THE INFLUENCE OF THE STUDENTS’ ATTITUDES TO ENGLISH TOWARD THEIR WRITING SKILL OF SIMPLE SENTENCE OF SIMPLE PRESENT TENSE IN SMPN 1 VII KOTO SUNGAI SARIK KAB. PADANG PARIAMAN

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Abstract

This research was aimed to find out the influence of students’ attitude to English toward their writing skill of simple sentence of simple present tense in SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman. The result of this research was the students’ attitudes to English is really influential toward writing skill. The number of population was 200 students. The researcher took two classes as sample by using cluster random sampling technique. The classes selected as sample were classes VII2 and VII4. The researcher gathered the data by using questionnaire to measure students’ attitude and grammar test to measure students’ writing in simple sentence of simple present tense. The result of study showed that students’ attitude to English was good attitude. It is indicated that 36 students had good (76.59%), 6 students had medium (12.8%) and 5 students had very good (10.6%). It was also found that students’ writing of simple sentence of simple present tense was moderate, Mean was 72.3 and Standard Deviation was 9.98. It is indicated that 31students had moderate (66%), 10 students had low (21.2%) and 6 students had high (12.8%). Therefore, the relationship between students’ attitudes to English toward writing skill of simple sentence of simple present tense was influential. It means the students’ attitudes to English can influence the result of study of the students to write simple sentence especially in simple present tense. If the students’ attitude was good so the score of writing simple sentence of simple present tense would be in the high level.

Key Words: Writing Skill, Simple Present Tense, Students’ Attitudes

INTRODUCTION

1.1. Background of the Problem

As an international language, English is used in all aspect in the world. According to Goodwyn (2005:1) English is vitally important and typically described as the most important of the school subjects, principally because reading, writing, speaking, and listening are needed to a greater or lesser degree in every
other school subjects, and for adult life. Most of people know about English language. It has an important part in education in Indonesia. In addition Budiawan (2008: 79) states that English is a global language that use as communication tool inter community or people in various side of the world that have different language, background, society and culture.

Indonesian government have decide English subject as the foreign language that should be teach as stipulate in the curriculum of every level of educations from junior high school until university level. According to Budiawan (2008: 83) English as a foreign language (EFL) imply using English language in a community where the language can’t use on daily communication, government, law, education, and media. In learning English as a foreign language, there are four basic skills that have to achieve, and one of them is writing skill. Writing skill is one important skill in English because writing is a media to convey some ideas, thought and information in written form.

Writing is natural skill because one cannot acquire ability automatically and easily. According Fitzpatrick (2005:9) says that to write well, you must do a lot of thinking, and you must begin reflecting on the topic before you begin to write. To acquire it, the students should get enough writing practices. These practises are supposed to stimulate the student’s skill in writing and expressing thought in a good passage. According to Hutchinson (2005:5) writing is just another form expression: skill will develop with practise. Without practicing, it is impossible to write well and effectively.

Many students of junior high school still low in writing. It prove when the researcher’s experience in practice teaching on August to October 2014 in junior high school. The researcher found that there are some students get the failure about their test. Exactly, about writing, the students just spend their time to play and disturb their friend. They did not think about the assignment and they also did not effort to finish their assignment. Many students find problems when they write in English. They cannot write their ideas in English well in classroom activities.

Influence is the capacity to have an effect on the character, development, or behavior of someone or somethin, or the effect itself. According to Merriam influence is affect or change (someone or something) in an indirect but usually important way. And also the power to change or the power to cause change without directly forcing them to happen.
The attitude of the students in learning can be influenced by feeling happy or not happy with the performance of teachers, lessons, or the surrounding environment. And to anticipate the emergence of negative attitudes to learning, teachers should strive to become professional teachers and responsible for his chosen profession. With professionalism, a teacher will try to provide the best for their students, trying to develop a personality as a teacher is empathic, patient and sincere to his disciples; trying to present lessons that teach and attractive so as to make the students can follow the course with pleasure and not drab, assured students that the field of study that is beneficial to the students learned.

Based on the problems, Wahyuni (2015) says that there are some problems to identify that causes the students are low in writing skill. First, students get the troubles in learning writing like students are difficult to explore their ideas into a paper. They feel writing is very difficult. They get difficulties getting ideas and getting started. They also do not know how to write down their ideas. Second, they also are lack of vocabulary and grammar. It make them difficult to write well and it cause they are lazy to open their dictionary in writing that make they do mistakes in writing. Third, the students like to cheating their friend’s work and even they browsing internet and displace in their writing. It cause the students were lack of skill in writing.

Based on the problem, the researcher is interest to know scientifically the Students’ attitudes to writing simple sentence in simple present tense. The writer does the research entitled ”The Influence of Students’ Attitudes Toward English to Their Writing Skill of Simple Sentences of Simple Present Tense in SMPN 1 VII Koto Sungai SarikKab. Padang Pariaman.

1.2. Identification of the Problem

According to Rahmasanie (2012), the attitude of the students in learning can be influenced by feeling happy or not happy with the performance of teachers, lessons, or the surrounding environment. And to anticipate the emergence of negative attitudes to learning, teachers should strive to become professional teachers and responsible for his chosen profession. With professionalism, a teacher will try to provide the best for their students, trying to develop a personality as a teacher is empathic, patient and sincere to his disciples; trying to present lessons that teach and attractive so as to make the students can follow the course with pleasure and not drab, assured students that the field of study that is beneficial to the students learned.
According to Donald (2016), the students have some problem in writing. First, the students can’t get the paper started. Start by asking yourself questions and writing down the answers. The second problem, the topic has already been done so many times, there’s nothing left to say. If that’s really the case (it rarely is), think about the consequences of the conclusions others have made about the topic. The third, the students know what they want to say, but they can’t get it organized. Think about your thesis, then write an outline of what you’ve got so far.

The fourth, the students wrote it, but it’s too long (or too short). Getting the length right is part of being a good writer-ask any professional writer whether he or she has the option of running on for pages or stopping short of what the editor wanted. Look at your paper again. If it’s too long, cut out every unnecessary word, sentence, and paragraph, and look for anything not absolutely essential to proving the thesis. And the last problem, the students don’t know what the teacher wants-every time they write a paper for this class, they get a bad grade and nasty comments. Somebody has an ego problem-probably you. The nasty comments are a message from a trained professional about how to improve your work, not a deliberate insult to your genius.

Base on the problem, the writer was interested to observe the students’ attitudes in SMPN 1 VII Koto Sungai Sarik Kab. Padang Pariaman.

1.3. Limitation of the Problem

Due to the language skill, the researcher limits this study to writing skill. In term of kinds of sentences, it focuses on simple sentences limited on simple present in SMPN 1 VII Koto Sungai Sarik Kab. Padang Pariaman.

1.4. Formulation of the Problem

The problem of this research is formulated as follow: How is the influence of students’ attitude to English toward writing Simple Sentences of Simple Present Tense in SMPN 1 VII Koto Sungai Sarik Kab. Padang Pariaman?

1.5. Research Question

To answer the formulation of problem in this research, the research questions are:

1. How is the students’ attitude to English?
2. How is students’ writing skill of Simple Sentences of Simple Present Tense in English?
3. How is the influence of attitudes to English toward writing skill of simple sentence of simple present tense?
1.6. **Purpose of Research**

1. To find out the students attitude to English.

2. To find out the students writing skill of simple sentence of simple present tense.

3. To find out the influence of attitude to English toward writing skill of simple present of simple present tense.

1.7. **Significance of Research**

This research would give contribution for the teachers, the students, and the researcher. For the teacher, it can give description about the influence of students’ attitude to English toward writing skill of simple sentences of simple present tense. Based on the influence of students’ attitude to English the teacher can consider their teaching strategy, media, etc. For the students, they can expect to be aware, be motivates and they get their confidence to explore their ideas and feeling so they can get better their writing skill. And the last for the researcher, she can get experience in conducting research about students’ attitudes to English toward writing simple sentence in simple present tense.

1.8. **Definition of The Key Terms**

In order to avoid misunderstanding in this research. It is necessary to define the meaning of some key terms that were used this research:

1. Writing can be defined as communicate act, a way of sharing observation thought, or ideas with ourselves and others, it is a tool of thinking, by writing we can tell about people remember the facts and ideas (Kusumaningsih, 2001:1).

2. Indonesian government have decided English subject as the foreign language that should be teach as stipulate in the curriculum of every level of educations from junior high school until university level. English as a foreign language (EFL) imply using English language in a community where the language can’t use on daily communication, government, law, education, and media. (Budiawan, 2008: 83)

3. Attitude is the ability to pass judgment on something that brings in conformity with the assessment. (Rahmasani, 2012)

4. Influence is affect or change (someone or something) in an indirect but usually important way and also the power to change or the power to cause change without directly forcing them to happen. (Merriam)
5. Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentences. (Booji, 2007)

6. Simple sentence is called an independent clause, contain a subject and a verb, and it expresses a complete thought. (Eselbee, 2016)

7. Simple present tense is a sentence to express an action, activities that happening now, or the activities that happen repeatedly, habitual activities. (Lado, 2008:8)

**RESEARCH METHOD**

In this chapter, the researcher will explain the research method the include research design, population and sample, instrumentation, technique of gathering data, and technique of analyzing data.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII 1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>VII 2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>VII 3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>VII 4</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>VII 5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>VII 6</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>VII 7</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>VII 8</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

**3.1. Research Design**

The researcher used descriptive research, because she described the influence of students’ attitudes toward English to write simple sentences of simple present. According to Gay (1987: 189) descriptive research involves collecting data in order to test hypotheses or to answer question concerning the current status of subject of the study. It is support by Gay, et al (2006:159) stating that descriptive method is useful for investigating a variety of educational problems and issues.

**3.2. Population and Sample**

According to Gay (1987 : 102) population is the group of interest to the researcher; the group to which she or he would like the result of the study to be generalized. The population of this research is the second year students of SMPN 1 VII Koto Sungai SarikPadang Pariaman. The number of members of population in this study is 200 students. They are distribute into eight classes, as shows in Table 3.1 below:

**Table 3.1**

| The Distribution of Population Members by Class |

Because the number of population is large, the researcher decided to select some of
the populations as sample. Bordens and Abbott (2005:156) say that sample is a small subgroup chosen from the larger group. According to Gay (1987:102) in descriptive research, sample should be least 10% of population. It means that more than 10% is better. Relating to this, she use 22% and it means that the researcher will take two classes of the population to be sample.

The researcher used cluster random sampling to select the sample. Gay, et al (2006:116) state that cluster random sampling is sampling in which groups, not individuals, are randomly selected. Gay, at al (2006:106) add that in cluster random sampling, all the members of selected groups have similar characteristics.

In choosing the sample, the researcher would take small papers. She wrote the name of each class on the piece of paper. Then, she puts them into a box. After shaking it, she took out two pieces of paper from the box. The members of selected classes were VII2 and VII4.

3.3. Instrumentation

Table 3.2: Specification of Research Instrument

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find out Students’ attitudes to English</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>

1. Questionnaire

Questionnaire is the first instrument the data about the students writing sentences. According to Heigham and Croker (2009:201) in Fitria (2015), in a questionnaire there can be two types of item: close response items and open-response items. Close response items only require respondent to select their answers from a limited list or selection. In contrast, open-response item call for the respondent to answer in their own words. In this case, the researcher used the close response item.

Table 3.3: Questionnaire Specification

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Indicator</th>
<th>Number of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>- The students feel proud to use English language in school area</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>- The students feel more prestige to use English language*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students enjoy to use English language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students feel depress to use English language in school area*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>- The students use English language in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The students can’t use standard English language*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Practice English language everyday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Invite friend to use English language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase knowledge about English ex: watch foreign channel/foreign media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use English language ability for information access and the technology in social media and internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow training to increase English language ability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ability to use English in school area is important</td>
<td></td>
</tr>
<tr>
<td>- Use English</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Abbreviation</th>
<th>Positive Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>S</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Often</td>
<td>SR</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>K</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Seldom</td>
<td>JR</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>TP</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

*) for negative sentence

Table 3.4: Score Value of Statement

Table 3.5: Criteria of Attitudes Score

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>81-100</td>
</tr>
<tr>
<td>Good</td>
<td>61-80</td>
</tr>
<tr>
<td>Medium</td>
<td>41-60</td>
</tr>
<tr>
<td>Bad</td>
<td>21-40</td>
</tr>
<tr>
<td>Very Bad</td>
<td>1-20</td>
</tr>
</tbody>
</table>

To know the reliability of the questionnaire, the researcher used Variant formula (Arikunto, 2012: 123)
\[ \sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \]

Where:

\[ \sigma^2 = \text{Variant} \]
\[ \sum x^2 = \text{Total squared score for each statement} \]
\[ \sum x = \text{Total score for each item} \]
\[ N = \text{Number of item} \]

To get the reliability of the questionnaire, the researcher uses the Cronbach Alpha formula suggested by Sarwono (2010:145) as follows:

\[ r_{ii} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right) \]

Where:

\[ r_{ii} = \text{the reliability of instrument} \]
\[ \sum \sigma b^2 = \text{Calculation of variants score for each item} \]
\[ \sigma^2 t = \text{Variants total} \]
\[ k = \text{Number of item} \]

Finally, the researcher used the degree of coefficient correlation based on Arikunto’s idea (2013:319) as follows:

\[ .81 - 1.00 = \text{very high correlation} \]
\[ .61 - .80 = \text{high correlation} \]
\[ .41 - .60 = \text{moderate correlation} \]
\[ .21 - .40 = \text{low correlation} \]
\[ 0.0 - 0.20 = \text{very low correlation} \]

According to Arikunto (2013:319), a good test coefficient at least (0.89). Based on the result of the data, the researcher found the reliability of the questionnaire was 0.89 (see appendix 4). It means that questionnaire was reliable.

2. Writing test

The instrument used to collect the data of this research is grammar test in form of writing simple present test in 60 minutes. The researcher will ask the students to write 20 sentences by using present tense that consist of 5 affirmative sentences (3 nominal sentences and 2 verbal sentences), 5 negative sentences (3 nominal sentences and 2 verbal sentences), 5 yes/no question sentences (3 nominal sentences and 2 verbal sentences), and 5 information question sentences (3 nominal sentences and 2 verbal sentences). To make it clear, the following table shows the specification of the test:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Nominal sentences</th>
<th>Verbal sentences</th>
<th>Total of number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Affirmative sentences in Simple Present Tense</td>
<td>3 sentences</td>
<td>2 sentences</td>
<td>5 sentences</td>
</tr>
<tr>
<td>2</td>
<td>Negative sentences in Simple</td>
<td>3 sentences</td>
<td>2 sentences</td>
<td>5 sentences</td>
</tr>
</tbody>
</table>
A good test should be valid and reliable. It means that a test is valid if it measures what is supposed to be measured (Gay, 1987:128). In order to see the validity of the test, the researcher uses content validity. According to Gay (1987:129), one of the characteristic of test validity is content validity. It is supported by Arikunto (2013:82) stating that one of the types of validity is content validity. It means that the test is valid if it fixes with the materials that have been given to the students. Therefore this test is constructed based on curriculum, syllabus and teaching materials of the writing subject.

To know the reliability of the test, the researcher will use inter-rather technique. In other words, there are two scorers (score 1 and score 2) to check students’ writing in simple sentence of simple present tense. The technique is used to minimize the subjectivity in scoring. The researcher is the first scorer and the researcher choose RizaNoviaAzraS.Pd as the second scorer because she has a good skill in grammar and writing subject and also have good experience than me. To find out the coefficient of correlation of the test, the researcher use the Pearson Product Moment by Arikunto (2013:87) as follows:

\[
    r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}
\]

Where:

- \( r_{xy} \) = the coefficient correlation between x and y variable
- \( N \) = the number of students who follow the test
- \( x \) = the score is given by the first scorer
- \( y \) = the score is given by the second scorer
- \( \sum x \) = total score from the first scorer
- \( \sum y \) = total score from the second scorer
- \( \sum xy \) = the total scores of cross product x and y

The writer use the degree of coefficient correlation based on Arikunto’s idea (2013:89)

- .81 – 1.00 = very high reliable
- .61 – .80 = reliable
- .41 – .60 = enough reliable
- .21 – .40 = low reliable
0.0 – 0.20 = very low reliable

According to Arikunto (2013: 319), a good test coefficient correlation 0.99. Based on result of the data, the researcher found the reliability of the first scorer and second scorer was 0.99 (see appendix 8). It means that writing test was very high reliable.

3.4. The Technique of Collecting Data

3.4.1. Technique of Collecting Data on Questionnaire

Questionnaire was used as an instrument to collect the data. To collect the data, the researcher used the procedures as follow:

1. The researcher gave the questionnaire sheet to the students.
2. Students filled the questionnaire for 15 minutes.
3. The researcher collected all the questionnaire sheets.
4. The researcher gave score 1-5 for the responses.
5. The researcher counted the total score of each student.

3.4.2. Technique of Gathering Data on Writing Test

Writing test was used as an instrument to collect the data. To collect the data, the researcher used the procedures as follow:

1. The researcher gave writing test sheet to the students.
2. Students worked the test for 45 minutes.
3. The researcher collected all of the answer sheet.
4. The researcher copies the entire answer sheet from the students. The original sheets are for the first scorer and the copies are for the second scorer.
5. The researcher gave score 1-5 for correct answer and 0 for do not write any work.
6. The researcher counted the total score of each student.
3.5. The Technique of Analyzing Data

3.5.1. Analyze Data on Questionnaire

To analyze the questionnaire data, the researcher had done three steps of collecting data of questionnaire. They were as follows:

1. The researcher read the students’ questionnaire sheet.
2. The researcher gave score for all items of questionnaire based on Likert scale, Likert scale is psychometric scale commonly involved in research to scaling response in survey, as follows:

<table>
<thead>
<tr>
<th>Response</th>
<th>Abbreviation</th>
<th>Positive Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>S</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Often</td>
<td>SR</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>K</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Seldom</td>
<td>JR</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>TP</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.7: Likert Scale

3. The researcher counts the total score of each student.

To analyse the data, there researcher used liker scale. Likert scale used to measure the study variable (specific social phenomenon) about the students’ attitudes toward English. This scale consists of a number of statements for the respondents. The response should be expressed on the level from often to never.

3.5.2. Analyze Data on students Writing Test

The first data of this research was writing test. The researcher gave the point for every aspect of the sentence by looking on the criteria of scoring. After finishing the score, the researcher following steps:

1. Found the total scores for two scorers.
2. The researcher present the raw score for each sample by using the formula:

   \[ Students' \ score = \frac{\text{first scorer score} + \text{second scorer score}}{2} \]

3. The researcher calculate the Mean (M) and Standard Deviation (SD)

   \[ M = \frac{\sum X}{N} \]

   \[ SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2} \]

   Where:
   
   M = Mean
   
   \[ \sum X = \text{Sum} \]
   
   N = Number of the sample/ student
4. The researcher is going to calculate the percentage of students who got high, moderate, and low in writing skill by using the following formula:

\[ P = \frac{F}{N} \times 100\% \]

Where:

- \( P \) = percentage of students’ score
- \( F \) = Frequency of students who have problems and have no problem
- \( N \) = Total number of students

5. Finally, the researcher interprets the result of data analysis.

3.5.3. Analyze Data on Influence

To know the influence of students’ attitudes to English toward their writing skill of simple sentence of simple present tense, the researcher used a simple linear regression analysis. The form of simple linear equation is described as follows:

\[ Y = a + bX \]

Where:

- \( Y \) = Dependent Variable
- \( X \) = Independent Variable
- \( a \) = Intercept
- \( b \) = Regression coefficients

FINDINGS AND DISCUSSIONS

In this chapter, researcher presents the result of data analysis on The Influence of Students’ Attitudes to English toward Their Writing Skill of Simple Sentence of Simple Present Tense in SMPN 1 VII Koto Sungai SarikKabupaten Padang Pariaman.

4.1 Findings

As already discussed previously, the instruments used to collect the data for two variables were Questionnaire and Writing test. Instruments were given to 65 students select as sample of this research.

4.1.1 Students’ Attitudes to English

Data on students’ attitudes were collected by using questionnaire that have 20 item statements. The result of data analysis showed that 5 students (10.612%) had very good attitude, 36 students (76.59%) had good attitude, 6 students (12.8%) had medium attitude and 0 had bad attitude. It means that the students’ attitude to English in SMPN 1 VII Koto Sungai SarikKabupaten Padang Pariaman was good. It can be seen on the following the table 4.1.
Table 4.1 The Percentage of Students’ attitudes toward English

<table>
<thead>
<tr>
<th>Classification of Attitude</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>5</td>
<td>10.61%</td>
</tr>
<tr>
<td>Good</td>
<td>36</td>
<td>76.59%</td>
</tr>
<tr>
<td>Medium</td>
<td>6</td>
<td>12.8%</td>
</tr>
<tr>
<td>Bad</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Very Bad</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows the students’ score for questionnaire. More than half students’ had good attitude 76.59% (see appendix 19). The researcher concluded that the students’ Attitudes to English in SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was good. To make clear, it is shown in Diagram 4.1

**Diagram 4.1 Students’ Attitude to English**

Data on students’ writing skill were collected by using grammar test in the form Nominal and Verbal sentences of Simple Present Tense. Based on the result of data analysis it was found Mean was 72.3 and Standard Deviation was 9.98 (see appendix 17). After calculating Mean and Standard Deviation the researcher classified students’ writing skill and calculated the percentage of the students who had high, moderate and low ability in writing.

Table 4.2 Classification of Students’ Writing

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>6</td>
<td>12.8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>31</td>
<td>66%</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>21.2%</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 shows the students’ score for writing skill more than half students had moderate 66% (see appendix 17). The researcher concluded that the students’ writing skill in SMPN 1 VII Koto Sungai Sarik was moderate. The Diagram 4.2 depict the percentage of students having high, moderate and low ability.

4.1.2 Students’ Writing Simple Sentence of Simple Present Tense
Diagram 4.2 Students’ Writing Skill

It is example of writing sentence:

She go to school every morning

The sentence above is incorrect sentence, because the sentence did not use endinges in the verb and also on the word everymorning must use space.

The correct sentence is

→She goes to school every morning.

4.1.3. The Influence of Students Attitudes to English toward Their Writing Simple Sentence of Simple Present Tense

Data on students’ attitude to English and data on students’ writing simple sentence of simple present tense (see appendix 19). After calculating the data we can see that the students’ attitude to English toward writing skill of simple sentence of simple present tense was influential. The researcher concluded that the students’ attitude to English toward writing simple sentence of simple present tense in SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was good attitude and moderate ability in writing skill. To make it clear, the data showed in the table 4.3.

Table 4.3

<table>
<thead>
<tr>
<th>Percentage of students’ attitude</th>
<th>Percentage of students’ writing simple sentence of simple present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good - 5 Students (10.61%)</td>
<td>High – 6 students (12.8%)</td>
</tr>
<tr>
<td>Good – 36 students (76.59%)</td>
<td>Moderate – 31 students (66%)</td>
</tr>
<tr>
<td>Medium – 6 students (12.8%)</td>
<td>Low – 10 students (21.2%)</td>
</tr>
</tbody>
</table>

Based on the table above, we can see that the students’ attitude to English toward their writing skill of simple sentence of simple present tense was good attitude and moderate ability in writing skill.

4.2 Discussions

The purpose of this chapter was to describe the influence of students’ attitude to English toward their writing skill of simple sentence of simple present tense. Therefore, the researcher presented the discussions of this research as follow:

1.2.1. Students’ Attitudes to English

In the process of learning, attitudes of individuals can influence the success of the
learning process. Attitude is internal affective that dimension symptoms such as a tendency to react or respond to invitation in a relatively fixed to objects, people, events and so on, either positively or negatively.

Based on the result of the research in general, the students’ attitude toward English was good. It means the students have good attitude toward English.

1.2.2. Students’ Writing Skill of Simple Sentence of Simple Present Tense

Writing is one of the important skills in learning English. Writing is also an important part of communication. According to Hacker (2009:2) writing is not a matter of recording already developed thoughts but a process of figuring out what you think. Similarly, Cohen and Reil in Kusumaningsih (2001:1) also state that writing can be defined as communicate act, a way of sharing observation thought, or ideas with ourselves and others, it is a tool of thinking, by writing we can tell about people, remember the facts and ideas. It means that writing is expressing ideas, facts, feeling, experience, and thought in written form.

Based on the result of research, it was found that the students’ writing skill simple sentence of simple present tense was moderate.

There were 31 students (66%) from 47 students who having moderate.

1.2.3. The Influence of students’ attitude to English toward writing skill of simple sentence of simple present tense

In the process of learning, attitudes of individuals can influence the success of the learning process. Attitude is internal affective that dimension symptoms such as a tendency to react or respond to invitation in a relatively fixed to objects, people, events and so on, either positively or negatively.

The attitude of the students in learning can be influenced by feeling happy or not happy with the performance of teachers, lessons, or the surrounding environment. And to anticipate the emergence of negative attitudes to learning, teachers should strive to become professional teachers and responsible for his chosen profession. With professionalism, a teacher will try to provide the best for their students, trying to develop a personality as a teacher is empathic, patient and sincere to his disciples; trying to present lessons that teach and attractive so as to make the students can follow the course with pleasure and not drab, assured students that the field of study that is beneficial to the students learned.
Based on the result of the research, it was found that the students’ attitude to English toward writing skill of simple sentence of simple present tense was really influential. If the students’ attitude was good so the score of writing of simple sentence of simple present tense would be in the high level and if the students’ attitude was bad so the score of writing of simple sentence of simple present tense also low level.

CONCLUSION AND SUGGESTIONS

Based on the findings of this research as already discussed previously, the researcher drew some conclusions and suggestions.

5.1. Conclusion

Writing is one of the English language skills. Writing has many definitions and many uses in our life. Many experts have defines the concept of writing and writing sentence.

In general, it can be concluded that the influence of students’ attitudes to English toward their Writing Skill of simple sentence of simple present tense in SMPN 1 VII Koto Sungai SarikKabupaten Padang Pariaman was moderate. This conclusion was indicates by fact most students 36 (76.59%) who had good and 31 (66%) who had moderate. Specifically their attitude toward English to their writing simple sentence of simple present tense:

1. The students’ attitude to English in SMPN 1 VII Koto Sungai SarikKabupaten Padang Pariaman was good attitude. There were 36 students (76.97%) from 47 students had good attitude.
2. The writing skill of students to write simple sentence of simple present tense in SMPN 1 VII koto Sungai SarikKabupaten Padang Pariaman was moderate. There were 31 students (66%) from 47 students has moderate.
3. The influence of students’ attitudes to English toward writing skill of simple sentence of simple present tense in SMPN 1 VII Koto Sungai SarikKabupaten Padang Pariaman was really influential.

5.2. Suggestion

Based on the conclusion above, the researcher gives suggestions to the teacher, students, and further researcher as follows:

1. For English teachers, since the students’ attitude to English was good, the teacher should give good attitude for the students or show the good attitude. Furthermore, the teacher should emphasize to the students to have good attitude toward English in order that they can get good skill in writing in
English, especially in writing simple sentence of simple present tense.

2. For the students, they are suggested to learn more about simple present tense and keep the attitude during teaching learning process. They are also suggested to pay attention to use subject, to be for singular and plural person and verb that use add e/es. Students can make the sentence based on their activity happening or speaking in writing simple present tense to change on negative sentence, yes/no question and wh question.

3. For the further researcher, the researcher suggests to find the difficulties of the students to change affirmative sentence to negative sentence, yes/no question and make wh question based on the affirmative sentence.

REFERENCES


Fitria, Vina. 2011. An analysis of Grammatical Errors in Using Simple Present Tense in Writing Paragraph: a case study at the first years students of English Department of


