

Exploring Students' Attitudes Toward Learning Writing: A Case Study at the English Education Department of an Islamic University

Rahna Husnaini

**Universitas Islam Negeri Sultan Syarif Kasim, Riau, Indonesia
rahnahusnaini.1116@gmail.com**

Bukhori

**Universitas Islam Negeri Sultan Syarif Kasim, Riau, Indonesia
bukhori@uin-suska.ac.id**

Abstract. Writing attitudes refer to students' perceptions, feelings, and beliefs towards writing. Understanding students' writing attitudes is essential as it can affect their engagement in writing activities and writing performance. This study aims to describe the attitudes towards learning writing and to identify the contributing factors of the attitudes towards learning writing of EFL students in the English Education Department of an Islamic university in Pekanbaru. This qualitative research was conducted from January to February 2024 at an Islamic university in Pekanbaru, Indonesia. The participants were six students from the 3rd semester. For this purpose, the sample was purposely selected from one class in the English Education Department that consists of 30 students, which serves as a representative group. The instruments to collect the data were a closed-ended questionnaire, an open-ended questionnaire, and interviews. The researcher used qualitative analysis techniques, including data reduction, display, and conclusion drawing/verification. The result shows three attitudes that were demonstrated by the third-semester students at the English Education Department of an Islamic University in Pekanbaru: beliefs, emotions, and dispositions. In addition, the factors that influenced the students' attitude were teaching method and approaches, curriculum and materials, lecturer interactions, peer influence, and collaboration factors.

Keywords: EFL Writing, Exploring, Writing Attitudes

1. INTRODUCTION

Writing Attitudes refers to students' perceptions, feelings, and beliefs towards writing. Understanding students' writing attitudes is essential as it can affect their engagement in writing activities and their writing performance. The attitude of EFL students towards writing is crucial in the undergraduate level classroom as it impacts their overall performance and motivation to learn. Romrome & Mbato (2023) state that the attitudes of EFL (English as a

Foreign Language) students towards learning writing are crucial because they can significantly influence the students' writing performance and achievement. Al Kamli (2019) concludes that positive attitudes towards writing can lead to increased motivation, engagement, and persistence in writing tasks, which are essential factors for successful writing acquisition. Conversely, negative attitudes towards writing can hinder students' writing development, as they may avoid writing tasks or put minimal effort into them (Udu, 2021).

Therefore, instructors and curriculum designers must understand EFL students' attitudes towards learning writing. By identifying students' attitudes towards writing, teachers can tailor their instructional approaches to promote positive attitudes and improve students' writing performance. For example, teachers can use strategies such as providing opportunities for collaborative writing, providing relevant writing tasks, and giving constructive feedback to encourage positive attitudes towards writing.

Additionally, policymakers can use this information to develop policies that support the improvement of EFL students' attitudes towards writing and promoting writing proficiency, which is an essential skill for academic and professional success. Writing is an essential skill in academic and professional settings, and a positive attitude towards writing can lead to improved learning outcomes. Studies have shown that students with positive attitudes towards writing are likelier to engage in writing tasks, put in more effort, and produce higher quality written work (Crossley, 2020). Therefore, EFL instructors at the undergraduate level need to foster a positive attitude towards writing in their students.

In the undergraduate EFL classroom, students may feel overwhelmed by the academic demands and expectations, which can negatively impact their attitude towards writing. Therefore, instructors must create a supportive and positive learning environment that encourages students to express their ideas and opinions through writing (Nafa, 2022). By providing clear instructions, constructive feedback, and peer review and revision opportunities, instructors can help students develop their writing skills and build confidence in their abilities (Romrome & Mbato, 2023).

Practical problems are also found in the field to support the gaps above. In this regard, the researcher conducted preliminary research with informants from the second semester of undergraduate students at the English Education Department of an Islamic university in Pekanbaru. As a result, the interview provides a rich understanding of students' attitudes towards learning writing, offering valuable insights into the challenges they face in the process. Some students like learning how to write, while others find it challenging. Some say that not having clear instructions or enough guidance makes learning difficult. They want more structured and focused lessons that are part of their coursework, and feel they need a dedicated writing teacher to help them. They are willing to practice writing and receive feedback to improve their skills.

These field findings highlight the need for deeper investigation, especially to explore which factors contribute to their attitudes and how those are reflected in their writing performance and learning satisfaction. This study provides a nuanced view of learners' real

conditions in the EFL context at an Islamic university, which has not been extensively covered in the literature. This study aims to describe the attitudes towards learning writing and to identify the contributing factors of the attitudes towards learning writing of EFL students in the English Education Department of an Islamic university in Pekanbaru.

The result shows that the 3rd-semester students at the English Education Department of an Islamic University in Pekanbaru showed three attitudes: beliefs, emotions, and dispositions. In addition, the factors that influenced the students' attitudes were teaching methods and approaches, curriculum and materials, lecturer interactions, and peer influence and collaboration.

Moreover, this qualitative research addresses the importance of understanding EFL students' attitudes toward learning writing. Through this research, it is possible to identify the challenges and obstacles that students face in writing classes and to determine the extent of their satisfaction with the writing classes from their perspective. The findings of this research can provide empirical data for EFL teachers to design more appropriate and practical teaching to improve their writing skills. This is essential as students' attitudes toward writing play a significant role in their motivation and engagement in the writing process. By understanding their attitudes, teachers can create a conducive learning environment that fosters their interest and encourages them to write more effectively. Therefore, this research is crucial in ensuring the success of EFL students in their academic pursuits, particularly in scientific writing.

2. METHOD

The research design is qualitative with a case study approach. According to FitzPatrick (2019), qualitative research is the primary methodology for several reasons. Firstly, Gibton (2015) agrees that qualitative research is well-suited for in-depth exploring attitudes, opinions, and experiences. By using open-ended questionnaires, closed-ended questionnaires, and interviews, the researcher can delve into the rich and nuanced perspectives of EFL students regarding their attitudes towards learning writing (Gibton, 2015). It favors the study by Sherman & Webb (2004) regarding the richness of data in a qualitative study. In addition, Hamilton & Finley (2019) stated that this approach allows for a comprehensive understanding of the students' subjective experiences. This approach provides valuable insights into the factors influencing their attitudes (Baskarada, 2014; Lambert & Lambert, 2012).

Secondly, qualitative research, particularly case study design, enables a deep exploration of a specific context or phenomenon. This study focuses on understanding the attitudes of EFL students in the English Education Department of an Islamic university in Pekanbaru. Fitz Patrick (2019) states that the case study design allows the researcher to examine the attitudes within their specific educational and cultural context, considering the unique factors that may influence learning to write. This design is ideal for understanding the participants' experiences in their natural setting (Njie & Asimiran, 2014).

The research participants in this study consist of high-achieving EFL students from the

English Education Department of an Islamic university in Pekanbaru. These students have been intentionally selected due to their exceptional academic performance, as they have achieved the highest scores within the sampling pool. Their academic excellence positions them as valuable informants capable of providing in-depth insights into their attitudes towards learning writing within the academic context.

Contextually, this research employed third-semester students, with a total of 6 participants derived from the sampling. To this extent, it was generally studied that the sampling size for this study purposely comprises one class with 30 students in total from the English Education Department, which serves as a representative group. From this class, a subset of six high-achieving students is chosen as representatives to participate in the study's data collection process.

The researcher used two types of data collection techniques: questionnaires and interviews. The researcher will adapt Miles and Huberman's data to analyze the data obtained from open-ended questionnaires and interviews (1994). It outlines three key processes of qualitative analysis: data reduction, data display, and conclusion drawing/verification.

3. RESULT

3.1. *What are EFL students' attitudes in the English Education Department of an Islamic university in Pekanbaru towards learning writing?*

Based on the analysis, the researcher found that the highest percentage of types of students' attitude toward learning writing is a positive attitude, as shown by the percentage of the closed-ended questionnaire answer, which is 86,66 %. Specifically, it is pointed out in the following table:

Table 1. The tendency of students' attitudes toward learning writing

No	Category	F	%
1	Positive	26	86,66
2	Negative	3	10,00
3	Neutral	1	3,33
	Total	30	100,00

Table 1 above shows the tendency of students' attitudes toward learning writing at the English Education Department of an Islamic University in Pekanbaru. From the table above, it can be seen that there are 26 students (86,66%) showing positive attitudes toward learning writing, three students (10,00%) showing negative attitudes. At the same time, only one student showed neutral attitudes toward learning writing. To clarify, the researcher also analyzed the data based on the indicators. The indicators are beliefs, emotions, and dispositions. The result of the analysis can be seen below:

3.1.1. Beliefs toward learning writing

Based on the analysis, the researcher found that the highest percentage of types of students' beliefs toward learning writing is positive, as shown by the percentage of the closed-ended questionnaire answers, 76,66 %. Specifically, it is pointed out in the following table:

Table 2. The tendency of students' beliefs toward learning writing

No	Category	F	%
1	Positive	23	76,66
2	Negative	2	6,66
3	Neutral	5	16,6
	Total	30	100,00

The table above presents the tendency of students' beliefs toward learning writing. Twenty-three students (76,66%) showed positive beliefs toward learning writing, two students (6,66%) showed negative beliefs, and five students (16,6%) showed neutral beliefs toward learning writing. The questionnaire items representing belief indicators are items 2, 3, 4, and 9. The students gave different answers for each item of the belief indicator.

Moreover, after analyzing the data from the interview, the researcher also found some evidence that the students showed positive beliefs in learning writing. It is shown by the statements given by the students. There are some statements where the researcher concluded that positive beliefs in learning to write appear among the students. First, the students believe in the benefits and advantages of learning to write. This indicated that the students have positive beliefs in learning to write. Student 1 believes that learning to write is very useful for them. Student 1 stated:

"Very useful, because I will need it later for my thesis and to improve my English skills, and I will be able to get new vocabulary and knowledge."(Interviewed student 1 on 23/02/2024).

Student 1 also believes that the materials he or she learns in the class are constructive. They learn so many new lessons about writing in the class. It is stated in the student 1 statement below:

"Yes, it is beneficial, because I did not learn about structure before, how to make references, and all of that is taught in this class, all about essay writing." (Interviewed student 1 on 23/02/2024).

Student 2 also believes learning to write is very useful. Student 2 believes that the lesson from the writing class will be handy when they want to write the final assignments. Student 2 stated:

"Yes, of course it is advantageous, because later I will be writing final assignments or theses and courses, essay writing will be beneficial for me tomorrow." (Interviewed student 2 on 23/02/2024).

Besides the importance of the writing lesson for the future, Student 2 also believes that

the material they learn in writing class is instrumental. She stated:

"The material taught is beneficial and interesting, and the approach is also quite serious and communicative." (Interviewed student 2 on 23/02/2024).

She believes that she learns much material in the writing class. The materials that she had not learn before. As stated by student 2:

"Yes, I learned a lot in this class, starting from choosing the right vocabulary, grammar, and essay writing procedures." (Interviewed with student 2 on 23/02/2024).

Belief attitude toward learning writing was also shown by student 2 by her statement, where she believes that the book used in writing class is invaluable. She feels that the book carries much insight about writing. Student 2 stated:

"Very helpful, from the book I can get new knowledge about essays, and this comes from experts, so it helps me understand this subject." (Interviewed student 2 on 23/02/2024).

Student 2's belief in learning writing is invaluable, as it also appears when she stated that her skill has improved in the writing class. It is shown in the statement below:

"Very helpful. My skills have improved because the lecturer is a perfectionist and corrects our essays directly, so I know much more about how to write essays." (Interviewed with student 2 on 23/02/2024).

Student 3 also believes that learning to write is very useful and helpful. It is shown in the statements below:

"Yes, it is advantageous because tomorrow I am going to prepare my thesis." (Interviewed with student 3 on 23/02/2024).

In the statement above, student 3 stated that learning to write is instrumental for her because she believes that the lessons she got from the writing class will be instrumental in the future for the final assignment's sake. Besides the benefit for the future, the student also believes that learning to write is very helpful because there is so much material she found in the book. Student 3 stated:

"Helpful, there is much material you can read in books." (Interviewed with student 3 on 23/02/2024).

Student 3 also believed that learning to write is very helpful because she believes her writing skills have significantly improved in this class. It can be shown in the statement below:

"Helpful, I learned a lot in this class and my writing ability also improved." (Interviewed with student 3 on 23/02/2024).

Student 4 also has the same beliefs as students 1, 2, and 3. He also believed that learning to write is very useful and helpful. Like the previous student, student 4 believes learning to write is very useful for his final assignment in the future. Student 4 stated:

"Very useful, because later it will be needed for the final assignment or thesis, so that my English skills can improve, I can add new vocabulary, new knowledge." (Interviewed with student 4 on 23/02/2024).

Student 4 believes his current semester's writing class is better than last semester's. He said that he learns much writing insight in this class. He stated:

"Yes, I learned a lot, because this semester is better than before, the lecturer explained

in detail, and the material taught is complex, about grammar, vocabulary, and many more." (Interviewed a student 4 on 23/02/2024).

He also feels that learning to write is very helpful. He said he learned many new lessons that he did not learn in the previous class. It can be shown in his statement below:

"Very helpful, because previously I had not learned structure, how to make references, and all that is taught in this class. I learned a lot about essay writing in this class. The material is good and the lecturer explains it clearly, the material is complex and often corrects grammar, vocabulary, and pronunciation." (Interviewed student 4 on 23/02/2024).

The belief that learning to write is valuable and helpful is also shown by student 5. She said she must learn to write to help her make a thesis in the last semester. The lesson that she got from the class will be good knowledge for her. It is shown in the student's 5th statement below:

"Yes, there will be a thesis in the future, so from this class we will start learning how to write, it will be a good knowledge. I found in the essay writing class; it will be useful." (Interviewed student five on 23/02/2024).

Her beliefs in the usefulness of learning writing have increased because she believes that she has learned a lot this semester and that the current writing class is better than the last semester.

"Yes, because in the previous semester I did not learn about the procedures for writing essays, here we learn, we also learn much grammar, there is a lot to learn in this class." (Interviewed student five on 23/02/2024).

Student 5 said that he learned more in the essay writing class. He also stated that he believes in the textbook used in writing class because the belief that learning writing is valuable and helpful is also shown by student 5. She said she must learn to write to help her make a thesis in the last semester. The lesson that she got from the class will be good knowledge for her. It is shown in the student's 5th statement below:

"Yes, there will be a thesis in the future, so from this class we will start learning how to write, it will be a good knowledge. I found it in the essay writing class, it will be useful." (Interviewed student 5 on 23/02/2024).

Her beliefs in the usefulness of learning writing have increased because she believes that she has learned a lot this semester and that the current writing class is better than the last semester.

"Yes, because in the previous semester I did not learn about the procedures for writing essays, here we learn, we also learn much grammar, there is a lot to learn in this class." (Interviewed student 5 on 23/02/2024).

Student 5 said that he learned more in the essay writing class. He also stated that he believes in the textbook used in writing class because he thinks the material is advantageous. Student 5 stated that:

"Yes, in the textbook, there is much useful material for us." (Interviewed a student 5 on 23/02/2024).

Like the five previous students, student six also shows that learning to write is very

useful and helpful. He also believes that the knowledge he acquires from a writing class will benefit him when he writes his thesis. Student 6 stated that:

"It is useful for a thesis." (Interviewed student 6 on 23/02/2024).

Student 6 believes that he learns a lot from the current writing class. He believes that the material is better than the last writing class. As student 6 stated below:

"I learned quite a lot, because this semester was better than before, the lecturer explained in detail, and the material taught was complex, about grammar, vocabulary, and many more." (Interviewed student 6 on 23/02/2024).

Look at the textbook used in the writing class; student 6 also believes that the textbook is helpful. He believes in the textbook because the textbook comes from experts and is very helpful when he finds something he does not understand from the lecturer's explanation. He stated that:

"Yes, the book was quite helpful, because it was from experts, and the material that we do not know about from the lecturer can be seen in the book; it is good for reference too." (Interviewed student 6 on 23/02/2024).

Those statements above prove the students' beliefs and attitudes toward learning writing. It can be seen from the statements that the students mention multiple times that they believe that learning to write is very helpful and valuable for them for academic or personal purposes. Moreover, the students' beliefs and attitudes are shown when the researcher asks for their opinion about the teaching process and material in the essay writing class. The students' answers showed they believed the material and teaching method they got in the essay writing class were good. It can be proven by the statements below:

"Yes, a lot, because this semester is better than before, the lecturer explained in detail, and the material taught was complex, about grammar, vocabulary, and many more." (Interviewed student 1 on 23/02/2024).

The statement above proves that student 1 has a positive attitude toward learning writing. It can be seen that she believes in the material of the writing class. She believes the material is good and better than the last writing class. Moreover, student one also believes that the book is a learning medium in the writing class. Student 1 stated:

"Yes, because it is from experts and material that we do not know about from lecturers, which can be seen in the book, it is good for reference too." (Interviewed with student 1 on 23/02/2024).

Her belief attitude is also shown when the researcher asks her opinion about the communication in the writing class. She believes that the communication and teaching approach given by the lecturer is good and makes her understand the material easily. It can be seen in the statement below:

"The lecturer is communicative and his way of teaching is also easy to understand." (Interviewed with student 1 on 23/02/2024).

Student 2's attitude toward learning writing also showed when the researcher asked her opinion about the curriculum and teaching method in the writing class. She said the writing class's curriculum and teaching methods are good. It can be seen from the statements below:

"The curriculum is great and very in-depth." (Interviewed with student 2 on 23/02/2024).

In the statement above, student 2 said the writing class curriculum is excellent and deep. It indicated that she believed in learning to write in the curriculum used in the writing class. She also showed her beliefs and attitude toward learning writing in the teaching method aspect. She believes that the way the lecturer teaches is good. Student 2 stated:

"Explanations from the lecturer were very detailed and clear, and also used 2-way communication." (Interviewed student 2 on 23/02/2024).

The same is true with student 2; student 3 also showed his belief in the curriculum used in the writing class. He believes that the curriculum writing class is good and he feels suitable with the curriculum. Student 3 stated:

"Curriculum is good, because I feel suitable for studying using this curriculum." (Interviewed with student 3 on 23/02/2024).

Student 4 also showed his belief in learning writing when the researcher asked his opinion about the teaching and learning process in the writing class. Student 4 stated:

"Yes, I learned a lot, because this semester is better than before, the lecturer explained in detail, and the material taught is complex, about grammar, vocabulary, and many more." (Interviewed student 4 on 23/02/2024).

He also said that the book used in writing class is worth using as a reference, as it contains much material. Student 4's statement can be seen below.

"Yes, because it is from experts and material that we do not know about from lecturers, which can be seen in the book, it is good for reference too." (Interviewed with student 4 on 23/02/2024).

From the statement above, it can be known that student 4 is indicated to believe in the attitude toward learning writing. It can be seen from his belief in the book used as a reference in the writing class. Moreover, his belief in learning to write can also be seen from his opinion about the lecturer's teaching method. He stated:

"The lecturer is communicative and his way of teaching is also easy to understand." (Interviewed student 4 on 23/02/2024).

In his statement above, student 4 showed his beliefs and attitude toward learning writing. It can be seen from his statement that he feels that the lecturer's communication and teaching style help him easily understand the lesson.

Student 6 also gave statements about her beliefs and attitude toward learning writing. She feels her writing skills will improve significantly thanks to the writing class. She stated:

"Yes, it will improve, because previously I have not learned structure, how to make references, and that is all taught in this class, it is all about essay writing, I learned a lot in this class." (Interviewed student 6 on 23/02/2024).

From the statement, it can be indicated that student 6 had a positive attitude toward learning writing. This attitude can be seen from her opinion about the material in the writing class. She said that she had learned a lot of material that she had not learned before in the previous writing class. In addition, she also showed her positive attitude toward learning writing when the researcher asked her opinion about the curriculum.

"It is not bad. The curriculum is pretty good, but there are still things that need to be

improved, in my opinion." (Interviewed student 6 on 23/02/2024).

The statements from the students above prove that the students believe that the material and teaching method in the essay writing class in the 3rd semester are good. All of the students say that the material is good and better. They also agree that the curriculum used in the essay writing class is good and has not given them any problems so far. In conclusion, the students of the English Education Department of an Islamic University in Pekanbaru have positive beliefs toward learning writing in the essay writing class in the 3rd semester.

3.1.2. *Emotion toward learning writing*

The analysis shows that most students had positive emotions toward learning to write. Twenty-four students (80,00%) tended to reveal positive emotions, two students (13,33%) had negative emotions, and no students (6,66%) had neutral emotions toward learning writing at the English Education Department of an Islamic State University in Pekanbaru. The table below shows this.

Table 3. The tendency of students' emotions toward learning writing

No	Category	F	%
1	Positive	24	80,00
2	Negative	4	13,33
3	Neutral	2	6,66
	Total	30	100,00

The above result is reflected in their responses to questionnaire items. The questionnaire items that represent the emotions indicator are items 5, 6, 7, and 8.

3.1.3. *Disposition toward learning writing*

Based on the analysis's results, the researcher found students' dispositions toward learning writing, as shown by the % of closed-ended questionnaire answers, which is 73,33%. Specifically, it is pointed out in the following table.

Table 4. The tendency of students' dispositions toward learning writing

No	Category	F	%
1	Positive	22	73,33
2	Negative	3	10,00
3	Neutral	5	16,67
	Total	30	100,00

The table above presents the tendency of students' dispositions toward learning writing. Twenty-two students (73,33%) showed positive beliefs toward learning writing, three students (10,00%) showed negative dispositions, and five students (16,67%) showed neutral

dispositions toward learning writing.

From the explanation above, the researcher concluded that the students showed three attitudes toward learning writing: beliefs, emotions, and attitudes. The highest percentage of attitudes shown by the students is beliefs. The "beliefs" indicator got the highest percentage, 75,83%. The details can be seen in the table below.

Table 5. Recapitulation of students' attitudes toward learning the writing percentage from the closed-ended questionnaire

No.	Attitudes	%
1	Beliefs	75,83
2	Emotions	63,33
3	Dispositions	41,33

The table above shows the recapitulation of students' attitudes toward learning writing percentage. The percentage of students' beliefs is 75,83%, students' emotions is 63,33%, and students' dispositions is 41,33%. Therefore, the researcher concludes that three attitudes are shown by the students of the English Education Department of an Islamic University in Pekanbaru toward learning writing. They are beliefs, emotions, and dispositions. Most students show positive attitudes in the attitudes that the researcher mentioned before, and belief attitude is the highest percentage of attitudes toward learning writing shown by the students.

3.2. Why do students in the English Education Department of an Islamic university in Pekanbaru have those attitudes towards learning writing?

In this section, the researcher shows the reason behind the students' attitude toward learning writing. The students analyzed the open-ended questionnaire and interview data to understand the reason for their attitudes. The data from the open-ended questionnaire was taken from 30 students. In comparison, the data from the interview was taken from six students in the third semester of the English Education Department of an Islamic University in Pekanbaru. The researcher shows the result of the analysis below.

3.2.1. The interview results about the reasons for students' beliefs toward learning writing

Table 6. Students' answers to the open-ended questionnaire in the beliefs section

No. Item	Statements	Factors	Answers	Freq	(%)
1	Do you believe the learning you are doing in your current writing class is practical? Why?	Curriculum and materials	1. learning to write is helpful for the final assignment	16	53

			2. The Quality of the textbook is good	8	27
			3. Good materials	6	20
2	Are the methods and approaches given by the lecturer in the writing class in good condition? Why?	Teaching methods and approaches	1. The lecturer has good teaching methods	20	67
			2. The lecturer has a good teaching approach	10	33
3	Is the interaction between the lecturer and students in the writing class in good condition? Why?	Lecturer-student interaction	1. The lecturer is communicative	7	23
			2. The lecturer used two ways of communication	23	77
4	Do your friends in your writing class make you believe that your writing class is going well?	Peer influence and collaboration	1. Not related	30	100

From the table above, it can be known that three factors become the reason for students' beliefs and attitudes toward learning writing. They are curriculum and material factors, teaching method and approaches factors, and lecturer-student interaction factors. It can be seen that the students have a good answer for three items that represent the three factors, which are item number 1, which represents the curriculum and material factor, item number 2, which represents the teaching method and approaches factor, and item number 3, which represents the lecturer-students interaction factor. The students have several answers for item number 1, 16 students (53%), eight students (27%) believe that the lecturer has good teaching methods, and six students (20%) believe that the lecturer has a good teaching approach. For item number 2, the students also have two answers. Twenty students (67%) believe that the lecturer has good teaching methods in writing class, and 10 students (33%) believe that the lecturer has a good teaching approach. The students also had two answers for item number 3: 7 students (23%) believed that the lecturer was communicative, and 23 (77%) believed that the lecturer used two-way communication in the classroom. On the other hand, the students showed that peer influence and collaboration factors are not the reason behind their beliefs and attitudes toward learning writing. It can be seen from the answer to item 4 that represents the peer influence and collaboration factor; 30 students (100) gave the answer "not related" for this item. Therefore, the factors that became the reason for the students' beliefs and attitudes toward learning writing are the curriculum and material factor, the teaching method and approaches factor, and the lecturer-students interaction factor, while the peer influence and collaboration factor did not.

3.2.2. *The interview results about the reasons for students' emotions toward learning writing*

After analysing the data from an open-ended questionnaire, the researcher found that the factors that explain students' emotional attitude toward learning writing are curriculum and materials, teaching method and approaches, and lecturer-student interaction, while peer influence and collaboration did not play a role. The result of the analysis can be seen below.

Table 7. Students' answers to the open-ended questionnaire in the emotions section

No. Item	Statements	Factors	Answers	Freq	(%)
5	Do you like the curriculum and materials applied in the writing class? Why?	Curriculum and materials	1. A lot of new materials	21	70
			2. more practice time	5	17
			3. not too much, because writing class is challenging	4	13
6	Are you comfortable with the method and approach used by the lecturer in the writing class? Why?	Teaching method and approaches	1. The lecturer explains in detail	16	53
			2. The lecturer gives a direct correction	14	47
7	Do you like the interaction between the lecturer and students in the writing class? Why?	Lecturer-student interaction	1. The lecturer is funny	13	43
			2. The lecturer is not boring	6	20
			3. The lecturer is communicative	11	37
8	Do you like the peer influence and collaboration in writing class? Why?	Peer influence and collaboration	1. Not related	30	100

From the table it can be known that for item 5, there are 21 students (70%) that like current writing class because of there are lot of new materials, there are five students (17%) that like current writing class because of more practice time, and four students (13%) that said that writing class is challenging. For item number 6, 16 students (53%) are comfortable with the writing class because the lecturer explains in detail, and 14 (47%) are comfortable with the writing class because the lecturer gives direct corrections during the learning process. For item 7, there are 13 students (43%) who love the interaction in the class because the lecturer is funny, six students (20%) who like the interactions in writing class because the lecturer is not dull, and 11 students (37%) who like the interactions in writing class because the lecturer is communicative. While for item 8, all students (100%) said that peer influence and collaboration did not influence their feelings about the writing class.

3.2.3. The interview results about the reasons for students' dispositions toward learning writing

Table 8. Students' answers to the open-ended questionnaire in the dispositions section

No. Item	Statements	Factors	Answers	Freq	(%)
9	Do the curriculum and materials in the writing class make you study harder? Why?	Curriculum and materials	1. Not related	30	100
10	Does the method and approach that is used in Does a writing class make you study harder? Why?	Teaching method and approaches	1. The lecturer pushes The students use when writing in class	30	100

11	Does the interaction with the lecturer make you study harder? Why?	Lecturer-student interaction	1. not related	30	100
12	Does your friend in the writing class influence your diligence in the writing class? Why?	Peer influence and collab	1. Do not want to be left behind friends	30	100

From the table above, there 30 students (100%) who said that the lecturer method which push the students to write in English in writing class make them study harder in writing class, and there are also 30 students (100%) who said that they study harder because they do not want to be left behind by their friends in writing class. Conversely, 30 students (100%) said that the curriculum and materials factor and the lecturer-students interaction factor did not make them study harder in the writing class. In conclusion, the factors that become the reason for the students' dispositions and attitudes toward learning writing are the teaching method and approaches factor, and the peer influence and collaboration factor. At the same time, curriculum and material factors and lecturer-student interaction factors did not become the reason for the students' dispositions and attitudes.

3.3. Discussion

The researcher concludes that three attitudes are shown by the students of the English Education Department of an Islamic University in Pekanbaru toward learning writing. They are beliefs, emotions, and dispositions. Based on the observation, writing attitudes among university students encompass beliefs, emotions, and dispositions, each influenced by various factors. Beliefs about writing are shaped by the perceived benefits and advantages of learning writing, teaching processes, and materials quality, and classroom interaction. Specific factors include the benefits of writing for final assignments, the quality of textbooks, good teaching materials, and the teaching methods and approaches lecturers employ. Practical lecturer communication skills and interactions between lecturers and students also play a crucial role. These aspects collectively form the curriculum and materials, teaching methods and approaches, and lecturer-student interaction factors, significantly influencing students' beliefs about writing.

Emotions related to writing can be positive or negative and are influenced by several factors, such as introducing new materials, increased practice time, teaching methods and approaches, and lecturers' communication styles. Positive emotions, such as finding the writing course engaging and fun, enhance students' learning experiences. In contrast, negative emotions might arise from the challenges posed by the curriculum and materials. Dispositions toward writing focus on self-improvement, attention to lecturers' explanations, and peer competition. Factors influencing dispositions include teaching methods and approaches, peer influence, and collaboration. Together, these elements highlight the importance of supportive teaching environments and interactive classroom dynamics in shaping students' attitudes towards writing.

Most of the students show positive attitudes in the attitudes that the researcher mentioned before, and belief attitude is the highest percentage of attitudes toward learning writing shown by the students, according to Setyowati & Sukmawan's (2021) study, which

uncovered key insights into the attitudes of EFL Indonesian students toward writing in English. It revealed that students who held positive attitudes towards writing demonstrated a higher level of engagement and motivation in improving their English writing skills. Moreover, the research highlighted the importance of considering students' perspectives and their efforts in enhancing writing skills, emphasizing the need for student-centric teaching approaches.

Furthermore, based on the interview results, the factors influencing the students' attitude are teaching method and approaches, curriculum and materials, lecturer interactions, peer influence, and collaboration. Based on the open-ended questionnaire, the highest factor is the curriculum and materials. It is also related to Azizah's (2021) research findings, which highlighted that factors like Lecturer engagement, peer interaction, and the availability of resources played crucial roles in shaping students' attitudes and, subsequently, their writing achievements. Firstly, Akhtar et al. (2019) mention teaching methods and approaches. They stated that effective teaching methods and pedagogical approaches are pivotal in shaping students' attitudes towards writing. These techniques can either inspire a sense of enthusiasm for writing or induce apathy. By investigating the impact of different instructional methods, educators can discern which approaches resonate most with students, thus fostering positive attitudes and a genuine interest in the writing process.

Secondly, they also cite curriculum and materials as factors. The content, structure, and relevance of the curriculum and instructional materials are key determinants of students' attitudes toward writing. When the curriculum aligns with their needs and interests and instructional materials are engaging and pertinent, students are more likely to view writing as a valuable skill. A well-crafted curriculum and appropriate materials can nurture a positive perception of writing, reinforcing students' motivation and confidence in their abilities.

4. CONCLUSION

The research aims to describe and analyze EFL students' attitudes in the English Education Department at an Islamic university in Pekanbaru towards learning writing. Specifically, the study seeks to identify the factors contributing to these attitudes. The participants are third-semester students, with six selected from a purposive sample. The overall sample size for this study includes one class of 30 students from the English Education Department, representing the target population for a comprehensive understanding of their writing attitudes. Based on the research, the results of this study are:

1. The students of the English education department of an Islamic university in Pekanbaru show three attitudes toward learning writing: beliefs, emotions, and dispositions. Most students show the positive attitudes mentioned by the researcher, and the belief attitude has the highest percentage of attitudes toward learning writing.
2. The factors influencing the students' attitudes are teaching method and approaches, curriculum and materials, lecturer interactions, peer influence, and collaboration. Based

on the analysis of open-ended questionnaires and interview data, the highest factor influencing the students' attitudes toward learning writing is the curriculum and materials factor.

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