

THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Bachelor Degree of Education
in English Language Education



by:

MUNICA ISMIATUL HIDAYAH
1503046030

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2019**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : **Munica Ismiatul Hidayah**
Student Number : 1503046030
Department : English Language Education

certify that the thesis entitled :

THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL

is definitely my own work. I am completely responsible for the content of this thesis. Other writer' opinion of finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, December 14th 2019

The Writer,



Munica Ismiatul Hidayah
Student Number: 1503046030



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identification:

Title : **THE INFULENCE OF STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL**
Name of Student : Munica Ismiatul Hidayah
Student Number : 1503046030
Department : English Education Department

Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

Semarang, December 26th 2019

THE BOARD OF EXAMINERS

Chair person,

Secretary,


Dr. Siti Tarwiyah, S.S., M.Hum.
19721108 199903 2 001


Ma'rifatul Fadhilah, M.Ed.
19620803 198903 2 003

Examiner I,

Examiner II,


Dra. Nuna Mustikawati Dewi, M.Pd.
19650614 199203 2 001




Muhammad Nafi Annury, M.Pd.
19780719 200501 1 007

Advisor I,

Advisor II,


Dr. Siti Tarwiyah, S.S., M.Hum.
19721108 199903 2 001


Sayyidatul Fadlilah, S.Pd.I, M. Pd.
19810908 200710 2 001

ADVISOR APPROVAL

Semarang, December 10th 2019

Dear Sir,
Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu 'alaikum wr. wb

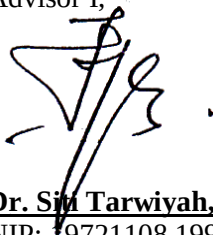
I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identity:

Name	: Munica Ismiatul Hidayah
Student Number	: 1503046030
Department	: English Language Education
Title	: The Influence of Students' Attitudes in Writing Class on Their Writing Skill

I state that this thesis ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu 'alaikum wr. wb

Advisor I,



Dr. Sri Tarwiyah, S.S, M.Hum.
NIP: 19721108 199903 2 001

ADVISOR APPROVAL

Semarang, December 10th 2019

Dear Sir,
Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum wr. wb

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identity:

Name	: Munica Ismiatul Hidayah
Student Number	: 1503046030
Department	: English Language Education
Title	: The Influence of Students' Attitudes in Writing Class on Their Writing Skill

I state that this thesis ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum wr. wb

Advisor II,



Sayyidatul Fadlilah, S.Pd.I, M. Pd.
NIP: 19810908 200710 2 001

ABSTRACT

Title : **THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL**

Name : Munica Ismiatul Hidayah

Student Number : 153046030

Students have variety attitudes in writing class. Those are the students who have positive or negative attitudes. Attitudes is an individual differences among students which is greatly agreed to have an influence on learning in general including their writing skill in writing class. This research discussed the influence of students' attitudes in writing class on their writing skill. The objective of this research is to explain the influence of students' attitudes in writing class on their writing skill. The population of this research is the tenth grade students of SMK N 4 Kendal . The total population of this research is 493 students. The writer took 15% from the population as a sample from the research with the total of sample is 71 students. The sample consist of two classes, those are 10 RPL (Rekayasa Perangkat Lunak) 1 and 10 RPL (Rekayasa Perangkat Lunak) 2. This research is quantitative research. The data were collected through test and questionnaire and were analyzed using Regression. In this research, it was found that there was a significant influence of students' attitudes in writing class on their writing skill. It could be seen from Regression result was $F_{reg} > F_{table}$, that was $225,335 > 3,98$. Therefore, the hypothesis was accepted. It means that there was influence of students' attitudes in writing class on their writing skill.

Keywords: attitudes, writing skill, descriptive text, regression

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

The meaning:

Indeed, Allah will not change the condition of a people until they change what is in themselves. (Q.S Ar-Ra'd:11).¹

“A hopeless person sees difficulties in every chance, but a hopeful person sees chance in every difficulty.” (Ali bin Abi Tholib)

¹Teungku Muhammad Hasbi Ash-Shiddieqy, *Al-Bayan Tafsir Penjelasan Al-Qur'anul Karim* (Semarang: PT. Pustaka Rizki Putra, 2012). P. 381.

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother (Bapak Ahmad Zaeni Masykur dan Ibu Rohimatuz Zahro'), who always devote their affection and give advices till the writer finished in arranging this thesis. Thank you for giving the writer spirit.
- My beloved sisters (Ana Faridatul Hasanah and Musdalifatur Rofi'ah), who always give me spirit to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

All praises be to *Allah Azza wa Jalla*, Who has given me mercy and blessing until this thesis can be completely finished as the requirement for the Bachelor Degree of Education in English Language Education Department.

The researcher realizes that she cannot complete this thesis without the support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them especially to:

1. Dr. Lift Anis Ma'shumah, M.Ag as the dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, S.Pd.I, M.Pd, as the head of English Language Education Department.
3. Dr. Siti Tarwiyah, S.S, M.Hum and Sayyidatul Fadlilah, S.Pd.I, M.Pd as the advisors, thanks for their patience in giving great motivation, helpful corrections and suggestions to improve this thesis during the consultation.
4. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge and guidance.
5. All of my family member who always give me love, pray and support, so, the researcher could finish conducting this thesis.
6. Suharto, S.Pd., M.Pd, as the head master of SMK N 4 Kendal who has given permission for doing the research.

7. Ika Setyowati, S.Pd, as the English teacher in SMK N 4 Kendal who guided and helped the researcher during research in the school.
8. Honorable, Ibu Nyai Hj. Nur Azizah, AH, and the big family of Pondok Pesantren Madrosatul Qur'anil Aziziyyah, who have become guardian and family in Semarang. Thank you for the guidance and the support.
9. All of my classmates in PBI A 2015 thank you for all of your advices, motivation and support.
10. My family in KKN Posko 90 (Rizal, Salim, Yaqin, Dewi, Endah, Dian, Ayu, Addina, Adel, Dela, Mia, Nanaz). Thanks for your motivation, togetherness and support.
11. My friends in PPL SMK N 4 Kendal (Sarah, Wafi, Zika, Dian, Maulani, Dimas, Adit, Amin, Fuad), thank you for your support.
12. My friends in MQA 15 (Munif, Amal, Laila, Wiwin, Henug, Erna, Muna, Jannah, Rizki, Elvin, Almas, Firda, Kasroh), who always give words and motivation. Thanks for your support.
13. My friends in PPMQA (Fajri, Wachidah, Trisna, Feni, Nila) and all of the member of Signal 4G, thank you for your supports.
14. Last but not the least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

The researcher realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all sides for the perfection of this thesis project are always expected.

Finally, the researcher expects that this thesis would be useful for the further study.

The writer,

Munica Ismiatul Hidayah
Student Number: 1503046030

LIST OF CONTENT

COVER.....	i
THESIS PROJECT STATEMENT	ii
RATIFICATION.....	iii
ADVISOR APPROVAL I.....	iv
ADVISOR APPROVAL II	v
ABSTRACT.....	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LIST OF CONTENT	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Reasons for Choosing the Topic.....	6
C. Research Question.....	6
D. Objective of the Study	7
E. Significances of the Study.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Researches.....	9
B. Theoretical Review	15
1. Attitudes	15
a. The Concepts of Attitude	15
b. Attitude Determinants	20
2. General Concept of Writing	20
a. Definition of Writing.....	20
b. Writing Process	22
c. The Purpose of Writing.....	24

d. Writing Skill	26
e. Descriptive Text.....	28
C. Hypothesis	32
CHAPTER III METHOD OF THE RESEARCH	
A. Research Design.....	33
B. Research Subject	33
C. Population and Sample.....	34
D. Variable and Indicator	35
E. Method of Collecting Data	37
F. Research Instrument.....	39
G. Method of Analyzing Data	39
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Finding.....	47
1. Instrumental Analysis	47
a. Validity Analysis	47
b. Reliability Analysis.....	49
c. Data of Research Result	50
2. Hypothesis Analysis	53
B. Discussion of the research Result	60
C. Limitation of the Research	62
CHAPTER V CONCLUSION AND SUGGESTIONS	
A. Conclusion	63
B. Suggestions	63
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLE

- Tabel 3.1 Indicator of the Research, 38
- Tabel 3.2 Lattice Instrument of Students' Attitudes in Writing Class, 40
- Tabel 3.3 The Analytical Scoring of Writing Descriptive Text, 42
- Tabel 4.1 The Validity of Students' Attitudes in Writing Class on Their Writing Skill Questionnaire, 51
- Tabel 4.2 The Percentage of the Validity of Students' Attitudes in Writing Class on Their Writing Skill Questionnaire, 51
- Tabel 4.3 The Score of Students' Attitudes (X) and Their Writing Skill of Descriptive Text (Y), 53
- Tabel 4.4 ANAVA Table of Simple Linear Regression, 59
- Tabel 4.5 ANAVA Table of X and Y, 61

LIST OF FIGURES

Figure formula of Product Moment Correlation

Figure Formula of Alpha Cronbach

Figure Formula of Regression Analysis

Figure Formula of Sum of Total Squares

Figure Formula of Sum of Squares (a)

Figure Formula of Sum of Squares (b/a)

Figure Formula of Sum of Residue Squares

Figure Formula of Error Squares

Figure Formula of Linearity Deviation

Figure Formula of Correlation Coefficient

LIST OF APPENDICES

Appendix 1	Lattice instrument of students' attitudes questionnaire
Appendix 2	Questionnaire of validity and reliability
Appendix 3	Name of respondent of validity test
Appendix 4	Validity and reliability analysis
Appendix 5	Name of respondent
Appendix 6	The calculate of simple regression equation between X and Y
Appendix 7	Table aid to solve the calculate of meaningful and linearity test X toward Y
Appendix 8	SPSS of normality analysis
Appendix 9	SPSS of linearity analysis
Appendix 10	SPSS of regression analysis
Appendix 11	R product moment table
Appendix 12	F table
Appendix 13	SPSS Computation
Appendix 14	Sample of students' questionnaire
Appendix 15	Sample of students' writing of descriptive text
Appendix 16	Documentation
Appendix 17	Research permission
Appendix 18	Research certification

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language, as an international language, it has a big role in the world. English is used as a lingua franca to connect people with different language backgrounds. It is used by almost all countries in the world as a communication tool. English is widely used throughout the world in all aspects of life, such as diplomacy and international communication, tourism, business, education, science, computer technology, media and the internet. Therefore, the ability to use English is important for people. It helps them to access many information resources and knowledge.

People in Indonesia do not directly have ability to use English language because they were not born with that language. They have to learn how to understand and use it, so they can gain meaning and express their ideas and feelings. Therefore, the government of Indonesia has decided English as a foreign language which has to be taught at every level of education.

There are four skills that have to be mastered in English. That four language skills are integrative, it means that fourth of language are interconnected. Those skills they are listening, speaking, reading, and writing. One of skills that must be

controlled in language aspect is writing.¹ Tarigan states that writing greatly help students in expanding their minds, deepening their minds, deepening their comprehension, preventing problems encountered, and organizing experiences.² It doesn't mean that the three other language skills (listening, speaking and reading) are not important, but writing is the main skill that must be possessed by the students because it will be useful in their study, for example in making final project in the university.

Writing skill is one of important skills in English because writing is a medium to convey some ideas, thought and information in written form. Writing skill could make people able to gather or obtain information, see connections between ideas, organize ideas into an explainable concept, absorb and process information and activate learning particularly in wrtten form.³

Writing allows us to share knowledge and information not only at a present time but also in the future for the future generation, for example using internet to get the information. In the Holy Qur'an, Allah has stated in Sura Al-'Alaq verse 4-5.

¹ Yossi Idris, et al, "*Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Bhasa dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang*", Jurnal Bahasa, Sastra dan Pembelajaran, (Vol.2, No.3, October/2014), p.15.

² Tarigan and Henry Guntur, *Menulis Sebagai Suatu Ketrampilan Berbahasa*, Bandung Angkasa, 2008, p.22.

³ Yoris Sebastian, *Oh My Goodness! Buku Pintar Seorang Creative Junkies* (Jakarta: PT. Gramedia Pustaka Utama, 2013)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

”Who taught (the writing) by the pen. He has taught man which he knows not”⁴

The word “Qolam” in verse 4 of Sura Al-‘Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.⁵ Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.⁶

In Indonesian context where English is taught as a foreign language, among other skills, writing becomes the most difficult skill to master.⁷ It is all because writing is more than just outputting the accurate sentences and paragraphs. If the students

⁴ Muhammad Muhsin Khan, and Muhammad Taqi-ud-Din, Al Hilali, *Interpretation of The Meanings of The Noble Qur'an In The English Language*, (Riyadh-Saudi Arabia: Dar-us-Salam Publication, 1999), p.808

⁵ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98

⁶ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.99

⁷ Cahyono, B.Y., “*Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia*”, Malang State University of Malang.

do not have sufficient vocabulary, they would not be able to spill out their thoughts on the paper.⁸

Writing is often challenging subject for students. To help students develop their writing skill, teacher employs variety techniques for students to learn when writing. However, teacher must delve further to understand and learn about their students' attitudes toward writing. This should be done because attitude is an important factor that plays a large part in students' literacy learning.

Students' attitudes toward writing also needs to be explained by teachers in the school environment especially vocational high school, because vocational high school is a school that has a special orientation in which the learning is specific to each department, so the students should really reflect their character.

In A Dictionary of Linguistics and Phonetics which is written by Crystal, language attitude is defined as “the feelings people have about their own language or the other languages”.⁹ The attitude may be positive or negative towards the language. When someone learns a language and his attitude is positive, the attitude will be followed by a good action and indicate a good

⁸ Lestari Setyowati and Mariyatul Qibtiyah, “*The Eight Graders Writing Attitude toward EFL Writing in Indonesian Context*” STKIP PGRI Pasuruan, 2017, p.3.

⁹ Made Iwan Indrawan Jendra, “*Sociolinguistics: The Study of Societies Languages*”, (Yogyakarta: Graha Ilmu, 2010)

result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad.

The field of students' attitudes towards writing still needs to be investigated further because it can complement the data needed for curriculum planners, teachers and instructors. An understanding of student attitudes enables educators to gain more realistic insights about what is in the heads of students, their fears, sources of anxiety and preferences rather than relying on how we as teachers see these points. This study aims to be a contribution to treating deficits in our knowledge of the field of English attitudes as foreign language students towards learning English.

In this research, the population of the research is the students of Vocational High School 4 Kendal. The respondents will fill out a questionnaire and test of writing descriptive text. The limitation is applied to ease the data analysis.

Furthermore, the object of this research, the Vocational High School students' attitudes towards writing, is chosen because the researcher has done the teaching internship in Vocational High School 4 Kendal, and the researcher assumes that students in Vocational High School have more subjects related to their major. The researcher wants to know how students' attitudes towards another subject such as English subject. Based on these things, the researcher is compelled to do

research on the Vocational High School students' attitude in writing class on their writing skill.

In this research, the writer analyzed the Vocational High School students' attitude in writing class on their writing skill. The text that was used in this research is descriptive text. It is because descriptive text is a text that used to describe thing, person, etc, that make students having subjective point of view about something that will be described, so, they will explore their mind by their own selves. The analysis described is there any influence of students' attitudes in writing class on their writing skill. Finally, this research hopefully can picture out the influence of students' attitude in writing class on their writing skill.

B. Reason for Choosing the Topic

The researcher has some reasons to accomplish this research, those are:

1. Writing is one of the important skills in English that every people ought to have.
2. The writer wants to know the factors that influence in students' writing skill.
3. The result of this study can support the teachers and students in teaching learning process.

C. Research Question

In this research, the researcher tries to find out the influence of students' attitudes in writing class on their writing skill. So, the research problem is formulated as follows:

Is there a significant influence of students' attitudes in writing class on their writing skill?

D. Objective of the Study

Based on the formulation above, the objective of the research is to explain the influence of students' attitudes in writing class on their writing skill.

E. Significances of the Study

The researcher expected that this study would be able to give advantages as follow:

1. Practical Significance

a. For the Student

Hopefully this research can help them to know their attitude rate towards writing in English in order they can take decision wisely how they should behave to the language that is being learnt in the school.

b. For Teachers

Hopefully this study can help the teacher to improve their teaching English especially in English writing and analyze students' characteristic in learning process. So, the teacher can evaluate and give motivation for students.

c. For the researcher

The result of this research can be used as an additional reference and expected to be beneficial in improving and understanding about students' attitude especially in English writing.

2. Theoretical Significance

The research about students' attitudes toward their writing skill has been done over the world, but it is still interested to be discussed considering the people's behavior which is dynamic and different in different social settings. It can be influenced by some factors whether internal or external.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are previous researches which have some same subject, object or teaching technique, but in this research, the researcher takes some of the researches related to the research:

- a. *Students' Attitudes and English Language Performance in Secondary Schools in Tanzania* by Gilman Jackson Nyamubi, Ph., University of Iringa, Tanzania.¹⁰

This research employed quantitative research. It explored the role of attitudes in secondary school students' performance in the English language. The researcher chooses six secondary schools in Morogoro Urban and Mvomero districts in Morogoro Region. The area was randomly selected from other twenty-five Regions, in Tanzania Mainland. Two districts in Morogoro Region, Morogoro Urban and Mvomero. The respondents were students and their teachers of English. Specifically, the target population included Forms One and Four students and their teachers of English. The sample comprised 450 students, that is, 230 males and 220 females. Data were collected through questionnaire and an achievement test. Data were entered and

¹⁰ Gilman Jackson Nyamubi, “*Students' Attitudes and English Language Performance in Secondary School in Tanzania*:. *International Journal of Learning, Teaching and Educational Research* vol. 15, no. 2, pp, 117-133, February 2016.

analyzed using SPSS for windows (version 21) following IBM guidelines. Cross tabulation was performed to obtain frequencies, means and percentages of students' responses on their attitudes towards English. An independent t-test was performed to explore the variations among respondents in terms of gender, class and school location. Pearson's correlations were calculated to examine the strength and direction of the relationship between the variables.

As regards gender, the data showed that more male students, 93.4 percent, than female students, 82.7 percent, showed that English was more interesting and preferable than most other subjects in the curriculum. In terms of students' class level, the data revealed that students' positive interest in learning English is stronger when they are at the lower classes. Result indicated that the difference between the two groups was not statistically significant, given the t-test results: $t(450) = 1.725$, $p = 0.081$. In terms of school location, the data showed that there were no significant statistical differences between studying in rural-based schools (mean = 26.82, standard deviation = 4.361) and those in urban secondary schools (means = 26.84, standard deviation = 4.372) as regards to their interest attitudes to learn English. In all, students, in both Form One and Form Four, had strong and positive attitudes to English. Specifically, while Form One students had more positive interest attitudes than their counterparts, Form Four

students displayed more utilitarian attitudes to learning English, compared to Form One students.

The difference between my research and the previous research is that previous research distinguishes between male and female, class level and school location in the result of data, then, in my research there are no distinguishes between male and female, class level and school location. The result of data focused on students in same class level and school location. The similarities of the researches are both of these researches using students' attitudes as the variable of the research and the quantitative method that is used in the research.

- b. ***The Relationship between Attitude and Speaking Proficiency of Iranian EFL Learners: The Case of Darrehshehr City*** by Tayabeh Zeinivand, Akbar Azizifar, Habib Gowhary, Department of english Language Teaching, Islamic Azad University, Ilam Branch, Ilam, Iran.¹¹

This research employed quantitative research. The present study investigates the correlation between attitude and speaking proficiency in the Iranian EFL context. The sample of the study consists of 70 EFL learners from three Institutions in the city of Darrehshahr, Ilam, Iran. From this sample, 5 learners are female and 35 are male. The Data were collected through

¹¹ Tayabeh Zeinivand, Akbar Azizifar and Habib Gowhary, “*The Relationshipbetween Attitude and Speaking Proficiency of Iranian EFL Learners: The Case Of Darreshehr City*”. *Procedia – social and behavioral sciences* 199(2015)240-247.

using Gardner's Attitude/Motivation Test Battery Questionnaire and speaking Proficiency Test to assess the English speaking proficiency level. Means, S.D., percentage, Pearson product moment correlations, and Kolmogorov –Smirnov Test were used to analyze the data. The result shows that 31.1 percent participant selected completely agree that shows that attitude in EFL learners is positive. Significance value of Kolmogorov-Smirnov Test for speaking proficiency (asyp.sig=0.215), and attitude (asyp.sig=0.297) score were found to be more than 0.05, indicating the normality distribution of variables. The result also proved that it was appropriate to use Pearson Product Moment Correlation. The obtained level of significance is lower than value $p < 0.05$; so there is statistically significant relationship between attitude and speaking proficiency of Iranian EFL learners. The analyses revealed that EFL learners have very high attitude towards learning English and relationship between attitude and speaking proficiency learners is positive.

The differences between my research and the previous research are that previous research was correlation design and the skill that was used in the previous research is speaking while in my research is descriptive quantitative using regression to get the result of the data and the skill that was used in my research is writing. The similarity of the researches is the method that is used in the research that is quantitative research.

c. ***EFL Turkish University Students' Attitudes and Motivation Towards Reading in English*** by Burcu Senturk Imada, Bulent Ecevit University, Zonguldak, Turkey.¹²

This research employed quantitative research. This research investigated EFL (English as a Foreign Language) Turkish students' attitudes and motivation towards reading in English with regards to their proficiency level and gender. The study was carried out at Zonguldak Bülent Ecevit University the School of Foreign Languages, with the participation of 61 intermediate, pre-intermediate and beginner level EFL learners. Data were collected through a perception questionnaire. A "Foreign Language Reading Attitudes and Motivation Questionnaire" was used to find out the students' attitudes towards reading. The analyses of the data from the questionnaire revealed that the students' attitudes towards reading in English were neutral, and there is a statistically significant difference between intermediate level learners and pre-intermediate and beginner level learners.

Furthermore, the results revealed statistically no significant difference between males and females in relation to the participants' attitudes toward reading. The comparison of the different levels of students indicated that high proficiency

¹² Burcu Senturk, "EFL Turkish University Students' Attitudes and Motivations Towards Reading in English". *Procedia – Social and Behavioral Sciences* 199(2015)704-714.

learners had a positive attitude towards reading. A one-way analysis of variance (ANOVA) was carried out to determine if there were any significant differences in the participants' reading attitudes and motivation among participants according to their levels of language proficiency. The results indicated that there was statistically a significant difference among the groups, $F(2,54)=20.79$, $p<.05$, with a strong effect size ($\eta^2>.14$). Additionally, the results of Tukey's post hoc test revealed differences between intermediate group and other groups with intermediate groups having higher mean score ($M=112.09$) than pre-intermediate ($M=101.87$) and beginner ($M=.98.45$) levels. However, there were no significant differences between pre-intermediate and beginners. The results of the independent-samples t-test revealed statistically no significant difference between males and females in relation to the participants' attitudes towards reading, $t(59) = .127$, $p>.05$. However, when the means were carefully examined, it was found out that females scored better ($M=105.3$, $SD= 8.79$) than males ($M= 10.4$, $SD = 10.86$). Table 5 shows the gender difference in attitudes towards reading scores.

The differences between my research and the previous research are that previous research is comparative design and the skill that is used in the previous research is reading while in my research was descriptive quantitative research that use simple regression analysis to get the result of the data and the

skill that was used in my research is writing. The similarity of the researches is the method that is used in the research that is quantitative research.

B. Theoretical Review

The theoretical review presents two points. The first topic discusses attitudes containing the concepts of attitudes, attitude determinants and attitude change. The second topic is considered about general concept of writing containing definition of writing, writing process, the purpose of writing, writing skill and descriptive text.

1. Attitudes

a. The Concepts of Attitude

Attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude. Based on Smith's perspective, an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner.¹³

The first thing that must be understood in studying Attitude is concept of attitude, description of concept of attitude in this research refers to the opinion of Kreitner and Kinicki, they define attitude as a learned predisposition to respond in a consistently

¹³ Nasser Oroujlou and Dr. Majid Vahedi, "*Motivation, Attitude and Language Learning*", English Department, Payame Noor University, 19395-4697 Tehran, I.R. of Iran, International Conference on Education and Educational Psychology, 2011, p.4.

favorable or unfavorable manner with the respect to a given object.¹⁴

The topic of language attitudes is widely discussed in sociolinguistics. Sociolinguistics refers to the study of the relationship between language and society. This is related to several social sciences such as anthropology, sociology, or social psychology. Here sociolinguistics and social psychology combine to analyze how attitude and perceptions are expressed and how behaviors within groups and outside are recognized.¹⁵

In general, attitude is an individual's reaction or evaluation of a particular situation or object depending on his opinions and beliefs.¹⁶ Attitude is seen as a "psychological" process in which students like or dislike certain situations.¹⁷

Montano and Kasprzyk illustrate that "attitudes can be determined by individuals, thoughts and ideas about trust and trust behavior are given importance by evaluating the nature of those carried out in different situations. In this way, people who have

¹⁴ Robert Kreitner and Angelo Kinicki, *“Organizational Behavior Sixth Edition”*. (New York: The McGraw-Hill Companies, Inc, 2004), p.197.

¹⁵ Mohammad Khoir, *“The Language Attitude of Students of English Department UIN Sunan Kalijaga towards English”*, (Yogyakarta: 2014) p. 11.

¹⁶ Mohamad Jafre Zainol Abidin, *EFL students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students. Asian School Science*. Vol 8 No. 2. 2012.

¹⁷ Tamador Khalaf Abu-Snoubar, *An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables*. International Journal of English Language Teaching Vol 5, No 6, 2017, p. 18

positive beliefs about anything will definitely end up with positive attitudes and positive behaviors and also, people with negative beliefs will have negative attitudes and behaviors about anything." According to Spolsky, attitudes toward language might have a positive or negative impact on students' fears, feelings, or prejudices to learn English as a second language. In other words, students' attitudes, skills and strategies determine whether students can understand the details of language.¹⁸

There are three components of attitude, those are affective component, cognitive component and behavioral component. The affective component of an attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public. If one feels angry with such people, one is expressing a negative affect towards such people. The affective component becomes neutral if one is indifferent about people who smoke in public. The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of behavior emanates from one's attitude. The cognitive component reflects the beliefs or ideas that one has about a particular think. For example, does one believe that using code mixing throughout communication is a helathy

¹⁸ Salem Saleh Khalaf Ibnian, "Attitudes of Public and Private Schools' Students towards Learning EFL", International Journal of Education, Vol. 9, No. 2, 2017, p. 71.

practice? The answer to this questions constitutes the cognitive component of one's attitude.

The third component of attitude is behavioral. This refers to how the individual tends to act, or is expected, to act towards something or someone. For instance, how does one respond or act towards people who always use code mixing when they are communicating, if one were the recipient it is believed that one's ultimate behavior in this situations is the function of all three the attitudinal components. In other words, if one does feel angry with people using code-mixing to communicate, one sees the affective component; if one believes that the use of code-mixing in communication helps people to express themselves better it is the cognitive, and if one observes that one has no intention of confronting people who use code-mixing, it is behavioral (conative).

Attitude, according to Daniel Katz, is a hypothetical construct that represent an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views or person, place, thing or event-this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Katz also believes that attitudes are judgments. They develop on the effect, behavior and cognition model.¹⁹

¹⁹ Akurugu and Brigandi Michael, *"The Attitude and Perceptions of Students about the Study of English Grammar: The Case of Selected Senior*

The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. Attitudes are expected to change as a function of experience.

Festinger believes that in every learning situation there is need for consistency in the learning effort that is applied to the act of learning and as well as the perception of the learner about the learning target. This according to him enhances understanding of what is being learnt.²⁰

Attitudes develop within a frame of reference. Attitudes are situational and can therefore be generalized. Language, teacher, class, book and homework are within the frame of reference of learning and within the situational of school. A student who doesn't like learning and school, teachers and homework can walk into foreign language classroom and quickly generalize his

High School Students in Northern Region", (Kwame Nkurumah University of Science and Technology, 2010), p.26-28.

²⁰ Akurugu and Brigandi Michael, *"The Attitude and Perceptions of Students about the Study of English Grammar: The Case of Selected Senior High School Students in Northern Region"*, (Kwame Nkurumah University of Science and Technology, 2010), p.41.

dislikes. Therefore, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes.

b. Attitude Determinants

By classifying attitudes to language learning on the basis of sociocultural and educational ‘determinants’, the clearly focusing almost exclusively on contextual variables. In doing so, it is important to be aware that a host of individual factors may be equally influential in attitude formation. Young (1994) mentions a number of such factors, including personality, cognitive style, intelligence, aptitude and learner age. Students ability is also widely recognized as a significant variable influencing attitudes (Brustallet *all.* 1974; Oller and Perkins 1978).²¹

Therefore, it is important to build a good personality, cognitive style and ability of students to behave good attitudes.

2. General Concept of Writing

The general concept of writing discussed about definition of writing, writing process, the purpose of writing, writing skill, and descriptive text.

a. Definiton of Writing

One part that should be mastered by students in language is writing ability. In education, writing English is one of four skills that have to be achieved by the students at secondary,

²¹ Brendam Bartram, “*Attitudes to Modern Foreign Language Learning*”, (London: Continuum International Publishing Group, 2010), p.40.

high school and universities. Hornby in Oxford Advanced Learner's University explains that writing is an activity to put information on a sheet of paper or to compose something in written form.²² Writing is decided to be two kinds, simple writing and creative writing. Simple writing consist of writing factually, functionally and expository. While creative writing is an activity that creates writing contains imaginations and utilizing intelligence in its creation.

Definition of writing is a process in which its activities are not produced immediately. The writer should think first about the topic, tries to know the topic and finds some information about the topic. Raimes declares that writing is a skill in which we express the ideas, feeling and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.²³ According to Nicholas Highman, writing is not simply a task to be done once research or other preparation is completed – it can be an integral part of the work progress.²⁴

In writing, students have learned and internalized many vocabulary and structure through writing. For many students,

²² Hornby, *Oxford Advanced Learner's Dictionary*, USA: Oxford University Press, 2000.

²³ Imelda Wardani, et al, “*Improving the Ability in Writing Descriptive Text Through Guided-Questions Technique*”, e-journal of English Language Teaching Society, (Vol. 2, No.1, 2014).

²⁴ Adrian Wallwork, *English for Writing Research Papers*, (New York: Springer Science+Business Media, 2011), p. 4.

especially that are grouped in introvert and cognitive students, writing may be suitable learning method. For teacher who has eclectic character, writing gives physical and activity changes and throw the boredom from intensive oral activity. Harmer declares that some technique in writing teaching, they are: relaying instruction, writing report and advertisement, co-operative writing, exchanging letters, and writing journal.²⁵

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

b. Writing process

The writing process is referred to as a linear sequence of a very related stages. Clark stated that the writing process is made up of related stages referred to as planning, drafting, revising and editing. Since they overlap, the success of the stage determined by the success of the previous stage. In the same context, Clark argued that the process approach was based on the idea that writing is a reflection of what has already been formulated in the mind of the writer.²⁶ Those stages are:

²⁵ M. Akmansyah, "*Teknik Pengajaran Keterampilan Berbahasa*", Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, (Vol.2, No.1, 2011).

²⁶ Clark, IL., *Concepts in Composition*, New Jersey: Laurence Erlbaum Associates; Inc., 2003.

1) Planning

Planning is the first step to start with; it is supposed to be general and simple. Lipson believed that it is necessary to draw a plan, what important is to have a plan in your mind. He added that this plan is not a final version; the writer may modify it either by adding some new ideas or by deleting others.²⁷ Students need to be clear about the message, about the purpose as well as the audience. After writers have generated ideas about the topic, they start to focus on developing a plan for the piece they are going to write.

2) Drafting

At the drafting stage, students start writing down their ideas on a paper focusing only on the content not on the form. Actually, they do not need to be careful about spelling or word choice; rather, they need to convey only the intended message.

At this stage, ideas are clearer and more understandable if they are written on a paper. Galko suggested that the writer can put down notes in order to come back and make modification.²⁸

3) Revising

²⁷ Lipson, C., *How to Write AB Thesis*, Chicago: The University of Chicago Press, 2005.

²⁸ Galko, F.D., *Better Writing Right Now*. New York: Learning Express, 2009.

During the revising stage, the writer reread his/her work, checks clarity and cohesion, and take it into consideration any proposed feedbacks in order to see whether his/her writing needs modifications or not.

4) Editing

The last stage of the process approach to writing is editing. It refers to the correction of grammatical, lexical and mechanical errors before publishing the final project. In this stage, various strategies are maybe used by students to correct their errors. They can, for example, work in pairs, group, use textbooks or dictionaries, etc.²⁹

Those stage are related each other. By completing those stages, a good composition will be created. However, the process approach was based on idea that has already been formulated of the writer.

c. The purpose of writing

Purpose is the reason or reason why a person composes a particular piece of writing. There are many purposes of writing. Some purposes of writing are; express, describe, entertain, inform, explain, argue and persuade.

- 1) **Express.** The first purpose of writing is to express, it means that the writer's purpose or goal is to put thoughts and feeling on the page. This purpose is usually exist on

²⁹ Clark, IL., *Concepts in Composition*, New Jersey: Laurence Erlbaum Associates; Inc., 2003.

expressive writing. Expressive writing is personal writing. We are often just writing for ourselves or for close friends, usually, expressive writing is informal, not intended for other readers.

- 2) **Describe.** The second purpose of writing is to describe. The kind of writing that have this purpose is descriptive text. Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.
- 3) **Entertain.** Based on journal by Matt Copeland, "As a purpose or goal of writing, entertaining is often used with some other purpose; to explain, argue, or inform in a humorous way".³⁰ Entertaining may take the form of a brief joke, but its goal is to relax our audience and share some story of human foibles or surprising action.
- 4) **Inform.** Writing to inform is one of the most common purposes of writing. The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. The example of writing to inform include laboratory reports, economic reports and business reports.

³⁰ Matt Copeland, *The Writing Context*, Kansas State Department of Education Journal, 120 SE 10th Ave

- 5) **Explain.** Writing to explain is the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened. Thus, writing to explain relies heavily on definition, process analysis, cause/effect analysis and synthesis.³¹
- 6) **Argue.** Writing to argue is arguing essays attempts to convince its audience to believe or act in a certain way.
- 7) **Persuade.** Writing to persuade, it means that the writer's purpose is to influence the reader or other with what they wrote. This type of writing might include evaluation of book, a movie, a customer product, or controversial issues or problem.

Some purposes of writing have been explained above. In this research, the researcher focuses on descriptive text, so the purpose of writing is to describe.

d. Writing skill

Weigle declares that writing skill has become crucial due to both educational and non-educational reasons, therefore writing instruction as gained major significance in second and foreign language education. Writing skill is very

³¹ Matt Copeland, *The Writing Context*, Kansas State Department of Education Journal, 120 SE 10th Ave

challenging for both native and non-native speakers, and what is undeniable is the influence of rich vocabulary knowledge as one of the characteristics of written language, on the skill of writing.³²

Language skill is divided into productive skill and receptive skill. KTSP (2008), the curriculum of junior high school, explains that receptive skills cover listening skill and reading skill while productive skill covers speaking and writing skill.

Writing is a productive skill, i.e., it is not received but produced. Writing in mental processes is quite closely to the other productive skill, speaking. In both cases, students are required to encode messages which carry their thoughts for true communication.³³

In writing, many learners might express their ideas, feelings, thoughts, desires and experiences written to the readers, but there are also the learners who cannot express them in written form. This is caused by the learners who still get difficult to develop all of them.³⁴

³² Zahra Kheradmand Saadi, “*Effect of Glossary on Iranian EFL Learners’ English Writing Skill*”, Modern Journal of Language Teaching Methods, (Vol. 5, No. 3, September/2015), p. 265.

³³ Mojdeh Shirvani and Massoud Tajadini, “*Using Illustrative Devices and EFL Learners’ Writing skill*”, Modern Journal of Language Teaching methods, (Vol. 4, No.3, September/2014), p.234.

³⁴ Nurfiryianti, et al, “*Improving Writing Skill by Using Free Writing Technique*”, e-journal of English Language Teaching Society, (Vol. 2, No. 3, 2014), p.1.

Students' skill in writing is different each other. Students' ability to express their ideas, thoughts, desires and experiences written to the readers are influenced their ability in writing. Students have to train their skill in writing to be a good writer.

e. Descriptive Text

Among the language skills, writing seems to be the most difficult one in the sense that needs a long process starting from brainstorming up to final product. In addition, long process involves some writing elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling.

Hammond points out "some types of genre, includes: descriptive, narrative, recount, report, anecdote, analytical exposition, hortatory exposition, explanation, discussion, review and news item".³⁵

Description comes from the word of Latin language describer that has means describing or telling something. In mean word, description is a paragraph from that describes things according to the actual situations that the readers can imagine (seeing, hearing, smelling and feeling). Descriptive text is a kind of text that describes an object (place, things or person) the readers seems looking, listening, touching,

³⁵ Hammond, J., *English for Social Purposes*, Sydney: Macquarie University, 1992

feeling or seeing everything which is being described.³⁶

Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind.³⁷

The generic structures of descriptive text consist of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what the subject is. In other hand description of an object consisiting of several parts usually mentions the part and its properties in a single piece of text. The basic properties we are looking for shape, color, size, are all described by words with a direct physical relation or with a simple mental association.³⁸ The generic structure of descriptive text above can be described in the following example:

Schematic Structure	
Identification	Natural Bridge National Park is a luscious tropical rainforest.

³⁶ Yossi Idris, et al, “*Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Bhasa dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang*”, Jurnal Bahasa, Sastra dan Pembelajaran, (Vol.2, No.3, October/2014), p.17.

³⁷ Alice Oshima, *Introduction to Academic Writing*, (New York: Edison Wisley Longman), p.50.

³⁸ James R. Cowie, “Automatic Analysis of Descriptie Texts”, *Proceedings of the First Conference on Applied Natural Language Processing*. Association for Computational Linguistic, 1983.

Description	It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural „arch“ and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock poots. Night – time visitors to the cave will discover the unique feature of the glow warms. Picnc area softer toilets, barbecues, shelter sheds, water and fireplaces; however overnight camping is not permitted.³⁹
-------------	--

According to Semi descriptive text has many characteristics, they are: (1) Descriptive text is showing the detail or subsection about the object more. It means to produce good description text, the writer must be able to show an object in detail and more subsection. (2) Descriptive text has sensitive character and creates reader imagination. It means reader feels about the object that describes and reader feel that object that describes like can be felt with imagination. (3) Descriptive text is showed by interest style and election inspires word. It means diction in the descriptive text can inspire the feeling of the reader after reading descriptive text,

³⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), p. 208-209.

the imagination of reader will be provoked. (4) The most of the content descriptive text showing about something that can be listened, seen and felt. The basic objects of descriptive text are things, nature, color, and human. (5) Descriptive text' organization of delivering uses more spatial order. It means composition that describe about a place, a space etc.⁴⁰

Descriptive text often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Based on Gerot and Wignell, the language features can be summarized as follow: 1) Descriptive text focus on specific participants. 2) Descriptive text uses attributive and identifying process. 3) Descriptive text is frequently uses epithets and classifiers in nominal groups. 4) Descriptive text usually uses simple present.⁴¹

From the explanation above, it can be concluded that descriptive text is a kind of factual description that describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. The generic structure and grammatical features are

⁴⁰ Yossi Idris, et al, "*Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan Bhasa dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang*", Jurnal Bahasa, Sastra dan Pembelajaran, (Vol.2, No.3, October/2014), p.17-19.

⁴¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), p. 208-209.

needed to be understood by students to create a good descriptive text.

C. Hypothesis

A hypothesis is a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about what you expect to happen in your study.

Based on the statement of problems above, the hypothesis that will be tested in this study can be formulated as follow: There is significant influence of students' attitudes in writing class on their writing skill.

CHAPTER III

METHOD OF THE RESEARCH

The researcher would like to present the research method. It covers with the research design, research subject, data and source of data, research instrument, data collection technique and data analysis technique.

A. Research Design

Research is a process of steps posing of question, collecting data to answer the question and presenting an answer to the question that is used to collect and to analyze information in increasing our understanding of a topic or issue.⁴² This research is a quantitative research. It is quantitative because of the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency, etc of phenomena. Statistical analysis is used to calculate the numerical data and to analyze them by using regression analysis.⁴³

B. Research Subject

The writer conducted research at SMK N 4 Kendal. The subject of this research was the tenth grade students of SMK N 4 Kendal in the academic year of 2019/2020. The researcher took 3

⁴² Creswell, John W., *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc), p.3.

⁴³ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.105.

weeks to do experiment, where first week was used to collect the questionnaire of validity, the second week was used to collect the questionnaire of respondent and in the last week to collect the data of written text.

C. Population and Sample

The researcher would like to present the population and sample that was used in this research, those are:

1. Population

Suharsimi said that population is the whole of the research subject.⁴⁴ Someone who wants to examine all elements in the research area it is called population. This research was conducted at SMK N 4 Kendal especially the 10th grade of students in the academic year of 2019/2020. There are 14 classes at the 10th grade of SMK N 4 Kendal with total of students are about 493. Each class consist of around 35-38 students.

2. Sample

Sample is smaller group or subset of the total population in such a way that the knowledge gained.⁴⁵ The writer used simple random sampling, in simple random sampling each member of the population under study has an equal chance of

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010). p.173.

⁴⁵ Moh. Kasiram., *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN Malang Press), p. 223.

being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.⁴⁶ According to Suharsimi arikunto there are two ways in deciding a sample. If population is less than 100, all population can be a sample and if the population is more than 100, the researcher can take 10%-15% or 20%-25% from all population as a sample.⁴⁷ The writer took 15% from all population and 10 RPL 1 and 10 RPL 2 in the academic year of 2019/2020 as the sample of research. The total of the sample that writer has took was 71 students.

D. Variable and Indicator

1. Variable of research

Variable refers to the object of the research that became research focus. Kerlinger declares that variable is construct or character that will be learned.⁴⁸ There are two variables used in this study. The variables are:

- a. Independent variable (X) is an input variable that which causes in part or in total, a particular outcome; it is a stimulus that influences a response an antecedant or a factor

⁴⁶ Louise Cohen and Lawrence Manion and Keith Morrison, *Research Methods in Education*, (New York: Routledge), p.110.

⁴⁷ Suharsimi Arikunto, *Posedur Penelitian suatu Praktik*, (Jakara: Rineka Cipta, 2006), p.10.

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2010), p.38.

which may be modified to affect an outcome.⁴⁹ Independent variable in this research is students' attitude.

- b. Dependent variable (Y) is variable which is influenced or caused by independent variable.⁵⁰ Dependent variable in this research is writing skill of descriptive text.

2. Indicator of the research

Table 3.1
Indicator of Variable

No	Variable	Sub Variable	Indicator
1	Students' attitudes (X)	The result of students' attitudes questionnaire	Emotional feeling (like or dislike).
			Knowledge structure, beliefs or assumption.
			Students' behavior and reaction.
2	Writing skill of descriptive text (Y)	The result of descriptive text test	Students' ability to describe something based on the instruction by paying attention to grammar, diction, and generic structure.

⁴⁹ Louise Cohen and Lawrence Manion and Keith Morrison, *Research Methods in Education*, (New York: Routledge), p.504.

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2010), p.39.

E. Method of Collecting Data

Data is information which is got by a specific measurement. It is used as the underlayment in arrange logic argumentation to be fact.⁵¹ In the methodology there are several techniques in collecting data, such as observation, interview, questionnaire, documentation and test. Therefore, in this research, the researcher is going to conduct the test and questionnaire. The steps are follows:

1. Test

Test is used to measure the abilities of the object that observed.⁵² According to Margono, test is a set excitement passed to stimulus one with intention to get answer able to be made by base to stipulating of number score.⁵³ The writer uses test of students' ability in writing text to get the data of the students.

2. Questionnaire

According to Arikunto, the questionnaire is written questions which are used to gain information from respondents. There are two types of questionnaire: there are opened questionnaire and a closed questionnaire. Opened questionnaire: the respondent can answer the questions using their own sentences. While closed

⁵¹Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT. Rineka Cipta, 2006) p.104.

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2013, p. 268

⁵³ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.170

questionnaire: the respondent can directly choose the appropriate answer.⁵⁴

In this research, the researcher is used closed questionnaire. The closed questionnaire is used to know the influence of students' attitudes in writing class on their writing skill. The statements in the closed questionnaire used Likert scales 1-4, namely the gradation of answers from strongly agree to strongly disagree. The research variables were obtained from the sum of respondents' answer score which consisted of several statement items to obtain data. The score of the data as follows:

No	Measuring Instrument	Score	
		Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly disagree	1	4

Table 3.2
Lattice instrument of students' attitudes in writing class⁵⁵

Research variable	Sub variable	Indicator	Question number
Students attitudes (X)	1. Affective aspects	Emotional feeling (like or dislike).	1,3,4,6,9,10,13,17,19,23
	2. Cognitive aspects	Knowledge structure, beliefs or assumption.	5,8,11,12,18,24,25,30
	3. Behavioral aspects	Students' behavior and reaction.	2,7,14,15,16,20,21,22,23,24,26

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2013, p. 236

⁵⁵ Robert Kreitner and Angelo Kinicki, *"Organizational Behavior Sixth Edition"*. (New York: The McGraw-Hill Companies, Inc, 2004).

			,28,29
--	--	--	--------

F. Research Instrument

The research instrument that is used in this research is test. The explanation about the test is discussed in detail as follows.

1. Test of students' attitude

The writer uses questionnaire that refers to students' attitude toward writing.

2. Test of writing descriptive text

The test of writing descriptive text skill has purpose to find out the ability of students in writing descriptive text. The writer gives topic "My Favorite Teacher" for arranging descriptive text. The composition should have at least 10 sentences with appropriate generic structure. The participants was given 40 minutes to write, edit and revise the composition

G. Method of Analyzing Data

Kerlinger declares that analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answer to research question. In quantitative analysis the main aim of data analysis is to sum up data in easy form, to understand and to interpret.⁵⁶ The formula used by the researcher is:

⁵⁶ Moh. Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN Malang Press, 2008), p. 301.

1) Analytic scoring of writing descriptive text

The researcher gives writing test to students to analyze their scores on content; Topic and details, organization; Identification and description, grammar, use present tense and sgreement aspect, vocabulary, mechanics; spelling punctuation and capitalization.

Table 3.3
The analytical scoring of writing descriptive text⁵⁷

Aspect	Score	Performance description
Content (C) - Topic - Details	4	The topic is complete and clear, the details are related to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) - Identification - Description	4	Identification is complete, and description are arranged with proper connection
	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection

⁵⁷ H. D. Brown, *Language Assessment Principles and Classroom Practice*, (California: Pearson ESL, 2003), p.246

Aspect	Score	Performance description
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G) -Use present tense, -Agreement Aspect	4	Very few grammatical for agreement inaccuracies
	3	Very few grammatical for agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) - Spelling, - Punctuation, - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It has dominated by errors of spelling, punctuation, and capitalization

Scoring = Total score x 5

2) The test of instrument validity

Valid instrument is a measure that is used to get valid data (survey). Valid means the data can be used to measure what can be measured. The validity of questionnaire that was used in this research was concurrent validity. Concurrent validity is the validity that has relation with other measurer that is viewed as criterion and reference in determining the high and low validity. The criterion is the same times with measurer that is being tated for the validity.⁵⁸ The researcher choose basic instrument to measure attitude of person. The instrument was developed by Dali-Miller Writing Apprehension Test that has same purpose in measure. The next validity testing was done by correlating score. The validity has purpose to determine the reliability test level. Product moment correlation is used to detremine the level of validity items by correlating score that is obtained by students on an item with the total score.⁵⁹

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$
⁶⁰

In which:

r_{xy} = index number of correlation “r” Product Moment

N = Number of Cases

⁵⁸ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo, 2012), p. 177-178.

⁵⁹ Asep Jihad dan Abdul Haris, *Evaluasi pembelajaran*, (Yogyakarta: Multi Presindo, 2013), p. 179-180.

⁶⁰ Sugiyono, *Statistika untuk Penelitian*, (Alfabeta Bandung, 2016), p. 356.

X = Result of use students' attitude instrument
 Y = Result of mental image exercise

3) The test of reliability

Reliability is a measure that states the degree of consistency of a test question. Researcher uses internal reliability and uses Alpha Cronbach formula.

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}_{61}$$

Where:

r_{11} = index reliability
 k = total items
 1 = constant numeral
 $\sum S_i$ = total score varians/items
 S_t = varians total

4) Simple regression analysis

In this research the writer used simple regression analysis technique. In this case, students' attitude was a (X) variable and the ability writing skill of descriptive text was a (Y) variable. The equality for simple regression was searched by using:

$$\hat{Y} = a + bX$$

Where:

$\hat{Y}$ = subject in dependent variable that was predicated
 a = the value of Y when the value X = 0 (constant)
 b = regression coefficient that indicate number of increasing

⁶¹ Sugiyono, *Statistika untuk Penelitian*, (Alfabeta Bandung, 2016), p. 365.

or decreasing dependent variable based on the change independent variable
 X = subject in independent variable that has certain value

From the similarity above need to discover coefficients of regression a and b with formula:

$$\alpha = \frac{\sum Y \sum X^2 - \sum X \sum (XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum (XY) - \sum X \sum Y}{n \sum X^2 - (\sum X)^2}^{62}$$

There are steps to answer simple regression:

- Making H_a and H_o in sentence form
- Making H_a and H_o in statistic
- Making table help to calculate numeral statistics
- Adding statistics numbers from table aid with formulas:

$$\alpha = \frac{\sum Y \sum X^2 - \sum X \sum (XY)}{n \sum X^2 - (\sum X)^2} \quad b = \frac{n \sum (XY) - \sum X \sum Y}{n \sum X^2 - (\sum X)^2}$$

- Looking for the sum of regression quadrate $JK_{Reg[a]}$ with formula:

$$JK_{Reg[a]} = \frac{(\sum Y)^2}{n}$$

- Looking for the sum of regression quadrate $JK_{Reg[b/a]}$ with formula:

$$JK_{Reg[b/a]} = b \cdot \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\}$$

⁶² Sugiyono, *Statistika untuk Penelitian*, (Alfabeta Bandung, 2016), p. 262..

- g) Looking for the sum of regression quadrate (JK_{res}) with formula:

$$JK_{res} = \sum Y^2 - JK_{Reg[b/a]} - JK_{Reg[a]}$$

- h) Looking for the average number of quadrate of regression ($RJK_{Reg[a]}$) with formula:

$$RJK_{Reg[a]} = JK_{Reg[a]}$$

- i) Looking for the average number of quadrate of regression ($RJK_{Reg[b/a]}$) with formula:

$$RJK_{Reg[b/a]} = JK_{Reg[b/a]}$$

- j) Looking for the average number of quadrate of residue (RJK_{res}) with formula:

$$RJK_{res} = \frac{JK_{Re}}{n-2}$$

- k) Testing the significance with formula:

$$F_{hitung} = \frac{RJK_{Reg(\frac{b}{a})}}{RJK_{Res}}$$

The rule of significance testing:

If $F_{calculate} \geq F_{table}$ it means significance

If $F_{calculate} \leq F_{table}$ it means not significance

- l) Making conclusion of the calculations that had been done

5) Significance test analysis

This analysis is used to make further interpretation with checking the significance from F_{Reg} with comparing F_{Reg} in F_{table} at significance level of 5% or 1%. If F_{Reg} is higher than F_{table} the hypothesis is significant. It means there is positive influence of

students' attitude in writing class on their writing skill. But if F_{Reg} is lower than F_{table} the hypothesis is not significant. It means there is not positive influence of students' attitude in writing class on their writing skill.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents finding, instrumental analysis, hypothesis analysis, discussion and limitation of the research.

A. Finding

The finding will discuss about instrumental analysis that consist of validity analysis, reliabilty analysis and data of research result. The second is hypothesis analysis.

1. Instrumental Analysis

In this instrumental analysis, the researcher presented the result of data analysis. Generally, the objective of this research is to investigate the influence of students' attitudes in writing class on their writing skill. The data is obtained from research that has been done by the researcher.

a. Validity analysis

Data of validity test was given for students of SMK N 4 Kendal, validity test was used to know the items of questionnaire was valid or invalid. The result of analysis of item validity calculation was consulted with r product moment, at significant level 5% and 1% with N= 34. If $r_{\text{calculate}} > r_{\text{table}}$ it means the items of questionnaire is valid. While, if $r_{\text{calculate}} < r_{\text{table}}$, it means the items of questionnaire was invalid. Researcher used concurrent validity to validate the questionnaire. Based on the result of validity of questionnaire was obtained the data as follow:

Table 4.1
The validity of students' attitudes in writing class on their writing skill questionnaire

No	R_{calculate}	R_{table}	Explanation
1	0,648	0,339	Valid
2	0,464	0,339	Valid
3	0,735	0,339	Valid
4	0,387	0,339	Valid
5	0,354	0,339	Invalid
6	0,455	0,339	Valid
7	0,253	0,339	Invalid
8	0,535	0,339	Valid
9	0,726	0,339	Valid
10	0,565	0,339	Valid
11	0,670	0,339	Valid
12	0,130	0,339	Invalid
13	0,462	0,339	Valid
14	0,396	0,339	Valid
15	0,450	0,339	Valid
16	0,219	0,339	Invalid
17	0,307	0,339	Invalid
18	0,327	0,339	Invalid
19	0,665	0,339	Valid
20	0,554	0,339	Valid
21	0,672	0,339	Valid
22	0,415	0,339	Valid
23	0,628	0,339	Valid
24	0,511	0,339	Valid
25	0,549	0,339	Valid
26	0,460	0,339	Valid
27	-0,250	0,339	Invalid
28	0,534	0,339	Valid
29	0,467	0,339	Valid
30	0,373	0,339	Valid

Table 4.2
The percentage of the validity of students' attitudes in
writing class on their writing skill questionnaire

Number of question	Total	%	Explanation
1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30	23	70%	Valid
5, 7, 12, 16, 17, 18, 27	7	30%	Invalid
Total	30	100%	

The table above explained that 70% of questionnaire was valid with total 23 questions at the number 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30. And 30% was invalid with total 7 questions at the number 5, 7, 12, 16, 17, 18, 27.

b. Reliability Analysis

After doing validity analysis the next step was doing reliability analysis on instrument. Reliability analysis is used to know the consistency level of the questionnaire.

Value r_{11} that was obtained then consulted with r table of product moment with level significant 5%. The questionnaire was called reliable if $r_{11} > r_{table}$. Based on calculating, the coefficient of correlation was obtained 0,339. At the next step the coefficient of correlation was included in Cronbach formula.

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Total Variant

$$S_{t^2} = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$S_{t^2} = \frac{195962 - \frac{(2566)^2}{34}}{34}$$

$$S_{t^2} = 67,779$$

Varian butir

$$S_{i^2} = \frac{\sum X^2 - \frac{(\sum X)^2}{31}}{31}$$

$$S_{i^2} = \frac{241 - \frac{(89)^2}{34}}{34}$$

$$S_{i^2} = 11,531$$

Koefisien reliability

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum S_{i^2}}{S_{t^2}} \right)$$

$$r_{11} = \frac{30}{30-1} \left(1 - \frac{11,531}{67,779} \right)$$

$$r_{11} = 0,858$$

Based on the measuring above, the reliability of students' imagination instrument = 0,858, and r_{table} of product moment with level significant 5% with N=34 was obtained $r_{table} = 0,339$. The instrument of students' imagination is **reliable** because $r_{calculate} > r_{table}$.

c. Data of research result

This research data was obtained from questionnaire that given for students of SMK N 4 Kendal especially for grade X RPL 1 and X RPL 2 and the result of arranging descriptive text with theme "my favorite teacher".

Table 4.3
The Score of Students' Imagination (X) and Their Writing Skill of
Descriptive Text (Y)

No	X	Y	XY	X ²	Y ²
1	59	60	3540	3481	3600
2	67	65	4355	4489	4225
3	63	65	4095	3969	4225
4	48	55	2640	2304	3025
5	60	60	3600	3600	3600
6	63	60	3780	3969	3600
7	59	60	3540	3481	3600
8	59	55	3245	3481	3025
9	45	50	2250	2025	2500
10	61	60	3660	3721	3600
11	62	60	3720	3844	3600
12	53	55	2915	2809	3025
13	68	70	4760	4624	4900
14	58	60	3480	3364	3600
15	59	65	3835	3481	4225
16	81	75	6075	6561	5625
17	60	65	3900	3600	4225
18	58	60	3480	3364	3600
19	52	55	2860	2704	3025
20	50	55	2750	2500	3025
21	60	65	3900	3600	4225
22	57	60	3420	3249	3600
23	62	60	3720	3844	3600
24	65	70	4550	4225	4900
25	65	65	4225	4225	4225
26	72	70	5040	5184	4900
27	68	65	4420	4624	4225
28	57	55	3135	3249	3025
29	46	50	2300	2116	2500
30	54	55	2970	2916	3025
31	44	50	2200	1936	2500
32	57	55	3135	3249	3025
33	52	55	2860	2704	3025
34	64	60	3840	4096	3600

35	49	55	2695	2401	3025
36	57	55	3135	3249	3025
37	58	60	3480	3364	3600
38	55	55	3025	3025	3025
39	54	55	2970	2916	3025
40	54	55	2970	2916	3025
41	68	65	4420	4624	4225
42	59	60	3540	3481	3600
43	51	55	2805	2601	3025
44	62	60	3720	3844	3600
45	71	65	4615	5041	4225
46	56	60	3360	3136	3600
47	56	55	3080	3136	3025
48	58	60	3480	3364	3600
49	64	65	4160	4096	4225
50	60	55	3300	3600	3025
51	54	55	2970	2916	3025
52	58	60	3480	3364	3600
53	59	60	3540	3481	3600
54	49	50	2450	2401	2500
55	68	65	4420	4624	4225
56	57	55	3135	3249	3025
57	55	55	3025	3025	3025
58	61	60	3660	3721	3600
59	53	60	3180	2809	3600
60	50	55	2750	2500	3025
61	58	60	3480	3364	3600
62	58	55	3190	3364	3025
63	52	50	2600	2704	2500
64	59	60	3540	3481	3600
65	60	60	3600	3600	3600
66	53	55	2915	2809	3025
67	58	55	3190	3364	3025
68	60	60	3600	3600	3600
69	61	65	3965	3721	4225
70	56	60	3360	3136	3600
71	63	60	3780	3969	3600
Σ	4142	4195	246780	244584	249725

Explanation

$\sum X$	4142
$\sum Y$	4195
$\sum XY$	246780
$\sum X^2$	244584
$\sum Y^2$	249725

2. Hypothesis testing

This analysis was used to prove the hypothesis is accepted or not. The hypothesis that was proposed by researcher as follow: “There was influence of students’ attitudes in writing class on their writing skill”

Researcher used regression one predicator with score deviation that was obtained from the data above to prove the hypothesis. There are basic steps in regression one predicator with this deviation score:

- a. Looking for relation between predicator (X) and criterion (Y)

The correlation between predicator X and criterion Y was searched with technique:

Product moment correlation, with formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Need steps to solve this formula, they are:

$$\begin{aligned} \text{a) } \sum xy &= \sum XY - \frac{(\sum x)(\sum y)}{N} \\ \sum xy &= 246780 - \frac{(4142)(4195)}{71} \\ \sum xy &= 246780 - 244728,03 \end{aligned}$$

$$\sum xy = 2051,97$$

$$b) \sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum x^2 = 244584 - \frac{(4142)^2}{71}$$

$$\sum x^2 = 244584 - 241636,1$$

$$\sum x^2 = 2947,9$$

$$c) \sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$\sum y^2 = 249725 - \frac{(4195)^2}{71}$$

$$\sum y^2 = 249725 - 247859,5$$

$$\sum y^2 = 1865,5$$

Based on the calculation above, furthermore was included into correlation of product moment formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{2051,97}{\sqrt{(2947,9)(1865,5)}}$$

$$r_{xy} = \frac{2051,97}{\sqrt{5499307,45}}$$

$$r_{xy} = \frac{2051,97}{2345,06}$$

$$r_{xy} = 0,87501812$$

Based on correlation above was obtained index of correlation $r_{xy} = 0,87501812$

b. Testing the significant of relationship

After doing correlation test with product moment correlation the result that was obtained consulted with r_{table} at level significant 5% and 1% with assumption:

- a. If $r_{xy} > r_{table}$ it means significant and hypothesis is accepted
- b. If $r_{xy} < r_{table}$ it means not significant and hypothesis is rejected

From the result of product moment correlation test was known that $r_{xy} = 0,87501812$ it means significant and hypothesis was accepted, because $r_{xy} = 0,87501812 > r_{table}$ (0,339) at level significant 5% and r_{table} (0,436) at level significant 1%.

The criterion of interpretation toward correlation coefficient value r_{xy} :

$0,80 < r_{xy} \leq 1,00$ = Very strong

$0,60 < r_{xy} \leq 0,80$ = Strong

$0,40 < r_{xy} \leq 0,60$ = Moderate

$0,20 < r_{xy} \leq 0,40$ = Weak

$r_{xy} \leq 0,20$ = Very Weak

Based on calculation above, the researcher conclude that the correlation between variable X and variable Y with score 0,87501812 was categorized very strong correlation.

If the result of calculating r_{xy} was formulated into percent (%):

$$\begin{aligned}
Kp &= r_{xy}^2 \cdot 100\% \\
&= (0.875)^2 \cdot 100\% \\
&= 0,765 \cdot 100\% \\
&= 76,5 \text{ or } 76\%
\end{aligned}$$

In this case was explained that there was influence of students' attitudes in writing class on their writing skill about 76% and its residue of 24% was likely to be influenced by something else.

- c. Looking for regression equation

To find this regression equation was used formula:

$\hat{Y} = a + bX$ with the following steps:

$$\begin{aligned}
\text{a) } b &= \frac{n \sum(XY) - \sum X \sum Y}{n \sum X^2 - (\sum X)^2} \\
b &= \frac{71(246780) - (4142)(4195)}{71(244584) - (4142)^2} \\
b &= \frac{17521380 - 17375690}{17365464 - 17156164} \\
b &= \frac{145690}{209300} \\
b &= 0.69608218 \\
\text{b) } \alpha &= \frac{\sum Y \sum X^2 - \sum X \sum(XY)}{n \sum X^2 - (\sum X)^2} \\
\alpha &= \frac{(4195)(244584) - (4142)(246780)}{71(244584) - (4142)^2} \\
\alpha &= \frac{1026029880 - 1022162760}{17365464 - 17156164} \\
\alpha &= \frac{3867120}{209300} \\
\alpha &= 18.4764453
\end{aligned}$$

After getting a and b and then including into formula of regression equation:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 18.476 + 0.696X$$

d. Analysis of variance of regression line

This analysis was used to search relation between criterion with predictor that was used formula of regression one predictor deviation score.

$$\hat{Y} = a + bX$$

Table 4.4
ANAVA table of simple linear regression

Sumber Variasi	dk	JK	KT	F
Total	N	$\sum Y^2$	$\sum Y^2$	-
Coefficient (a)	1	$JK(a)$	$JK(a)$	
Regression (b/a)	1	$JK(b/a)$	$S_{reg}^2 = JK(b/a)$	$\frac{S_{reg}^2}{S_{sis}^2}$
Residue	$n-2$	$JK(S)$	$S_{sis}^2 = \frac{JK(S)}{n-2}$	
Linearity Deviation	$k-2$	$JK(TC)$	$S_{TC}^2 = \frac{JK(TC)}{k-2}$	$\frac{S_{TC}^2}{S_G^2}$
Error	$n-k$	$JK(G)$	$S_G^2 = \frac{JK(G)}{n-k}$	

Hypothesis:

1) Meaningful test

H_0 : the coefficient of regression direction is not meaningful
[$b = 0$]

H_1 : the coefficient of regression direction is meaningful [$b \neq$]

2) Linearity test

H_0 : regression of linearity

H_1 : regression of non- linear

With regression equation $\hat{Y} = a + bX$

$$JK(T) = \sum Y^2 = 249725$$

$$JK(a) = \frac{\sum(Y)^2}{n} = \frac{(4195)^2}{71} = 247859,507$$

$$\begin{aligned} JK(b/a) &= b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\} \\ &= 0.696 \left\{ 246780 - \frac{(4142)(4195)}{71} \right\} \\ &= 0.696 \{ 246780 - 244728,028 \} \\ &= 0.696 \{ 2051,972 \} \\ &= 1428,172 \end{aligned}$$

$$\begin{aligned} JK(S) &= JK(T) - JK(a) - JK(b/a) \\ &= 249725 - 247859,507 - 1428,172 \\ &= 437,321 \end{aligned}$$

$$\begin{aligned} JK(G) &= \sum \left\{ \sum Y^2 - \frac{(\sum Y^2)}{n} \right\} \\ &= 0 + 0 + 0 + 0 + 12,5 + 0 + 0 + 16,7 + 16,7 + 0 + 0 + 16,7 \\ &\quad + 20 + 37,5 + 50 + 70,83 + 16,7 + 0 + 16,7 + 12,5 + 12,5 \\ &\quad + 0 + 18,75 + 0 + 0 + 0 \\ &= 318,08 \end{aligned}$$

$$\begin{aligned} JK(TC) &= JK(S) - JK(G) \\ &= 437,321 - 318,08 \\ &= 119,241 \end{aligned}$$

Calculate the degree of freedom

$$dk(a) = 1$$

$$dk(b|a) = 1 \text{ (sum of predictor)}$$

$$S_{reg}^2 = JK\left(\frac{b}{a}\right) = 1428,172$$

$$S_{sis}^2 = \frac{JK(S)}{n-2} = \frac{437,321}{71-2} = 6,33798551$$

$$S_G^2 = \frac{JK(G)}{n-k} = \frac{318,08}{71-26} = \frac{318,08}{45} = 7,06844444$$

$$S_{TC}^2 = \frac{JK(TC)}{k-2} = \frac{119,241}{26-2} = \frac{119,241}{24} = 4,968375$$

$$F = \frac{S_{reg}^2}{S_{sis}^2} = \frac{1428,172}{6,33798551} = 225,335321$$

$$\frac{S_{TC}^2}{S_G^2} = \frac{4,968375}{7,06844444} = 0,70289511$$

Table 4.5
ANAVA table of X and Y

Sumber Variasi	df	SS	MS	F
Total	71	249725		-
Coefficient (a)	1	247859,507		225,335321
Regression (b/a)	1	1428,172		
Residue	69	437,321	6,33798551	
Linearity Deviation	24	119,241	4,968375	0,70289511
Error	45	318,08	7,06844444	

B. Discussion the result of research

This research was conducted based on the problem that some of students stated that writing skills is a difficult skill in English. Based on this problem, the researcher wants to know the influence of students' attitudes toward their writing skill. Attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation etc. Attitudes could highly influence how individuals approach many situations in life, including foreign language learning. It is believed that individuals with positive attitudes usually progress more rapidly in foreign learning.

Descriptive text is a kind of text that describes an object (place, things or person) the readers seems looking, listening, touching, feeling or seeing everything which is being described.⁶³ Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind.⁶⁴

According to hypothesis above, it could be proved that the influence of students' attitudes in writing class on their writing skill at significance level 5% showed significant result. The

⁶³ Idris, et al, "*Peningkatan Ketrampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang*", p.17.

⁶⁴ Alice Oshima, *Introduction to Academic Writing*, (New York: Edison Wisley Longman) p.50.

hypothesis that researcher submitted “there was influence of students’ attitudes in writing class on their writing skill” is accepted. This case was proved by the value of R_{count} that was higher than R_{table} ($N=71$).

It could be seen that level of students’ attitudes persuades their writing skill of descriptive text. It means, if students’ attitudes grows stronger then writing skill of descriptive text is also getting better. And for instead if students’ attitudes gets weaker then writing skill of descriptive text is also less good.

There are two variables in this research, independent variable and dependent variable. Independent variable (X) in this research is students’ attitudes and dependent variable (Y) is writing skill of descriptive text. From the coefficient test above, it could be known that $r_{xy} = 0,87501812$. Because $r_{xy} = 0,87501812 > r_t (5\%) = 0,339$ and $r_{xy} = 0,87501812 > r_t (1\%) = 0,436$, it means that they have correlation. If the result of calculate r_{xy} is formulated into percent calculate (%) it is become 76%. In this case, it means any relation between student’s attitudes toward their writing skill of descriptive text about 76,5 or 76%. It shows that the correlation between students’ attitudes toward their writing skill of descriptive text is strong correlation. For F_{reg} calculate = 225,335. The hypothesis will be accepted if F_{reg} calculate $> F_{table}$. From the result, F_{reg} calculate = 225,335 and $F_{table} = 3,98$ at level significant 5% and $F_{table} = 7,02$ at level significant 1%. It can be seen that there was influence of

students' attitudes in writing class on their writing skill. It is because the F_{reg} calculate is higher than F_{table} .

C. Limitation of research

This research is far from perfect, because in this research that researcher did there are many limitation:

1. Limitation of research place

The research that researcher did was limited to one place in SMK N 4 Kendal. When any research result that different in other place, the possible result is not different from previous research.

2. Limitation of research time

This research is only conducted during thesis. The limited time was one of factors that narrow the space of research, so that could influence the result of research that researcher conducted.

3. Limitation of research object

In this research, the researcher was only researching about the influence of students' attitudes in writing class on their writing skill. Although researcher faced problems and limitations when was doing this research, researcher has been grateful this research could be finished smoothly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research that was carried out at the tenth grade of SMKN 4 Kendal especially 10 RPL 1 and 10 RPL 2 in the Academic Year of 2019/2020, the researcher draws conclusion from the research that have been discussed.

In this reseach, it was found that there was a significant influence between students' atitudes in writing class on their writing skill. It can be seen from Regression result that $F_{reg} \text{ calculate} = 225,335 > F_{table} = 3,98$ at level significant 5%.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions that go to:

1. For the students

In mastering English skills, especially writing, students must do a lot of practice in learning and give attention on their attitudes, because how much effort students put into language learning depends partly on attitude.

2. For the teacher

Teaching English is challenging so that the teachers have to understand their students in learning. For all teachers will be better to train students accustomed to imagine when creating their composition. And teachers must support students when

have interest in writing in order that can write paragraph good and accurately.

3. For the researcher

After doing this research, the researcher may get useful knowledge of students' attitudes in English learning, especially in students' attitudes in writing class on their writing skill.

BIBLIOGRAPHY

- Akmansyah, M. 2011. "*Teknik Pengajaran Keterampilan Berbahasa*". Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab. (Vol.2, No.1).
- Akurugu and Brigandi Michael. 2010. "*The Attitude and Perceptions of Students about the Study of English Grammar: the Case of Selected Senior High School Students in Northern Region*". Kwame Nkrumah University of Science and Technology.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Bartram, Brendam. 2010. *Attitudes to Modern Foreign Language Learning*. London: Continuum International Publishing Group.
- Brown, H Douglas. 2004. *Language Assessment Principles and Classroom Practices*. USA: Longman.
- Cahyono. "*Technique in Teaching EFL Writing Practical Guides for English Teachers of SMP/MTs in Indonesia*". Malang State University of Malang.
- Clark, I.L. 2003. *Concepts in Composition*. New Jersey: Laurence Erlbaum Associates; Inc.
- Cohen, Louise and Lawrence Manion and Keith Morrison. *Research Methods in Education*. New York: Routledge.
- Copeland, Matt. The Writing Context. *International Journal*. Kansas : KSDE
- Cowie, James R. 1983. *Automatic Analysis of Descriptive Texts*. Proceedings of the first conference on Applied natural language processing. Association for Computational Linguistics.

- John W, Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Fathoni, Abdurrohman. 2006. *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. Jakarta: PT. Rineka Cipta.
- Galko, F.D. (2009). *Better Writing Right Now*. New York: Learning Express.
- Gardner, R.C., Lalonde, R.N., and Moorcroft, R. 1985. “*The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Considerations*”, Language Learning.
- Gerot, Linda and Peter Wignell. 1994. *Making Sense of Functional Grammar*, Sydney: Antipodean Educational Enterprises (AEE).
- Hammond, J. 1992. *English for Social Purposes*, Sydney: Macquarie University.
- Hornby. 2000. *Oxford Advanced Learner's Dictionary*. USA: Oxford University Press.
- Idris, Yossi, et al. 2014. *Peningkatan Keterampilan Menulis Karangan Deskripsi melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang*. vol.2 no.3, Jurnal Bahasa, Sastra dan Pembelajaran. Available online at <http://ejournal.unp.ac.id/index.php/bsp/article/view/5012>
- Iwan Indrawan Jendra, Made. 2010. *Sociolinguistics: The Study of Societies Languages*. Yogyakarta: Graha Ilmu.
- Jackson Nyamubi, Gilman. (2016, February). *Students' Attitudes and English Language Performance in Secondary School in Tanzania*, *International Journal of Learning , Teaching and Educational Research* vol. 15, no. 2, pp. 117-133.

- Jafre Zainol Abidin, Mohamad. 2012. *EFL students' Attitude towards Learning English Language: The Case of Libyan Secondary School Students*. Asian School Science. Vol 8 No. 2.
- Jihad, Asep dan Abdul Haris. 2013. *Evaluasi Pembelajaran*. Yogyakarta: Multi Presindo.
- Kasiram, Moh. 2008. *Metodologi Penelitian Kualitatif-Kuantitatif*. Malang: UIN Press.
- Khalaf Abu-Snoubar, Tamador. 2017. *An Evaluation of EFL Students' Attitudes toward English Language Learning In Terms of Several Variables*. International Journal of English Language Teaching Vol 5, No 6.
- Kheradmand Saadi, Zahra. 2015. *"Effect of Glossary on Iranian EFL Learners' English Writing skill"*. Modern Journal of Language Teaching Methods, (Vol. 5, No.3).
- Khoir, Muhammad. 2014. *"The Language Attitude of Students of English Department UIN Sunan Kalijaga towards English"*. Yogyakarta.
- Kreitner, Robert and Angelo Kinicki. 2004. *"Organizational Behavior Sixth Edition"*. New York: The McGraw-Hill Companies, Inc.
- Lipson, C. (2005). *How to Write AB Thesis*. Chicago: The University of Chicago Press.
- Margono, S. 2003. *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Muhsin Khan, Muhammad and Muhammad Taqi-ud-Din, Al Hilali. 1999. *Interpretation of The Meanings of The Noble Qur'an In The English Language*. Riyadh-Saudi Arabia: Dar-us-Salam Publication.

- Nurfiryalianti, et al. 2014. *“Improving Writing Skill by Using Free Writing Technique”*. e-journal of English Language Teaching Society. (Vol. 2, No. 3).
- Oroujlou, Nasser and Dr. Majid Vahedi. 2011. *“Motivation, Attitude and Language Learning”*. English Department, Payame Noor University, 19395-4697 Tehran, I.R. of Iran, International Conference on Education and Educational Psychology.
- Oshima, Alice. 1997. *Introduction to Academic Writing*. New York: Edison Wisley Longman.
- Quraish Shihab, M. 1997. *Tafsir al-Qur’an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*. Bandung: Pustaka Hidayah.
- Saleh Khalaf Ibnian, Salem. 2017. *“Attitudes of Public and Private Schools’ Students towards Learning EFL”*, International Journal of Education, Vol. 9, No. 2.
- Sebastian, Yoris. 2013. *Oh My Goodness! Buku Pintar Seorang Creative Junkies*. Jakarta: PT. Gramedia Pustaka Utama.
- Senturk, Burcu. 2015. *EFL Turkish University Students’ Attitudes and Motivations Towards Reading in English*. Procedia – Social and Behavioral Sciences 199(2015)704-712.
- Setyowati, Lestari and Mariyatul Qibtiyah. 2017. *“The Eight Graders Writing Attitude toward EFL Writing in Indonesian Context”*. STKIP PGRI Pasuruan.
- Shirvani, Mojdeh and Massoud Tajadini 2014. *“Using Illustrative Devices and EFL Learners’ Writing skill”*. Modern Journal of Language Teaching methods. (Vol. 4, No.3).
- Sudijono, Anas. 2012. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo.

Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta. 2010.

_____, *Statistika untuk Penelitian*, Alfabeta Bandung, 2016

Tarigan and Henry Guntur. 2008. *Menulis Sebagai Suatu Ketrampilan Berbahasa*. Bandung Angkasa.

Wallwork, Adrian. 2011. *English for Writing Research Papers*. New York: Springer Science+Business Media.

Wardani, Imelda et al. 2014. “*Improving the Ability in Writing Descriptive Text Through Guided-Questions Technique*”. e-journal of English Language TeachingS. (Vol. 2, No.1).

Zeinivand, Tayabeh, Akbar Azizifar and Habib Gowhary. 2015. *The Relationship between Attitude and Speaking Proficiency of Iranian EFL Learners: The Case of Darrehshahr City*. Procedia – social and Behavioral Sciences 199(2015)240-247.

Appendix 1

Lattice Instrument of Students' Attitudes Questionnaire

Research variable	Sub variable	Indicator	Question number
Students attitudes (X)	1. Affective aspects	Emotional feeling (like or dislike).	1,3,4,6,9,10,13,17,19,23
	2. Cognitive aspects	Knowledge structure, beliefs or assumption.	5,8,11,12,18,24,25,30
	3. Behavioral aspects	Students' behavior and reaction.	2,7,14,15,16,20,21,22,23,24,26,28,29

The Scoring Scale of Questionnaire

No	Measuring Instrument	Score	
		Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly disagree	1	4

Appendix 2

STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL QUESTIONNAIRE VALIDITY AND RELIABILITY

A. IDENTITAS RESPONDEN

Nama :

Kelas :

No. absen :

B. PETUNJUK PENGISIAN

1. Bacalah pernyataan-pernyataan berikut ini dengan cermat sebelum anda menjawabnya.
2. Berilah tanda centang (✓) pada kolom yang telah disediakan sesuai dengan hati nurani anda, yaitu:
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju
3. Kejujuran anda dalam menjawab pernyataan-pernyataan sangat membantu dalam penulisan skripsi saya.
4. Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiaannya dijamin oleh penulis.
5. Jawaban anda tidak akan mempengaruhi nilai dalam raport.

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1	Saya kurang mahir dalam mengerjakan soal “writing”				
2	Saya lebih memilih untuk mengerjakan soal lain terlebih dahulu daripada soal “writing”				
3	Saya kurang mahir dalam menyusun kalimat untuk di tulis dalam jawaban “writing” saya				
4	Saya tidak suka ketika jawaban “writing” saya di baca teman				
5	Saya berpendapat kalau menulis itu membuang-buang waktu				
6	Saya tidak bisa berkonsentrasi dengan baik ketika mengerjakan soal “writing”				
7	Saya minder dengan teman yang mahir dalam mengerjakan “writing”				
8	Saya terlalu banyak menghabiskan waktu untuk berpikir apa yang akan saya tulis				
9	Saya asal-asalan dalam mengerjakan “writing”				
10	Saya tidak memperdulikan soal “writing” yang di berikan oleh guru				
11	Saya mudah bosan ketika mengerjakan soal “writing”				
12	Saya tidak suka jika ada batasan kata/kalimat dalam mengerjakan “writing”				
13	Saya bingung menentukan kalimat awal yang akan saya tulis dalam jawaban “writing” saya				
14	Saya tidak yakin kalau “writing” yang saya kerjakan baik dan benar				
15	Saya tidak nyaman ketika mengekspresikan apa yang saya pikirkan dalam “writing”				
16	Saya selalu menghitung kata/kalimat yang sudah di kerjakan agar sesuai				

	dengan batasan yang di berikan				
17	Saya tidak memperdulikan topik “writing” yang diberikan, yang penting saya sudah mengerjakan				
18	Saya sering kekurangan ide ketika mengerjakan “writing”				
19	Saya sering mengulang kalimat yang sudah saya tulis ketika mengerjakan “writing”				
20	Saya terlalu sering mencoret kalimat karena ragu				
21	Saya sudah merasa malas dahulu sebelum mengerjakan “writing”				
22	Saya sering tidak mengerjakan soal “writing” yang di berikan oleh guru				
23	Saya senang ketika mengerjakan “writing”				
24	Saya merasa nyaman ketika mengekspresikan apa yang ada dalam pikiran ke dalam “writing”				
25	Saya yakin ketika mengekspresikan pikiran dalam “writing”				
26	Saya yakin kalau soal “writing” yang saya kerjakan baik dan benar				
27	Saya senang ketika hasil “writing” saya dipuji oleh guru				
28	Saya mahir dalam mengerjakan “writing”				
29	Saya lebih mendahulukan untuk mengerjakan soal “writing” daripada soal yang lain				
30	Saya mahir dalam menyusun kalimat untuk ditulis dalam “writing”				

Appendix 3

NAME OF RESPONDENT OF VALIDITY TEST

No	Name of Respondent of Validity Test	Students' Code
1	Aida Ayu Safitri	V1
2	Alya Naratri Maulia Syahrani	V2
3	Andhika Bayu Pamungkas Putra	V3
4	Anggita Eka Ramadhani	V4
5	Anggreyani Dela Puspita	V5
6	Arifatul Khasanah	V6
7	Arinna Istighfarin	V7
8	Dea Selfiana	V8
9	Dewinta Kurnia Nisa	V9
10	Dhimas Wahyudi	V10
11	Eka Rifna Fauziah	V11
12	Febrian Tri Utomo	V12
13	Fitri Novita Sari	V13
14	Hanif Wahyu Dwi Kumara	V14
15	Hilman Thoriq	V15
16	Ika Kurniawati	V16
17	Junita Ratna Kumalasari	V17
18	Kla Amara Tasya agustin	V18
19	Lilik Zuhrotul Nur Nafisah	V19
20	Manda rohmawati	V20
21	Maulana Adi Saputra	V21
22	Mufid Candra Dwi Kumara	V22
23	Muhamad Hafiz Alfanqi	V23
24	Muhammad Bakti Ru'yatul Alam	V24
25	Noviata Fitriani SN	V25
26	Puput Tri Dayanti	V26
27	Renita Dwi Ninda Fitriyani	V27
28	Rizal Kafi Argyanto	V28
29	Rizqiana Yuliani	V29
30	Silvia Dewi Febriani	V30
31	Sinta Rachmania Novianti	V31
32	Vera Dyah Pitaloka	V32
33	Vito Destaviyono	V33
34	Vivi Lestari	V34

Appendix 4

Validity and Reliability Analysis

No	Students' Code	4 1	4 2	4 3	4 4	4 5	4 6	4 7	4 8	4 9	4 10
1	V1	2	3	2	2	3	2	3	1	3	3
2	V2	2	2	1	3	3	2	3	1	3	4
3	V3	2	2	2	2	3	3	3	2	2	3
4	V4	3	3	2	2	3	2	1	2	3	3
5	V5	2	3	2	2	3	3	1	2	2	3
6	V6	2	3	2	2	3	3	2	2	3	3
7	V7	2	2	2	3	3	3	3	2	3	3
8	V8	3	2	2	2	3	3	3	2	3	3
9	V9	3	3	3	2	4	4	4	2	4	4
10	V10	2	2	2	3	3	2	4	2	3	3
11	V11	2	3	2	1	3	2	1	2	3	3
12	V12	3	3	2	3	2	3	4	2	3	3
13	V13	2	2	2	1	2	4	3	1	3	3
14	V14	3	3	3	2	3	3	3	2	3	3
15	V15	3	3	3	2	3	3	3	2	3	3
16	V16	2	2	2	2	4	3	2	2	3	3
17	V17	2	3	2	2	4	3	2	2	3	4
18	V18	3	2	2	3	4	3	3	2	4	4
19	V19	3	3	2	3	3	3	3	2	3	3
20	V20	2	3	2	3	4	2	2	2	3	3
21	V21	3	3	2	4	2	3	4	3	3	3
22	V22	3	3	2	3	3	3	4	2	3	3
23	V23	2	2	1	1	3	3	2	1	2	3
24	V24	3	3	2	3	3	3	4	2	3	3
25	V25	3	3	3	3	4	3	3	3	4	4
26	V26	3	3	2	2	4	3	2	2	4	4
27	V27	3	3	2	3	3	3	3	2	3	3
28	V28	2	2	1	1	2	2	3	2	2	3
29	V29	3	3	3	2	3	3	2	3	3	4
30	V30	3	2	3	2	3	2	3	4	4	3
31	V31	3	3	3	2	4	4	4	2	4	4
32	V32	3	2	2	1	4	2	2	3	4	4
33	V33	2	2	2	3	3	3	3	2	2	3
34	V34	2	3	1	1	4	2	3	1	3	3
Validity	$\sum X$	86	89	71	76	108	95	95	69	104	111
	$\sum X^2$	226	241	159	190	356	277	291	153	330	369
	$\sum XY$	6581	6780	5474	5819	8212	7244	7231	5300	7969	8447
	$(\sum X)^2$	7396	7921	5041	5776	11664	9025	9025	4761	10816	12321
	r_{xy}	0,648	0,464	0,735	0,387	0,354	0,455	0,253	0,535	0,726	0,565
	r-table										
	Criteria	valid	valid	valid	valid	invalid	valid	invalid	valid	valid	valid

Reliability	N	30									
	n-1	29		0,250							
	Si ²	0,249	0,236	0,316	0,592	0,381	0,340	0,752	0,381	0,349	0,195
	ΣSi ²	11,531									
	St ²	67,779									
	r11	0,858									
	Criteria	Reliabel									

4	4	4	4	4	4	4	4	4	4
11	12	13	14	15	16	17	18	19	20
2	1	2	2	2	3	3	2	3	3
2	2	2	1	3	3	3	1	3	2
2	2	2	2	2	3	2	2	2	2
2	1	1	1	2	4	2	1	1	2
2	2	2	1	3	2	3	3	2	2
3	2	1	1	2	3	3	1	2	2
3	2	3	2	2	2	3	2	3	2
2	2	1	2	2	2	3	1	2	2
4	2	2	3	3	2	3	2	4	3
3	3	2	2	2	1	3	2	1	2
3	3	2	2	3	2	3	2	2	2
3	2	3	2	3	3	2	2	2	2
2	2	2	2	2	2	3	2	3	2
2	2	3	2	3	3	3	2	2	3
3	2	2	4	2	2	2	2	2	1
3	1	2	2	3	2	3	2	2	2
3	2	3	3	2	2	3	2	3	3
3	2	3	2	2	2	1	2	3	3
3	2	3	2	2	3	3	2	2	3
2	2	1	2	3	3	4	2	1	1
3	1	3	2	3	3	2	2	3	4
2	2	2	2	2	3	2	3	2	3
1	2	2	1	3	2	3	2	1	2
2	2	2	2	3	2	3	3	2	2
3	4	3	2	3	3	3	3	3	3
4	2	2	1	4	4	4	1	3	2
3	2	3	2	2	2	3	2	3	3
2	3	2	1	2	2	1	2	2	3
2	2	3	3	3	2	3	3	3	3
2	2	3	2	4	3	4	3	2	4
4	2	2	3	3	2	3	2	4	3
2	2	2	2	3		4	1		2
2	3	2	2	2	3	2	2	2	2
2	1	2	2	2	1	2	1	2	1
86	69	75	67	87	81	94	67	77	81
234	153	179	147	235	215	278	145	199	211
6621	5230	5742	5130	6642	6159	7157	5113	5955	6226
7396	4761	5625	4489	7569	6561	8836	4489	5929	6561
0,670	0,130	0,462	0,396	0,450	0,219	0,307	0,327	0,665	0,554
valid	invalid	valid	valid	valid	invalid	invalid	invalid	valid	valid
0,484	0,381	0,399	0,440	0,364	0,490	0,533	0,381	0,586	0,530

4	4	4	4	4	4	4	4	4	4	120	Y ²
21	22	23	24	25	26	27	28	29	30	Y	
4	3	2	2	3	2	3	2	2	2	72	5184
2	4	2	3	2	2	4	2	2	1	70	4900
2	2	2	2	2	2	3	2	2	2	66	4356
3	4	3	3	2	2	4	2	2	1	67	4489
3	3	3	3	3	2	4	3	3	3	75	5625
3	3	3	3	3	2	4	2	4	3	75	5625
3	3	3	2	2	2	3	2	2	2	74	5476
3	4	2	3	2	2	4	2	1	2	70	4900
3	4	3	3	3	3	2	3	3	3	91	8281
2	3	2	2	2	2	2	2	2	2	68	4624
2	4	3	3	2	2	4	2	3	2	73	5329
2	3	2	3	3	2	3	2	2	2	76	5776
2	4	2	3	2	2	3	2	2	2	69	4761
3	3	3	3	3	2	3	2	3	2	80	6400
3	3	2	2	2	2	3	2	2	2	73	5329
3	3	2	2	3	2	3	2	2	2	71	5041
3	3	3	2	3	3	3	3	2	2	80	6400
3	4	3	3	3	2	3	2	3	3	82	6724
3	3	3	3	3	3	3	2	3	2	81	6561
3	4	2	2	2	2	4	2	2	2	72	5184
3	3	3	3	3	2	3	2	2	2	82	6724
2	3	2	2	3	3	2	2	3	2	76	5776
1	3	1	2	2	1	3	1	2	2	57	3249
3	3	3	3	3	2	4	2	2	2	79	6241
4	4	3	3	2	2	3	2	2	2	90	8100
4	4	4	4	3	2	4	2	3	2	88	7744
3	3	3	3	3	3	3	2	3	2	81	6561
2	2	2	3	2	3	3	1	1	2	61	3721
3	3	3	3	3	2	3	2	3	2	83	6889
4	4	2	3	3	3	2	2	2	2	85	7225
3	4	3	3	3	3	2	3	3	3	91	8281
3	3	3	2	3	2	4	3	3	3	74	5476
3	3	2	2	2	2	3	2	3	2	71	5041
2	3	3	2	3	2	3	2	2	2	63	3969
95	112	87	90	88	75	107	71	81	72	2566	195962
281	380	235	248	236	173	351	155	207	160	(ΣY) ²	6584356
7297	8519	6672	6869	6717	5721	8030	5425	6197	5483		
9025	12544	7569	8100	7744	5625	11449	5041	6561	5184		
0,672	0,415	0,628	0,511	0,549	0,460	-0,250	0,534	0,467	0,373		
valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid		
0,458	0,325	0,364	0,287	0,242	0,222	0,420	0,198	0,413	0,221		

Appendix 5

NAME OF RESPONDENT OF THE RESEARCH

No	Name of Respondent	Students' Code
1	Ade Ani Fajarwati	R1
2	Ahmad Zainu Rifiq	R2
3	Alisa Dwiyani	R3
4	Amalia Nur Aulia	R4
5	Arif Az Zidane Anti Tirani	R5
6	Dessy Tri Handayani	R6
7	Dewi Setianingrum	R7
8	Diky Prasetyo Dwi Nugroho	R8
9	Dina Setyowati	R9
10	Dinda Nur Hikmawati	R10
11	Dita Duwi Lestari	R11
12	Dwi Ayu Kusumawati	R12
13	Dwi Rizki Septiani	R13
14	Fadhila Ika Nurcahya	R14
15	Farhan Muhyiyuddin	R15
16	Fatkhurrokhimah	R16
17	Frida Azahra	R17
18	Ida Septi Indriani	R18
19	Inas Suraya	R19
20	Lyra Wati Andri Ani	R20
21	M Dika Aulana	R21
22	M. Rizky Nur Riyadi	R22
23	Muhammad Zata Amani	R23
24	Naufal Hilmi Maulana	R24
25	Nur Maulidah	R25
26	Oktaviana Dwi Mayasari	R26
27	Rakha Sholeh Arrasyd	R27
28	Rifqi Irham	R28
29	Risma Rahmawati	R29
30	Rizki Rochimah	R30
31	Rizma Putri Kusyanti	R31

32	Salsa Dwi Cahya	R32
33	Syifa Nabila	R33
34	Vivi Novita Sari	R34
35	Wahyu Widiyaningsih	R35
36	Zahra Aulliya Junianti	R36
37	Ahmad Aminanto	R37
38	Alya Anggita Dewi	R38
39	Andika Damar Setiawan	R39
40	Arum Sekar Sari	R40
41	Azra Raina Hayati	R41
42	Dani Kurniawan Prasetyo	R42
43	Dimas Nugroho Hutomo	R43
44	Elang Bagaskoro Munawar	R44
45	Fathin Nabila	R45
46	Febyanda Lestari	R46
47	Hadad Rizqi Sholehudin	R47
48	Hendry Meytrian	R48
49	Ika Rizka Sari	R49
50	Jihan Mutiara Hati Koconegoro	R50
51	Lia Febiana	R51
52	Liana Sari	R52
53	Maulina Auralia	R53
54	Muhamad Agus Nur Rizqi	R54
55	Muhammad Amiruddin	R55
56	Muhammad Fico Ramadhani	R56
57	Muhammad Nur Alif Ariyanto	R57
58	Muhammad Rizky Eri Eko Julianto	R58
59	Muhtadun	R59
60	Nira Mei Windari	R60
61	Niszar Amanda Rahmi	R61
62	Nuro Kharisma	R62
63	Puguh Habibi	R63
64	Radika Oktaviana	R64
65	Siti Mahmudah	R65
66	Trisna Mulyani	R66
67	Tsalisa Adzra Fadiyah	R67

68	Wahyu Siti Khotimah	R68
69	Winanda Arianti	R69
70	Wisnu Sukma Anandhita	R70
71	Yayuk Oktafiana	R71

Appendix 6

The Calculate of Simple Regression Equation between X and Y

No	X	Y	XY	X ²	Y ²
1	59	60	3540	3481	3600
2	67	65	4355	4489	4225
3	63	65	4095	3969	4225
4	48	55	2640	2304	3025
5	60	60	3600	3600	3600
6	63	60	3780	3969	3600
7	59	60	3540	3481	3600
8	59	55	3245	3481	3025
9	45	50	2250	2025	2500
10	61	60	3660	3721	3600
11	62	60	3720	3844	3600
12	53	55	2915	2809	3025
13	68	70	4760	4624	4900
14	58	60	3480	3364	3600
15	59	65	3835	3481	4225
16	81	75	6075	6561	5625
17	60	65	3900	3600	4225
18	58	60	3480	3364	3600
19	52	55	2860	2704	3025
20	50	55	2750	2500	3025
21	60	65	3900	3600	4225
22	57	60	3420	3249	3600
23	62	60	3720	3844	3600
24	65	70	4550	4225	4900
25	65	65	4225	4225	4225
26	72	70	5040	5184	4900
27	68	65	4420	4624	4225
28	57	55	3135	3249	3025
29	46	50	2300	2116	2500
30	54	55	2970	2916	3025
31	44	50	2200	1936	2500
32	57	55	3135	3249	3025
33	52	55	2860	2704	3025
34	64	60	3840	4096	3600

35	49	55	2695	2401	3025
36	57	55	3135	3249	3025
37	58	60	3480	3364	3600
38	55	55	3025	3025	3025
39	54	55	2970	2916	3025
40	54	55	2970	2916	3025
41	68	65	4420	4624	4225
42	59	60	3540	3481	3600
43	51	55	2805	2601	3025
44	62	60	3720	3844	3600
45	71	65	4615	5041	4225
46	56	60	3360	3136	3600
47	56	55	3080	3136	3025
48	58	60	3480	3364	3600
49	64	65	4160	4096	4225
50	60	55	3300	3600	3025
51	54	55	2970	2916	3025
52	58	60	3480	3364	3600
53	59	60	3540	3481	3600
54	49	50	2450	2401	2500
55	68	65	4420	4624	4225
56	57	55	3135	3249	3025
57	55	55	3025	3025	3025
58	61	60	3660	3721	3600
59	53	60	3180	2809	3600
60	50	55	2750	2500	3025
61	58	60	3480	3364	3600
62	58	55	3190	3364	3025
63	52	50	2600	2704	2500
64	59	60	3540	3481	3600
65	60	60	3600	3600	3600
66	53	55	2915	2809	3025
67	58	55	3190	3364	3025
68	60	60	3600	3600	3600
69	61	65	3965	3721	4225
70	56	60	3360	3136	3600
71	63	60	3780	3969	3600
Σ	4142	4195	246780	244584	249725

Explanation

$\sum X$	4142
$\sum Y$	4195
$\sum XY$	246780
$\sum X^2$	244584
$\sum Y^2$	249725

Appendix 7

Table Aid to Solve The Calculate of Meaningful and Linearity Test X toward Y

The X data is organized by small data until big data and then followed
by Y data

X	Group	n	Y
44	1	1	50
45	2	1	50
46	3	1	50
48	4	1	55
49	5	2	55
49			50
50	6	2	55
50			55
51	7	1	55
52	8	3	55
52			55
52			50
53	9	3	55
53			60
53			55
54	10	4	55
54			55
54			55
54			55
55	11	2	55
55			55
56	12	3	60
56			55
56			60
57	13	5	60
57			55
57			55
57			55
57			55

58	14	8	60
58			60
58			60
58			60
58			60
58			60
58			55
58			55
59	15	7	60
59			60
59			55
59			65
59			60
59			60
59			60
60	16	6	60
60			65
60			65
60			55
60			60
60			60
61	17	3	60
61			60
61			65
62	18	3	60
62			60
62			60
63	19	3	65
63			60
63			60
64	20	2	60
64			65
65	21	2	70
65			65
67	22	1	65
68	23	4	70
68			65
68			65

68			65
71	24	1	65
72	25	1	70
81	26	1	75

Appendix 8

SPSS of Normality Analysis

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Students' Attitudes ^a	.	Enter

a. All requested variables entered

b. Dependent Variable: Writing Skill of Descriptive Text

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,875	,766	,762	2,51705

a. Predictors: (Constant), Students' Attitudes

b. Dependent Variable: Writing Skill of Descriptive Text

c.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1428,341	1	1428,341	225,449	,000
	Residual	437,152	69	6,336		
	Total	1865,493	70			

a. Predictors: (Constant), Students' Attitudes

b. Dependent Variable: Writing Skill of Descriptive Text

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,476	2,721		6,790	,000
	Students' Attitudes	,696	,046	,875	15,015	,000

a. Dependent Variable: Writing Skill of Descriptive Text

b.

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	49,1041	74,8591	59,0845	4,51718	71
Residual	-5,24138	6,27821	,00000	2,49901	71
Std. Predicted Value	-2,209	3,492	,000	1,000	71
Std. Residual	-2,082	2,494	,000	,993	71

a. Dependent Variable: Writing Skill of Descriptive Text

Npar Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		71
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,49900533
Most Extreme Differences	Absolute	,069
	Positive	,069
	Negative	-,053
Kolmogorov-Smirnov Z		,582
Asymp. Sig. (2-tailed)		,887

a. Test distribution is Normal

b. Calculated from data

Appendix 9

SPSS of Linearity Analysis

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Writing Skill of Descriptive Text * Students' Attitudes	71	1,0	0	,0	71	1,0

Report

Writing Skill of Descriptive Text

Students' Attitudes	Mean	N	Std. Deviation
44,00	50,0000	1	.
45,00	50,0000	1	.
46,00	50,0000	1	.
48,00	55,0000	1	.
49,00	52,5000	2	3,53553
50,00	55,0000	2	,00000
51,00	55,0000	1	.
52,00	53,3333	3	2,88675
53,00	56,6667	3	2,88675
54,00	55,0000	4	,00000
55,00	55,0000	2	,00000
56,00	58,3333	3	2,88675
57,00	56,0000	5	2,23607
58,00	58,7500	8	2,31455
59,00	60,0000	7	2,88675
60,00	60,8333	6	3,76386
61,00	61,6667	3	2,88675
62,00	60,0000	3	,00000
63,00	61,6667	3	2,88675
64,00	62,5000	2	3,53553
65,00	67,5000	2	3,53553

67,00	65,0000	1	.
68,00	66,2500	4	2,50000
71,00	65,0000	1	.
72,00	70,0000	1	.
81,00	75,0000	1	.
Total	59,0845	71	5,16235

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Writing Skill of Descriptive Text * Students' Attitudes	Between Groups	1547,576	25	61,903	8,762	,000
	Linearity	1428,341	1	1428,341	202,177	,000
	Deviation from Linearity	119,235	24	4,968	,703	,822
	Within Groups	317,917	45	7,065		
	Total	1865,493	70			

Measures of Association

	R	R Squared	Eta	Eta Squared
Writing Skill of Descriptive Text * Students' Attitudes	,875	,766	,911	,830

Appendix 10

SPSS of Regression Analysis

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Students' Attitudes ^a	.	Enter

a. All requested variables entered

b. Dependent Variable: Writing Skill of Descriptive Text

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,875	,766	,762	2,51705

a. Predictors: (Constant), Students' Attitudes

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1428,341	1	1428,341	225,449	,000
	Residual	437,152	69	6,336		
	Total	1865,493	70			

a. All requested variables entered

b. Dependent Variable: Writing Skill of Descriptive Text

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18,476	2,721		6,790	,000
Students' Attitudes	,696	,046	,875	15,015	,000

a. Dependent Variable: Writing Skill of Descriptive Text

Appendix 11

R Product Moment Table

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 12

F Table

Titik Persentase Distribusi F untuk Probabilitas = 0,01															
df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	4052	4999	5403	5625	5764	5859	5928	5981	6022	6056	6083	6106	6126	6143	6157
2	98.50	99.00	99.17	99.25	99.30	99.33	99.36	99.37	99.39	99.40	99.41	99.42	99.42	99.43	99.43
3	34.12	30.82	29.46	28.71	28.24	27.91	27.67	27.49	27.35	27.23	27.13	27.05	26.98	26.92	26.87
4	21.20	18.00	16.69	15.98	15.52	15.21	14.98	14.80	14.66	14.55	14.45	14.37	14.31	14.25	14.20
5	16.26	13.27	12.06	11.39	10.97	10.67	10.46	10.29	10.16	10.05	9.96	9.89	9.82	9.77	9.72
6	13.75	10.92	9.78	9.15	8.75	8.47	8.26	8.10	7.98	7.87	7.79	7.72	7.66	7.60	7.56
7	12.25	9.55	8.45	7.85	7.46	7.19	6.99	6.84	6.72	6.62	6.54	6.47	6.41	6.36	6.31
8	11.26	8.65	7.59	7.01	6.63	6.37	6.18	6.03	5.91	5.81	5.73	5.67	5.61	5.56	5.52
9	10.56	8.02	6.99	6.42	6.06	5.80	5.61	5.47	5.35	5.26	5.18	5.11	5.05	5.01	4.96
10	10.04	7.56	6.55	5.99	5.64	5.39	5.20	5.06	4.94	4.85	4.77	4.71	4.65	4.60	4.56
11	9.65	7.21	6.22	5.67	5.32	5.07	4.89	4.74	4.63	4.54	4.46	4.40	4.34	4.29	4.25
12	9.33	6.93	5.95	5.41	5.06	4.82	4.64	4.50	4.39	4.30	4.22	4.16	4.10	4.05	4.01
13	9.07	6.70	5.74	5.21	4.86	4.62	4.44	4.30	4.19	4.10	4.02	3.96	3.91	3.86	3.82
14	8.86	6.51	5.56	5.04	4.69	4.46	4.28	4.14	4.03	3.94	3.86	3.80	3.75	3.70	3.66
15	8.68	6.36	5.42	4.89	4.56	4.32	4.14	4.00	3.89	3.80	3.73	3.67	3.61	3.56	3.52
16	8.53	6.23	5.29	4.77	4.44	4.20	4.03	3.89	3.78	3.69	3.62	3.55	3.50	3.45	3.41
17	8.40	6.11	5.18	4.67	4.34	4.10	3.93	3.79	3.68	3.59	3.52	3.46	3.40	3.35	3.31
18	8.29	6.01	5.09	4.58	4.25	4.01	3.84	3.71	3.60	3.51	3.43	3.37	3.32	3.27	3.23
19	8.18	5.93	5.01	4.50	4.17	3.94	3.77	3.63	3.52	3.43	3.36	3.30	3.24	3.19	3.15
20	8.10	5.85	4.94	4.43	4.10	3.87	3.70	3.56	3.46	3.37	3.29	3.23	3.18	3.13	3.09
21	8.02	5.78	4.87	4.37	4.04	3.81	3.64	3.51	3.40	3.31	3.24	3.17	3.12	3.07	3.03
22	7.95	5.72	4.82	4.31	3.99	3.76	3.59	3.45	3.35	3.26	3.18	3.12	3.07	3.02	2.98
23	7.88	5.66	4.76	4.26	3.94	3.71	3.54	3.41	3.30	3.21	3.14	3.07	3.02	2.97	2.93
24	7.82	5.61	4.72	4.22	3.90	3.67	3.50	3.36	3.26	3.17	3.09	3.03	2.98	2.93	2.89
25	7.77	5.57	4.68	4.18	3.85	3.63	3.46	3.32	3.22	3.13	3.06	2.99	2.94	2.89	2.85
26	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.18	3.09	3.02	2.96	2.90	2.86	2.81
27	7.68	5.49	4.60	4.11	3.78	3.56	3.39	3.26	3.15	3.06	2.99	2.93	2.87	2.82	2.78
28	7.64	5.45	4.57	4.07	3.75	3.53	3.36	3.23	3.12	3.03	2.96	2.90	2.84	2.79	2.75
29	7.60	5.42	4.54	4.04	3.73	3.50	3.33	3.20	3.09	3.00	2.93	2.87	2.81	2.77	2.73
30	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.07	2.98	2.91	2.84	2.79	2.74	2.70
31	7.53	5.36	4.48	3.99	3.67	3.45	3.28	3.15	3.04	2.96	2.88	2.82	2.77	2.72	2.68
32	7.50	5.34	4.46	3.97	3.65	3.43	3.26	3.13	3.02	2.93	2.86	2.80	2.74	2.70	2.65
33	7.47	5.31	4.44	3.95	3.63	3.41	3.24	3.11	3.00	2.91	2.84	2.78	2.72	2.68	2.63
34	7.44	5.29	4.42	3.93	3.61	3.39	3.22	3.09	2.98	2.89	2.82	2.76	2.70	2.66	2.61
35	7.42	5.27	4.40	3.91	3.59	3.37	3.20	3.07	2.96	2.88	2.80	2.74	2.69	2.64	2.60
36	7.40	5.25	4.38	3.89	3.57	3.35	3.18	3.05	2.95	2.86	2.79	2.72	2.67	2.62	2.58
37	7.37	5.23	4.36	3.87	3.56	3.33	3.17	3.04	2.93	2.84	2.77	2.71	2.65	2.61	2.56
38	7.35	5.21	4.34	3.86	3.54	3.32	3.15	3.02	2.92	2.83	2.75	2.69	2.64	2.59	2.55
39	7.33	5.19	4.33	3.84	3.53	3.30	3.14	3.01	2.90	2.81	2.74	2.68	2.62	2.58	2.54
40	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.89	2.80	2.73	2.66	2.61	2.56	2.52
41	7.30	5.16	4.30	3.81	3.50	3.28	3.11	2.98	2.87	2.79	2.71	2.65	2.60	2.55	2.51
42	7.28	5.15	4.29	3.80	3.49	3.27	3.10	2.97	2.86	2.78	2.70	2.64	2.59	2.54	2.50
43	7.26	5.14	4.27	3.79	3.48	3.25	3.09	2.96	2.85	2.76	2.69	2.63	2.57	2.53	2.49
44	7.25	5.12	4.26	3.78	3.47	3.24	3.08	2.95	2.84	2.75	2.68	2.62	2.56	2.52	2.47
45	7.23	5.11	4.25	3.77	3.45	3.23	3.07	2.94	2.83	2.74	2.67	2.61	2.55	2.51	2.46

Titik Persentase Distribusi F untuk Probabilita = 0,01

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	7.22	5.10	4.24	3.76	3.44	3.22	3.06	2.93	2.82	2.73	2.66	2.60	2.54	2.50	2.45
47	7.21	5.09	4.23	3.75	3.43	3.21	3.05	2.92	2.81	2.72	2.65	2.59	2.53	2.49	2.44
48	7.19	5.08	4.22	3.74	3.43	3.20	3.04	2.91	2.80	2.71	2.64	2.58	2.53	2.48	2.44
49	7.18	5.07	4.21	3.73	3.42	3.19	3.03	2.90	2.79	2.71	2.63	2.57	2.52	2.47	2.43
50	7.17	5.06	4.20	3.72	3.41	3.19	3.02	2.89	2.78	2.70	2.63	2.56	2.51	2.46	2.42
51	7.16	5.05	4.19	3.71	3.40	3.18	3.01	2.88	2.78	2.69	2.62	2.55	2.50	2.45	2.41
52	7.15	5.04	4.18	3.70	3.39	3.17	3.00	2.87	2.77	2.68	2.61	2.55	2.49	2.45	2.40
53	7.14	5.03	4.17	3.70	3.38	3.16	3.00	2.87	2.76	2.68	2.60	2.54	2.49	2.44	2.40
54	7.13	5.02	4.17	3.69	3.38	3.16	2.99	2.86	2.76	2.67	2.60	2.53	2.48	2.43	2.39
55	7.12	5.01	4.16	3.68	3.37	3.15	2.98	2.85	2.75	2.66	2.59	2.53	2.47	2.42	2.38
56	7.11	5.01	4.15	3.67	3.36	3.14	2.98	2.85	2.74	2.66	2.58	2.52	2.47	2.42	2.38
57	7.10	5.00	4.15	3.67	3.36	3.14	2.97	2.84	2.74	2.65	2.58	2.51	2.46	2.41	2.37
58	7.09	4.99	4.14	3.66	3.35	3.13	2.96	2.83	2.73	2.64	2.57	2.51	2.45	2.41	2.36
59	7.08	4.98	4.13	3.65	3.34	3.12	2.96	2.83	2.72	2.64	2.56	2.50	2.45	2.40	2.36
60	7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.44	2.39	2.35
61	7.07	4.97	4.12	3.64	3.33	3.11	2.95	2.82	2.71	2.63	2.55	2.49	2.44	2.39	2.35
62	7.06	4.96	4.11	3.64	3.33	3.11	2.94	2.81	2.71	2.62	2.55	2.49	2.43	2.38	2.34
63	7.06	4.96	4.11	3.63	3.32	3.10	2.94	2.81	2.70	2.62	2.54	2.48	2.43	2.38	2.34
64	7.05	4.95	4.10	3.63	3.32	3.10	2.93	2.80	2.70	2.61	2.54	2.48	2.42	2.37	2.33
65	7.04	4.95	4.10	3.62	3.31	3.09	2.93	2.80	2.69	2.61	2.53	2.47	2.42	2.37	2.33
66	7.04	4.94	4.09	3.62	3.31	3.09	2.92	2.79	2.69	2.60	2.53	2.47	2.41	2.36	2.32
67	7.03	4.94	4.09	3.61	3.30	3.08	2.92	2.79	2.68	2.60	2.52	2.46	2.41	2.36	2.32
68	7.02	4.93	4.08	3.61	3.30	3.08	2.91	2.78	2.68	2.59	2.52	2.46	2.40	2.36	2.31
69	7.02	4.93	4.08	3.60	3.29	3.08	2.91	2.78	2.68	2.59	2.52	2.45	2.40	2.35	2.31
70	7.01	4.92	4.07	3.60	3.29	3.07	2.91	2.78	2.67	2.59	2.51	2.45	2.40	2.35	2.31
71	7.01	4.92	4.07	3.60	3.29	3.07	2.90	2.77	2.67	2.58	2.51	2.45	2.39	2.34	2.30
72	7.00	4.91	4.07	3.59	3.28	3.06	2.90	2.77	2.66	2.58	2.50	2.44	2.39	2.34	2.30
73	7.00	4.91	4.06	3.59	3.28	3.06	2.89	2.77	2.66	2.57	2.50	2.44	2.38	2.34	2.29
74	6.99	4.90	4.06	3.58	3.28	3.06	2.89	2.76	2.66	2.57	2.50	2.43	2.38	2.33	2.29
75	6.99	4.90	4.05	3.58	3.27	3.05	2.89	2.76	2.65	2.57	2.49	2.43	2.38	2.33	2.29
76	6.98	4.90	4.05	3.58	3.27	3.05	2.88	2.75	2.65	2.56	2.49	2.43	2.37	2.33	2.28
77	6.98	4.89	4.05	3.57	3.26	3.05	2.88	2.75	2.65	2.56	2.49	2.42	2.37	2.32	2.28
78	6.97	4.89	4.04	3.57	3.26	3.04	2.88	2.75	2.64	2.56	2.48	2.42	2.37	2.32	2.28
79	6.97	4.88	4.04	3.57	3.26	3.04	2.87	2.75	2.64	2.55	2.48	2.42	2.36	2.32	2.27
80	6.96	4.88	4.04	3.56	3.26	3.04	2.87	2.74	2.64	2.55	2.48	2.42	2.36	2.31	2.27
81	6.96	4.88	4.03	3.56	3.25	3.03	2.87	2.74	2.63	2.55	2.47	2.41	2.36	2.31	2.27
82	6.95	4.87	4.03	3.56	3.25	3.03	2.87	2.74	2.63	2.54	2.47	2.41	2.35	2.31	2.27
83	6.95	4.87	4.03	3.55	3.25	3.03	2.86	2.73	2.63	2.54	2.47	2.41	2.35	2.30	2.26
84	6.95	4.87	4.02	3.55	3.24	3.02	2.86	2.73	2.63	2.54	2.47	2.40	2.35	2.30	2.26
85	6.94	4.86	4.02	3.55	3.24	3.02	2.86	2.73	2.62	2.54	2.46	2.40	2.35	2.30	2.26
86	6.94	4.86	4.02	3.55	3.24	3.02	2.85	2.73	2.62	2.53	2.46	2.40	2.34	2.30	2.25
87	6.94	4.86	4.02	3.54	3.24	3.02	2.85	2.72	2.62	2.53	2.46	2.40	2.34	2.29	2.25
88	6.93	4.85	4.01	3.54	3.23	3.01	2.85	2.72	2.62	2.53	2.46	2.39	2.34	2.29	2.25
89	6.93	4.85	4.01	3.54	3.23	3.01	2.85	2.72	2.61	2.53	2.45	2.39	2.34	2.29	2.25
90	6.93	4.85	4.01	3.53	3.23	3.01	2.84	2.72	2.61	2.52	2.45	2.39	2.33	2.29	2.24

Titik Persentase Distribusi F untuk Probabilitas = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.41	19.42	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

Appendix 13

SPSS Computation



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Ajii Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakalsm@yahoo.com

PENELITI : Munica Ismiatul Hidayah
NIM : 1503046030
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING CLASS
ON THEIR WRITING SKILL

HIPOTESIS:

a. Hipotesis Korelasi

H₀: Tidak ada hubungan yang signifikan antara sikap terhadap kemampuan menulis siswa

H₁: Ada hubungan yang signifikan antara sikap terhadap kemampuan menulis siswa

b. Hipotesis Uji F

H₀: Tidak ada pengaruh yang signifikan antara sikap terhadap kemampuan menulis siswa

H₁: ada pengaruh yang signifikan antara sikap terhadap kemampuan menulis siswa

c. Hipotesis Uji t (Parsial)

H₀: Koefisien regresi tidak signifikan

H₁: koefisien regresi signifikan

HASIL DAN ANALISIS DATA

Correlations

		X	Y
X	Pearson Correlation	1	.875**
	Sig. (2-tailed)		.000
	N	71	71
Y	Pearson Correlation	.875**	1
	Sig. (2-tailed)	.000	
	N	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

Keterangan:

Sig. = $0.000 \leq 0.05$, maka H₀ ditolak artinya terdapat hubungan antara sikap terhadap kemampuan menulis siswa. Nilai koefisien korelasi sebesar 0.875 artinya hubungan antara sikap terhadap kemampuan menulis siswa **Sangat Kuat**.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875 ^a	.766	.762	2.51705

a. Predictors: (Constant), X

Keterangan:

Kontribusi sikap terhadap kemampuan menulis siswa adalah sebesar 76.6% dan sisanya dipengaruhi oleh faktor lain.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. Hamka Km.01 Ngaliyan Tambak Aji Semarang. 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakalsm@yahoo.com

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1428.341	1	1428.341	225.449	.000 ^a
	Residual	437.152	69	6.336		
	Total	1865.493	70			

a. Predictors: (Constant), X

b. Dependent Variable: Y

Keterangan:

Sig. = 0.000 $\leq$ 0.05, maka H_0 ditolak artinya terdapat pengaruh signifikan sikap terhadap kemampuan menulis siswa.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.476	2.721		6.790	.000
	X	.696	.046	.875	15.015	.000

a. Dependent Variable: Y

Keterangan:

Persamaan regresi adalah $Y = 18.476 + 0.696X$

Uji koefisien variabel sikap (0.696): sig. = 0.000 maka H_0 ditolak artinya sikap Signifikan dalam mempengaruhi variabel Y (kemampuan menulis siswa)

Semarang, 12 Desember 2019

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

Appendix 14

Sample of Students' Questionnaire

STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL QUESTIONNAIRE

A. IDENTITAS RESPONDEN

Nama : Ade Ari Fajarwati

Kelas : 01

No. absen : 8 April 1

61

B. PETUNJUK PENGISIAN

- Bacalah pernyataan-pernyataan berikut ini dengan cermat sebelum anda menjawabnya.
- Berilah tanda centang (✓) pada kolom yang telah disediakan sesuai dengan hati nurani anda, yaitu:
 SS : Sangat Setuju
 S : Setuju
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju
- Kejujuran anda dalam menjawab pernyataan-pernyataan sangat membantu dalam penulisan skripsi saya.
- Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiaannya dijamin oleh penulis.
- Jawaban anda tidak akan mempengaruhi nilai dalam raport.

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1	Saya kurang mahir dalam mengerjakan soal "writing"		✓		
2	Saya lebih memilih untuk mengerjakan soal lain terlebih dahulu daripada soal "writing"		✓		
3	Saya kurang mahir dalam menyusun kalimat untuk di tulis dalam jawaban "writing" saya		✓		
4	Saya tidak suka ketika jawaban "writing" saya di baca teman		✓		
5	Saya tidak bisa berkonsentrasi dengan baik ketika mengerjakan soal "writing"		✓		
6	Saya terlalu banyak menghabiskan waktu untuk berpikir apa yang akan saya tulis		✓		
7	Saya asal-asalan dalam mengerjakan "writing"			✓	
8	Saya tidak memperdulikan soal "writing" yang di berikan oleh guru			✓	
9	Saya mudah bosan ketika mengerjakan soal "writing"			✓	

10	Saya bingung menentukan kalimat awal yang akan saya tulis dalam jawaban "writing" saya		✓			2
11	Saya tidak yakin kalau "writing" yang saya kerjakan baik dan benar			✓		3
12	Saya tidak nyaman ketika mengekspresikan apa yang saya pikirkan dalam "writing"			✓		3
13	Saya sering mengulang kalimat yang sudah saya tulis ketika mengerjakan "writing"			✓		3
14	Saya terlalu sering mencoret kalimat karena ragu			✓		3
15	Saya sudah merasa malas dahulu sebelum mengerjakan "writing"				✓	4
16	Saya sering tidak mengerjakan soal "writing" yang di berikan oleh guru			✓		3
17	Saya senang ketika mengerjakan "writing"		✓			3
18	Saya merasa nyaman ketika mengekspresikan apa yang ada dalam pikiran ke dalam "writing"		✓			3
19	Saya yakin ketika mengekspresikan pikiran dalam "writing"		✓			3
20	Saya yakin kalau soal "writing" yang saya kerjakan baik dan benar		✓			3
21	Saya mahir dalam mengerjakan "writing"				✓	2
22	Saya lebih mendahulukan untuk mengerjakan soal "writing" daripada soal yang lain		✓			3
23	Saya mahir dalam menyusun kalimat untuk ditulis dalam "writing"			✓		2

**STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL
QUESTIONNAIRE**

A. IDENTITAS RESPONDEN

Nama : FRIDA ALDILLA

Kelas : X KPL 1

No. absen : 17

69

B. PETUNJUK PENGISIAN

- Bacalah pernyataan-pernyataan berikut ini dengan cermat sebelum anda menjawabnya.
- Berilah tanda centang (✓) pada kolom yang telah disediakan sesuai dengan hati nurani anda, yaitu:
 SS : Sangat Setuju
 S : Setuju
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju
- Kejujuran anda dalam menjawab pernyataan-pernyataan sangat membantu dalam penulisan skripsi saya.
- Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiaannya dijamin oleh penulis.
- Jawaban anda tidak akan mempengaruhi nilai dalam raport.

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1	Saya kurang mahir dalam mengerjakan soal "writing"		✓		2
2	Saya lebih memilih untuk mengerjakan soal lain terlebih dahulu daripada soal "writing"		✓		2
3	Saya kurang mahir dalam menyusun kalimat untuk di tulis dalam jawaban "writing" saya		✓		2
4	Saya tidak suka ketika jawaban "writing" saya di baca teman		✓		2
5	Saya tidak bisa berkonsentrasi dengan baik ketika mengerjakan soal "writing"			✓	3
6	Saya terlalu banyak menghabiskan waktu untuk berpikir apa yang akan saya tulis	✓			1
7	Saya asal-asalan dalam mengerjakan "writing"			✓	3
8	Saya tidak memperdulikan soal "writing" yang di berikan oleh guru			✓	3
9	Saya mudah bosan ketika mengerjakan soal "writing"			✓	3

10	Saya bingung menentukan kalimat awal yang akan saya tulis dalam jawaban "writing" saya			✓		3
11	Saya tidak yakin kalau "writing" yang saya kerjakan baik dan benar		✓			2
12	Saya tidak nyaman ketika mengekspresikan apa yang saya pikirkan dalam "writing"			✓		3
13	Saya sering mengulang kalimat yang sudah saya tulis ketika mengerjakan "writing"		✓			2
14	Saya terlalu sering mencoret kalimat karena ragu		✓			2
15	Saya sudah merasa malas dahulu sebelum mengerjakan "writing"			✓		3
16	Saya sering tidak mengerjakan soal "writing" yang di berikan oleh guru			✓		3
17	Saya senang ketika mengerjakan "writing"		✓			3
18	Saya merasa nyaman ketika mengekspresikan apa yang ada dalam pikiran ke dalam "writing"		✓			3
19	Saya yakin ketika mengekspresikan pikiran dalam "writing"		✓			3
20	Saya yakin kalau soal "writing" yang saya kerjakan baik dan benar		✓			3
21	Saya mahir dalam mengerjakan "writing"		✓			3
22	Saya lebih mendahulukan untuk mengerjakan soal "writing" daripada soal yang lain		✓			3
23	Saya mahir dalam menyusun kalimat untuk ditulis dalam "writing"		✓			3

**STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL
QUESTIONNAIRE**

A. IDENTITAS RESPONDEN

Nama : Lyla Azzah Antri Arik
 Kelas : X RPL 1
 No. absen : 20

50

B. PETUNJUK PENGISIAN

- Bacalah pernyataan-pernyataan berikut ini dengan cermat sebelum anda menjawabnya.
- Berilah tanda centang (✓) pada kolom yang telah disediakan sesuai dengan hati nurani anda, yaitu:
 SS : Sangat Setuju
 S : Setuju
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju
- Kejujuran anda dalam menjawab pernyataan-pernyataan sangat membantu dalam penulisan skripsi saya.
- Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiaannya dijamin oleh penulis.
- Jawaban anda tidak akan mempengaruhi nilai dalam raport.

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1	Saya kurang mahir dalam mengerjakan soal "writing"	✓			
2	Saya lebih memilih untuk mengerjakan soal lain terlebih dahulu daripada soal "writing"		✓		
3	Saya kurang mahir dalam menyusun kalimat untuk di tulis dalam jawaban "writing" saya		✓		
4	Saya tidak suka ketika jawaban "writing" saya di baca teman	✓			
5	Saya tidak bisa berkonsentrasi dengan baik ketika mengerjakan soal "writing"		✓		
6	Saya terlalu banyak menghabiskan waktu untuk berpikir apa yang akan saya tulis		✓		
7	Saya asal-asalan dalam mengerjakan "writing"		✓		
8	Saya tidak memperdulikan soal "writing" yang di berikan oleh guru			✓	
9	Saya mudah bosan ketika mengerjakan soal "writing"		✓		

10	Saya bingung menentukan kalimat awal yang akan saya tulis dalam jawaban "writing" saya		✓			2
11	Saya tidak yakin kalau "writing" yang saya kerjakan baik dan benar		✓			2
12	Saya tidak nyaman ketika mengekspresikan apa yang saya pikirkan dalam "writing"		✓			2
13	Saya sering mengulang kalimat yang sudah saya tulis ketika mengerjakan "writing"		✓			2
14	Saya terlalu sering mencoret kalimat karena ragu		✓			2
15	Saya sudah merasa malas dahulu sebelum mengerjakan "writing"			✓		3
16	Saya sering tidak mengerjakan soal "writing" yang di berikan oleh guru			✓		3
17	Saya senang ketika mengerjakan "writing"		✓			3
18	Saya merasa nyaman ketika mengekspresikan apa yang ada dalam pikiran ke dalam "writing"			✓		2
19	Saya yakin ketika mengekspresikan pikiran dalam "writing"				✓	1
20	Saya yakin kalau soal "writing" yang saya kerjakan baik dan benar		✓			3
21	Saya mahir dalam mengerjakan "writing"		✓			3
22	Saya lebih mendahulukan untuk mengerjakan soal "writing" daripada soal yang lain			✓		2
23	Saya mahir dalam menyusun kalimat untuk ditulis dalam "writing"		✓			3

**STUDENTS' ATTITUDES IN WRITING CLASS ON THEIR WRITING SKILL
QUESTIONNAIRE**

A. IDENTITAS RESPONDEN

Nama : Muhtadun
Kelas : X RPL 2
No. absen : 23

53

B. PETUNJUK PENGISIAN

- Bacalah pernyataan-pernyataan berikut ini dengan cermat sebelum anda menjawabnya.
- Berilah tanda centang (✓) pada kolom yang telah disediakan sesuai dengan hati nurani anda, yaitu:
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju
- Kejujuran anda dalam menjawab pernyataan-pernyataan sangat membantu dalam penulisan skripsi saya.
- Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiaannya dijamin oleh penulis.
- Jawaban anda tidak akan mempengaruhi nilai dalam raport.

No.	Pernyataan	Jawaban				
		SS	S	TS	STS	
1	Saya kurang mahir dalam mengerjakan soal "writing"		✓			2
2	Saya lebih memilih untuk mengerjakan soal lain terlebih dahulu daripada soal "writing"		✓			2
3	Saya kurang mahir dalam menyusun kalimat untuk di tulis dalam jawaban "writing" saya		✓			2
4	Saya tidak suka ketika jawaban "writing" saya di baca teman		✓			2
5	Saya tidak bisa berkonsentrasi dengan baik ketika mengerjakan soal "writing"			✓		3
6	Saya terlalu banyak menghabiskan waktu untuk berpikir apa yang akan saya tulis		✓			2
7	Saya asal-asalan dalam mengerjakan "writing"			✓		3
8	Saya tidak memperdulikan soal "writing" yang di berikan oleh guru			✓		3
9	Saya mudah bosan ketika mengerjakan soal "writing"		✓			2

10	Saya bingung menentukan kalimat awal yang akan saya tulis dalam jawaban "writing" saya		✓			2
11	Saya tidak yakin kalau "writing" yang saya kerjakan baik dan benar			✓		3
12	Saya tidak nyaman ketika mengekspresikan apa yang saya pikirkan dalam "writing"		✓			2
13	Saya sering mengulang kalimat yang sudah saya tulis ketika mengerjakan "writing"		✓			2
14	Saya terlalu sering mencoret kalimat karena ragu		✓			2
15	Saya sudah merasa malas dahulu sebelum mengerjakan "writing"			✓		3
16	Saya sering tidak mengerjakan soal "writing" yang di berikan oleh guru			✓		3
17	Saya senang ketika mengerjakan "writing"			✓		2
18	Saya merasa nyaman ketika mengekspresikan apa yang ada dalam pikiran ke dalam "writing"			✓		2
19	Saya yakin ketika mengekspresikan pikiran dalam "writing"		✓			3
20	Saya yakin kalau soal "writing" yang saya kerjakan baik dan benar			✓		2
21	Saya mahir dalam mengerjakan "writing"			✓		2
22	Saya lebih mendahulukan untuk mengerjakan soal "writing" daripada soal yang lain			✓		2
23	Saya mahir dalam menyusun kalimat untuk ditulis dalam "writing"			✓		2

Appendix 15

Sample of Students' Writing of Descriptive Text

Name :	Ade Ani Fajarwati
No :	01
Class :	X RPL 1

Direction:

1. Write your name, student number and class
2. Make a descriptive text about "My Favorite Teacher" with your own words using appropriate generic structure at least 10 sentences
3. Time allotment for writing 40 minutes
4. Do your best.

Answer:

1. My name : Ade Ani Fajarwati
Student number : 01
My class : X RPL 1

2. My Favorite Teacher

My favorite teacher in the class is Mrs. Amin, ^{More precisely named} Siti Aminatun. Mrs. Amin teaches ^{Indonesian Language} B. Indonesia. I like it in ^{her} learning method which is interesting and different from the others. She has a method that is not boring or rather fun. I don't know the address but I'm sure their family is harmonious. Mrs. Amin is very funny when she teaches but she is also strict when her students break the rules. I like it because she is calm. And it is forbidden to give homework unlike other teachers. ^{He} might think ^{her} that this students will ^{be} very busy and exhausted because of ^{their} full time school and many assignment from other teacher. She is the best.

Name : FRIDA AZAHIZA

No : 17

Class : X RPL1

Direction:

1. Write your name, student number and class
2. Make a descriptive text about "My Favorite Teacher" with your own words using appropriate generic structure at least 10 sentences
3. Time allotment for writing 40 minutes
4. Do your best.

My Favorite Teacher

My favorite teacher is Mrs. Amin. He is an Indonesian teacher who is patient, kind, and a very funny teacher. She teaches while saying very funny jokes. Besides that Mrs. Amin is ~~not~~ a teacher who is very disciplined, wise, and she is the favorite teacher for class X RPL1. We ^{are} students of Mrs. Amin are very grateful because he is very patient in teaching us. The first time we were taught by him ^{when we} we felt that this a family for us. She is our mother at school. A lot of comfort we feel when with him. ^{her} Maybe ~~with~~ without guidance from our Mrs. Amin is not what is possible here we are still having trouble learning Indonesian. Because we realize we are still many difficulties in speaking Indonesian because we mostly speak Javanese with Mrs. Amin. It is easy for us to understand how to speak Indonesian well thank you Mrs. Amin for the knowledge you provided. ^{like}

Name : Lyra usati Andri Ani

No : 20

Class : X RPL 1

Direction:

1. Write your name, student number and class
2. Make a descriptive text about "My Favorite Teacher" with your own words using appropriate generic structure at least 10 sentences
3. Time allotment for writing 40 minutes
4. Do your best.

"Mrs. Aminn"

My favorite teacher is Mrs. Aminn. She is a very kind and cheerful person. She always jokes while teaching so that the atmosphere is not so tense. And when explaining all students listen well. Although she is always funny, she can also be firm and wise.

Mrs. Amin is an Indonesian teacher. In tenth grade she ^{teaches in only} teaches one class, ^{this class is} is class ten rpl one. In a week ^{she teaches} are taught in two meetings. Mrs. Amin is a teacher, who is soft and cool. Mrs. Amin is a teacher, who is kind and ^{not} strict. She is one of my favorite teacher and my best teacher.

Name : Muli Adoni

No : 23

Class : X PPL II

Direction:

1. Write your name, student number and class
2. Make a descriptive text about "My Favorite Teacher" with your own words using appropriate generic structure at least 10 sentences
3. Time allotment for writing 40 minutes
4. Do your best.

"My Favorite Teacher"

My favorite teacher is Mrs. Henita. Because ^{she's} it's good when teaching. And easy to understand. She is very concerned about ^{her} his student. And she is very strict. She is also patient when teaching. And never angry. When explaining it is easy to understand. And when explaining it is very clear. best for Mrs. Henita

Appendix 16

DOCUMENTATION

Students were filling the questionnaire of validity test

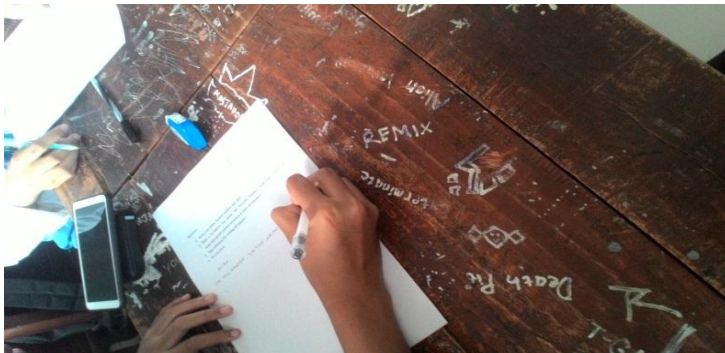


Students were filling the questionnaire





Students were filling the test of writing descriptive text



Appendix 17

Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B.6922/Un.10.3/D.1/TL.00./10/2019

21 Oktober 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Munica Ismiatul Hidayah

NIM : 1503046030

Yth.

Kepala Sekolah SMK N 4 Kendal
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

nama : Munica Ismiatul Hidayah

NIM : 1503046030

alamat : Bandingan RT 01 RW 06 Desa Poncorejo Kecamatan Gemuh
Kabupaten Kendal

judul skripsi : **THE INFLUENCE OF STUDENTS' ATTITUDES IN WRITING
CLASS ON THEIR WRITING SKILL**

Pembimbing :

1. Pembimbing I : Dr. Siti Tarwiyah, S.S, M.Hum.

2. Pembimbing II : Sayyidatul Fadlilah, S.Pd.I, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 minggu, mulai tanggal 22 Oktober 2019 sampai dengan tanggal 5 November 2019. Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.



Dekan,
Dekan Bidang Akademik

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 18

Research Certification



P E M I R I N T A H P R O V I N S I J A W A T E N G A H
D I N A S P E N D I D I K A N D A N K E B U D A Y A A N
**SEKOLAH MENENGAH KEJURUAN NEGERI 4
KENDAL**

Alamat : D. Sockarna – Hatta Brangsong Kabupaten Kendal Kode Pos 51371
Telp: 081 4296 9000 Fax: 02941 3687377 Surat Elektronik: smkn4_kendal@ryadon.co.id

SURAT KETERANGAN

Nomor : 800 / 1485 / SMK N 4 Kendal

Yang bertanda tangan dibawah ini :

Nama : Suharto, S Pd., M.Pd
NIP : 19670627 199003 1 008
Pangkat / Gol : Pembina / IV a
Jabatan : Kepala Sekolah

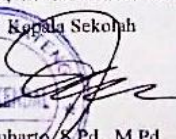
Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Munica Ismiatul Hidayah
NIM : 1503046030
Perguruan Tinggi : UIN Walisongo SEMARANG
Judul Riset : The Influence of Students Attitudes in Writing Class On
Their Writing Skill di SMK Negeri 4 Kendal

Telah melaksanakan Penelitian di SMKN 4 Kendal pada Tanggal 22 Oktober s.d 05 November 2019.

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 27 November 2019

Kepala Sekolah

Suharto, S Pd., M.Pd
Pembina
NIP. 19670627 199003 1 008



CURRICULUM VITAE

A. Personal Identity

- 1. Complete Name : Munica Ismiatul Hidayah
- 2. Place & time of birth : Kendal, November 17th1997
- 3. Address : Pocorejo, Gemuh, Kendal
 - Phone Number : 085601515699
 - Email : municaismia97@gmail.com

B. Educational Background

- 1. Formal Education
 - a. 2002-2003 : TK Saraswati Poncorejo
 - b. 2003-2009 : SD N 01 Poncorejo
 - c. 2009-2012 : SMP NU 05 Awwalul Hidayah Gemuh
 - d. 2012-2015 : TMI Darul Amanah Sukorejo Kendal
 - e. 2015-Present : UIN Walisongo Semarang
- 2. Non-formal Education
 - a. Madrasah Diniyah Awwaliyah 04 Poncorejo
 - b. Ma'had Al-Jami'ah Walisongo Semarang
 - c. Pondok Pesantren Madrosatul Qur'anil Aziziyyah