SIKAP SISWA TERHADAP PEMBELAJARAN BERBASIS LITERASI KRITIS DALAM MENGAJAR MENULIS DI KELAS EFL

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Abstrak

Studi ini menyelidiki sikap siswa terhadap instruksi berbasis literasi kritis dalam mengajar menulis di kelas EFL universitas menggunakan studi deskriptif menggunakan teknik purposive sampling dan mengambil 30 responden dari mahasiswa EFL universitas. Kuesioner dan wawancara digunakan untuk mengumpulkan data tentang persepsi mahasiswa EFL tentang instruksi berbasis literasi kritis dalam proses pembelajaran dan observasi diterapkan untuk mendapatkan data tentang interaksi mahasiswa EFL dengan instruksi berbasis literasi kritis dalam mengajar literasi kritis di pengajaran menulis di kelas EFL terbagi dalam 3 kategori: (1) pemahaman yang tinggi tentang Literasi Kritis (HUCL): (2) pemahaman Literasi Kritis (MUCL) sedang; (3) pemahaman literasi Kritis (LUCL) rendah. Penelitian ini diharapkan dapat bermanfaat bagi dosen, mahasiswa, dan pemangku kepentingan untuk memperkaya pengetahuan dan mengembangkan keterampilan dan kecakapan berbahasa berdasarkan pengajaran literasi kritis untuk mengajar menulis di kelas EFL. Penelitian ini menjadi acuan untuk pengembangan keprofesian guru khususnya kemampuan guru mengajar menulis di kelas EFL.

Kata Kunci: EFL Classroom; Literasi Kritis; Pengajaran Menulis; Sikap.

STUDENT'S ATTITUDE ON CRITICAL LITERACY-BASED INSTRUCTION IN TEACHING WRITING IN EFL CLASSROOM

Abstract

The study investigates the student's attitude toward critical literacy-based instruction in teaching writing in EFL university classrooms it employs a descriptive study using a purposive sampling technique and takes 30 respondents from EFL university students. The questionnaire and interview were used to collect data on the perception of EFL university Students on critical literacy-based instruction in the process of learning and observation was applied to gain data on the EFL Students' interaction with critical Literacy based Instruction in teaching critical literacy in teaching writing in EFL classroom fall into 3 categories: (1) highly understanding of Critical Literacy (HUCL): (2) moderately understanding of Critical Literacy (MUCL) (3) low understanding of Critical literacy (LUCL). This research is expected to be beneficial for lecturers, students, and stakeholders to enrich knowledge and develop language skills and proficiency based on critical literacy instruction to teach writing in EFL classrooms. This research is to be a reference for teacher professional development, especially teacher capacity teaching writing EFL classrooms.

Keywords: EFL Classroom; Critical Literacy; Teaching writing; Attitude.

1. INTRODUCTION

The need for English is becoming more apparent in almost every aspect of life in our world, among Indonesians. We cannot doubt that an understanding of English is important for Indonesians. English serves a variety of purposes in all areas of schooling, including consuming and cultivating research, technology, and community. It was used as a tutor to teach English o students who needed to communicate and build relationships with other countries. The aim of teaching English in Indonesia is to make it a part of the national curriculum, which began in 1994 with the inclusion of English as a compulsory topic in senior high school. The English topic contributes greatly to the program of enhancing the efficiency of Indonesian human capital and having foreign access to the labor market.

Writing is an essential tool for human correspondence. It was once used to interact with other members of society as well as to share our feelings and thoughts. Teaching writing entails not only teaching how to fix sentence form but also how to translate concepts into readable language. Because of the complexities of writing, the instructor should devote more time to teaching writing skills to students in order to develop their ability to write and inspire them to engage their abilities in studying English in order to master the language.

Critical literacy has already become a core component to be taught in the classroom. The skill which is embedded in the students is hoped to be a special skill in which the skill may back up the students in terms of criticizing and evaluating the social condition or the news which were delivered by the media. In this 21st century, competition in various fields of life, including education, is very tight. We are faced with reserves of the importance of qualified and competitive human resources. Quality human resources, which are produced by quality education can be a major force to overcome related problems. One way to achieve this is by improving the quality of education.

Critical thinking is explaining what is thinking. Learning to think critically means: learning how to ask when to ask, what the questions are, how to reason when to use reasoning, and what methods of reasoning to use. A student can be said to think critically if the student is able to test his experience, evaluate knowledge, and ideas, and consider arguments before getting justification. Therefore, teachers can promote critical thinking through their questions; encourage students to think and ask questions; and enable students to find information and make decisions to solve problems. One of the main goals of the world of schooling is to improve students' critical thinking skills and make rational decisions, about what to do or what to believe. This suggests that in the process of gaining knowledge, critical thinking skills are needed. Furthermore, it is said that critical thinking is the ability to make rational decisions about what to do and what to believe. Permendiknas RI Number 22 of 2006 concerning Content Standards, namely that mathematics subjects need to be given to all students starting from elementary school to equip students with the ability to think logically, analytically, systematically, critically, and creatively, and the ability to work together3. This competence is needed so that students can have the ability to acquire, manage, and use the information to survive in ever-changing, uncertain, and competitive conditions.

Critical thinking skills are higher-order thinking skills that are one of the components in the 21st-century intelligence issue. Future challenges require that learning should further develop critical thinking skills. In learning mathematics, the ability to think critically is required, so that students are able to solve mathematical problems whose material tends to be abstract.

The comments that follow will assist you in comprehending the significance of basic literacy. "The capacity to read texts in an attentive, reflective way to better understand power, inequality, and injustice in human relationships," according to Coffey (2008). This term encompasses songs, novels, discourses, graphic documents, movies, and other types of text. Students are willing to objectively examine the messages in these" documents" and challenge social issues and standards since they have been educated to be scientifically literate. Critical literacy, on the other hand, is a deliberate engagement with the intellect that influences us and requires the ability to think objectively (Pestacore, 2007). Furthermore, critical literacy is characterized as the ability to assess knowledge critically and methodically in order to approach informing objectively and methodically (Hammond & Macken-Horarik,

1999). Another definition of critical literacy is "advanced comprehension," which includes "critical interpretation of knowledge learned from documents" (Luke, 2000). The basics of basic literacy, according to Hammond and Macken-Horarik (1999), revolve around the ability to read and write critically, especially in the context of schooling.

The role of critical literacy is evident in fostering the need for a critical approach in how people, especially students, think, with critical thought leading the way in introducing a fresh face to the educational and literacy debate (Elmborg, 2006). According to Ragains, students can improve their analytical thinking skills by learning realistic skills through professional education, such as performing online study (2001). This necessitates the involvement of the media in assisting students' critical literacy development and advancement. Following this reasoning, the researchers hypothesized that utilizing media will enhance students' logical thinking skills, especially their ability to write down their ideas. The incorporation of critical literacy into writing instruction has gained little coverage in the literature. Brown (1999) was thinking about "how [students] can utilize their improved critical knowledge to develop their writing skills," as she put it (p. 37). "Do we allow learners to use what they know to place the reader in the role they like and to convey meaning in a way that suits their purposes, much as other writers do?" she questioned. "Do we encourage learners to use what they know to position the reader in a way that fits their purposes, just like other authors do?" and "Do we allow learners to use what they know to position the reader in a way that suits their purposes, just as other writers do?" "Do we warn students not to draw such ideological assumptions about gender, race, and class while writing the text?" and "Do we advise students not to make such ideological conclusions about

gender, ethnicity, and class while writing the text?" (Chapter 37) I didn't stress the link between critical literacy and EFL writing, which adds to the conundrum.

The connection, on the other hand, was developed by the teachers. Several students discovered that essential literacy encouraged them to compose and made their research more engaging. "Now that I've mastered essential literacy, I can write from a range of perspectives," one student clarified. "I used to compose for the purpose of writing, but now I'm more addicted to writing to convey myself." Other students felt essential literacy offered them more to worry about, so I'll relate that to other posts to support me with my research. According to Kuo (2009), the majority of students felt the encounter was positive, although one voiced concern that his potential to do well on language proficiency tests might be harmed by the lack of emphasis on traditional literacy learning. As a result, Kuo (2009) warned that critical literacy in EFL classes should not be stressed "at the expense of writing fun and spelling/grammar correctness" (p. 493). Buns and Hood (1998) cited a variety of Australian ESL teachers who used critical literacy in their classrooms for students of different proficiency levels. As a consequence, teaching may become an important consideration in evaluating when students consciously contribute analytical reasoning to the topic they intend to write about; this fact motivates the researcher to pursue this study in order to agree that writing will account for a large portion of the instruction (based instruction).

The responses to the students' questionnaires were analyzed quantitatively. In all, 30 students completed the writing attitude questionnaire. Randomly selected students were isnterviewed to learn about their attitudes toward literature. Students were often required to compose self-reflection articles on how they felt about writing

in English. Easy codification was used to interpret the results.

2. METHOD

The analytical methodological of nature. The students who took part in the thesis were from Indonesia's English Education Study Program. The tools used were Podsen's (1997) writing mindset questionnaire, a random interview, and a recording of students' self-reflection writing. There are five attitude scales for a total of 20 elements in the writing attitude questionnaire, varying from 1 (strongly disagree), 2 (disagree), 3 (don't know), 4 (agree), and 5 (strongly agree). However, some of the elements on the questionnaire do not point out in a positive way. As a result, some reverse coding was needed to analyze the results. The questionnaire's scores vary from 20 (lowest) to 100 (highest) (highest). Posen (1997) categorizes students' attitudes into three groups based on their scores: low (20–39), moderate (40–68), and heavy (70+). (69-100). The Cronbach Alpha result for the reliability questionnaire is.737, indicating a strong degree of internal continuity in the questionnaire.

3. RESULTS AND DISCUSSION

A. The Writing Attitude of Students

According to the results of the students' questionnaire, the students' writing attitudes are mild to strong, according to Podsen's (1997) writing attitude questionnaire. High scores show an optimistic outlook about writing and a low degree of apprehension, and vice versa.

Table 1 The Attitude of Students Toward Writing

Level of Writing Attitude	Attitude Score	N	%
Low Attitude	0	0	0
Moderate Attitude	52-68	30	52.63
High Attitude	69-88	27	47.37
Total		57	

Based on their responses to the modified writing attitude questionnaires, the students are divided into two levels of writing attitude. It shows that 30 students received scores ranging from 50 to 68 on the writing attitude scale, while the remaining 27 students received scores ranging from 69 to 88. This means that 52.63 percent of students have a negative attitude toward writing, while 47.37 percent have a positive attitude toward writing. As a result, it was discovered that students enrolled in the essay writing class at this college had an average level of writing apprehension. This indicates that the students are hesitant and insecure about using English as a medium of communication in their compositions.

B. The Attitudes of Students About Writing Students' Reactions to Negative Attitude Items in English Writing

In certain circumstances, the overwhelming majority of students (76 percent SD +D) did not quit writing, according to the results. When they heard that their compositions would be checked (63 percent SD + D), they were uneasy. Surprisingly, half of them experienced a mental block and went blind when writing.

Table 2. The Students' Negative Reactions to the Items

Survey	Strongly Disagree %	Disagree %	Don't Know %	Agree %	Strongly Agree %
I want to stay away from writing wherever possible.	10	66	15	7	2
I'm scared to write when I'm worried about being judged.	15	48	12	22	3
As I start composing, my mind tends to go blank.	9	29	20	30	12
It's a waste of time for me to put my thoughts down on paper. I'm worried about my prose.	36	25	17	20	2
I never seem to be motivated to compose something.	5	46	8	36	5

I'm not a fantastic researcher.	5	30	34	29	2
I don't compose as well as the rest of the citizens.	4	10	34	42	10
I want to stay away from writing wherever possible.	5	17	29	49	0

The survey's results also indicate that the students do not consider writing to be a waste of time (61 percent SD + D). Furthermore, half of them (51 percent SD + D) were unconcerned with their own writing. When it came to writing down proposals, more than a third of the students (35 percent SD + D) had little trouble doing so, whereas the other one-third (31 percent SA +A) had a different opinion. Unfortunately, half of the students lacked faith in their abilities to claim they are strong authors (52 percent SA + A) and could not compose as well as other people (49 percent SA + A).

C. Students' Reactions to Positive Attitude Items in English Writing

The majority of the student's responses to the positive things in the questionnaire are in a positive direction. Fear, faith, and enjoyment of writing were the most frequently asked questions. Table 2 shows the results of the questionnaire in depth.

Table 3 Positive Items Responded by the Students

Reactions of Students to the Stuff	Strongly Disagree %	Disagree %	Don't Know %	Agree %	Strongly Agree %
I'm not concerned with being graded on my thesis, and I'm excited to bring my ideas down on paper.	2	10	14	52	12
I'd like to submit my writing for consideration and publication in magazines.	2	8	10	68	12
I love writing down my feelings and am confident in my ability to express myself effectively in writing.	3	14	47	29	7
Since I love writing and it allows me to express myself on paper, I enjoy having friends read what I've written.	2	7	9	67	15
It seems that they are having fun doing it.	4	20	24	49	3
I love writing because it encourages me to articulate myself.	4	20	22	42	12
It's nice to converse with others regarding my fiction.	0	10	76	14	0
Composing well comes easily to me.	0	20	17	56	7
Reactions of Students to the Stuff	0	8	17	61	14
I'm not concerned with being graded on my thesis, and I'm excited to bring my ideas down on paper.	0	8	2	54	36
I'd like to submit my writing for consideration and publication in magazines.	2	34	34	29	2

According to the survey's results, the majority of students (62 percent SA + A) believe their compositions are unlikely to be studied. More than two-thirds of students said they enjoy (80 percent SA + A) and look forward to (82 percent SA + A) writing down their ideas. Surprisingly, nearly half (47 percent Neutral) were uncertain regarding writing for evaluation and publication, and nearly a third (36 percent SA + A) indicated they would not submit their work for evaluation and publication. Just half of the students (52 percent SA + A) were confident enough to write down their thoughts, while the other half was divided into two groups: those who were not sure (24 percent SD + D) and those who were not sure (24 percent SD + D) (24 percent neutral). The

plurality of students (54 percent SA + A) enjoyed sharing writing with their classmates. Surprisingly, two-thirds of the students (76 percent Neutral) were uncertain if people liked reading what they had written, and only a tiny minority (14 percent SA + A) were confident that people enjoyed their studying. The good news is that more than half of the students loved writing (61 percent SA + A) and found it to be a pleasurable activity (63 percent SA + A). Furthermore, two-thirds (75 percent SA + A) loved having their thoughts on paper, and almost all (90 percent SA + A) enjoyed sharing their writing with others, despite the fact that more than half (63 percent SA + A) acknowledged that writing good letters was challenging.

D. Attempts by students to develop their writing skills

EFL students should use ten approaches to improve their writing capacity, according to the student's thoughts on teaching. The specifics are seen in Table 4.

Table 4. The students' Efforts

No.	Efforts	**N**	**%**
1	Writing in a Diary	7	12.3
2	Practice your writing skills	22	38.7
3	Writing letters	1	1.7
4	To gain insight and concepts, read a lot	15	26.3
5	Boost the language by using a dictionary	3	5.3
6	Grammar and language input from peers	3	5.3
7	Good thought	3	5.3
8	Until you start writing, create a strategy	1	1.7
9	Practicing free writing	1	1.7
10	Choosing a well-known subject	1	1.7

(38.7 percent) of the overall population) They assumed that putting in a lot of practice time would boost their writing capacity. The second method they used was intensive learning (26.3 percent). They acknowledged that reading can

teach them a ton of vocabulary, grammar, and design ideas for their article. Paper writing would be their third strategy (12.3 percent). They said that by writing down their experiences, daily activities, feelings, and emotions in English, they were able to convey themselves freely without fear of being judged since no one could read their journal. Finally, students' least-used techniques included letter writing, preparation before writing, free writing, and picking a familiar subject.

Discussion

Writing is commonly considered the most difficult ability for most foreign language learners in Indonesian EFL. Translating concepts into text is a challenging process since it necessitates a set of procedures that tax working memory's restricted resources (Galbraith, 2009). EFL writers, in particular, must be aware of how concepts flow, how they relate to one another, and whether they are meaningful and important. Students must often recognize line breaks, the prose's unity, and coherence, as well as grammar, punctuation, spelling, and word usage. As a result, it is not a mistake to believe that writing is a difficult task. Since there is such a strong demand for literature, coming up with new ideas is crucial to completing the project. Hidi and Boscolo claim that writing requires not only cognitive and metacognitive processes but also affective factors such as self-control and motivation (2007). According to Pajares and Valiante (2006: 158), the challenge of writing derives not just from students' thought habits, but also from how they treated the text. They know that one approach to describe the difficulty is to concentrate on the students' writing self-belief, which becomes the source of creativity. As a consequence, students will complete the writing task whether they think they can succeed.

Writing is a difficult challenge for EFL students in general, but it is especially difficult for those who are learning to write or are first-time writers. In comparison to the use of knowledge synthesis techniques, the construction of special combinations

to shape a formulation, and the use of prior information and new subject relations in the first language (L1) sense, the use of information synthesis techniques, the production of particular combinations to shape a composition, creates difficulties in the second language (L2). Students in the foreign language (FL) sense conclude that the problems derive mainly from grammar and vocabulary (Boscolo & Hidi, 2007). For a successful study, the majority of students believed that proper grammar and a well-chosen vocabulary were essential. The students' issues are the same as Rahmatunisa's, according to this study (2014). Her findings show that linguistic issues such as grammatical structure, word composition, word groups, and essays are the most common barriers to writing for Indonesian students learning English.

Most EFL students in Indonesia are unaware that good writing is dictated not just by language, but also by content, which focuses on a particular topic and how the concepts are related in a coherent and substantive way for the reader. When students are demotivated to compose and encounter high anxiety and fear when they begin to write, they focus mostly on grammar and vocabulary. As a result, they have a negative outlook toward literature. Those who had a cynical approach to writing felt it was challenging and stressful, and that there was nothing they could do about it. Students with a positive attitude toward learning, on the other hand, regard writing as something fascinating, demanding, and enjoyable because it helps them to express themselves and learn more about a subject. Writing is a means for them to express their feelings to others as well as explain themselves and resolve personal problems by self-reflection. Despite their upbeat attitude about writing, they admitted to having a number of issues prior to and throughout the writing phase.

The writing teacher's choice of an uninteresting topic, how to start the first paragraph, how to generate ideas, and the fear of being judged by others are among the problems. Students who have a good outlook on writing, on the other side, perceive challenges as issues to be overcome rather than

obstacles. This is comparable to Boscolo and Hidi's (2007) finding that seasoned and aspiring authors have differing viewpoints on the obstacles they face while writing. Expert authors see problems as opportunities to overcome them, while novice authors see problems as "dangerous" (p. 3) and uninteresting roadblocks that make the writing process "dangerous" (p. 3).

The survey's outcomes reveal a variety of conclusions. To begin with, the majority of students did not quit writing, but they were worried when they heard that their work would be evaluated. Students love writing for pleasure and without fear of being judged, according to the findings. The relevance of private prose, a term invented by Elbow, is illustrated by this negative anxiety of being criticized (2000). Private studying, in his view, is a writing process in which students chose the subject and period of their research. According to Celik (2015), private composition allows students more flexibility to write on subjects of their choice rather than topics given to them by others, as well as more freedom in drafting and completing their assignments. As a result, private writing helps students to gain self-confidence when they realize their performance will not be criticized, and they will not be worried about being judged and criticized.

Second, when it comes to writing in English, students lack trust. The bulk of students believes they'll never be decent authors, that they'll never be able to compose in other people's styles, and that they'll never be able to articulate themselves through literature. And more importantly, they are afraid of being judged. Students who obtain negative instructor reviews will believe they are unable to write in English. Of course, this would cause them to lose faith in you. Students' faith in their ability to write in English, as well as their overall writing output, are essential factors in this regard. If students are anxious about earning a score, the writing instructor should use a number of positive feedback approaches that do not damage the students' self-esteem.

Many of these exercises are commonly suggested in ESL/EFL classrooms: direct assessments (Hamidun, Hashim, & Othman, 2012), selectively written remarks (Andersson, 2011), progress tips (Duijnhouwer, Prins, & Stokking, 2010), and consistency recommendations (Hamidun, Hashim, & Othman, 2012). (Simpson, 2006). When students work on a writing task, the word "direct direction" applies to directions given to them. Direct guidance was provided in terms of idea generation, vocabulary collection, sentence structure, and writing conventions in the study by Hamidun et al (2012). They believed that by giving students direct input, they could change their motivation from depressive to optimistic, helping them to finish the writing assignment despite their lack of vocabulary and grammar skills. Another kind of input that is thought to be accurate is selective feedback (Andersson, 2011). Selective feedback relies on one grammatical feature only. According to a study, using performance reviews has been shown to increase students' self-efficacy and trust in their abilities to write in English (Duijnhouwer et al., 2010).

The emphasis of improvement reviews is intrapersonal comparison, in which student writers evaluate their prior results to their current output by filling out a feedback form with checkboxes that signify the facets of writing have improved. Another form of input that learners favor is topic-based instruction (Simpson, 2006), in which the writing mentor focuses mostly on the material and rhetorical issues posed by writing assignments. While feedback is useful in improving students' overall writing standards, writing teachers must be mindful of the multiple levels of proficiency among their students.Tsao (2012) claims that students of varying degrees of mastery need different approaches to error correction. While reviewing candidates, writing teachers recognize more than just linguistics. While writing is seen as a means of communicating, the most important factor to remember is how the ideas are communicated to the readers in a substantive way. Rather than focusing on grammatical accuracy. According to Raimes (1985), writing instruction

should focus on the student's thoughts and how to arrange them on paper. If this is the case, the most critical factor in assessing the students' essays might be to offer input to the students in a student-teacher meeting about which aspects of the essay should be updated.

In addition to offering sufficient feedback, there are many methods that may help students develop more self-confidence. Maguire (1989) offers many techniques for improving students' writing trust. Personal journals may be used by students to capture their thoughts, views, emotions, and experiences, among other items. The task should be accomplished in or out of class, and students should compose for five to ten minutes in the report. The journal can also be used to monitor the progress of the student's writing skills. Second, the writing teacher must structure the lesson such that the students are aware of their responsibilities. One method is to choose topics that are important to the student's individual experiences. The teacher can give some feedback to the students at every point of the writing process so that they do not feel alone in the writing battle. Finally, the writing teacher may conduct a conversation in class regarding the writing assignment. This should be accomplished as part of the pre-writing process. Making a collection of suggestions or having a brainstorming session with the writing tutor and students are examples of ways to approach the topic.

Finally, students can do two measures to boost their interest in sharing concepts in literature. Students must first be taught a range of techniques for planning activities, such as freewriting, plotting, and tracking. Students may use these training activities to help them recognize, compile, and organize their thoughts. Studies have demonstrated that outlining strategies will help students strengthen their writing skills. In a series of experiments, Kellog (1988, 1990, 1999) discovered that pre-task planning, especially outlining, improves L1 writing accuracy across the board. Other strategies, such as freewriting or rough drafting, can assist in the gathering of ideas

(Galbraith & Torrance, 2004). If students are familiar with these approaches, they will pick the one that better matches their learning style. Second, in order to answer the question of how to start learning, students must learn how to use hook techniques to begin their writing. Students may develop a variety of hook techniques by using questions, stories, meanings or common meaning knowledge, explanation, facts/statistics, and quotes. The writing mentor may suggest things that students may be interested in, as long as the topics are difficult enough for them to write about and think critically about. Subjects that have an effect on students' personal lives and attitudes are typically the most complicated. The positive news is that, although not every student enjoys writing in English, no one dislikes it.

According to the figures, EFL students at Universitas Muhammadiyah Bulukumba who enroll in a writing course have a moderate to strong attitude toward English writing. Surprisingly, students with a high attitude seldom have a positive attitude about writing. This is illustrated by students who rated writing as a pleasant activity when asked at random. Consider the scores for data 5, which received a 63, data 6, which received a 53, data 8, which received a 60, and data 10, which received a 64. Since they have a good attitude about writing, these students fell into the moderate stage attitude range. Similarly, certain students who had a pessimistic attitude toward English learning, such as those in data 1 who ranked 75, had a positive attitude toward learning. These results, on the other side, indicate that the majority of EFL students agree to have writing problems, even though they view it as a good experience. Grammar and spelling are the most challenging facets of writing in English, according to students with both a positive and depressive attitude toward studying.

Students learn to overcome their writing difficulties and develop their writing ability. Based on their English reflection essay, they have ten choices that they typically use. Practice

listening, reading a ton for knowledge and vocabulary, and holding a journal are the first three important methods, in order of significance. Students who appreciate the significance of reading in enhancing the quality of their articles prefer these approaches. They assume that by reading more, they can gain more experience and, as a result, the content of the article will increase.

4. CONCLUSION

Not only can training strategies and educational media help students writers produce their best writing outcomes, but mindset analysis can also help. Students may be able to write in a foreign language such as English, but their attitudes about learning may be troublesome. If they have a negative mentality about writing and lack the confidence to do so, they would not be able to send their full effort. Based on the findings and discussion, it can be concluded that students in the English Education Study Program at Universitas Muhammadiyah Bulukumba who took part in the essay writing course had a positive attitude toward writing in English while admitting to having difficulties with linguistic (grammar and vocabulary) and psychological elements in completing the writing assignment.

However, there are several drawbacks to this study. To begin with, since the data gathered in this study is largely descriptive, the findings of this study cannot be used to make broad generalizations. Second, this study did not look at students' learning attitudes and how they contribute to their own writing abilities. Further research is needed to determine if students with a positive attitude toward writing do higher than those with a negative attitude. Furthermore, no information is provided on the connection between students' attitudes toward writing and their academic achievement at different stages of English proficiency. As a consequence, future scholars are urged to pursue further study in the area of writing attitude, with the hopes of utilizing

the findings to help EFL students develop their writing skills.

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