

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

LAPORAN PENELITIAN



An Analysis of Students' Attitude towards Assignments Given by the Teachers at Ninth Grade of MTs.TI Panningahan on 2020/2021 Academic Year

Tahun ke 1 dari rencana 1 tahun

**PENELITI:
MARSIKA SEPYANDA, S.Pd., M.Pd.
NIDN. 1015098703**

**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
JUNI 2021**

HALAMAN PENGESAHAN

Judul : An Analysis of Students' Attitude towards Assignments Given by the Teachers at Ninth Grade of MTs.TI Paninggahan on 2020/2021 Academic Year

Peneliti/Pelaksana
Nama Lengkap : Marsika Sepyanda, S.Pd., M.Pd.
NIDN : 1015098703
Jabatan Fungsional : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Mahaputra Muhammad Yamin
Tahun Pelaksanaan : 2021
Sumber Dana : DIPA UMMY
Biaya Tahun Berjalan : 2021
Biaya Keseluruhan : Rp 5.700.000,- (UMMY)

Solok, 10 Juni 2021

Mengetahui,
Dekan Fakultas Keguruan dan
Ilmu Pendidikan



(Afrhamiryo, S.Pd., M.Pd.)
NIDN. 1009048501

Peneliti,

(Marsika Sepyanda, S.Pd., M.Pd.)
NIDN. 1015098703

Menyetujui,
Kepala LP3M UMMY



(Dr. Wahyu Indah Mursalini, SE., MM.)
NIDN. 1019017402

DAFTAR ISI

| | Halaman |
|------------------------------------|----------------|
| RINGKASAN | 1 |
| 1. PENDAHULUAN | 1 |
| 2. TINJAUAN PUSTAKA | 5 |
| 3. METODE | 10 |
| 4. HASIL PENELITIAN | 14 |
| 5. SIMPULAN DAN SARAN | 25 |
| 6. DAFTAR PUSTAKA | 26 |
| LAMPIRAN | |

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latar belakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This research had been focused on recount text as one of the types or genres of texts that are implemented in English teaching process at junior high school. In this research the researcher wanted to know how the students' attitude toward assignment given by the teacher on writing recount text. This research was conducted by using descriptive quantitative method. The design was used because the purpose of the research is to determine the students' attitude toward assignment given by teacher on writing recount text at ninth grade students of MTs.TI Paninggahan at 2020/2021 academic year. In this research the researcher has selected one of the classes at ninth grade of MTs.TI Paninggahan, where the reseacher selected the sample by writing the name of all the class in roll of small papers. Then the researcher put and shake them, then choose one of them. The small paper which had been chosen is the sample of this research. So, the researcher got IX 2 as sample of this research. the result of the students' attitude about the cognitive aspect that got very good percentage. It was seen that the students have positive attitude in create more on writing recount text. In cognitive aspect it was seen that the students have positive attitude in connect the knowledge on writing recount text, and apply their knowledge in write the recount text.

Kata kunci maksimal 5 kata

Students' Attitude, Assignment, Recount Text

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Writing is one of the four language skills beside listening, speaking, and reading. It is an activity to combine words in form of meaningful messages that the writer wants to express. In writing process, the writer must use right sentences by choosing words that are appropriately connected with the topic. The writer has to compose good sentences and organize it well. The writer also has to make communicative writing which can be understood by the readers.

Related to teaching activity, especially in teaching writing of English, there are several factors that should be considered by the teacher. Such as material, media, teaching strategy, and assignment. Assignment is another factor which is involved in the learning process. It is conducted for getting information about the improvement of the students' understanding about the material that has been taught. The teacher must prepare the best assignment to get the

information about the students' improvement on learning. The assignment should be based on material that has been taught by the teacher.

Students' attitude is how students' react toward an object. The students' attitude is organized by motivation, emotional, perception and monitoring in learning activity. Students' attitude can be interpreted as learners' positive or negative reaction to the learning process. Both of these two sides give important impact for the teaching writing in the classroom. In addition, all of the above psychological aspects will influence students' learning activities, both in learning skills of language, such as, speaking, listening, reading, and writing and in learning components of language such as grammar, spelling, pronunciation, and vocabulary. Those aspects should be paid attention by the teachers in learning activities.

Furthermore, especially in learning writing in junior high school, which is aimed at enhancing the students' ability in writing text related to the situation surrounding them, the students start to learn how to express the short monolog written text in various genres in the daily life context. Then they should be able to write some kinds of text through some exercises, practice, or assignments.

Based on curriculum 2013 there are many genres of text that should be learnt by the students in junior high school. At eighth grade of MTs.TI Paninggahan, for example, the students should learn descriptive, narrative, procedure, report, and recount texts. In learning those texts, the students had different problems. Some problems are on how to read it, some others are on how to write it.

The writer chose recount text in this research because in recount text the students can write their own story to complete their assignments. They write about their own activity in the last day, so it will help the students to be easy in developing the idea because it is based on their activity or experiences in the past and it would decrease cheating among the students. It is known that recount text is the text which tells the readers about past events on experiences of the writers, that is a text that retells past events or activities, which are usually in order in which they are happened.

The purpose of this recount text is giving the audiences or readers about what is occurred and when it is occurred. In fact, there are two components that should be considered by the students. They are generic structure (orientation, events, and re-orientation) and

language feature (focuses on specific participants, using chronological connection, circumstances of time and place, using action verb, and using simple past tense).

Based on the writer's observation on August, 23th 2020 at the eighth grade students of MTs. TI Paninggahan (now they are at the ninth grade) which focused on the students' activities on learning recount text, especially on learning writing it, it was found that the students had problems in some aspects. Some problems the students have in learning writing recount text were: first, the students have anxiety in learning writing recount text. It can be caused by their lack of vocabulary to write good recount text. It is known that the amount of vocabulary owned or mastered by the students will determine their ability in writing.

The second problem was on the students' behaviour towards assignment on writing of recount text given by the teacher. It is related to the condition of students' attitude in doing the assignment. Some students were bored when they had to complete the assignments of recount text given by the teacher. They had lack of enthusiasm in doing the assignment. It seems that they had lack of positive attitude toward doing writing assignment in this recount text.

The third problem found was related to the students' perception towards media used by the teacher in teaching writing of recount text, especially in writing the generic structure of recount text. The teacher only used the book as a media, so the students were often bored, unmotivated, and they were lazy during the process of understanding the generic structure of recount text. In this condition, it made them hard to think about how to write recount text creatively.

The fourth problem found was that the students were difficult to organize their ideas in making sentences of recount text. They were confuse to connect the idea in form of sentence and paragraph. They knew about the key point of idea of their text, but they did not know how to collaborate the idea in sentences. So, it made the writing process do not effective and it would take a lot of time.

Finally, the problem found was the students were still anxious to face the test of writing the recount text given by the teacher as one of the evaluation section. They were anxious in completing the test of writing the recount text. It was found that the students were still confuse to use correct grammar in completing the test of writing the recount text. They

did not know how to use the verb of past tense and some other grammatical rules appropriately.

In fact to be success in learning recount text, it is determined by some factors such as doing or making the assignment by students themselves, as well as using the appropriate teaching and learning media by the teacher. Ideally, giving assignment by the teacher to the students routinely could stimulate the students positive perception, motivation, as well as attitude toward writing recount text, so it can improve the students' skills in writing this recount text.

Furthermore, assignment is something that is given by the teacher to the students which purpose as a way to elaborate the material as well as to strengthen the knowledge or lesson that given by the teacher. Assignment that is given by the teacher includes the material that has been learned in the class. In fact, the teacher usually assigns the assignment to the students at the end of the lesson and based on the student's experiences in form of phases that include planning phases, editing, and re-writing. Then the students write their activity in the past.

Based on the writers' observation above, this research had been focused on recount text as one of the types or genres of texts that are implemented in English teaching process at junior high school. In this research the researcher wants to know how the students' attitude toward assignment given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 academic year.

B. Research Questions

In order to be able to answer the questions in the formulation of the problem above, the researcher clarified the following research questions:

1. How was the students' attitude from affective aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year?
2. How was the students' attitude from behaviour aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year?

3. How was the students' attitude from cognitive aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year?

C. Purposes of the Research

Based on the research questions above, the purposes of the research were to know:

1. The students' attitude on affective aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year.
2. The students' attitude on behaviour aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year.
3. The students' attitude on cognitive aspect toward assignments given by the teacher on writing recount text at ninth grade of MTs.TI Paninggahan at 2020/2021 Academic Year.

D. Research Outcome

The result of this research was expected to be significance both practically and theoretically. Practically, the result of this research expects to give contribution for English teachers and can offer teachers to be more creative in giving assignments on writing recount text at ninth grade students of MTs. TI Paninggahan. Theoretically, the result of this research expects to improve practical process for the teacher especially on giving assignment on writing recount text at ninth grade of MTs. TI Paninggahan at 2020/2021 academic year.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Writing

Writing is an activity to express the idea, opinion, and experience, feelings, thought for communication to other people by written words. Furthermore, the writer should consider the grammar, spelling accurately, punctuation meaningfully, linking idea and information across sentences to develop a topic. The writer has to organize the sentences into a coherent whole text which is as possible and complete in it, so that the writer able to communicate

successfully with the readers through the medium of writing. There are several opinions proposed by some experts about writing.

According to Langan (2001: 10) writing is way to communicate with the reader and to work through the writing process. Writing is an activity or a process to find out new things and deliver the idea by using word and sentences. Thus, writing is a process that involves the steps to deliver the idea, developing the supporting ideas, and organizing those idea into good arrangement.

Additionally, Nunan (2003: 88) defines that writing is activity in expressing ideas and organizing those ideas into sentences and paragraphs that will be clear to the reader, and it is the mental work of inventing and expressing the ideas into written form. It means that writing is a communication in written form between the writer and the readers. The writer should write clearly by using correct spelling, grammar, and punctuation to make the readers understand.

Moreover, Leo (2007: 2) defines that writing is process of expressing idea in correct word and sentences. It means that writing is a toll to express idea to communicate with the reader without facial expression, gestures, or body languages. In writing the writer can explore their feeling, argument, and opinion in written form which can be new information, knowledge and point of view for the reader.

Finally, Dewi (2013: 2) states that writing is the expression of language in the forms of letter, symbols, or words. It means that writing is an ability to put the thoughts and feelings into a set of signs or symbols and put them on the paper which can be understand by the reader. Writing is the expressing ideas, and thoughts from the writer to the reader in written form. The writer does not just use the symbols but should make a good arrangement. In addition, writing is an activity to express idea, feeling, and opinions through words to readers in written form.

Based on the explanation above, it can be concluded that writing is a complex process for conveying or delivering idea, thoughts, opinions and feelings for communication to other people by written words that other people can understand. It includes the choice of word, punctuation, organizing, coherently, revising into good arrangement and editing text for appropriate grammar and some corrections.

B. Recount Text

Recount is reconstruction of something happened in the past. There are several opinions presented by some experts about recount text. According to Davies (2000: 8) a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. It means that recount is a text that tells an event or story in the past. The aim is to give the information to the readers.

Furthermore, Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simple type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account. It means that recount text is one of the stories which tell a something that occur in the past event..

Furthermore, Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simple type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account. It means that recount text is one of the stories which tell a something that occur in the past event.

Moreover, Keir (2009: 9) states that recount text type tells the reader what happened in an informative or entertaining way. It is important that students understand that recounts describe past events in the order in which the occurred. There are three main types of recount texts: the personal recount that tells the reader about an event in which the writer was personally involved, the factual recount that records an incident such as an accident or a science experiment, and the imaginative recount used in narrative writing. Recounts are usually structured into three parts: the orientation, the record of event, and a reorientation.

In addition, Purwanti (2013: 9) defines that recount text is a type of text that has the main function or communicative purpose to tell the reader about past event or past experience. It means that recount text is a text which tells about what happened and it is focused on a sequence of events. Recount text has main function to tell about past event based on the experience of the writer.

Based on the definition above, it can be concluded that recount text is one of the texts taught to the students of junior high school, in which the text tells an event or story in the past. The aim is to give the information to the readers.

C. Students' Attitude

Attitudes are relatively sedentary tendency to react in a way good or bad about something. The students have their own attitude about something. According to Brown (2001: 61) attitude is characterized by a large measurement of emotional involvement such as feelings, self, relationships in a community. It means that attitude is the react or emotional of someone about something in a certain way.

Furthermore, Krech and Crutchfield in Ahmadi (2002: 163) define that attitude is organization from motivation, emotional, perception or monitoring in aspect from individual life. Montana and Kasprzyk (2008: 21) says that attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs with positively valued outcomes will result from performing of the behavior and will have a positive attitude toward the behavior.

Choyimah (2014: 113) defines that attitude is one of affective factors contributing to the success of learning. It means that attitude can be interpreted as learners' positive or negative reaction to the target language.

In addition, Morgan in Maya (2015: 5) states that an attitude is usually defined as a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situation. It means that attitude is someone's behavior someone related directly to the object based on individual feeling, such as like or dislike about something, happy or unhappy, agree or disagree.

Based on the definition above, it can be pointed on that attitude is emotional factor, the reaction or response of someone about something. The reaction of attitude can be positive and negative. As the reaction, attitude always related to two alternative that is like or dislike, obey and perform or avoid it.

D. Assignment

Assignment is the exercise to support and strengthen the students' understanding of the material given by the teacher. The students did the assignment then checked by the teacher to assess the students' work in order to know whether the students can understand the material that has been learned.

According to Poerwadarminta (2005: 1299) assignment is a task that should be done or determined to be done, a task that becomes a responsibility someone's answer. It means that the assignment should be done by the student to relearn the subject matter given by the teacher. The student's success to reach a good output is determined by some factors such as assignment given to students routinely for the students.

In addition, Xu & Yuan (2003: 25) state that assignments is considered to support the students in understanding the material. It is as an incentive that will motivate the students for studying. It means that by using assignment, the teachers are able measure how far the students understanding about the material. The teachers also believe that giving assignment to the student will give crucial role in student learning.

Furthermore, Djamarah dan Zain (2006: 153) state that the assignment is a job that demands implementation for completed. The teacher can give assignments to students as inseparable part of students' learning assignments. Its mean that assignment is a job that the students should completed to show how the students' understand about the material. Students that do the assignments should understand what they have to do in the assignment. Teacher can give some questions based on the assignment to check students' understanding.

Based on explanation above, it can be concluded that assignment is one way to make the students active in teaching and learning process. Assignment is used as a way of teaching and learning interaction which is signed by giving assignment and done by the students at school or at home, individually or in a group. So the students should not only complete the assignment but also the student should understand what they have done in the assignment.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by using descriptive quantitative method. The design was used because the purpose of the research is to determine the students' attitude toward assignment given by teacher on writing recount text at ninth grade students of MTs.TI Paninggahan at 2020/2021 academic year. It is supported by Gay (2000: 275) who says that descriptive research involves collecting data in order to get the answer from research questions concerning the current status of the subject of the study. The researcher analyzed the students' attitude toward assignment given by teacher on writing recount text at ninth grade students' of MTs. TI Paninggahan at 2020/2021 Academic year.

B. Population and Sample

1. Population

According to Gay (2009: 275) population is a group which the writer would like the result of the study to be generalized. The population of this research is the ninth grade students of MTs. TI Paninggahan at 2020/2021 academic year. There were three classes at ninth grade students of MTs. TI Paninggahan with the total number of students were 70 students. The total population can be seen on the next table:

Table 1: Population of the Research

| No | Class | Number of Students |
|--------------|-------|--------------------|
| 1 | IX 1 | 25 |
| 2 | IX 2 | 21 |
| 3 | IX 3 | 24 |
| Total | | 70 |

2. Sample

According to Gay (2009: 121) sample is the process of selecting a number of individual for a study in such a way that individuals represent to large group from which that are selected.

Based on the population above the researcher used cluster random sampling technique. According to Sugiyono (1999: 59) cluster random sampling technique is the technique in which the sample selection is done on the groups that have similar characteristic.

In this research the researcher has selected one of the classes at ninth grade of MTs. TI Paninggahan, where the researcher selected the sample by writing the name of all the class in roll of small papers. Then the researcher put and shake them, then choose one of them. The small paper which had been chosen is the sample of this research. So, the researcher got IX 2 as sample of this research.

C. Instrument of the Research

The instrument of this research was non-test in form of questionnaire. According to Herlina (2011: 23) there are several categories measuring the attitude which can be measured by using likert scale, one of them can be in the categories such as Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2, and Strongly Disagree (SDA) 1.

In making questionnaires, the researcher used three components; affective, behavior, and cognitive component as the indicators. The affective aspect consists of 4 items of statements, the behavior aspect consist of 20 statements, and cognitive aspect consist of 16 items of statements, so the total of item in this research is 40 items. Each of the items has been done in one minute, and the researcher has given 5 minutes for giving the direction of how to do the questionnaire and collecting the questionnaire, so the total time used is 45 minutes. This questionnaire was only used for getting the information about students' attitude toward assignment given by the teacher on writing recount text at ninth grade students of MTs. TI Paninggahan 2020/2021 academic year.

This questionnaire was validated by using expert validators in order to get the validity of this research instrument. There were two expert validators used to validate each items of the questionnaire. They were Ms. Dewi Ariani, M. Pd and Mr. Drs. M. Ilyas, M. M. Both of them are the lecturers of Social Education Department at FKIP UMMY Solok.

Based on theories that had been discussed in chapter II, the questionnaire was constructed as follows:

Table 2: The Indicator of Questionnaires in Students' Attitude toward Assignments Given by the Teacher on Writing Recount Text.

| No | Indicators | Sub Indicators | Number of Items for Sub Indicators |
|-------------------|-----------------------|---|---|
| 1. | The affective aspect | 1. The students feeling about writing assignment on recount text. a. The students like or dislike about assignment on writing recount text. | 1, 2, 3, 4 |
| 2. | The behavioral aspect | 2. The students' action about writing assignment on recount text. a. Students absorb the situation of doing assignment on writing recount text. b. The students do hard working to learn more about writing recount text diligently. c. The students do more observation about writing recount text. d. The students are more enthusiasm to solve the problems in writing assignment on recount text. e. The students are more active during the learning process on recount text. | 5, 6, 7, 8 9, 10, 11, 12 13, 14, 15, 16 17, 18, 19, 20 21, 22, 23, 24 |
| 3. | The cognitive Aspect | 3. Students' belief about writing assignment on recount text. a. The students create about writing assignment on recount text. b. The students connect the point or main idea on writing recount text c. The students correct the assignment on writing recount text. d. The students apply the assignment on writing recount text. | 25, 26, 27, 28 29, 30, 31, 32 33, 34, 35, 36 37, 38, 39, 40 |
| Total Item | | | 40 |
| Total Time | | | 45` |

Each of the statement was written based on the indicators of attitude. It was in positive statements, so all of the items in the questionnaires in positive statements. It means that in this research the questionnaire used was the positive questionnaire. Herliana in Suparyanto (2011:

23) argues that positive statement is if the researcher's expectation suitable with the statement; and the score given is from 5 to 1. The criterias for scoring is shown in table 3 below:

Table 3: Alternative Answer of Questionnaire

| Respond | Score Value |
|-------------------|-------------|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

D. Technique of Data Collection

In this research, questionnaire was used to collect the data about students' attitude toward assignment given by the teacher on writing recount text in the ninth grade students of MTs. TI Paninggahan. The data was collected on August 8th 2019. In the process of collecting the data, the researcher distributed the questionnaire as the instrument of the research to the sample. Then, the researcher ask the students to answer it and the researcher collected it from them. After collecting the questionnaire, the researcher calculated the percentage of students' attitude toward assignment given by the teacher on writing recount text in the ninth grade students' of MTs. TI Paninggahan at 2020/2021 Academic Year.

E. Technique of Analyzing the Data

After the process of collecting the data, the researcher explained the result of the research. The data was analyzed by calculating the percentage of students' attitude by using the formula which is suggested by Riduwan (2010: 89) as follows:

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

Where:

P = Percentage of the answer.

F = Frequency

N = Total Frequency

Then, after measuring the total percentage of the students' attitude score, the percentation is classified based on the classification which is suggested by Riduwan (2010: 89) as seen in the following interval table:

| Interval the Frequency of The Students' Attitude | Classification Level of Students' Attitude |
|--|--|
| 81 %- 100 % | Excellent |
| 61%- 80 % | Very Good |
| 41 %- 60 % | Good |
| 21 %- 40 % | Poor |
| 0 %- 20 % | Very Poor |

Hasil Penelitian

A. Finding

1. Data Description

After the calculation of students' score of questionnaire that had been done on 8th August 2019, the description of the students' attitude towards assignments that given by the teacher on writing recount texts can be seen in the following table.

Table 4: The Percentage of Students' Scores in Questionnaire

| No | Statement | Responses | | | | | Total | Percentage |
|----|---|-----------|----|----|----|----|-------|------------|
| | | SA | A | N | D | SD | | |
| 1. | The teacher asks me to plan the theme of writing recount text. | - | 36 | 30 | 4 | - | 70 | 66,67% |
| 2. | The teacher asks me to write the first paragraph on writing recount text. | 15 | 32 | 18 | 8 | - | 73 | 69,52% |
| 3. | The teacher asks me to make the correction of my writing recount text. | 20 | 32 | 18 | 6 | - | 76 | 72,38% |
| 4. | I re-write my writing assignment of recount text from any correction/suggestion that given by my friend. | 10 | 36 | 12 | 12 | - | 70 | 66,67% |
| 5. | I can absorb the knowledge about how to plan the theme from the writing assignment that is given by my teacher in writing recount text. | 20 | 44 | 12 | 4 | - | 80 | 76,19% |
| 6. | I can absorb the knowledge from the writing assignment given by | 20 | 32 | 27 | - | - | 79 | 75,23% |

| | | | | | | | | |
|-----|--|----|----|----|---|---|----|--------|
| | my teacher when I write the first paragraph in recount text. | | | | | | | |
| 7. | I can absorb the knowledge from the writing assignment given by my teacher when the teacher asks me to make the correction of my friend's writing. | 5 | 40 | 24 | 2 | 1 | 72 | 68,57% |
| 8. | I can absorb the knowledge from suggestion on my writing that given by my friend. | 20 | 44 | 18 | - | - | 82 | 78,09% |
| 9. | I can striving to learn more about how to plan the theme of my writing assignment that is given by my teacher. | 20 | 56 | 9 | - | - | 85 | 80,95% |
| 10. | I can striving to learn more about how to write my first paragraph in doing my writing assignment that is given by my teacher in writing recount text. | 20 | 32 | 27 | - | - | 79 | 75,23% |
| 11. | I can striving to learn more to do my writing assignment that is given by my teacher. | 25 | 32 | 15 | 6 | - | 78 | 74,28% |
| 12. | I can striving to learn more about how to correct my writing assignment from the suggestions that are given by my friend. | 25 | 28 | 24 | 2 | - | 79 | 75,23% |
| 13. | I do more observation in making the plan of theme. | 25 | 28 | 27 | - | - | 80 | 76,19% |
| 14. | I do more observation in writing the first paragraph of recount text. | 20 | 52 | 9 | 2 | - | 83 | 79,04% |
| 15. | I do more observation to make the correction on my writing assignment of recount text. | 10 | 32 | 24 | 6 | - | 72 | 68,57% |
| 16. | I do more observation to correct my writing assignment based on the suggestions that are given by my friend. | 30 | 40 | 15 | - | - | 85 | 80,95% |
| 17. | I am more enthusiasm to solve the problem on the planning of the | 35 | 36 | 9 | 4 | - | 84 | 80% |

| | | | | | | | | |
|-----|---|----|----|----|---|---|----|--------|
| | theme of my writing assignment on recount text. | | | | | | | |
| 18. | I am more enthusiasm to solve the problem in making the first paragraph on recount text. | 25 | 44 | 15 | - | - | 84 | 80% |
| 19. | I am more enthusiasm to solve the problem to make the correction of my writing recount text. | 15 | 44 | 18 | 2 | - | 79 | 75,23% |
| 20. | I am more enthusiasm to solve the problem on my writing from the suggestions that are given by my friend. | 5 | 48 | 18 | 2 | 1 | 74 | 70,47% |
| 21. | I am more active during planning the theme of my assignment on writing recount text. | 30 | 36 | 18 | - | - | 84 | 80% |
| 22. | I am more active during writing the first paragraph in writing recount text. | 20 | 44 | 15 | 2 | - | 81 | 77,14% |
| 23. | I am more active during making the correction of recount text. | 40 | 40 | 9 | - | - | 89 | 84,76% |
| 24. | I am more active during correcting my assignment from the suggestions that are given by my friend. | 20 | 36 | 21 | 2 | - | 77 | 73,34% |
| 25. | I can create more about making the plan of theme of my writing on recount text. | 25 | 28 | 27 | - | - | 80 | 76,19% |
| 26. | I can create more about making the first paragraph on writing recount text. | 25 | 36 | 18 | 2 | - | 81 | 77,14% |
| 27. | I can create more about correction my friend's writing on recount text. | 10 | 36 | 27 | - | 1 | 74 | 70,47% |
| 28. | I can create more on writing recount text based on suggestion from my friend. | 15 | 36 | 15 | 6 | 1 | 73 | 69,52% |
| 29. | I can connect the knowledge of making the plan of theme with the writing process of recount text. | 25 | 32 | 24 | - | - | 81 | 77,14% |

| | | | | | | | | |
|-------------------------|---|----------------|----------------|----------------|---------------|---------------|-------------|--------|
| 30. | I can connect the knowledge of making the first paragraph with the process of writing on recount text. | 35 | 36 | 12 | 2 | - | 85 | 80,95% |
| 31. | I can connect to make the correction with my writing on recount text. | 25 | 40 | 18 | - | - | 83 | 79,04% |
| 32. | I can connect my knowledge with the suggestion given by my friend. | 15 | 20 | 33 | 4 | - | 72 | 68,57% |
| 33. | I am able to check the plan of theme of my writing on recount text. | 25 | 28 | 21 | 4 | - | 78 | 74,28% |
| 34. | I am able to check the first paragraph of my writing on recount text. | 25 | 28 | 21 | 2 | 1 | 77 | 73,34% |
| 35. | I am able to check my friend's writing on recount text. | 20 | 40 | 15 | 4 | - | 79 | 75,23% |
| 36. | I am able to check my writing based on the suggestion given by my friend. | 30 | 36 | 18 | - | - | 84 | 80% |
| 37. | I am able to apply my knowledge in the planning of theme of the writing recount text. | 35 | 36 | 15 | - | - | 86 | 81,90% |
| 38. | I am able to apply my knowledge in making the first paragraph on writing recount text. | 20 | 32 | 27 | - | - | 79 | 75,23% |
| 39. | I am able to apply my knowledge in correction of my friend's writing on recount text. | 35 | 20 | 24 | 2 | - | 81 | 77,14% |
| 40. | I am able to apply my knowledge to correct my writing based on the suggestion given by my friend on writing the recount text. | 35 | 28 | 18 | - | 1 | 82 | 78,09% |
| Total Scores | | 875 | 1436 | 745 | 90 | 6 | 3170 | |
| Percentage | | 27, 60% | 45, 29% | 23, 50% | 2, 83% | 0, 18% | 100% | |
| Total Frequency | | 4200 | | | | | | |
| Total Percentage | | 75, 47% | | | | | | |

Based on the table above, it can be described that from 21 students and 3170 of total students' score, 875 (27, 60%) the students' score in strongly agree. In option of agree the score 1436 (45, 29%). In the category of neutral the score 745 (23, 50%). In the option of disagree the score 90 (2, 83%), and in the option of strongly disagree the score 6 (0, 18%). Total frequency 4200 and the result of total percentage 75, 47%.

The final percentage 75, 47%, it can be classified as **very good** classification. It means that the students had **positive attitude** toward assignments given by the teacher on writing recount text. It is positive because all the items of questionnaire was in positive statements (it is positive questionnaire). This positive attitude can be good condition for the students to do the assignments on writing recount text given by the teacher in the class.

In addition, the students did more creative in making the assignment of recount text based on the teacher was given, and more active in writing process. The students were easier in planning of theme, making their ideas into paragraph, and then to check or correct in capitalization, punctuation and other that they have written.

2. Data Analysis

After gathering the data, the researcher analyzed the result of this research about students' attitude toward assignments given by the teacher on writing recount text based on 3 indicators as the following table.

1. Students' Attitude Based on Affective Aspect

After giving 4 items of the questionnaire on affective aspect to 21 students, the finding can be presented in table below:

Table 5: The Percentage of Students' Attitude Based on Affective Aspect

| No | Statement | Responses | | | | | Total | Percentage |
|----|---|-----------|----|----|----|----|-------|------------|
| | | SA | A | N | D | SD | | |
| | The teacher asks me to plan the theme of writing recount text. | - | 36 | 30 | 4 | - | 70 | 66,67% |
| 2. | The teacher asks me to write the first paragraph on writing recount text. | 15 | 32 | 18 | 8 | - | 73 | 69,52% |
| 3. | The teacher asks me to make the correction of my writing recount text. | 20 | 32 | 18 | 6 | - | 76 | 72,38% |
| 4. | I re-write my writing assignment of recount text from any | 10 | 36 | 12 | 12 | - | 70 | 66,67% |

| | | | | | | | | |
|-------------------------|--|----------------|----------------|----------------|----------------|-----------|-------------|--|
| | correction/suggestion that given by my friend. | | | | | | | |
| Total Scores | | 45 | 136 | 78 | 30 | 0 | 289 | |
| Percentage | | 15, 57% | 47, 05% | 26, 98% | 10, 38% | 0% | 100% | |
| Total Frequency | | 420 | | | | | | |
| Total Percentage | | 68, 80% | | | | | | |

Based on the table 5 above, it can be seen that the students' total score 289 from 21 students and 4 items of affective aspect. In the category of strongly agree the students' total score 45 (15, 57%). In the category of agree 136 (47, 05%). In category of neutral 78 (26, 98%). In the category of disagree 30 (10, 38%), and no students choose for category of strongly disagree. Total frequency 420 and the result of total percentage 68, 80%.

It can be concluded that the final percentage 68, 80%. It is classified as **very good**. It means that some of the students had **positive attitude** toward assignment given by the teacher on writing recount text in affective aspect. The students agreed toward assignment given by the teacher on writing recount text from affective aspect. It means that most of students like toward assignment given by the teacher on writing recount text. The students were interested in planning and writing a recount text.

2. Students' Attitude Based on Behavior Aspect

To measure the students' attitude based on behavior aspect, the result of percentage can be seen in the following table below:

Table 6: The Percentage of Students' Attitude Based on Behavior Aspect

| No | Statements | Responses | | | | | Total | Percentage |
|----|---|-----------|----|----|---|----|-------|------------|
| | | SA | A | N | D | SD | | |
| | I can absorb the knowledge about how to plan the theme from the writing assignment that is given by my teacher in writing recount text. | 20 | 44 | 12 | 4 | - | 80 | 76,19% |
| 2. | I can absorb the knowledge from the writing assignment given by my teacher when I write the first paragraph in recount text. | 20 | 32 | 27 | - | - | 79 | 75,23% |
| 3. | I can absorb the knowledge from the writing assignment given by my teacher when the teacher asks | 5 | 40 | 24 | 2 | 1 | 72 | 68,57% |

| | | | | | | | | |
|-----|--|----|----|----|---|---|----|--------|
| | me to make the correction of my friend's writing. | | | | | | | |
| 4. | I can absorb the knowledge from suggestion on my writing that given by my friend. | 20 | 44 | 18 | - | - | 82 | 78,09% |
| 5. | I can striving to learn more about how to plan the theme of my writing assignmnet that is given by my teacher. | 20 | 56 | 9 | - | - | 85 | 80,95% |
| 6. | I can striving to learn more about how to write my first paragraph in doing my writing assignmnet that is given by my teacher in writing recount text. | 20 | 32 | 27 | - | - | 79 | 75,23% |
| 7. | I can striving to learn more to do my writing assignment that is given by my teacher. | 25 | 32 | 15 | 6 | - | 78 | 74,28% |
| 8. | I can striving to learn more about how to correct my writing assignmnet from the suggestions that are given by my friend. | 25 | 28 | 24 | 2 | - | 79 | 75,23% |
| 9. | I do more observation in making the plan of theme. | 25 | 28 | 27 | - | - | 80 | 76,19% |
| 10. | I do more observation in writing the first paragraph of recount text. | 20 | 52 | 9 | 2 | - | 83 | 79,04% |
| 11. | I do more observation to make the correction on my writing assignmnet of recount text. | 10 | 32 | 24 | 6 | - | 72 | 68,57% |
| 12. | I do more observation to correct my writing assignmnet based on the suggestions that are given by my friend. | 30 | 40 | 15 | - | - | 85 | 80,95% |
| 13. | I am more enthusiasm to solve the problem on the planning of the theme of my writing assignment on recount text. | 35 | 36 | 9 | 4 | - | 84 | 80% |
| 14. | I am more enthusiasm to solve the problem in making the first paragraph on recount text. | 25 | 44 | 15 | - | - | 84 | 80% |

| | | | | | | | | |
|-------------------------|---|----------------|----------------|----------------|---------------|---------------|-------------|--------|
| 15. | I am more enthusiasm to solve the problem to make the correction of my writing recount text. | 15 | 44 | 18 | 2 | - | 79 | 75,23% |
| 16. | I am more enthusiasm to solve the problem on my writing from the suggestions that are given by my friend. | 5 | 48 | 18 | 2 | 1 | 74 | 70,47% |
| 17. | I am more active during planning the theme of my assignment on writing recount text. | 30 | 36 | 18 | - | - | 84 | 80% |
| 18. | I am more active during writing the first paragraph in writing recount text. | 20 | 44 | 15 | 2 | - | 81 | 77,14% |
| 19. | I am more active during making the correction of recount text. | 40 | 40 | 9 | - | - | 89 | 84,76% |
| 20. | I am more active during correcting my assignment from the suggestions that are given by my friend. | 20 | 36 | 21 | 2 | - | 77 | 73,34% |
| Total Scores | | 430 | 788 | 334 | 34 | 2 | 1606 | |
| Percentage | | 26, 78% | 49, 06% | 20, 79% | 2, 11% | 0, 12% | 100% | |
| Total Frequency | | 2100 | | | | | | |
| Total Percentage | | 76, 47% | | | | | | |

Based on table 6 above, it can be seen that total items of behavior aspect 20 statements. In the category of strongly agree, the students' total score 430 (26, 78%). In category of agree the students' score 788 (49, 06%). In the category of neutral the score 334 (20, 79%). In the category of disagree the score 34 (2, 11%), and in strongly disagree the score 2 (0, 12%). The students' total score is 1606 from 21 students and total frequency 2100 and the result was 76, 47%.

It can be seen that the final percentage is 76, 47%. It is classified as **very good**. It means that some of the students had **positive attitude** toward assignments given by the teacher on writing recount text from behavior aspect. Averagely, students agreed toward assignments given by the teacher on writing recount text from behavior aspect. Most of students were very active in creating the writing recount text. The students were more enthusiasm during the process of writing recount text.

3. Students' Attitude Based on Cognitive Aspect

To know the students' attitude based on cognitive aspect, the result of percentage can be seen in the following table:

Table 7: The Percentage of Students' Attitude based on Cognitive Aspect

| No | Statements | Responses | | | | | Total | Percent age |
|-----|--|-----------|----|----|---|----|-------|-------------|
| | | SA | A | N | D | SD | | |
| 1. | I can create more about making the plan of theme of my writing on recount text. | 25 | 28 | 27 | - | - | 80 | 76,19% |
| 2. | I can create more about making the first paragraph on writing recount text. | 25 | 36 | 18 | 2 | - | 81 | 77,14% |
| 3. | I can create more about correction my friend's writing on recount text. | 10 | 36 | 27 | - | 1 | 74 | 70,47% |
| 4. | I can create more on writing recount text based on suggestion from my friend. | 15 | 36 | 15 | 6 | 1 | 73 | 69,52% |
| 5. | I can connect the knowledge of making the plan of theme with the writing process of recount text. | 25 | 32 | 24 | - | - | 81 | 77,14% |
| 6. | I can connect the knowledge of making the first paragraph with the process of writing on recount text. | 35 | 36 | 12 | 2 | - | 85 | 80,95% |
| 7. | I can connect to make the correction with my writing on recount text. | 25 | 40 | 18 | - | - | 83 | 79,04% |
| 8. | I can connect my knowledge with the suggestion given by my friend. | 15 | 20 | 33 | 4 | - | 72 | 68,57% |
| 9. | I am able to check the plan of theme of my writing on recount text. | 25 | 28 | 21 | 4 | - | 78 | 74,28% |
| 10. | I am able to check the first paragraph of my writing on recount text. | 25 | 28 | 21 | 2 | 1 | 77 | 73,34% |
| 11. | I am able to check my friend's writing on recount text. | 20 | 40 | 15 | 4 | - | 79 | 75,23% |
| 12. | I am able to check my writing based on the suggestion given by my friend. | 30 | 36 | 18 | - | - | 84 | 80% |

| | | | | | | | | |
|-------------------------|---|----------------|----------------|----------------|---------------|---------------|-------------|--------|
| 13. | I am able to apply my knowledge in the planning of theme of the writing recount text. | 35 | 36 | 15 | - | - | 86 | 81,90% |
| 14. | I am able to apply my knowledge in making the first paragraph on writing recount text. | 20 | 32 | 27 | - | - | 79 | 75,23% |
| 15. | I am able to apply my knowledge in correction of my friend's writing on recount text. | 35 | 20 | 24 | 2 | - | 81 | 77,14% |
| 16. | I am able to apply my knowledge to correct my writing based on the suggestion given by my friend on writing the recount text. | 35 | 28 | 18 | - | 1 | 82 | 78,09% |
| Total Scores | | 300 | 512 | 333 | 26 | 4 | 1275 | |
| Percentage | | 23, 52% | 40, 15% | 26, 11% | 2, 03% | 0, 31% | 100% | |
| Total Frequency | | 1680 | | | | | | |
| Total Percentage | | 75, 89% | | | | | | |

Based on table 7 above, it can be seen that total items of behavior aspect was 16 statements. The category of strongly agree, the students' total score 300 (23, 52%). In category of agree 512 (40, 15%). In the category of neutral 333 (26, 11%) . In the category of disagree 26 (2, 03%), and in category strongly disagree 4 (0, 31%). The students' total score 1275 from 21 students and total frequency 1680 and the result was 75, 89%.

It can be seen that the final percentage is 75, 89%. It was classified as **very good**. It means that some of the students had positive attitude toward assignments given by the teacher on writing recount text from cognitive aspect. Most of students understood in creating, connecting and applying their assignment on writing recount text.

B. Discussion

Based on the problem of the condition of students' attitude toward assignments given by the teacher on writing recount text, some students are bored when they have to complete the assignments of recount text. They have lack of enthusiasm in doing the assignments of recount text given by the teacher.

Furthermore, students' attitude is one of the important factors to determine the success of language learning. Attitudes are relatively sedentary to react in a way good or bad about

something. The attitude can be interpreted as learners' positive or negative reaction to the target language.

From the finding above, it could be said that the students had positive attitude toward assignment given by the teacher on writing recount text. After the researcher distributed and analyzed the questionnaire, it was found that the students' attitude toward assignment given by the teacher on writing recount text was very good. As stated by Kusuma (2013: 220), the students' success to reach a good output was determined by some factors such as giving assignment routinely for the students and it should be done by the student to relearn the material given by the teacher. In general it is revealed in indicators that got very good percentage toward assignment given by the teacher on writing recount text for more explained could be through indicators.

In other case, there are three indicators of the statement on the questionnaire, they are affective, behavior, and cognitive aspect. In affective aspect it was seen based on the description, the result of the students attitude about the affective aspect got very good percentage. The students liked assignments that given by the teacher to write and discuss recount text. The students were more interested during the writing process.

Furthermore, in behavior aspect it was seen based on the description, the result of students attitude about behavior aspect that got very good percentage. The students were more active during the process of writing recount text. The students more striving to learn more about plan of theme, write the first paragraph, check and correct the recount text.

Based on cognitive aspect, based on the description, the result of the students attitude about the cognitive aspect that got very good percentage. It was seen that the students have positive attitude in create more on writing recount text. In cognitive aspect it was seen that the students have positive attitude in connect the knowledge on writing recount text, and apply their knowledge in write the recount text.

By considering the students' score in responding each indicator, it can be concluded that the students' attitude toward assignments given by the teacher on writing recount text at the ninth grade students of MTs. TI Paninggahan at 2020/2021 academic year was at very good level. It shows that students had very good attitude and they were interest in doing the assignments given by the teacher on writing recount text.

Simpulan dan Saran

A. Conclusions

Based on the finding of the research in chapter four, it could be concluded that the students had positive attitude toward assignments given by the teacher on writing recount text, and it was classified as very good classification. The following items were the result of students' attitude toward assignment given by the teacher on writing recount text based on three indicators, they are affective, behavior and cognitive aspect. It could be concluded as follow:

1. The final percentage of students' attitude based on affective aspect toward assignments given by the teacher on writing recount text at ninth grade students of MTs. TI Paninggahan at 2020/2021 academic year was 68, 80% which could be classified as very good level. It means that the students had very good attitude toward assignments given by the teacher on writing recount text from affective aspect. Most students feel happy toward assignment that given by their teacher in the class.
2. The final percentage of students' attitude based on behavior aspect toward assignments given by the teacher on writing recount text at ninth grade students of MTs. TI Paninggahan at 2020/2021 academic year was 76, 47% which could be classified as very good level. It means that most students were more active when they make assignment that is given by their teacher.
3. The final percentage of students' attitude based on cognitive aspect toward assignments given by the teacher on writing recount text at ninth grade students of MTs. TI Paninggahan at 2020/2021 academic year was 75, 89% which could be classified as very good level. It means that most students had positive attitude in connect the knowledge on writing recount text, and apply their knowledge in write the recount text. Most students have better understanding in making recount text through assignment itself.

B. Suggestions

Based on the finding of the research above, the researcher offers some suggestions. The suggestions are expected to giving information about students' attitude toward assignments given by the teacher on writing recount text. The suggestions are as follow:

1. For the teacher, the teacher should be more creative in giving assignments on writing recount text. Hopefully the teacher was suggested to know the students' difficult in writing recount text activity.
2. For the students, it was hoped that the students have more efforts to improve their ability in writing recount text. The students can be more active and motivate themselves to understand the assignment of writing recount text.
3. For the next researcher, the next researcher can continue this research in the future. It was suggested to other researchers to carry out further studies about students' attitude toward assignments given by the teacher on writing recount text.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

| No | Nama Kegiatan | Bulan | | | | | | | | | | | |
|----|--|-------|---|---|---|---|---|---|---|---|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Pengusulan proposal penelitian | √ | √ | | | | | | | | | | |
| 2 | Revisi proposal penelitian | | | √ | | | | | | | | | |
| 3 | Observasi awal ke lokasi penelitian | | | | √ | | | | | | | | |
| 4 | Merancang instrument penelitian | | | | | √ | | | | | | | |
| 5 | Pelaksanaan treatment penelitian | | | | | | √ | √ | | | | | |
| 6 | Pelaksanaan post-test (pengumpulan data) | | | | | | | | √ | | | | |
| 7 | Analisis Data | | | | | | | | | √ | √ | | |
| 8 | Publikasi hasil penelitian | | | | | | | | | | | √ | |
| 9 | Pelaporan hasil penelitian | | | | | | | | | | | | √ |

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

DAFTAR PUSTAKA

1. Abidin, Mohamad Jafre Zainol. 2012. 'EFL Students' Attitude toward Learning English Language'. Asian Social Science. 2. Retrieved December 10, 2018, from <http://dx.doi.org/10.5539/ass.V8n2p119.pdf>.
2. Ahmadi, Abu. 2002. *Psikologi Sosial*. Jakarta: PT Rineka Cipta.
3. Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
4. Baker, Mona. 2011. *Three Components of Writing Skill*. New York: Routledge.

5. Bailey, Stephen. 2003. *Academic Writing: A Practice Guide for Students*. New York: Rotleggefalmer.
6. Brown, H. Douglas. 2001. *Principles of Language Learning and Teaching*. New York: Pearson Education Ltd.
7. Choyimah, Nurul. 2014. *(basic)Statistics in English Language Education*. Tulungagung.
8. Darminto. 2012. 'Pengaruh Intensitas Pemberian Tugas Rumah Terhadap Prestasi Belajar Kelas X Peserta Didik Teknik Kendaraan Ringan Di SMK Muhammadiyah 3 Yogyakarta'. Retrieved December 10, 2018, from <https://eprints.uny.ac.id/25494/1/Darminto%20%2007504241011.pdf>.
9. Davies, Bruce. 2000. *Targeting Text*. Sydney: Blake Education.
10. Dewi, Utami. 2013. *How to Write*. Medan: Latansa Press
11. Djamarah, Syaiful Bahri dan Aswan Zain. 2006. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta.
12. Eshghinejad, Shahrzad. 2016. *EFL 'Students' Attitude toward Learning English Language'*. Cogent OA. 1-2. Retrieved December 10, 2018, from <http://dx.doi.org/10.1080/233186x.2016.1236434>.
13. Feng, R. & Chen, H. 2009. 'An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition'. *English Language Teaching*. 93–97. Retrieved Januari 12, 2018, from <http://www.ccsenet.org/journal/index.php>.
14. Gay L. Arasian R. 2000. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. Tokyo: Merril Publishing Company.
15. Garrison, M. E. B. 2004. 'The Relationship between Classroom Motivation and Academic Achievement in Elementary School-aged Children. *Family and Consumer Sciences Research Journal*, 33(2), 106-120.
16. Harmer, Jeremy. 2007. *How to Teach Writing*. Harlow: Person Education Limited.
17. Harris, O. Jeff, and Hartman, Sandra J. 2002. *Organizational Behavior*. New York: Howarth Press Inc.
18. Hartono, Rudi. 2005. *Genres of the Texts*. Semarang: English Department Faculty of Language and Art Semarang State University.
19. Kara, Ahmet. 2009. *The Effect of A Learning Theories Unit on Students' Attitude towards Learning*. Australian Journal of Teacher Education, 100-113. Retrived December 12, 2018, from <https://ro.ecu.edu.au/ajte/vol34/iss3/5/>
20. Keir, June. 2009. *Informative Texts*. Canberra: Ready-Ed Publications.
21. Knapp, P. Watkins, M. 2005. *Genre Text Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.
22. Langan, Jhon. 2001. *English Skills*. Seventh Edition. New York: McGraw-Hill Companies Higher Education.

23. Leo, Sutanto et al. 2007. *English for Academic Purpose Essay Writing*. Yogyakarta: C.V Andi Offset.
24. Masnawati. 2018. 'The Analysis of Students' Attitude toward Using Google Document in Writing Persuasive Essay'. *Unpublished Thesis*. Solok: UMMY Solok.
25. Maya. 2015. 'The Students' Attitude towards the use of Worksheet in Teaching English at Eleventh Grade Students' of SMA Negeri 2 Takalar'. *Unpublished Thesis*. Makassar: Universitas Muhammadiyah Makassar.
26. Montana, D.E, and Kasprzyk, D. 2008. *Theory of Reasoned Action, Theory of Behavior and Planned Behavior and the Integrated Behavioral Model*. Health Behavior Theory, Research and Practice. Retrived January 12, 2018, from https://www.researchgate.net/profile/Danuta_Kasprzyk/publication/288927435_Health_Behavior_and_Health_Education_Theory_Research_and_Practice/links/56eabb1008ae95fa33c851df.pdf
27. Nashrullah, Ali Muhtadin Jihad. 2017. 'Students' Perception toward Assignment Their Learning'. *Unpublished Thesis*. Purwokerto: University Muhammadiyah of Purwokerto.
28. Ngabut, C.Y. 2003. *Instructional Material of Writing II*. Palangkaraya: The Faculty of Teacher Training and Education of University of Palangkaraya.
29. Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
30. Purwanti. 2013. *Let's write English Texts*. Yogyakarta: PT. Citra Aji Parana.
31. Poerwadarminta. 2005. *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka.
32. Raimes, Aan. 2010. *Technique in Teaching Writing*. London. Oxford University Press.
33. Richards, Jack C and Renandya Willy A. 2002. *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge: Cambridge University Press.
34. Riduwan. 2010. *Belajar Mudah Penelitian untuk Guru, Karyawan, dan Peneliti Pemula*. Bandung. Alfabeta.
35. Sarwono, Sarlito W, et al. 2009. *Psikologi Sosial*. Jakarta: Salemba Humanika.
36. Soekrisno. 2001. *Komponen-komponen Sikap Sosial*. Retrieved January 15, 2018, from <http://pgrilamlapura.co.cc/rs.kjm.siv>.
37. Storch, Neomy. 2005. *Collaborative Writing: Product, Process, and Students' reflections*. Journal of Second Language Writing, No. 14, pp. 153-173.
38. Sugiyono. 1999. *Statistika untuk Penelitian*. Bandung: Alfabeta.
39. Xu, J & Yuan, R. 2003. *Doing Homework: Listening to Students, 'Parents', and Teachers' Voices in one Urban Middle School Community*. Lincoln IL: The School Community Journal. Retrived January 15, 2018, from https://www.researchgate.net/publication/265324186_Doing_Homework_Listening_to_Students'_Parents'_and_Teachers'_Voices_in_One_Urban_Middle_School_Community.
40. Zuhri. Syafudin. 2012. *Improving the Ability in Writing a Recount Text of the First Year-Students of MAN Wlingi through the Collaborative Writing Strategy*. Blitar.

Lampiran 1. Justifikasi Anggaran Penelitian

| 1. Honor | | | | |
|-------------------------------|---|---------------------------|--------------------------|--|
| Honor | Honor/Jam (Rp) | Waktu (jam/minggu) | Minggu | Honor per Tahun/ 12 bulan (Rp.) |
| Validator Instrument | 150.000 | 2 | 2 | 600.000 |
| Pengumpul Data | 100.000 | 4 | 1 | 400.000 |
| Analisis Data | 200.000 | 2 | 1 | 400.000 |
| Sub Total (Rp.) | | | | 1.400.000 |
| 2. Peralatan Penunjang | | | | |
| Material | Justifikasi Pemakaian | Kuantitas | Harga Satuan (Rp) | Biaya per Tahun |
| Buku referensi | Referensi/ rujukan bahan penelitian | 10 | 128.000 | 1.280.000 |
| Fotocopy | Perbanyak instrument penelitian | 5 | 96.000 | 480.000 |
| Dokumentasi selama penelitian | Penelitian | 4 | 150.000 | 600.000 |
| Jumlah | | | | 2.360.000 |
| 3. Bahan Habis Pakai | | | | |
| Material | Justifikasi Pemakaian | Kuantitas | Harga Satuan (Rp) | Biaya per Tahun |
| Kertas HVS | Print laporan penelitian, instrument penelitian | 3 | 60.000 | 180.000 |
| Tinta Printer EPSON | Print laporan penelitian, instrument penelitian | 4 | 175.000 | 700.000 |
| Buku folio | Catatan lapangan penelitian | 1 | 23.000 | 23.000 |
| Pen Correction (Tipe X) | Catatan lapangan penelitian | 2 | 8.500 | 17.000 |
| Bulpoint | Catatan lapangan penelitian | 6 | 4.000 | 24.000 |
| Spidol Snowman | Pelaksanaan Penelitian | 2 | 9.000 | 18.000 |
| Map File Bening | Penyimpanan SK Pelaksanaan Kegiatan | 8 | 7.500 | 60.000 |
| Map Dokumen | Penyimpanan bahan-bahan hasil penelitian | 2 | 24.000 | 48.000 |
| Materai 10000 | Kontrak Penelitian | 12 | 10.000 | 120.000 |
| Jumlah | | | | 1.190.000 |
| 4. Perjalanan | | | | |
| Material | Justifikasi Perjalanan | Kuantitas | Harga | Biaya/tahun/12 |

| | | | | |
|---|-----------------------|------------------|--------------------------|-----------------------------|
| | | | Satuan (Rp) | bulan (Rp) |
| Biaya Transportasi Observasi | Perjalanan Observasi | 2 | 50.000 | 100.000 |
| Biaya Transportasi Penelitian | Perjalanan Penelitian | 8 | 50.000 | 400.000 |
| Jumlah | | | | 500.000 |
| 5. Lain-lain | | | | |
| Kegiatan | Justifikasi | Kuantitas | Harga Satuan (Rp) | Biaya per Tahun (Rp) |
| Publikasi di Jurnal | Luaran | 1 | 250.000 | 250.000 |
| Sub Total (Rp) | | | | 250.000 |
| TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP) | | | | 5.700.000 |

Lampiran 2. Instrumen Penelitian

INSTRUMENT OF THE RESEARCH (QUESTIONNAIRE)

INSTRUMENT OF THE RESEARCH

An Analysis of Students' Attitude towards Assignments Given by the Teachers at Ninth Grade of MTs.TI Paninggahan on 2020/2021 Academic Year

I. General Instruction

This questionnaire is made to collect the information about your attitude toward assignment given by the teacher on writing recount text. You will get several questions about your attitude toward assignment given by the teacher on writing recount text. This are several alternative answer for every questions as follows :

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SDA = Strongly Disagree

The researcher hope you will choose these appropriate statements honestly, because this reseach will not influence your English score in the class. The reseacher hopes this reseach will give contribution to make better for the future.

II. Specific Instruction

1. You have 40 minutes to choose the statements below.
2. Read every statements and give (√) sign in colom available.
3. Give your appropriate choice based on real fact

| No | Statement | Responses | | | | |
|-----|--|-----------|---|---|---|----|
| | | SA | A | N | D | SD |
| 1. | The teacher asks me to plan the theme of writing recount text. | | | | | |
| 2. | The teacher asks me to write the first paragraph on writing recount text. | | | | | |
| 3. | The teacher asks me to make the correction of my writing recount text. | | | | | |
| 4. | I re-write my writing assignment of recount text from any correction/suggestion that given by my friend. | | | | | |
| 5. | I can absorb the knowledge about how to plan the theme from the writing assignment that is given by my teacher in writing recount text. | | | | | |
| 6. | I can absorb the knowledge from the writing assignment given by my teacher when I write the first paragraph in recount text. | | | | | |
| 7. | I can absorb the knowledge from the writing assignment given by my teacher when the teacher asks me to make the correction of my friend's writing. | | | | | |
| 8. | I can absorb the knowledge from suggestion on my writing that given by my friend. | | | | | |
| 9. | I can striving to learn more about how to plan the theme of my writing assignment that is given by my teacher. | | | | | |
| 10. | I can striving to learn more about how to write my first paragraph in doing my writing assignment that is given by my teacher in writing recount text. | | | | | |
| 11. | I can striving to learn more to do my writing assignment that is given by my teacher. | | | | | |
| 12. | I can striving to learn more about how to correct my writing assignment from the suggestions that are given by my friend. | | | | | |
| 13. | I do more observation in making the plan of theme. | | | | | |
| 14. | I do more observation in writing the first paragraph of recount text. | | | | | |
| 15. | I do more observation to make the correction on my writing assignment of recount text. | | | | | |
| 16. | I do more observation to correct my writing assignment based on the suggestions that are given by my friend. | | | | | |
| 17. | I am more enthusiasm to solve the problem on the planning of the theme of my writing assignment on recount text. | | | | | |
| 18. | I am more enthusiasm to solve the problem in making the first paragraph on recount text. | | | | | |
| 19. | I am more enthusiasm to solve the problem to make the correction of my writing recount text. | | | | | |
| 20. | I am more enthusiasm to solve the problem on my writing from the suggestions that are given by my friend. | | | | | |
| 21. | I am more active during planning the theme of my assignment on writing recount text. | | | | | |
| 22. | I am more active during writing the first paragraph in | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| | writing recount text. | | | | | |
| 23. | I am more active during making the correction of recount text. | | | | | |
| 24. | I am more active during correcting my assignment from the suggestions that are given by my friend. | | | | | |
| 25. | I can create more about making the plan of theme of my writing on recount text. | | | | | |
| 26. | I can create more about making the first paragraph on writing recount text. | | | | | |
| 27. | I can create more about correction my friend's writing on recount text. | | | | | |
| 28. | I can create more on writing recount text based on suggestion from my friend. | | | | | |
| 29. | I can connect the knowledge of making the plan of theme with the writing process of recount text. | | | | | |
| 30. | I can connect the knowledge of making the first paragraph with the process of writing on recount text. | | | | | |
| 31. | I can connect to make the correction with my writing on recount text. | | | | | |
| 32. | I can connect my knowledge with the suggestion given by my friend. | | | | | |
| 33. | I am able to check the plan of theme of my writing on recount text. | | | | | |
| 34. | I am able to check the first paragraph of my writing on recount text. | | | | | |
| 35. | I am able to check my friend's writing on recount text. | | | | | |
| 36. | I am able to check my writing based on the suggestion given by my friend. | | | | | |
| 37. | I am able to apply my knowledge in the planning of theme of the writing recount text. | | | | | |
| 38. | I am able to apply my knowledge in making the first paragraph on writing recount text. | | | | | |
| 39. | I am able to apply my knowledge in correction of my friend's writing on recount text. | | | | | |
| 40. | I am able to apply my knowledge to correct my writing based on the suggestion given by my friend on writing the recount text. | | | | | |



UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LP3M)
Kampus I Jln. Jendral Sudirman No. 6 Telp. 0755-20565
Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. SolokTelp. 0755-20127

Surat Tugas

No. **04.12**/ST-P/LP3M-UMMY/IV-2021

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Marsika Sepyanda, S.Pd., M.Pd.**
NIDN : 1015098702
Tempat/Tanggal Lahir : Solok/15 September 1987
Pangkat/Golongan Ruang : Asisten Ahli/IIIc
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Attitude towards Assignments Given by the Teachers at Ninth Grade of MTs.TI Paninggahan on 2020/2021 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 12 April 2021
Kepala LP3M UMMY

DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402