

**AN ANALYSIS OF STUDENTS' ATTITUDE TOWARDS E-LEARNING  
IN WRITING SUBJECT AT SMAN 6 PEKANBARU**

**A THESIS**

*Intended to fulfill one of the requirements or the award of Sarjana Degree  
in English Language Teaching and Education of Faculty  
Islamic University of Riau*



**By**

**AGUNG Satria Dwi Atmaja**  
**136311356**

**ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU**

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**2019**

**THESIS APPROVAL**

**TITLE**

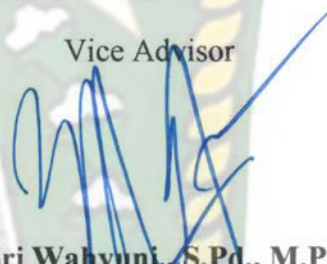
**AN ANALYSIS OF STUDENTS' ATTITUDE TOWARDS E-LEARNING  
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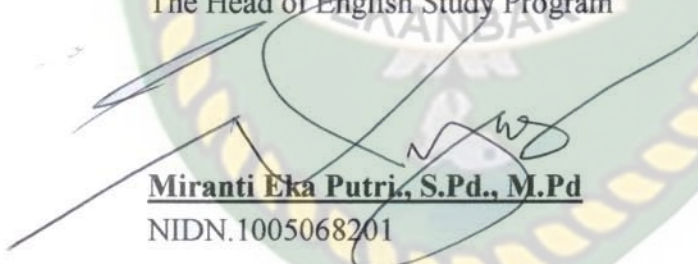
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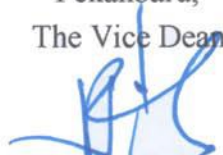
  
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IN WRITING SUBJECT AT SMAN 6 PEKANBARU**

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## LETTER OF NOTICE

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Was completely written a thesis which entitled:

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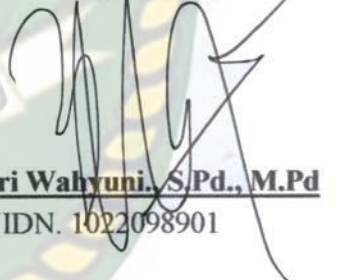
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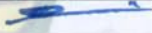






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## THESIS GUIDANCE AGENDA

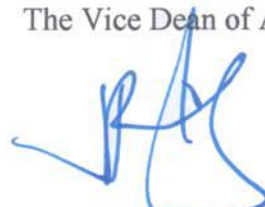
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No	Date	Guidance Agenda	Signature
1	April 16 <sup>th</sup> 2018	Revising chapter I	
2	April 16 <sup>th</sup> 2018	Revising chapter II	
3	April 16 <sup>th</sup> 2018	Revising chapter III	
4	May 4 <sup>th</sup> 2018	Checking all chapters	
5	September 7 <sup>th</sup> 2018	ACC to join seminar	
6	September 17 <sup>th</sup> 2018	Join seminar	
7	January 9 <sup>th</sup> 2019	Take the data	
8	July 4 <sup>th</sup> 2019	Revising chapter IV	
9	July 4 <sup>th</sup> 2019	Revising Chapter V	
10	August 7 <sup>th</sup> 2019	Checking all chapters	
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Pekanbaru, August 21<sup>st</sup> 2019

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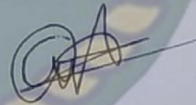
## DECLARATION

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I admit that this thesis writing purely derived from my own ideas; expect some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 6<sup>th</sup> October 2019

The Researcher,



Agung Satria Dwi Atmaja

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. Therefore, the researcher would like to express her deepest gratitude and sincere thanks and appreciation to those who stood behind her all the way most especially.

First, praise to **Allah SWT**, the almighty, for providing her constant blessings and mercy including enlightenment, wisdom clarity of mind, strength, courage, protection, and good health.

The researcher would like to express her thanks deeply to all people who gave many contributions in completing this thesis. The researcher addresses her appreciation and expressed deep gratitude to the following individuals namely:

1. Drs Alzaber, M.Si as Dean of FKIP UIR and Dr. Sri Amnah, M.Si as the vise Dean of FKIP UIR and all administrative staff of FKIP UIR Pekanbaru.
2. Miranti Eka Putri, M.Ed. as the chief of English Education Study Program of FKIP UIR and Muhammad Ilyas, M.Pd. as the secretary of English Education Study Program of FKIP UIR who has given suggestion and guidance during this thesis held.
3. Special thanks for my beloved advisors Prof. Dr. Seno Himala Putra, M.Pd and Sri Wahyuni, S.Pd., M.Pd, who always contributes a lot of

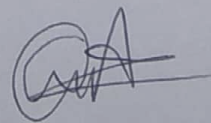
time in giving motivation, suggestion, correction, encouragement and guidance for me in accomplishing this thesis.

4. All lectures of English Language Education of FKIP UIR who gave knowledge and helped me during my study.
5. This thesis dedicated for both of my beloved parents, Mr Margono, S.Pd and Mrs Suranti. Thanks for a lot of love that you gave to me, your support and praying throughout of my life. I love you so much.
6. This thesis is also dedicated for my beloved grandfather and my grandmother who always be there to remind me, give support, love me and pray for me all this long time. Lots of love for you, grandmother.
7. Thank you for my brother Puguh Arifin Priatama, S.E, and my sister Tri Putri Kusumaning Tyas who always support me, give attention, tolerance, and give moral support. God bless you.
8. Special thanks to my beloved girlfriend Putri Novita Ardiani, Amd who always give me supports and love.

Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, October 2019

**The Researcher**

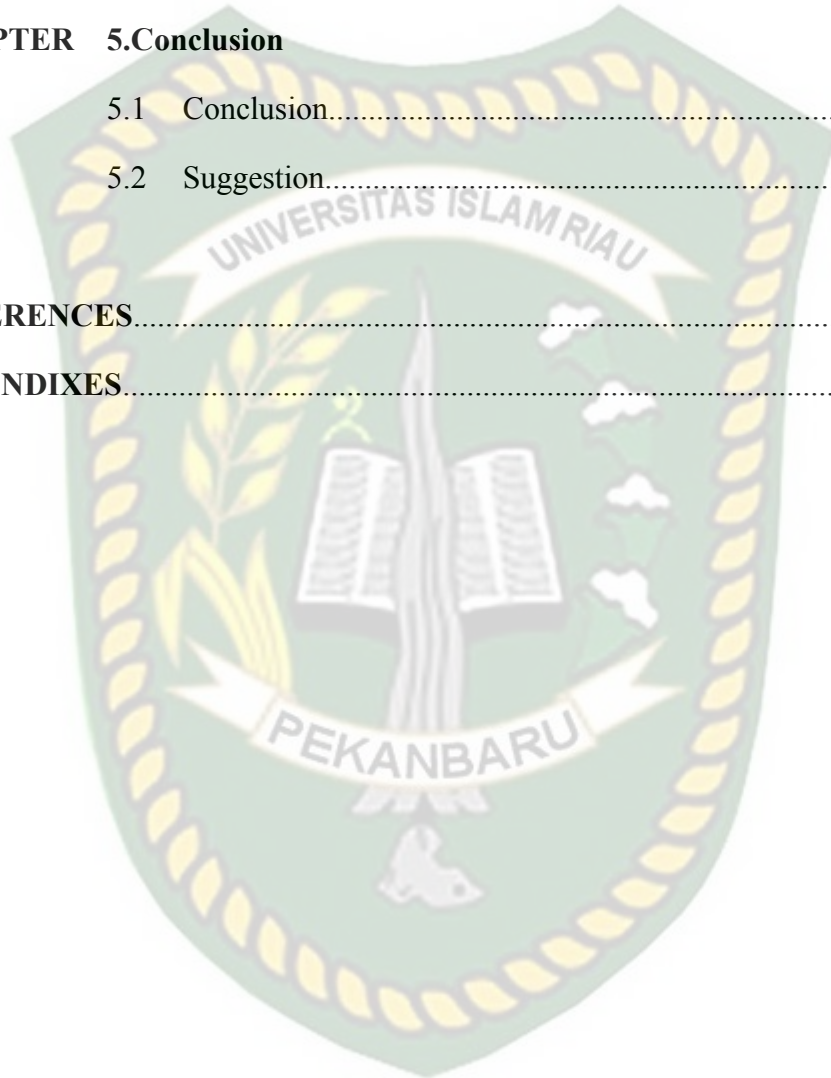


**Agung Satria Dwi Atmaja**

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	i
<b>LIST OF TABLES</b> .....	iii
<b>CHAPTER 1. INTRODUCTION</b>	
1.1 Background of the Problem.....	1
1.2 Identification of the Problem .....	4
1.3 Focus of the Problem .....	4
1.4 Research Question.....	4
1.5 Objective of the Research .....	4
1.6 Significance of the Research .....	5
1.7 Definition of Key Term .....	5
<b>CHAPTER 2. REVIEW OF RELETED LITERATURE</b>	
2.1The Concepts of E-Learning.....	7
2.2 Relevance Theories.....	9
2.3 Relevant Studies.....	20
2.4 Conceptual Frameworks .....	22
2.14Asumption.....	22
<b>CHAPTER 3.RESEARCH METHOD</b>	
3.1 Research Design .....	23
3.2 Source of Data.....	24
3.3 Data Collection Technique.....	25
3.4 Data Analysis Technique.....	26

<b>CHAPTER 4.THE PRESENTATION OF RESEARCH FINDING</b>	
4.1 Data Presentation.....	27
4.2 Data Analysis.....	36
<b>CHAPTER 5.Conclusion</b>	
5.1 Conclusion.....	44
5.2 Suggestion.....	44
<b>REFERENCES.....</b>	<b>iv</b>
<b>APPENDIXES.....</b>	<b>48</b>



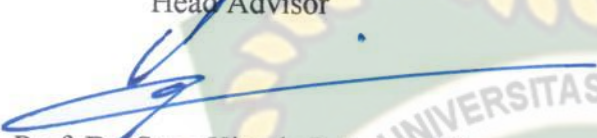
## LIST OF TABLES

Table	3.1 Population of the Research.....	26
Table	3.2 Sample of The Research.....	26
Table	3.3 Scale Score.....	28
Table	3.4 Score of the Scale .....	28
Table	4.1 Statistic of Students' Attitude.....	29
Table	4.2 Cognitive.....	30
Table	4.3 Affective .....	32
Table	4.4 Conative .....	34
Table	4.5 Level of Cognitive in Students' Attitude.....	35
Table	4.6 Level of Affective in Students' Attitude.....	36
Table	4.7 Level of Conative in Students' Attitude .....	37


## ABSTRACT

**Agung Satria Dwi Atmaja, 2019. An Analysis of Students' Attitude Towards e-Learning in Writing Subject At SMAN 6 Pekanbaru**

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**Keywords: Students' Attitude, e-Learning, Writing**

*Writing as productive skill some students' has difficulties in learning. It also affected by the attitude's factors. Student's expressed that the majority of students have a favorable behavior toward the e-learning. The purpose of this research is to find out the level of students' attitude towards e-learning in writing subject at SMAN 6 Pekanbaru.*

*Research method of this research is used qualitative descriptive by using 36 students at SMAN 6 Pekanbaru. This research focus on cognitive, conative and affective aspects consist of 30 items.*

*The data were analyzed by using statistic descriptive from SPSS version 24 program. The result showed that level of student's attitude towards e-learning in writing of eleventh grade students at SMAN 6 Pekanbaru: cognitive type in students' attitude categorized as enough (72,2%), affective type in students' attitude categorized as good (61,1%), conative type in students' attitude categorized as enough (69,14%). From this result, it is suggested to the teacher to set the goals and standards which are clearly defined, stated, and presented in class, and empower the students in the target language by making them feel the trust and mutual respect to one another through getting along with each other, or involving them in varied classroom activities in writing.*

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Problem

English has the important role as the universal language for communication. In Indonesia, English not become the main language because the use of English in Indonesia as foreign language. Indonesian students learn English since elementary school but still hard to mastering the language, most of Indonesian students only learn without practicing it with their friends so they hard to mastering it.

English can be divided into 4 skills such as listening, speaking, reading, and writing. But the most difficult skill from those is writing. The difficulties in writing are hard to develop the idea, hard to construct the good passage because lack of vocabularies and did not knowing much about grammatical rules. Most of Indonesian students learn English only where they are in school environment, they do not learn after back to their home, that was their attitude. Attitude can be acquired by several factors like the direct experience they have faced, copying someone's behavior as a role idol, treatments from their family both in term of reward and punishment, also from the mass media they read.

Students attitude can be divided into 3 types such as cognitive, affective and conative or behavior. Cognitive related to the students' knowledge about English especially in writing subject, the more they know the more they easily to aquiring the material given by teacher. Affective related to their manner while teaching-learning process, affective also related to their interest in English especially in

writing subject. Conative or behavior is about how the student behave in teaching-learning process, conative can be affected by motivation because if the student has a motivation whether from self motivation or from the outside motivation, the student will be more active, focus, and enjoy the lessons.

Some students do not like learning English also affected by the attitude's factors for example : 1) in cognitive factor, students do not like learning English especially in writing subject because they affected by their believe that English is bored and complicated subject; 2) in affective factor, they do not like learning English because of they were affected by negative emotional experience; 3) in conative factor, they do not mastering English because of they were influenced by behavioral experiences, like the subjects that they learn since children for example; since children they only learn math and they parents only teaching them about math so they like math and do not like the other subject.

An attitude develops through experience with the object, it means student's attitude is developing while he or she is studying or has an experience in learning process, attitude also consist of positive or negative evaluations, it means the student can evaluate the attitude both in term of negative or positive, for example; the more student learn about English the more his or her attitude develops and his or her evaluation about English different from each other, it can be positive or negative.

Learning is the relatively permanent change in a person's knowlegde or behavior due to experience. Learning has 3 components : 1) the duration of the change is long-term or short-term; 2) the location of the change is the content and



structure about knowledge in memory or the behavior of the learner; 3) the cause of the change is it by experience in the environment like fatigue, motivation, drugs, physical condition or physiologic interventation.

In the current era, the internet has become more competent in helping individuals in everyday life activates, for this reason; it is globally utilizes in different fields of education, which becomes potential and appropriate. Very briefly, the extensive usage of computer technologies and internet had led to the acknowledgement of this technology in many different educational fields. Employing the technology as teaching and learning appliances has become to an increasing extent more wide-spread; the teaching materials are enriched and have been requested as a part of educational processes and even a priority objective.

In Developing countries such as Indonesia, student's attitudes vary towards e-learning, but in general, we can say that their attitudes are positive, the majority of students have a favorable behavior toward the e-learning, since, the e-learning had a positive influence on students' motivations. The demographic characteristics and technological skills are considered as global problems to the learners, therefore, understanding users' personal characteristics and e-learning systems usage is necessary to introduce an effective e-learning.

For this study, the writer is focused on students' attitude towards e-learning in writing subject at SMAN 6 Pekanbaru, it means that the writer only focuses on analyze about their cognitive, affective, and conative aspects while they are learning English especially in writing subject.

Based of this background the writer would like to conduct a research and analysis entitled, “An Analysis of Students’ Attitude Towards e-Learning in Writing subject At SMAN 6 Pekanbaru”.

### **1.2. Identification of the Problem**

Based on the background above the writer identifies some problems which occur among the students : 1) how to discover the types of students’ attitude at SMAN 6 Pekanbaru ?. 2) how is the level of students’ attitude especially in cognitive, affective, and conative at SMAN 6 Pekanbaru ?

### **1.3. Focus of the Problem**

The writer found many attitude’s factors and types of attitude among the students while learning process. Therefore the writer focuses and limit the problem to analyze students’ attitude towards e-Learning in writing subject by using questionnaire (30 items).

### **1.4. Research Questions**

how is the level of students’ attitude especially in Cognitive, affectif, and conative aspects towards e-learning in writing subject at SMAN 6 Pekanbaru?

### **1.5. Objectives of the Research**

This research is considered on the basic of following need to analyze the level of students’ attitude : 1) cognitive; 2) affective; 3) conative while they are learning English.

## **1.6. Significance of the research**

### **1.6.1 To Teachers**

To give contribution to the teacher in the teaching writing.

### **1.6.2 To Students**

To help students to understand the factors about their attitude and to fix their bad behavior.

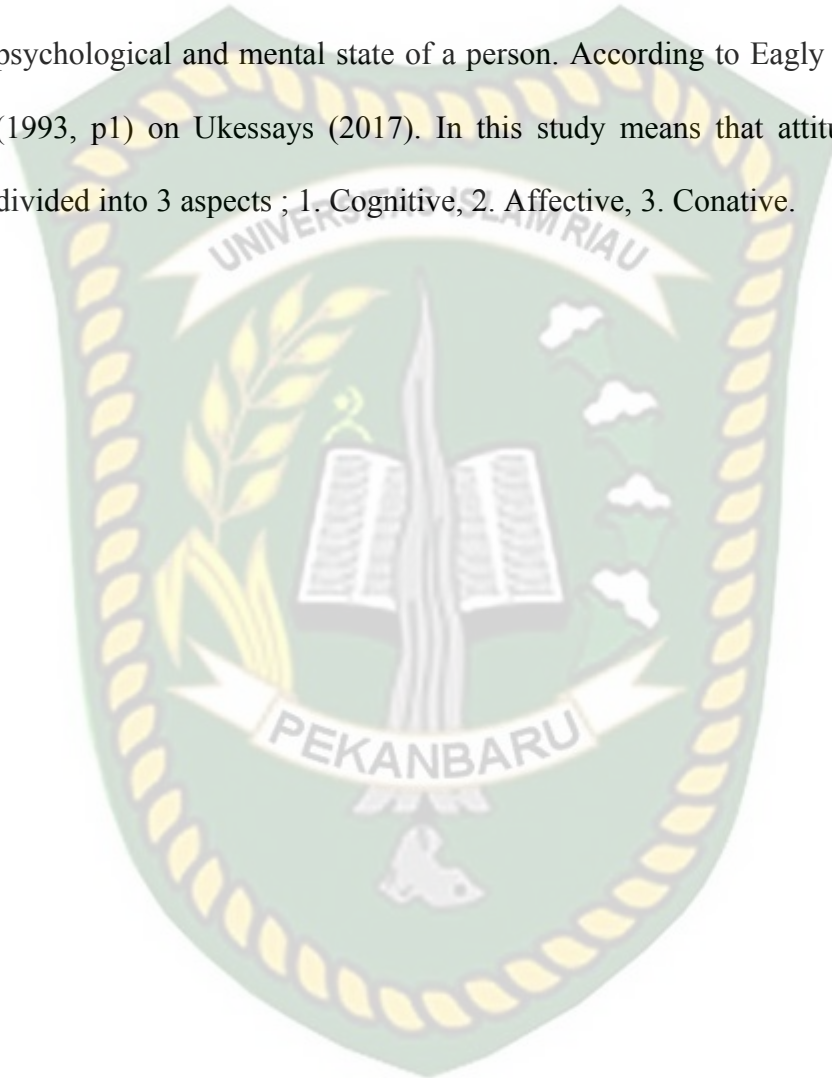
### **1.6.3 To Next researcher**

To give some contributions for the next researcher as a guide of learn the students attitude towards e-learning in writing subject.

## **1.7. Definition of the Key Term**

1. Analysis is a method that may be used with either qualitative or quantitative data; furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. If there is not enough former knowledge about the phenomenon or if this knowledge is fragmented, the inductive approach is recommended Lauri & Kynga-s (2005). In this study means that analysis is a method that used in qualitative data and in deductive approach.
2. Learning is acquiring symbolic elements of a different ethno-linguistic community. E-learning was partitioned into two essential sorts, comprising of personal computer-based and the web-based training. In this study the students learned English with computer-based training shown by the teacher.

3. Attitude was referring to a person's posture. Someone's physical appearance showed whether he had threatening or defiant attitude. Even though we can still refer to the word in this manner, nowadays attitude connotes the psychological and mental state of a person. According to Eagly & Chaiken (1993, p1) on Ukessays (2017). In this study means that attitude can be divided into 3 aspects ; 1. Cognitive, 2. Affective, 3. Conative.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Concepts of E-Learning

Media education in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning / training.

Meanwhile, according to Briggs (1977) on Sariffudin (2013) is a physical means of learning media to deliver content / learning materials such as books, movies, videos and so on. Then, according to the National Education Association (1969) on Sariffudin (2013) revealed that learning is a means of communication media in print and point of view heard, including technology hardware.

The position of instructional media. Therefore, the learning process is a communication process and takes place in a system, the learning media occupies an important position as one of the components of the learning system. Without the media, communications will not occur and the process of learning as a process of communication will not be able to take place optimally. Instructional media is an integral component of the learning system

From the opinion above, the researcher concluded that the instructional media is anything that can be channeled messages, can stimulate the mind, feelings, and the

willingness of the students so as to encourage the creation of learning process in self-learners.

E-learning is regarded as one of the best among techniques of instruction. According to (Marc 2002); e-learning systems for conveying information in computerized age, noticed that the benefits of electronic learning in training, simply; is attention based on requirement of different scholar as a critical component during the time spent training as opposed to on the teachers or instructive institution needs. A percentage of the focal points that selection of e-learning in training, got from the literature review include:

- a. According to (Smedley, 2010); “appropriation of electronic training gives impressive establishments and in addition their scholars the adaptability of time and location of conveyance as indicated by learning data.”
- b. E-learning improves the viability of learning and capabilities by means of straightforward entry to an enormous measure of information.
- c. It can give chances to relations between scholars by utilization of conversation forums. Via this, e-learning dispenses with boundaries that have the capability of impeding cooperation including the apprehension of conversing with different scholar. Electronic training inspires scholars to converse with different scholars, and also trade and regard diverse purpose of perspective. Additionally, e-learning facilitate correspondence furthermore enhances the connection that manages learning.

According to (Wagner, 2008) e-learning makes accessible supplementary prospect for communication between the learner and instructor amid content

conveyance. As reported by (Holmes & Gardner 2006); the aforementioned focal points of e-learning has been computed by taking note of the capacity of elearning to appraise scholars as they undergo learning procedures and in mean time, expanding their encounters in instruction by method of communication suitable group training, social differences and globalization, annihilating limit of location and time.

## **2.2 Relevant Theories**

Attitude have long been considered a central concept of social psychology. In fact, early researcher have defined social psychology as the scientific study of attitudes (e.g., in 1954 Gordon Allport noted, “This concept is probably the most distinctive and indispensable concept that has received decades of attention, the concept of attitude has changed over the years. The initial definitions were broad and encompassed cognitive, affective, motivational, and behavioral components. For example Allport (1939) defined an attitude as “a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual’s response to all objects and situations with which it is related” (p.810) on Norbert Schwarz & Gerd Bohner. A decade later, Krech & Crutchfield (1948) on Harris Chaiklin wrote, “Those who hold to a psychological definition of attitude recognize that social structure is important in creating and maintaining social order. But they claim that if behavioral is to change must come first”.

According to the theories above, the researcher conclude that attitude is a central concept of social psychology encompassed cognitive, affective, motivational and behavioral components.

Hilgard, (1980); Huitt, (1996); Tallon, (1997) said that psychology has traditionally identified and studied three components of mind: cognition, affect, and Conation. Cognition refers to the process of coming to know and understand; of encoding, perceiving, storing, processing, and retrieving information. It is generally associated with the question of “what” (e.g., what happened, what is going on now, what is the meaning og that information). Affect refers to the emotional interpretation of perceptions, information, or knowledge. It is generally associated with one’s attachment (positive or negative) to people, objects, ideas, etc. and is associated with the question “how do i feel about this knowledge or information?”. Conation refers to the connection of knowledge and affect to behavior and is associated with the issue of “why.”It is the personal, intentional, planful, deliberate, goal-oriented, or striving component of motivation, the proactive (as opposed to reactive or habitual) aspect of behavior (Baumeister, Bratslavsky, Muraven & Tice, 1998; Emmons, 1986. Atman (1987) on William G. Huitt & Sheila C. Cain (2005) defined conation as “Vectored energy: i.e., personal energy that has both direction and magnitude” (p.15).

From the theories above the researcher conclude the psychology has identified and studied the three components of mind such as ; cognition,affectation, and conation. Cognition is about the process of knowing and understanding, perceiving, storing, processing and also retrieving information, affection is a emotional interpretation



of perceptions, information, or knowledge, conation is the connection of knowledge and affect to behavior and associated.

Jung on Vishal Jain expresses several attitudes within the broad definition readiness of the psyche to act or react in a certain way. He argues that attitudes very often come in pairs, one conscious and the other unconscious. Similarly, Ajzen & Fishbein (1977) states that attitude are held with respect to some aspect of the individual's world, such as another person, a physical object, a behavior, or a policy. Therefore, the way a person reacts to his surroundings is called his attitude. Baron & Byrne (1984) define attitude as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups.

From theories above, the researcher conclude that attitude define the way a person reacts to his/ her surroundings and relatively lasting cluster of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, and objects.

Attitude was referring to a person's posture. Someone's physical appearance showed whether he had threatening or defiant attitude. Even though we can still refer to the word in this manner, nowadays attitude connotes the psychological and mental state of a person. According to Eagly & Chaiken, (1993, p1) on Ukessays, 2017. "Attitudes is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". The are several ways for acquiring attitudes, direct experience is one of them. People's evaluations of objects are based on the beliefs that they form about these objects, and that influences how much they like or dislike these objects. For example if

there are 4 episodes of movies and after someone watched the first episode and does not like it, he or she may thought the second, third and the fourth episode will be same as the first one so he or she would not see the rest of those. (Fishbein and Ajzen on Ukessays, 2017). According to Zajonc, (1968) on Ukessays (2017) another attitude arising from direct experience is through mere exposure to an object, which results in greater attraction to that object either that is positive or negative. For example when we hear a song for the first time we may have a neutral reaction to it, but after hearing it several times, we will probably either like or dislike the song.

From the theories above, the researcher conclude that direct experience is one of the way acquiring attitude by evaluating the objects based on beliefs that they form about the objects and that influences how much they like or dislike these objects.

Attitudes are also influenced by classical and operant conditioning. In classical conditioning a previously neutral object evokes a negative or positive evaluation because it is paired with an object which "naturally" evokes a positive or negative reaction respectively. An example of this conditioning is Pavlov's dog, 1927. Pavlov introduced to his dog a piece of meat and that caused the dog to salivate. The meat was the unconditional stimulus and dog's salivation was the unconditioned response. Then, before giving the meat to the dog he used a neutral stimulus by ringing a bell without the dog responding, and this was the conditional stimulus. After doing this several times he observed that the dog

started salivating when the bell rang. Thus, the dog learned that when the bell rang, it was going to be fed with meat.

In operant conditioning behavior that is associated with rewards is more likely to be repeated, while behavior associated with negative outcomes is not. For example, parents will award their children if they study and get good grades at school. However, if their marks are low and they do not study then the reward is taken away (Hogg & Vaughan, 2010 on Ukessays 2017)

Based on these theories, attitudes can be divided into classical and operant conditioning, in classical conditioning a previously neutral object evokes a negative or positive evaluation because it is paired with an object which “naturally” evokes a positive or negative reaction respectively, and in operant conditioning behavior that is associated with rewards is influencing the outcomes.

Another way we can form attitudes is by observational learning, which occurs when an individual is reproducing someone else's behavior (attitude, emotional responses). For example, young children are very likely to model the figure of their parents. If a mother is working and is successful, then most likely the daughter will be influenced and will try to be like her mother when she grows up (Hogg & Vaughan, 2010 on Ukessays 2017).

Other source of learning attitudes is by the mass media. They have a major influence in attitude formation especially in children. There have been several studies to show the effects of television. One of them showed that American children get most of the information about politics from television and that has affected their views on politics (Atkins, 1977; Rubin, 1978 on Ukessays 2017).

Based on the theories above, the researcher conclude that forming attitude by observational learning can be done when an individual is reproducing someone else's behavior.

### **2.2.1 Nature of Attitude**

An attitude is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of favorable or unfavorable evaluation of a person, place, thing or event. These are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment.

Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions. How much we like or dislike something determines our behavior towards that thing. We tend to approach, seek out or be associated with things we like; we avoid, shun or reject things we do not like. Some examples of attitudes are- he has a positive attitude about the changes, she is friendly and has a good attitude, he was showing some attitude during practice today, so the coach benched him, I like my friends that means I am expressing my attitudes towards my friends.

According to Gordon Allport, "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". According to Si P. Robbins – "Attitude is manner, disposition, feeling and position with regard to a person or thing, tendency or orientation especially in the mind". Frank Freeman said, "An attitude is a dispositional readiness to

respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response".

Thurstone said, "An attitude denotes the sum total of man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats and other any specific topic". Anastasi defined attitude as, "A tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom or an institution". According to N.L. Munn, "Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institution."

Based on the theories above, the researcher conclude that attitude is a mental and neural state of readiness, manner, disposition, feeling and position with regard to a person or thing, tendency or orientation.

### **2.2.2 Characteristics of Attitude**

Attitude can be described as a tendency to react positively or negatively to a person or circumstances. Thus the two main elements of attitude are this tendency or predisposition and the direction of this predisposition.

These are the characteristics of attitude;

1. Attitudes are the complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations.
2. It can fall anywhere along a continuum from very favorable to very unfavorable.
3. All people, irrespective of their status or intelligence, hold attitudes.

4. An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.
5. Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from his or her resulting behavior.
6. Attitude helps us define how we see situations, as well as define how we behave toward the situation or object.
7. It provides us with internal cognitions or beliefs and thoughts about people and objects.
8. It can also be explicit and implicit. Explicit attitude is those that we are consciously aware of an implicit attitude is unconscious, but still, have an effect on our behaviors.
9. Attitudes cause us to behave in a particular way toward an object or person.
10. An attitude is a summary of a person's past experience; thus, an attitude is grounded in direct experience predicts future behavior more accurately.
11. It includes certain aspects of personality as interests, appreciation and social conduct.
12. It indicates the sum total of a man's inclinations and feelings.
13. An attitude is a point of view, substantiated or otherwise, true or false which one holds towards an idea, object or person.
14. It has aspects such as direction, intensity, generality or specificity.
15. It refers one's readiness for doing Work.
16. It may be positive or negative and may be affected by age, position, and education.

Attitude can be defined as a feeling to favor or against the object, persons, or situation. It is a well-defined reference's object, it also can be defined as a readiness to react or behave in a particular manner for a given object or situation, idea, material or persons'. Each of these beliefs has different results in some preferential response towards the object or the situation.

### **2.2.3 Components of Attitude**

Attitudes are simply expressions of much we like or dislike various things. Attitudes represent our evaluations, preferences or rejections based on the information we receive. The three components of attitude are : 1) Cognitive components; 2) Affective components; 3) Conative or Behavioral components.

- Affective component: this involves a person's feelings/ emotions about the attitude object. For Example: "I am scared of spiders".
- Behavioral (conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- Cognitive component: this involves a person's belief/ knowledge about an attitude object. For example: "I believe spiders are dangerous".

This model is known as the ABC model of attitudes (Eagly & Chaiken, 1998).

### **2.2.4 Factors Influencing Attitude**

By attitudes, we mean the beliefs, feelings, and action tendencies of an individual or group of individuals towards objects, ideas, and people. Attitudes involve some knowledge of a Situation. However, the essential aspect, of the attitude is found in the fact that some characteristic feeling or emotion is

experienced and, as we expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion.

Factors affecting students' attitudes can be divided into internal factors and external factors. Because students perceive the visual things of the attitude object by themselves and according to their own experience and preference like preferring English subject than math (Solomon et al, 2010), they form the positive or negative attitude toward the attitude object, so visual perception can be an internal factor. In addition, attitude is influenced through classical conditioning by repeated pairing and positively and negatively (Olson and Fazio, 2001), which can be regarded as external stimulus. Instrumental conditioning through rewards or punishment (external stimulus) can lead to shaping attitudes of students. Regarding to cognitive learning, students can observe others' attitude or behavior with their own previous attitudes, beliefs, and thoughts to have the attitude toward the attitude object (Solomon et al, 2010).

These are a number of different factors that can influence how and why attitudes form.

- a. Social Factors.
- b. Direct Instruction.
- c. Family.
- d. Prejudices.
- e. Personal Experience.
- f. Media.
- g. Educational and Religious Institutions.



- h. Physical Factors.
- i. Economic Status and Occupations

### 2.2.5 Barriers to Change Attitude

The process of changing the attitude is not always easy. Actually, the barriers are the limits which prevent the organization from achieving its predetermined goals. So every organization should be aware of these and should take corrective actions.

Barriers to Change Attitudes are;

- a. Prior Commitment.

One barrier to change the attitude is prior commitments, because when people feel a commitment to a certain course of action and are unwilling to change. For example if student always taking a note while learning and re learn the material given by his/ her teacher at home, he/ she passed the exam with high grade so he/ she won't change his/ her attitude.

- b. Insufficient Information.

Student who does not have information about something that can affect his/ her attitude for example tips for studying, he/ she won't change the way his/ her study and does not change the attitude.

- c. Balance and Consistency.

Student who consisten with his/ her attitude won't change his/ her attitude because of the habit and become his/ her behavior.

- d. Publicly Expressed Attitudes

Attitudes that have been expressed publicly are more difficult to change. This is because of the fact that it requires a lot of effort for one to admit his/ her mistakes. For example if student tells his/ her friend that they do like English rather than math because it is easy to understand so he/ she will be like the English most.

e. **Improper Rewards System.**

For some students rewards are the best motivation also the best way to acquiring the attitude because by obtaining rewards from teacher or parents. On the other hands if the students get improper rewards based on their work it will make the students won't change their attitude because they lack of motivation to change their attitude.

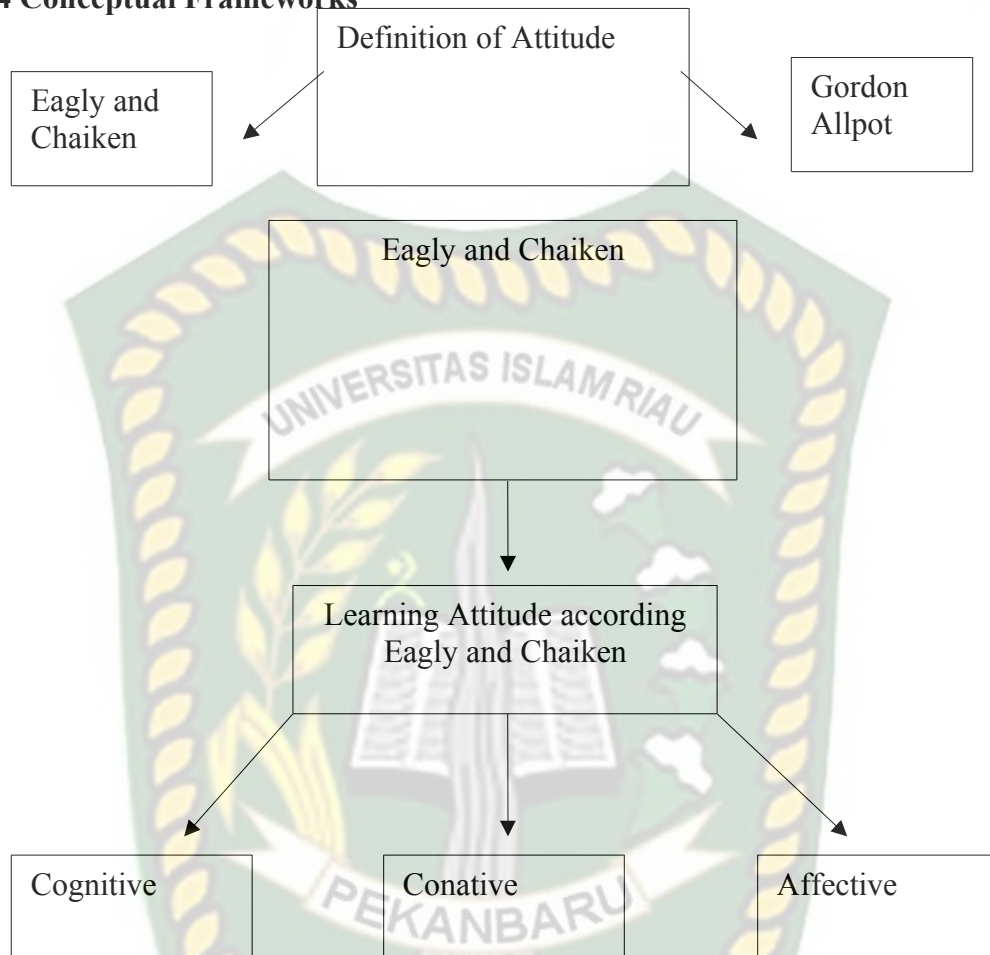
### **2.3 Relevant Studies**

The reasearch conducted by Anthony G. Greenwald (1989) entitled “Why Attudes are Important: Defining Attitude and Attitude Theory 20 Years Later”. The purpose of his research was to know the important of attitude, the implications of attitude and also the attitude functions (Object appraisal, social adjustment, and externalization).

And the other one is Olumayowa Oluwafemi Ogunnowo (2016) entitled “Analysis of Student Attitudes towards E-Learning: Case of Computer Science Students’ in Nigeria”. The purpose of this study was to examine the analysis of students’ attitudes towards e-learning “the case of computer science students in Nigeria”. The researcher used a case study methodology, qualitative (subjective) and quantitative data collection methods from the selected department (Computer

Science) in Babcock University, Nigeria. Data collected from the research participants represented their perceptions regarding the quality, impact on their learning styles, future benefits and the advantages of e-learning within their learning environment. According to the findings, the growth of e-learning is directly related to the increasing access to information and communications technology, whereby making learning easier and faster in order to support self-paced learning environment. The research revealed that awareness of the future benefits of e-learning in the selected university is not the problem, as 77.7% of the participants in the survey are aware of the great benefits e-learning and the impact on their learning styles have to offer to them, but unfortunately, e-learning has not yet been integrated fully into their curriculum.

## 2.4 Conceptual Frameworks



## 2.5 Assumption

Learning Attitude of each student will affect their ability in learning writing. The more his/her interest in learning the more she/he understand. Good habits and well attitude also affects his/her knowledge on learning process.

Learning attitude of each students also affected by different conditions and factors such as their direct experience, stimulus and reward from teacher and family, observational learning from their idol, and mass media.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of the study which describes the type or form of research, and so on can determine both the ways of implementing data collection, procedures and processes of data collection and process implementation and methods of analyzing the data obtained from a sample of informants, or objects investigated. In other words, the design of this study can certainly be designed based on problems or variables in a study, therefore, the researchers must be responsive and intelligent to form and explain the design of the research, so that the process of action in class, labor or in the field is not wrong way (misguided) Seno (2014)

This research descriptive qualitative research according to Gay (2000) on Siska's thesis, descriptive research involves collecting data in order to answer concerning current status of the object of the study and the research question. The researcher wants to find out and describe the learning attitude on students' writing ability. It has two variables. The variables are learning attitude on students' writing ability. Based on those variables of the study, it is classified as a descriptive research. It is designed to describe and analyze the learning attitude on students' writing ability by giving the meaning process and result of learning attitude on students' writing ability and generalized and concept based on the students' behavior. Qualitative methods involve the collection and analysis of primarily nonnumeric data obtained from observation and documentation.

### 3.2 Source of Data

This research was conducted from second year students of SMAN 6 Pekanbaru. The place is in Pekanbaru, Bambu kuning street number 28.

#### 3.2.1 Respondance

The researcher take one of several classes from SMAN 6 Pekanbaru randomly, and that was an eleventh grade students at SMAN 6 Pekanbaru and it has 324 students..

**Table 3.1**

**The population of the research**

Grade	Number Of students
XI Grade Students	324

#### 3.2.2 Sample

According to Seno (2014) the sample is a part of the population or the representative of the population, which is picked up and collected either randomly, structurally or in other collective scientific ways. The researcher took a sample from the XI Science 1 of SMAN 6 Pekanbaru. They have 36 students.

**Table 3.2**

**The Sample of The Research**

Class	Number of Students
XI Science 1	36

### 3.3 Data Collection Technique

Data collection techniques are the ways researchers in collecting data from both the sample, informants and the object under study. This data collection technique is typically described when the researcher performs real research either in class, labor, or in the field.

In this data collection technique, researcher no longer talk past (Pre Test), but researchers talk what will be done "action" data collection today (Real research at present). Therefore, the researcher should explain and describe the "steps" of how to collect data in a study, for example; research in class, in laboratory, in field, and so on. In other words, how we make "a cup of coffee", certainly has the steps done (Seno :2014)

According Sudaryanto (1993:133) this study is library research. In getting the data will so an observation, closely observing the data. The data will be taken from students. This technique is used to collect the data and was analyzed based on questionnaire. In collecting data, the writer prepares 30 questions in a questionnaire. The 30 questions in the questionnaire will be constructed based on the research questions of this study. The questions will be grouped in such a way so it will be covering the attitude of the students. The questionnaire will be delivered once per classroom and it is all about agree, neutral, and disagree answer.

### **Table 3.3**

### Scale Score

No	Aspect	Number of Question
1	Cognitive	1-10
2	Affective	11-20
3	Conative	21-30

In this research, researcher using likert scale in the instrument. According to Brown (2010) likert scale consist of point of view or perspective someone toward: agreement, value, important, quality, and likelihood. In this research, three-point scale is adapted in order to reduce bias. The researcher describes each point of the questions in the questionnaire with this following details;

**Table 3.4**  
**Score of the Scale**

Strongly Agree/ yes	Agree	Disagree/ no
2	1	0

### 3.4 Data Analysis Technique

After taking the questionnaire from the students, the data was analyzed by divided their attitude during teaching-learning process especially in writing based on behavior and questionnaire. The writer gave the students thirty questions that represent some types of attitudes (Cognitive, affective, and conative or behavior) which type the students are affect most were analyzed based on their behavior and questionnaire.



## CHAPTER IV

### THE PRESENTATION OF RESEARCH FINDING

#### 4.1 Data Presentation

The purpose of this research was to know the level of student's attitude towards e-learning in writing of eleventh grade students at SMAN 6 Pekanbaru. Based on the result of research conducted of the eleventh grade students at SMAN 6 Pekanbaru containing 30 items. The question which was considered as type of student's attitude towards e-learning in writing for eleventh grade students at SMAN 6 Pekanbaru.

##### a. Questionnaire

**Table 4.1**

**Statistic of Students' Attitude**

Statistics		
Cognitive		
N	Valid	36
	Missing	0
Mean		10,17
Median		10,50
Mode		12
Std. Deviation		2,762
Variance		7,629
Range		11
Minimum		5
Maximum		16
Sum		366

Based on table above obtained the mean score is 10,17 and standard deviation is 2,762. The average value is 10.17 from the highest score of 16 and the lowest score is 5. This value when compared with the low standard deviation

illustrates that the attitude of students in the class tends to be homogeneous, because the value of standard deviation is low.

### 1) Cognitive

**Table 4.2**

**Cognitive**

No	The Statements	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
		1	E-Learning offers the possibility to efficiently manage students' time in learning English.	12	33,3	17	47,2
2	E-Learning helps the Students to improve the knowledge about the types and characteristics of the text.	4	11,1	10	27,8	22	61,1
3	E-Learning is a learning environment which effective to improve information about inductive and deductive paragraph.	17	47,2	13	36,1	6	16,7
4	E-Learning assures students to be mastering a lot of English vocabularies.	7	19,4	18	50,0	11	30,6
5	E-Learning eases the students to know the grammar content.	18	50,0	14	38,9	4	11,1
6	Students need to be	7	19,4	24	66,7	5	13,9

No	The Statements	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
	trained before they undergo any E-Learning activity in learning English.						
7	E-Learning can possibly helps to understand regular and irregular verb.	12	33,3	13	36,1	11	30,6
8	Students who use E-learning materials ease to know parenthesis.	5	13,9	18	50,0	13	36,1
9	E-Learning is helping a lot to understand structure of the text.	2	5,6	29	80,6	5	13,9
10	E-Learning makes students easy to find information about references of the text.	13	36,1	16	44,4	7	19,4

From the table 4.1 we know that most of item cognitive question is familiar to majority students, but almost half of sample disagree with “E-learning help to improve the knowledge about the types and characteristics of the text”. This can be caused because all respondents at eleventh grade still not mastering all types of text.

## 2) Affective

**Table 4.3**

### Affective

No	The Statements	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
11	Use of online learning methods makes learning English easier to students.	6	16,7	19	52,8	11	30,6
12	By using E-Learning in learning English, students are focus to the teacher.	6	16,7	11	30,6	19	52,8
13	The use of E-Learning increases students' creativity.	5	13,9	12	33,3	19	52,8
14	E-Learning is seen as a self-paced learning environment in writing English.	10	27,8	12	33,3	14	38,9
15	Students can find information actively in the E-Learning environment.	8	22,2	16	44,4	12	33,3
16	The E-Learning environment enhances Students' problem-solving skills.	4	11,1	11	30,6	21	58,3
17	By writing students can express the ideas and thought.	11	30,6	16	44,4	9	25,0
18	Students want to know more about how to write a good paragraph.	8	22,2	23	63,9	5	13,9
19	There are more opportunities to create	3	8,3	15	41,7	18	50,0

No	The Statements	Strongly Agree		Agree		Disagree	
		F	%	F	%	F	%
	some senteces in writing from your own knowledge in the e-learning environment.						
20	The hyper-text online instruction can enhance students' learning motivation in writing.	9	25,0	14	38,9	13	36,1

From table 4.2 we know that most of item in affective questionnaire is familiar to mayority students, but almost half of sample disagree with “The e-learning environment enhances my problem-solving skills”, “use of E-learning increases students' creativity”, and “ by e-learning in learning writing, I focus to my teacher”.

### 3) Conative

**Table 4.4**

**Conative**

No	The Statements	Strongly agree		Agree		Disagree	
		F	%	F	%	F	%
21	Students often repeat learning writing using E-Learning media.	5	13,9	16	44,4	15	41,7
22	Students took a time to study at home to repeat the lessons given by the teacher.	9	25,0	19	52,8	8	22,2
23	Students love to make scientific writing.	3	8,3	22	61,1	11	30,6
24	Students like to make fictional writing.	6	16,7	13	36,1	17	47,2
25	Students love the way teacher teaches them because it was easy to understand.	2	5,6	13	36,1	21	58,3
26	Students love learning English if their favorite teacher teaches them by using E-Learning media.	2	5,6	23	63,9	11	30,6
27	students love write using hand.	8	22,2	19	52,8	9	25,0
28	Students love write using computer and gadget.	4	11,1	19	52,8	12	33,3
29	Students enjoy making a text by learning from E-Learning media.	5	13,9	19	52,8	12	33,3

No	The Statements	Strongly agree		Agree		Disagree	
		F	%	F	%	F	%
30	After reading some information of E-Learning, Students use their time to practice their writing skills.	8	22,2	21	58,3	7	19,4

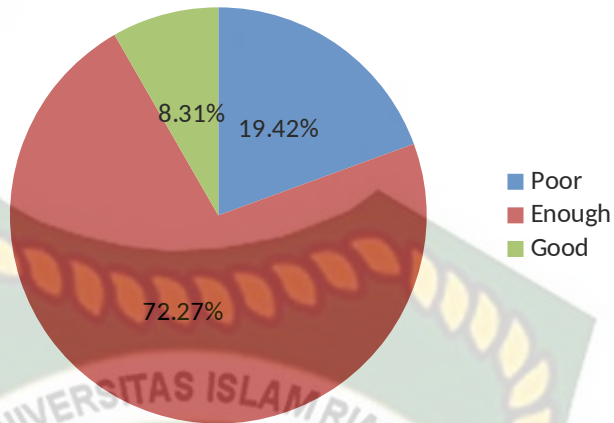
From table 4.3 we know that most of item in conative questionnaire is familiar to majority students, but almost half of sample disagree with “I love the way my teacher teaches me because it is easy to understand”.

#### 4) Level of Students' Attitude

**Table 4.5**  
**Level of Cognitive in Students' Cognitive**

		Cognitive			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	7	19,4	19,4	19,4
	Enough	26	72,2	72,2	91,7
	Good	3	8,3	8,3	100,0
	Total	36	100,0	100,0	

From the table above there are three level in this category. Majority students has enough category is 26 students or 72,2%, following with poor 19,4% and good 8,3%, respectively.



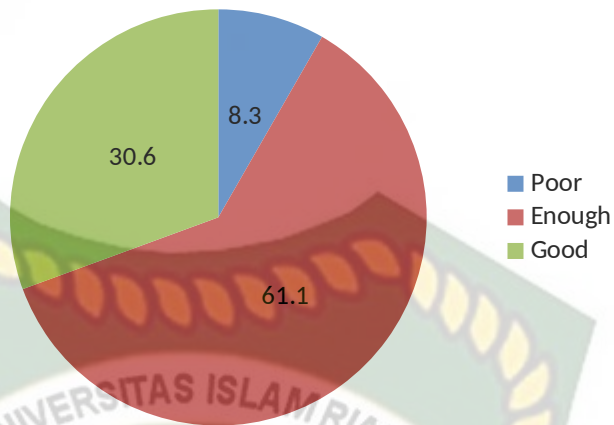
From the table and figure above that can be concluded most of students is categorized as enough (72,2%), and the least is categorized as good (8,30%).

**Table 4.6**  
**Level of Affective in Students' Cognitive**

		Affective			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	8,3	8,3	8,3
	Enough	22	61,1	61,1	69,4
	Good	11	30,6	30,6	100,0
	Total	36	100,0	100,0	

From the table above there are three level in this category. Majority students has enough category is 22 students or 61,1%, following with poor 8,3% and good 30,6%, respectively.



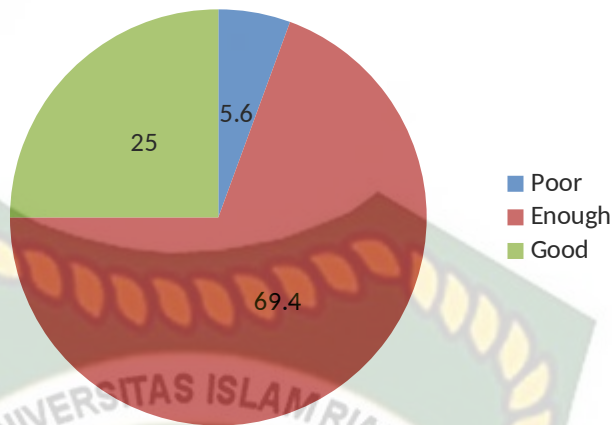


From the table and figure above that can be concluded most of students is categorized as enough (61,1%), and the least is categorized as poor (8,3%).

**Table 4.7**  
**Level of Conative in Students' Cognitive**

		Conative			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	5,6	5,6	5,6
	Enough	25	69,4	69,4	75,0
	Good	9	25,0	25,0	100,0
Total		36	100,0	100,0	

From the table above there are three level in this category. Majority students has enough category is 25 students or 69,4%, following with good 25% and poor 5,6%, respectively.



From the table and figure above that can be concluded most of students is categorized as enough (69,4%), and the least is categorized as poor (5,6%).

#### 4.2 Data Analysis

To know the type of students' attitude toward e-learning in writing there are three option choices "Strongly Agree, Agree, and Disagree". Researcher gave score 2, 1, and 0 for each choice. Then the researcher sums each value given to determine the overall score for each students' attitude. After that researcher used the frequency of every statement on this formula

$$P = \frac{F}{N} \times 100\%$$

Then, researcher calculated the percentage of each level of attitude. Finally, researcher use SPSS version 24.0 for categorizing the multiple intelligence using statistic descriptive.

##### a. Questionnaire

##### 1. Cognitive

Cognitive consist of 10 item statements. Researcher analyzing from 1 – 10 statements toward 36 students. From 36 students answered for "E-learning offers the possibility to efficiently manage

your time in learning writing”are categorized as agree (17 respondent) 33,3% and only (7 respondent) 19,4% disagree for this question. For “E-learning help to improve the knowledge about the types and characteristics of the text” are categorized as disagree (22 respondent) 61,1% and only (4 respondent) 11,1% agree for this question. For “E-learning is a learning environment which effective to improve information about inductive and deductive paragraph” are categorized as Strongly agree (17 respondent) 47,2% and only (6 respondent) 16,7% disagree for this question. For “E-learning assures student to be mastering a lot of English vocabularies” are categorized as Agree (18 respondent) 50,0% and only (7 respondent) 19,4% strongly agree for this question. For “E-learning ease the students’ to know the grammar content” are categorized as Agree (18 respondent) 50,0% and only (4 respondent) 11,1% disagree for this question. For “Students need to be trained before they undergo any E-learning activity in learning writing” are categorized as agree (24 respondent) 66,7% and only (5 respondent) 13,9% disagree for this question. For “E-learning can possibly to understand regular and irregular verb” are categorized as Agree (13 respondent) 36,1% and only (11 respondent) 30,6% disagree for this question. For “Students who use E-learning materials ease to know parenthesis” are categorized as Agree (18 respondent) 50,0% and only (5 respondent) 13,9% strongly agree for this question. For “E-learning is help a lot to understand

structure of the text” are categorized as Agree (29 respondent) 80,6% and only (2 respondent) 5,6% strongly agree for this question. And for “E-learning makes student easy to find information about references of the text” are categorized as Agree (16 respondent) 44,4% and only (7 respondent) 19,4% disagree for this question.

According to Setianengsih (2017) stated that cognitive component is individual’ perception, belief and stereotype regarding an object (Mann, 1969) cited in Saifuddin Azwar (2016:24). In addition, Jain states that cognitive component is an evaluation of individual’s opinion whether the individual belief or disbelief about the object. But, an individual’s belief is not always accurate. According to Saifuddin Azwar (2016:26), sometimes belief is formed because of the less of information about the object. If the students never know the benefit and the importance of English, so it can be concluded that the students have negative belief towards English language. For instance, a student may or may not believe that learning English is important for future and their carrier.

## **2. Affective**

Affective consist of 10 item statements. Researcher analyzing from 1 – 10 statements toward 36 students. From 36 students answered for “Use of online learning methods makes learning writing easier to students”are categorized as agree (19 respondent) 52,8% and only (6 respondent) 16,7% disagree for this question. For “By e-

learning in learning writing, I focus to my teacher” are categorized as disagree (19 respondent) 52,8% and only (6 respondent) 16,7% strongly agree for this question. For “Use of E-learning increases students' creativity” are categorized as disagree (19 respondent) 52,8% and only (5 respondent) 13,9% strongly agree for this question. For “E-learning is seen as a self-paced learning environment in writing English” are categorized as disagree (14 respondent) 38,9% and only (10 respondent) 27,8% strongly agree for this question. For “I can find information actively in the e-learning environment” are categorized as agree (16 respondent) 44,4% and only (8 respondent) 22,2% strongly agree for this question. For “The e-learning environment enhances my problem-solving skills.” are categorized as disagree (21 respondent) 58,3% and only (4 respondent) 11,1% strongly agree for this question. For “By writing I can express my ideas and thought.” are categorized as agree (16 respondent) 44,4% and only (9 respondent) 25,0 % disagree for this question. For “I want to know more about how to write a good paragraph.” are categorized as agree (23 respondent) 63,9% and only (5 respondent) 13,9 % disagree for this question. For “There are more opportunities to create some senteces in writing from your own knowledge in the e-learning environment.” are categorized as disagree (18 respondent) 50,0% and only (3 respondent) 8,3% strongly agree for this question. And for “The hyper-text online

instruction can enhance my learning motivation in writing” are categorized as agree (14 respondent) 38,9% and only (9 respondent) 25,0% strongly agree for this question.

Kiptui and Mbugua (2009) found that negative attitudes toward English were the strongest affective and psychological factor that influenced poor English performance among secondary school students in Kenya. According to Johnston in (Charoensuk & Jaipetch, 2017) the affective component of attitude is the most difficult component to change. Our feelings are powerful and the way we feel cannot be changed as easily as the way we think or the way we behave. Therefore, making learning and using English fun for students is another challenging task for teachers. However, if this task is achieved, the students’ attitudes toward the use of English in the educational context could be higher, the student-teacher relationship could be better, and they could become more cooperative and attentive perhaps both in and out of class.

### 3. Conative

Conative consist of 10 item statements. Researcher analyzing from 1 – 10 statements toward 36 students. From 36 students answered for “I often repeat learning writing using e-learning media”are categorized as agree (16 respondent) 44,4% and only (5 respondent) 13,9% Srongly agree for this question. For “I took the time to study at home to repeat the lessons that have been given”are

categorized as agree (19 respondent) 52,8% and only (8 respondent) 22,2% disagree for this question. For “I love to make scientific writing”are categorized as agree (22 respondent) 61,1% and only (3 respondent) 8,3% strongly agree for this question. For “I like to make fictional writing ”are categorized as disagree (17 respondent) 47,2% and only (6 respondent) 16,7% strongly agree for this question. For “I love the way my teacher teaches me because it is easy to understand”are categorized as disagree (21 respondent) 58,3% and only (2 respondent) 5,6% strongly agree for this question. For “I love learning English if my favorite teacher teaches me by using media”are categorized as agree (23 respondent) 63,9% and only (2 respondent) 5,6% strongly agree for this question. For “I love write using hand”are categorized as agree (19 respondent) 52,8% and only (8 respondent) 22,2% strongly agree for this question. For “I love write using computer and gadget” are categorized as agree (19 respondent) 52,8% and only (4 respondent) 11,1% strongly agree for this question. For “I enjoy making sentences by using e-learning” are categorized as agree (19 respondent) 52,8% and only (5 respondent) 13,9% strongly agree for this question. And for “After reading some information in e-learning, I use my time to practice my writing” are categorized as agree (21 respondent) 52,8% and only (7 respondent) 19,4% disagree for this question.

Based on the theory, the behavioral (or conative) component involves the way the attitude we have influences how we act or behave. For example: “I will avoid spiders and scream if I see one” (Al-Musnad, 2018). This is in line with Acheron (2015) found that conative attitude of the students, for mechanics and composition writing are interpreted as sometimes true to them. This implies that although students understand the lessons on morphemes there are also instances that they find difficulty as manifested to their lack of interest or motivation to perform the task; that even they can perform the task pertaining to sounds as they learn the lessons relative to this, but they enumerate problems on intonations as this might not be given focus in the discussion; that though they have the know-how and skill in constructing correct sentences, they also admitted that they find they are not that good in some other items; and that they are sometimes prepared to perform the tasks relative to the use of capitalizations and punctuations in writing, as well as making use of the process or stages of writing composition. Consequently, some activities are not geared towards writing.

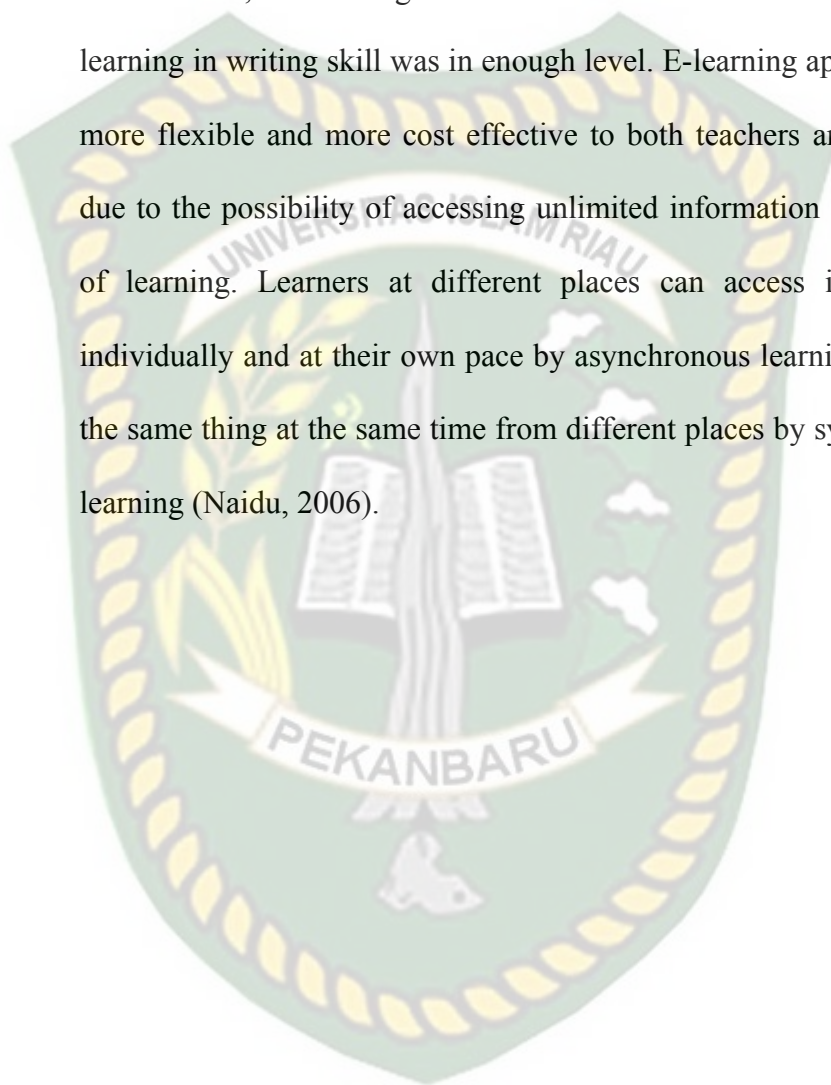
#### **4. Level of Students' Attitude**

After analyzing each type of students' attitude, researcher categorizing level of students' attitude in frequency and percentage for all sample. There are 72,2% categorized as enough in cognitive



type, there are 61,1% students' has good level in affective and there are 69,4% students' has enough category in conative.

Besides, in writing skill. The students' attitude toward e-learning in writing skill was in enough level. E-learning appears to be more flexible and more cost effective to both teachers and students due to the possibility of accessing unlimited information in all areas of learning. Learners at different places can access information individually and at their own pace by asynchronous learning or learn the same thing at the same time from different places by synchronous learning (Naidu, 2006).



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The research is focused on the level of student's attitude towards e-learning in writing of eleventh grade students at SMAN 6 Pekanbaru. Analyzing the data is presented in the previous chapter. The conclusion could be described as follow:

Level of student's attitude towards e-learning in writing of eleventh grade students at SMAN 6 Pekanbaru: cognitive type in students' attitude categorized as enough (72,2%), affective type in students' attitude categorized as enough (61,1%), conative type in students' attitude categorized as enough (69,14%).

#### 5.2 Suggestion

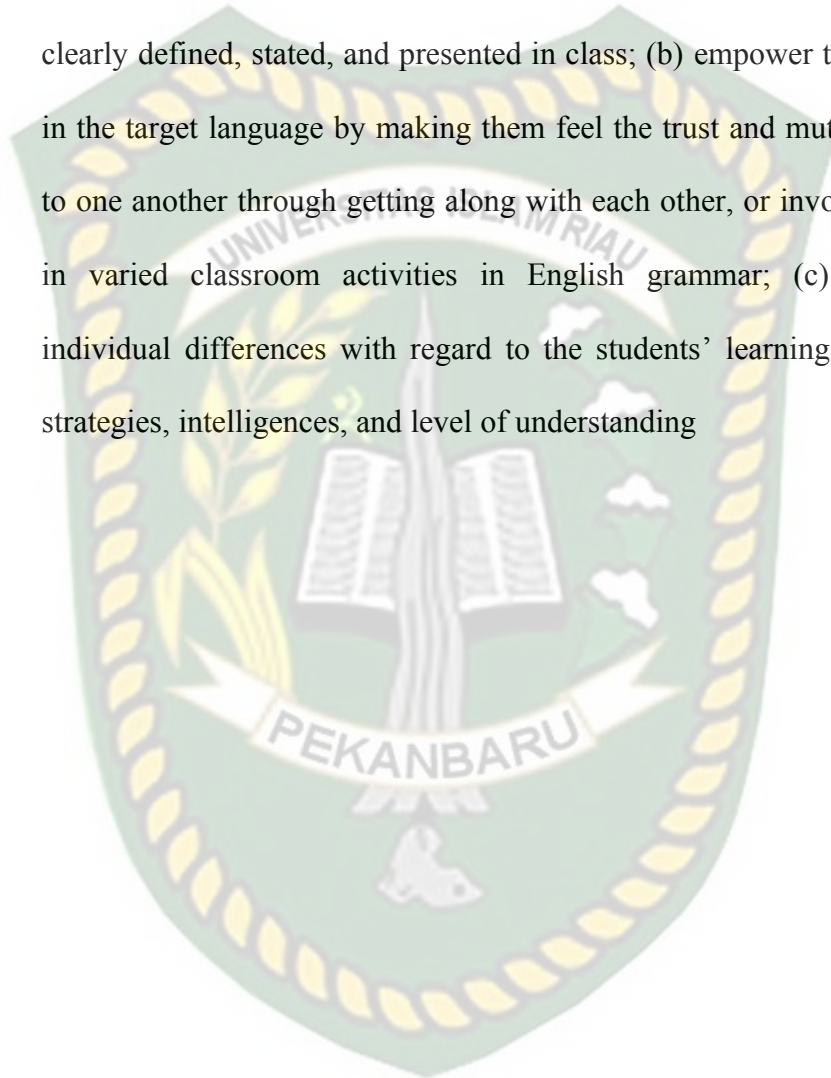
Based on the result of analysis and conclusion above, the researcher would like to give suggestion not only for the English teacher, but also for all elements of education:

a. For the Students

Making information on the type of attitude and the level of attitude that is obtained in order to be able to adjust the domain attitude that is still lacking. It is recommended that students make e-learning as an alternative learning outside of school hours because there are many respondents who agree that e-learning is a fun medium in learning writing English.

b. For the Teacher

By setting a conducive learning-teaching environment. Specifically, the teacher must: (a) set the goals and standards which are clearly defined, stated, and presented in class; (b) empower the students in the target language by making them feel the trust and mutual respect to one another through getting along with each other, or involving them in varied classroom activities in English grammar; (c) recognize individual differences with regard to the students' learning styles and strategies, intelligences, and level of understanding



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