing.

Table 4.21The students' feeling of being able to use the application to create a text has the right words

Responses	Number of
	Respondents
Feel this application can help to make good	26
writing	
Feel this application give a little help	7
Feel I can write well without the application	2
Do not feel helped by the application	1
total number	36

Choosing the right words in writing will help the reader understand what the author wants to convey. The author will also be very helpful when the application is easy to operate and makes it easier to produce writing that is easy to understand. Based on the results of the questionnaire, 26 respondents felt that this application could help make good writing, 7 respondents felt that this application was a little helpful, 2 respondents felt able to write well without the application, and 1 respondent did not feel helped by the application. This indicates the tendency of app users to find it helpful to write with the right words and sentences.

3. Behavior Aspect of Student's Attitude toward Internet Applications.

Behavior relates to the action. This action is obtained once they know something and feel it. Therefore, behavior is related to cognitive and affective components in a balanced manner. Data from the questionnaire that was collected from 36 students show that in terms of behavior, students in majority tend to use their skills and knowledge in choosing ideas, choosing vocabulary, and designing writing that has a good logical structure. However, in terms of language structure, students use the internet application after they are unable to correct it by themselves.

a. Use of the internet to help student choose vocabulary

In choosing the correct vocabulary sometimes students have doubt over the correct word, but not today where everything can be accessed easily on the internet by utilizing several digital platforms such as Grammarly, Hemingway, and Nounplus, these three digital platforms are considered able to help some students to make the writing correctly, such as the results of the questionnaire below:

Table 4.22Use of the internet to help choose vocabulary

Responses	Number of
	Respondents
use application like Grammarly, Hemingway, and	9
Nounplus to make correct writing	
use applications like Grammarly, Hemingway and	18
Nounplus, as a support when I can't correct it	
use own ability	5
Do not know how to use the application	1
have another way	3
total number	36

From the results of the table 4.22 above, it can be seen that overall respondents use applications such as Grammarly, Hemingway, and Nounplus, to support them when they cannot correct the word by themselves, while 9 respondents directly utilize all three platforms. But some respondents prefer to maximize their abilities without using the platform facilities that exist on the internet, 3 respondents choose other ways (using dictionary books) to help them in their vocabulary selection.

Therefore, it can be concluded that to help students in choosing vocabulary in English, most students use applications such as Grammarly, Hemingway, and Nounplus. In other words, most students use applications such as Grammarly, Hemingway and Nounplus to help

students in choosing vocabulary in English, these applications as a support when they cannot correct themselves.

b. Use of internet apps to help students formulate ideas

In addition to the selection of vocabulary in English writing is also required formulation of a good idea, in order to make the writing structure perfect, the display of the questionnaire result is served below:

Table 4.23Use of internet apps to help formulate ideas

Responses	Number of
	Respondents
use the applications such as Wattpad, Ms. Word,	4
Google doc, Blog to help me formulate an idea	
use applications like Wattpad, Ms. Word, Google	6
doc, Blog, as a support when I can't correct it	
use own ability	25
Do not know how to use the application	0
have another way	1
total number	36

The table 4.23 above illustrates that to formulate ideas in English writing 4 respondents always use digital platforms to help them, and 6 respondents use them only when they need them. There are 25 respondents who used their abilities most to formulate ideas in their English writing. And there is one respondent who chose to look for other alternatives (using manual notebook).

From the information above it can be concluded that to formulate an idea in English writing, students prefer to use their ability, this is proven from 36 respondents 25 respondents choose to maximize their ability.

c. The use of internet applications to help students organize ideas well

One of the important things in writing is the organization of writing well. At the learning stage, students sometimes also have difficulty in compiling good writing with the correct rules. Therefore, the use of applications can be a solution to these problems, the table below is a response on how to use the internet to help students organize writing well.

Table 4.24The use of internet applications to help student organize well

Responses	Number of
	Respondents
using applications such as Wattpad, Ms. Word,	4
Google doc, Blog to make correct writing	
use applications like Wattpad, Ms. Word, Google	6
doc, Blog, as a support when I can't correct it	
use own ability	20
Do not know how to use the application	0
have another way	6
total number	36

The table above illustrates that to organize the writing well the respondents have several alternative ways, including by utilizing applications such as Wattpad, Ms. Word, Google doc, Blog, as a support when it is no longer able to correct it, and 4 respondents who overall always use this application. But 20 respondents chose to use their abilities without using the existing app, and 6 others chose another way (using manual notebook) to organize English writing.

From the above information, it can be concluded that to help organize the writing well the students prefer to use their abilities without using existing applications.

d. The use of internet applications to help build the logical structure of students' writing.

To be good and correct writing, of course it needs a good logical structure. For that reason, researchertries to find data on how effective the use of internet applications to help writing has a logical structure well, which will be described in the table 4.25 below:

Table 4.25The use of internet applications to help students' writing has a good logical structure.

Responses	Number of
	Respondents
using applications such as Wattpad, Ms. Word,	5
Google doc, Blog to make correct writing	
use applications like Wattpad, Ms. Word, Google	5
doc, Blog, as a support when I can't correct it	
use own ability	22
Do not know how to use the application	0
have another way	4
total number	36

The table 4.25 above illustrates the results of the questionnaire describing that the use of internet applications to help writing has a logical structure well done in several ways, the answer of the most respondents with the number of 22 respondents out of 36 answer that to make writing that has a good logical structure is to maximize their capabilities without relying on existing applications on the internet, 4 respondents have other ways (using manual notebook) and 5 respondents are more presupposed applications such as Wattpad, Ms. Word, Google doc, Blog as a support when it is no longer able to correct itself.

From the results of the above exposure, it can be concluded that to make writing that has a good logical structure the students maximize their abilities further without relying on applications on the internet such as Wattpad, Ms. Word, Google doc, Blog.

e. Students' use of internet applications to justify the structure of the writing language

The last point in this behavior domain is data on the use of internet applications to justify the structure of the writing language, which will be explained in the table below.

Table 4.26 Use of internet applications to justify the structure of the writing language

Responds	Number of
	Respondents
use application like Grammarly, Hemingway, and	8
Nounplus to make correct writing	
use applications like Grammarly, Hemingway and	18
Nounplus, as a support when I can't correct it	
use own ability	8
Do not know how to use the application	0
have another way	2
total number	36

The table 4.26 above illustrates that in justifying the writing structure 8 respondents overall use internet applications as their solution in composing English writing, and 8 others choose to keep maximizing their abilities and 2 others have other ways (using dictionary book) to solve the problem, and the most respondents answered that to justify the language structure of their writing using applications such as Grammarly, Hemingway, and Nounplus, as a support when they no longer able to correct their writing by themselves.

From the data information above it can be concluded that to justify the structure of the writing language of the students using applications such as Grammarly, Hemingway, and Nounplus, as a support when they are no longer able to correct by themselves.

B. Discussion

In order to provide a similar interpretation of the above results among readers and researchers, this section describes each of the following, reflecting some of the related theories and previous work.

1. Cognitive

Cognitive is a part of attitude and focused on knowledge. According to James R, Cognitive attitude is someone's reaction to their belief about

something.⁶⁹ This cognitive ability can be obtained in two ways, namely directly and indirectly cognitive acquisition. Directly cognitive acquisition means a person gaining knowledge through his own experience. While indirectly cognitive means that a person gets his experience through another person such as a friend, teacher, parent, or it can be obtained through other media. The use of media or internet applications can also help students to create good logical structures, organize writings, formulate ideas, check language instructions, choose the right words, spell words, and make clear writings.

In the activity of writing, building logical structures is important. Writing in a good logical structure is part of communicating the author's ideas to the reader, which makes it easier for the reader to understand the author's ideas. According to Keir, writing is a process that involves gathering ideas and information, organizing ideas, and then generating revised and revised concepts. ⁷⁰Based on the questionnaires that have been distributed to the students, the majority of MA Da'watul Khoir students know that the internet applications can be used to create a good logic structure. Although students know the application, they tend to rarely use it to create their writing. The students structure the writing based on their knowledge and use the internet application only to support their writing if it is needed. The majority of students in this school know internet applications to create a good logic structure obtained from their teachers. This is in line with the indirect acquisition of cognitive attitudes. The indirect way is when someone gets their belief from something other, such as media, parents, friends, and many more. 71 They know the internet application is sourced from their teacher in class. Based on the above exposure, it can be concluded that the cognitive aspect of MA Da'watul Khoir students towards

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⁶⁹ James M. Olson and Gregory R. *Maio* "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds).(2003) " *Handbook of Psychology Vol. 5: Personality and Social Psychology*". New Jersey: John Wiley and Sons, Inc, 311

⁷⁰ Keir, June. (2009). "Informative Texts". Australia: Ready-Ed Publications. 9

⁷¹ James M. Olson and Gregory R. *Maio* "Attitudes in Social Behavior" in Theodore Millon, Melvin J. Lerner and Irving B. Weiner (eds).(2003) " *Handbook of Psychology Vol. 5: Personality and Social Psychology*". New Jersey: John Wiley and Sons, Inc, 311

internet applications that can be used to create a good logic structure is positive. Students know the application even if they do not always use it.

Organizing writing is also important in writing. Organized writing will help the reader in understanding the writing. Based on the questionnaire distributed to the students related to the cognitive aspects of MA Da'watul Khoir students to the application that they can use to organize writing. The poll shows the majority of students know the internet app that they can use to make their writing have a good writing structure. Although they know, few students always use the application. Students tend to structure the writing to their ability and use the app as support. They know about the internet application from others, in this case, it comes from the teacher. Therefore, it can be concluded that the cognitive aspect of MA Da'watul Khoir students towards internet applications to organize their writing is positive.

The use of a good language structure in writing will make the writing easier for the reader to understand. Many applications can support students to improve the language structure in their writing. Technology provides big chances for developing language use through multimodal channels (listening, reading, speaking, writing, and communicating).⁷² Based on a questionnaire distributed by researchers on the knowledge of MA Da'watul Khoir students to internet applications that can be used to check the structure of the language in writing, the majority of students know the application and always use it in their writing. In writing activities, students use the internet application becomes important to make their writing good. The students know the application from someone else, it is the teacher. As explained before, cognitive aspects can be obtained directly through personal experience, and indirectly through others or other media. It can be concluded that the attitude of MA Da'watul Khoir students towards internet applications to check the structure of language is positive.

⁷²Yang, S.H.U.C. (2001). "Language learning on the world wide web: An investigation of EFL learners" attitudes and perceptions". Educational Computing Research, 24(2), 155–181.

Writing is more than just organizing words into simple, easy-to-understand forms and sentences. I'm also thinking about how to express myself and organize my thoughts into clear sentences and paragraphs. Writing clearly is one of the aspects that students must fulfill in making good writing. Based on the questionnaire above, the majority students of MA Da'watul Khoir know the internet application but rarely use it. Students use their language skills more to make them have clear writing. Ma Da'watul Khoir students are mostly aware of the application from their teachers in class. The conclusion that can be taken is the cognitive attitude of MA Da'watul Khoir students towards internet applications that can be used to make them have clear writing is positive.

In writing activities, formulating ideas is the first part that must be done before writing. Formulating ideas is partof the writing process. The writing process has about four stages. The first step is planning, the next step is writing, the third step is the editing process, and the last step is polishing by editing and revising. Formulating ideas can be done using internet applications. Based on questionnaires distributed by researchers, the majority of MA Da'watul Khoir students know that internet applications can be used to formulate ideas. Although there are many students who know that there is an internet application that can be used to make their writing better, they rarely use it as a tool in writing. Students know more about the application from their teacher in the class. It means that the cognitive attitude of MA Da'watul Khoir students towards applications that can be used to formulate ideas is positive.

The use of the correct word in writing is important. Students need to be able to choose the right words to use in their writing to make the writing better. Choosing the use of words in this digital age can be done through internet applications. Based on the questionnaire the majority of MA Da'watul Khoir students know the application they can use to choose the use

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⁷³ Allce Oshlma and Ann Hogue, *Introduction to Academic Writing*, (USA: Pearson Education Inc, 2007),15

of words in their writing. In addition to knowing the application, they also often use it to support them in writing. The majority of MA Da'watul Khoir students know the app through their own experience when using the internet. The conclusion that can be taken is the cognitive aspect of MA Da'watul Khoir students towards internet applications to choose the use of words in their writing is positive.

As mentioned above, the selection of words in a text is important. Writing is more than about arranging words into simple and understandable forms and sentences; it is also about thinking about how to express yourself and organizing your thoughts into clear statements and paragraphs. Students must keep the writing with the right word; one of the ways that can be done by students is to use an application that can be used to spell a word. Applications that can be used to spell the words can minimize errors in writing. Based on the questionnaire distributed by researchers on the knowledge of MA Da'watul Khoir students about applications that can be used to spell words, the majority of MA Da'watul Khoir students know about the application. Students not only know, but they also often use it to support their writing activities. It suggests that their writing activities can be greatly helped by the application. Students learn about the internet application from their teacher. It means the cognitive aspect of MA Da'watul Khoir students towards internet applications that they can use to spell words in their writing is positive.

Based on the research finding, the tendency of cognitive assessment to the use of English writing support applications. The majority of students have a positive value and know about internet applications to check the accuracy of the language structure, check the correct word selection, and make the writing have the right words. They know the app more than their personal experience when using the internet. As for the tendency of cognitive aspects, they only know the application but rarely use it in formulating ideas, making the writing well organized, making the writing

clear, and having a good logical structure. Students tend to know the application from others; they got it from the teacher.

2. Affective

A person's feelings about a situation can vary based on their knowledge. One of the factors that determine the change of attitude is the feeling of the person. If the behavior is positive then one's feelings can be said to be positive, and on the other hand if the behavior is negative then one's feelings can be said to be negative as well. The development of such behaviors or attitudes can be based on the response of a person's thoughts, feelings, and skills.

Based on the data obtained, researchers get emotional recapitulation results from different students when using English writing applications in this digital age. The tendency of respondents' feelings indicates the use of fluctuating applications in supporting English writing. The ability to formulate ideas, check the correct word selection, make the writing well organized, make the writing clear, and have a good logical structure and the ability to make writing have the right words can be judged by the feeling response from the respondent.

Good and correct writing can be seen from the accuracy of the language structure. The use of an English writing support application is different in value and its benefits depending on the aspect of knowledge and or feelings of the user. The results of the questionnaire obtained from respondents MA Da'watul Khoir students showed that almost all students feel that this application can help them to make good writing. Good writing has many characteristics, including good writing must have a purpose and must be able to communicate or convey a clear message. Good writing has three characteristics, which are easy to understand, friendly, and accurate.

The interpretation of the results of the questionnaire on the ability of students in formulating ideas based on the use of authorship support applications shows little help. Students' feelings in assessing the application are influenced by the quality of vibrations and emotional reactions of the

body, not only felt by individuals but also those around them. Almost all students feel the application is little help to formulate ideas. In addition, the atmosphere of the class feels a little fun; this is evidenced by the enthusiasm of students when writing English using the application.

The results of the questionnaire from respondents MA Da'watul Khoir students in the use of English writing support application shows that almost all students feel it is able to check the correct word selection. The outline of affective aspect assessment is related to attitude and value. Affective domain is a process of mental development in determining the choice to receive or reject a stimulus from outside a person after he or she has experienced the process of mental development aspects of knowledge. Choice determination either accepted or rejected is an effective response to the use of authorship support applications.

In general, one's feelings to assess the application supporting authorship are also seen from the response of MA Da'watul Khoir students who showed that the application is a little help to make well-organized writing. Affective aspect is an aspect whose implementation involves attitudes or feelings and values. The reaction factor of a score causes students to have the right to choose according to their personal feelings about what they receive. According to Robert S. in Ngalim Purwanto states that who plays an important role in attitudes are factors of feelings or emotions and factors of reaction/response.⁷⁴

The tendency of response from MA Da'watul Khoir students mentioned that their feelings when using English writing support application few can make the writing clear. It can be influenced by something you like and dislike. The affective realm according to Krathwohl quoted from Anas Sudijono is described in a taxonomy based on the level of receiving or paying attention, responding, assessing, regulating, and characterizing

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⁷⁴ Ngalim Purwanto. (2006). *Psikologi Pendidikan*.Bandung: PT. Remaja Rosdakarya.

values.⁷⁵ Based on this, affective is a process of mental development of a person to react to give feedback on something he likes or dislikes.

One of the elements of good writing is to have a good logical structure. Student of MA Da'watul Khoir's response to the use of authorship support applications is likely to be a little help; however, this is by the instincts or feelings of students towards the stimulus of stimuli from the environment. Writing is something that needs to be supported by several aspects such as cognition, affective, and behavior. In accordance with Kay of Westwood, writing is a complicated process that involves many unique brain processes and skills. The act of writing requires the author to shape the ideas, arrange and arrange points in a logical order, choose vocabulary, check grammar, write words correctly, underline and write clearly.

Based on Nation, writing is a task that can handily accomplished by practicing skills such as listening, speaking, and reading. Otherwise it should be noted that skills must be balanced with the feelings of the person. The results of the questionnaire using English writing support application, MA Da'watul Khoir students feel the application helps a little to make the writing have the right word. The tendency of these values comes from the student's affective value towards the use of the application. The affective component is the highest level of behavior because the student's inner attitude has been completely wise. At this level, students already have a value system that controls behavior to form characteristics.

Assessment of affective aspects can be done by students while using English writing support applications both inside and outside the classroom. This affective aspect is the main concern in the assessment of good and correct English writing. According to Anas Sudijono, affective domain evaluation can use an attitude test (attitude test) or often known as an

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⁷⁵Anas Sudijono.(2007). Evaluasi Pendidikan. Jakarta: PT. Raja Grafindo Persada.

⁷⁶ Westwood, Peter. (2004) "Learning and Learning Difficulties". London. David Fulton Publishers Ltd,100-110

⁷⁷ Westwood, Peter. (2004) "Learning and Learning Difficulties". London. David Fulton Publishers Ltd,100-110

⁷⁸ Nation, I.S.P. (2009). "Teaching ESL/EFL reading and writing". New York: Routledge. 34- 36

attitude scale (attitude scale).⁷⁹ Muhibbin Syah added that evaluating the affective realm can be done using The Likert Scale. This Likert scale is used to identify people's tendencies/attitudes. The scale of the Likert accommodates opinions that reflect a strongly agreed, undecided, disagreed, and strongly disagreed attitude.⁸⁰

Based on this, the tendency of affective assessment about the use of English writing support applications can help the student to check the accuracy of the language structure, check the correct word selection, and make the writing have the correct word. While the tendency of affective assessment only helps to formulate ideas, make the writing well organized, make the writing clear, and have a good logical structure.

3. Behavior

As explained above, behavior is related to the action of a person. This action is obtained once they know something and feel it. Therefore, behavior is related to cognitive and affective components in a balanced manner. The following will be discussed in more detail about the actions of someone related to writing English.

In writing English, vocabulary selection is something that students must master. Students who have a varied vocabulary will be easier in composing and writing in English. However, not all students can choose the right diction and according to the writing that will be written. The inability of students in choosing is certainly triggered by several factors; one of them is the lack of reading activities.

In today's digital age, internet facilities are very helpful for students in their daily learning. To write English, there are several internet applications such as Grammarly, Hemingway, and Nounplus that are very helpful for students in vocabulary selection to write English text.

From the results of the questionnaire distributed to students, it can be concluded that to help students in the selection of vocabulary in English

⁷⁹Anas Sudijono.(2007). Evaluasi Pendidikan.Jakarta: PT. RajaGrafindo Persada.

⁸⁰ Syah, Muhibbin, *Psikologi Belajar*, Jakarta: Logos Wacana Ilmu, 2001.

most students use applications such as Grammarly, Hemingway, and Nounplus, as a support when the student cannot correct it by themselves. The use of the internet application is secondary because students continue to rely on their knowledge and ability to choose vocabulary independently.

In theory, it is also mentioned that four stages must be passed by students when they want to write English. The first is planning, drafting, editing, and final version. Vocabulary selection enters the second stage of drafting. The drafting stage is where the authorbegins the writing. The most important thing here is to get words into paper.⁸¹

Choosing vocabulary is the most important thing according to Brown and Hood. Choosing the right vocabulary will make the writing of the language more animate and able to transfer the idea intended by the author.⁸²

Before vocabulary is selected, ideas become one of the main things that must be formulated first. The idea comes from the knowledge that has been obtained by students either directly or indirectly. The right formulation of ideas will make the writing better and more organized. The formulation of the right ideas will also make students understand the purpose of writing.

The results of the questionnaire that has been distributed to students mention that the use of internet applications is not helpful at all in formulating ideas. Students are more likely to simulate ideas based on their abilities. Students are more confident that their skills are sufficient to create an idea that is expressed into English writing.

The formulation of the idea includes the planning section. According to Harmer, three questions need to be considered at this point. The first is to think about the purpose of writing.⁸³ This affects other characteristics such as the style of the text, the language used, and the information and content of

⁸¹ Cristine B. and Susan H, Writing Matters Writing Skills and Strategies For Students Of English, (USA: Cambridge University Press, 1993),14.

⁸²Cristine B. and Susan H, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),14.

⁸³ Harmer, Jeremy.(2004) "How to Teach Writing". London: Longman. 4

the text. In the other word formulating ideas is an important step in planning, students should record more events that can be obtained from various sources so that the ideas obtained are good so that it will make English writing more meaningful.

In accordance with Kay of Westwood, writing is a complicated process that involves a variety of human brain processes and unique skills.⁸⁴ The act of writing requires the practice, organization, and ordering of ideas in a logical order. Select a vocabulary, check grammar, type words correctly, emphasize, and write in an easy-to-read way.

One of the actions that must be done by the author is to organize the writing to be well organized. Good writing is always coherent starting from the prologue, core, and epilogue. Based on the results of the questionnaire, students can independently organize well. Armed with English language learning where there is material on how to organize the writing well, they can apply it by making neat and systematic English writing.

Based on the results of the questionnaire, the use of internet applications did not make students feel helped. They prefer to use their ability to write a good organization. Students understood how to write English well only by understanding the materials taught by the teacher.

In the English curriculum, there are materials on how to write English text correctly. Students also practice throughout the chapter with different materials and can apply and practice the material by creating well-organized English writing.

The materials also learn how to make writers write that have a good logical structure. Logical writing means correct according to reasoning. The writing will be easy to understand and easily digested by the reader. Not infrequently, composing logical writing has its constraints where lack of exercise may be one of the triggers.

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⁸⁴ Westwood, Peter. (2004) "Learning and Learning Difficulties". London. David Fulton Publishers Ltd,100-110

The use of internet applications to help writing has a good logical structure. It turns out that according to the results of the questionnaire MA Da'watul Khoir students are not helpful at all. The majority of students use their skills in producing English writing. The logical structure they have learned in each learning material becomes the main capital. In accordance with Nunan, writing is both physical and spiritual manipulation. ⁸⁵ In a simple explanation; writing is the physical act of writing words in a book or typing email messages into a device. On the other hand, writing is a spiritual task of developing ideas like creating poetry and books. Think on how to say the idea, and organize the idea into sentences and good paragraphs that your readers can clearly understand. Nunan states that writing is about processes and products. If the article is well organized, it will be easier to read and understand to convey the purpose of the article in English.

In addition to the logical writing structure, the structure of the writing language is also an important point in writing. A good structure and according to the rules will add more plus points to the writing. A good idea, good vocabulary selection, logical writing structure, and correct language structure will make the writing worth publishing.

In accordance with Kay in Westwood, Writing is a complicated process implicating various human brain processes and unique abilities. ⁸⁶ The act of writing means that the writer shapes the concept, organizes, and orders points in a logical order, chooses vocabulary, inspect the correctness of grammar, inspect spelling words, emphasize, and write clearly.

In the digital era, there are many applications on the internet to help students learn. One of them is the existence of applications that serve to check the use of grammar. The app is easy to use for different ages. Users simply rewrite translated posts and the app will automatically justify the use of incorrect language structures. Based on the results of the questionnaire by

⁸⁵ Nunan, David. (2003). "Practical English Language Teaching". Singapore: McGraw-Hill Education. 34-

⁸⁶ Westwood, Peter. (2004) "Learning and Learning Difficulties". London. David Fulton Publishers Ltd,100-

MA Da'watul Khoir students, students use applications such as Grammarly, Hamingway and Nounplus, as support when they are no longer able to correct it by themselves. However, if they are still able to correct independently, students are more likely to correct independently.

In the end, the use of internet applications in writing English is not entirely helpful. Students tend to use their skills and knowledge in choosing ideas, choosing vocabulary, and designing writing that has a good logical structure. However, in terms of language structure, MA Da'watul Khoir students use the internet application after they are unable to correct it by themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion, the researcher concluded the research in this section. The conclusion represents as follows:

For the first aspect, attitude is cognitive. The tendency of cognitive assessment to the use of English writing supported by applications shows that the majority of students have a positive value and know about internet applications to check the accuracy of the language structure, check the correct word selection and make the writing have the right words. They know the app more than their personal experience when using the internet. As for the tendency of cognitive aspects, they only know the application but rarely use it in formulating ideas, making the writing well organized, making the writing clear, and having a good logical structure. Students tend to know the application from others; in this case they got from the teacher. The next aspect of attitude is the affective aspect. Based on the research finding, the tendency of affective assessment of the use of English writing support applications can help check the accuracy of the language structure, check the correct word selection, and make the writing have the correct word. While the tendency of affective assessment has a little help to formulate ideas, make the writing well organized, make the writing clear, and have a good logical structure.

In the end, about the behavior aspect, the use of internet applications in writing English is not entirely helpful. Students tend to use their skills and knowledge in choosing ideas, choosing vocabulary, and designing writing that has a good logical structure. However, in terms of language structure, MA Da'watul Khoir students use the internet application after they are unable to correct it by themselves.

B. Suggestion

1. For the Teacher.

Many students still did not know how to use the application on the internet for formulating ideas, making writing clear and organized in the writing process. Reflection and feedback for students' writing are needed to make the student understand what they should do to improve their skill.

2. For the Future Research

For the future researchcould examine parts that were not covered in this study, such as the influence of more specific media on students' attitudes in writing English, and perhaps their influence on other language skills such as speaking, listening, and reading



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