

Chapter One

Introduction

This chapter describes seven subsections. The first is the research background, which explains why the researcher is interested in choosing a topic. The second is a statement of the problem, which explains why the problem is important. The third is the delimitation of the problem which describes the focus of this research. The fourth relates to the research question of this research. The fifth is the purpose of this research which describes the aims of this research. The sixth is the significance of the research which describes the benefits of this research toward particular people. The last one is the organization of the chapters.

Background of the Study

Writing has become one of the most important skills in EFL classes. Ariyanti (2016) stated that writing has become one of the most important skills in English language acquisition because these skills play an important role in conveying messages. In addition, Paul, Richard, and Elder (2005) stated that writing can communicate ideas into written form. It means that students are able to express opinions, thoughts, and ideas in written form so that the writing can be read properly by readers and readers will get the message conveyed by the author through the writing. In addition, Paul, Richard, and Elder (2005) stated that writing can communicate ideas in written form. It means that students are able to express opinions, thoughts, and ideas in written form so that the writing can be read properly by readers and readers will get the message conveyed by the author through the writing.

However, for students, writing in English is one of the fears and difficulties they have to face. The students show their dislike of writing through their attitudes, giving rise to a negative attitude toward writing. Ismail et al., (2012) stated that there are several factors why students have negative perceptions toward writing, namely the lack of time to practice in

class and the effective writing course guide and resources to write critically. Lack of time given to practice prevented them from clearly expressing their opinion. In addition to the factors mentioned above there are other factors that influence students in writing namely they can not determine or decide the right topics for their writing so that they could not express an opinion or an idea they are, lack the vocabulary in which they find it difficult to write their opinion or their ideas into paragraphs because they have a limited vocabulary that makes them keep repeating the same words and also have problems with grammatical errors where they do not really understand, for instance is the use of the proper tense. It is different from students who have a positive attitude toward writing. They will easily write down their ideas because they are able to confidently state their thoughts clearly. As stated by Gupta and Woldermariam (2011) that students with strong motivation perform high levels of enjoyment, confidence, perceived ability, and positive attitude toward writing and use frequent writing strategies. It means that the more motivated students are to write, the more successful they will be and the more strategies they create.

In the Indonesian context, for students who are not native English speakers, writing in a second language is a challenge for them. Grammar, vocabulary, and spelling are the main keys that must be mastered when writing in English so that the writing can be used as a medium of information and knowledge that can be accepted by the public. Ningrum, Latief, and Sulisty (2016) said that pre-writing or planning is the initial and important step. As stated by Trismanto (2017) in his study, writing ability has an important meaning for the world of science and technology development. This can be an opportunity for students to deepen and broaden their knowledge of the language. Warschauer (2010) states that writing is one of the most important language skills. However, even though writing activities are important, some students think that writing is a difficult skill.

There are differences in the attitudes of male and female students in writing. According to Lee (2013), female students showed more positive attitudes toward writing and reported engaging in learning behaviors more frequently than male students. The only aspect of attitude that shows relatively fewer gender differences is self-concept in writing. Boys show too much confidence compared to their true abilities. Overall, gender differences appear to be more pronounced in attitudes than in learning behavior. He also added that gender differences in writing persist and remain strong even when boys and girls share the same level of attitudes and behaviors. Male students with positive attitudes and behaviors performed worse than female students with negative attitudes and behaviors in half of the statements examined.

The correlation between writing attitudes and writing achievement has been done by Graham, Berninger, & Fan, (2007). In their study, they stated that the relationship between writing attitudes and achievement has received relatively little attention either in educational or motivational literature. In their research on writing attitudes and achievement, they used a structural equation modeling approach to examine the relationship between writing attitudes and achievement for children's development in elementary grades.

Writing is one of the common activities that is done and studied by English Department Students at one of the private universities in Yogyakarta. Some students have difficulty determining topics for their writing in formal or informal and difficulty expressing their ideas even though they have some ideas in their minds but find it difficult to write them down because of the lack of vocabulary and they have any problems with grammatical errors. Some other students can easily express their topics and ideas without difficulty.

Students with positive attitudes toward writing tended to put more effort into writing than students with less favorable attitudes, which led to a clear difference in their individual

writing performance. A student's negative attitude will result in ineffective writing, which can hinder the writing process because writing is a difficult and demanding job. It can be said that students' awareness of writing English is very high because they think that writing activities can affect their academic careers and their future. In this case, the students realized the need to improve their English writing skills.

With the above consideration, in this research entitled "Students' attitudes toward English language writing," the researcher is interested in examining students' attitudes toward English writing as stated by Jabali (2018) in his study which states that connection between students' attitude and writing has gained little attention. In general, attitudes toward writing have a significant impact on achievement, which can strengthen or hinder.

Identification of the Problem

Writing can sometimes be tedious and that happens when the writer uses too many vague, common words and sentences that do not vary. Unclear words generally do not interest the reader, and unvaried sentences make writing easy to guess. In education, writing is an activity that is often done, especially for students. Writing is quite important but some students feel that writing is boring. In Rakhmawati et al., (2019) study, during writing activities, it was found that students tend to feel bored. The boredom experienced by students causes situations where writing activities are less effective. In addition, the students considered writing important, but there were things that prevented them from concentrating. The first is frustration. Frustration occurs when you do not have the opportunity to change or achieve something. Frustration in the writing phase means that students have not been given enough time to think for themselves. According to Sword et al., (2018) in their study stated that in nearly all of these cases, it seems, personal weakness was to blame. Frustration about

writing is the author's own fault: private, aloof, and a sign of inadequacy. The second is doubt. Having doubts means you're not sure if your writing is good or not. This leaves students unsure of what to do and how to start writing even though they already have an idea. As stated by Sari et al., (2022) that students had doubts when expressing their thoughts in writing.

Delimitation of the Problem

To make the analysis not going too broad, this research only focused on students' attitudes towards English language writing activity in the English Language Department in one of private universities of Yogyakarta. The next research concern is about the differences in attitudes between male and female students regarding English writing activities. The participants in this study were 105 English Education Department students batch 2020 and this study used a quantitative approach.

Research Questions

The researcher has proposed the research question for this research. The research question is what is students' attitudes toward English writing?

Research Objectives

Based on the research question above, the purpose of this study is to identify the students' attitude toward English writing.

Significance of Study

This research also provides significance for students, teachers, and future researchers.

For students. This study presents information about the student's attitudes toward English writing. The students are supposed to understand and improve their ability in English

writing. Therefore, the researcher hopes that this research can provide useful information and know what attitude to maintain.

For teachers. This study presents information about the students' attitudes and differences in attitudes between male and female students toward English language writing skills. Each student has a different attitude when taking English writing activities. Through this research, the teachers are supposed to understand the students' attitudes toward English writing. By understanding the students' attitudes toward English writing, the teachers will provide the easiest strategy to improve the student's ability and mastery of English writing

For other researchers. This study researcher hopes that future researchers will be able to investigate students' attitudes toward English writing more deeply and can use this study as a theoretical overview on the same topic

Organization of the Chapter

This research is divided into five chapters. The first chapter is the background of the research which describes the reason why the researcher is interested in choosing the topic. The purpose of the research which describes the aim of the study, the research question of the study, the significance of the study, and the organization of the chapters.

Chapter two contains the literature review. This chapter provides writing in English as a foreign language, students' attitudes towards English writing, the conceptual framework, and also previous related studies.

Chapter three contains the methodology. This chapter explains how the researcher conduct research. This chapter discussed the research design, research population, research sample, data collection method, data collection instrument, data collection procedure, and data analysis.

Chapter four contains the finding and discussion of the research and chapter five contains conclusions and recommendations.

