

**STUDENTS' PERCEPTION ON LEARNING WRITING (A CASE  
STUDY OF THE FIFTH SEMESTER STUDENTS OF ENGLISH  
STUDY PROGRAM AT IAIN PALOPO)**

*A THESIS*

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training  
Faculty of State Islamic Institute of Palopo for Undergraduate Degree of English  
Education*



**By:**

**Jamila  
1502020010**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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**IAIN PALOPO**

**By:**

**Jamila  
1502020001**

**Supervised By:**

**Dr. Masruddin, S.S., M.Hum.  
Andi Tenrisanna Syam, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

## STATEMENTS AUTHENTICITY

1. Who undersigned below,

Nama : Jamila  
Registration Number : 15.0202.0010  
Faculty : Tarbiyah and Teacher Training  
Study program : English Study Program

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2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

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Palopo, 28<sup>th</sup> December 2022

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(Jamila)

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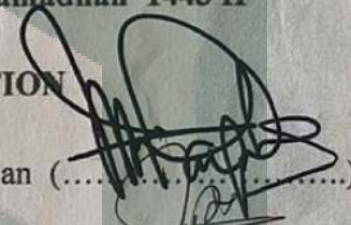

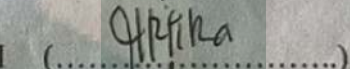
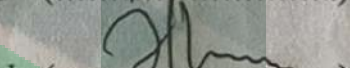
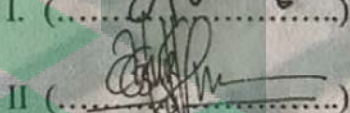


## THESIS APPROVAL

This thesis entitled "STUDENTS' PERCEPTION ON LEARNING WRITING THE FIFTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT IAIN PALOPO " Which is Written by Jamila Reg. Number. 15.0202.0010, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Tuesday, 27<sup>th</sup> of April 2022, coincided with 26 Ramadhan 1443 H it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Wednesday, 28<sup>th</sup> of April 2022  
27 Ramadhan 1443 H

### COMMITTEE OF EXAMINATION

- |                                     |                        |   |
|-------------------------------------|------------------------|---|
| 1. Amaliah Yahya, SE., M.Hum.       | Trial Chairman (.....) |   |
| 2. Dewi Furwana, S.pd.I., M.Pd.     | Examiner I (.....)     |  |
| 3. St. Hartina S. Pd., M.pd         | Examiner II (.....)    |  |
| 4. Dr. Masruddin, S.S., M.Hum.      | Consultant I. (.....)  |  |
| 5. A.Tenrisanna syam, S. pd., M.pd. | Consultant II (.....)  |  |

### Approved by;

a.nRektor IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty



Dr. Nurdin K, M.Pd  
NIP. 19681231 199903 1 014

Head of the Study Program  
English Language Education



Amalia Yahya, S.E., M.H  
NIP. 19771013 200501 2 006

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Palopo, January 25<sup>th</sup> 2022

The Researcher,

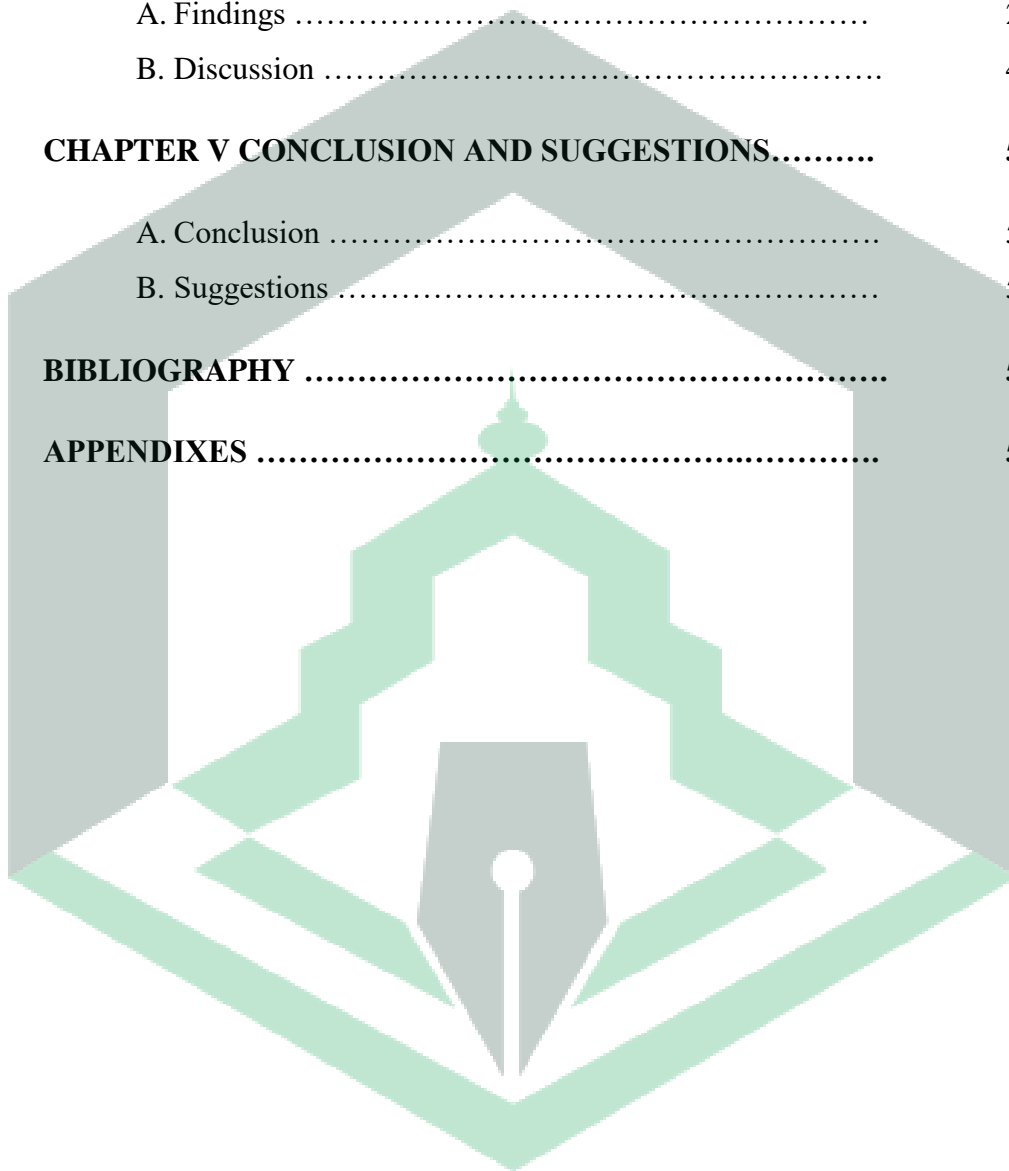
**Jamila**



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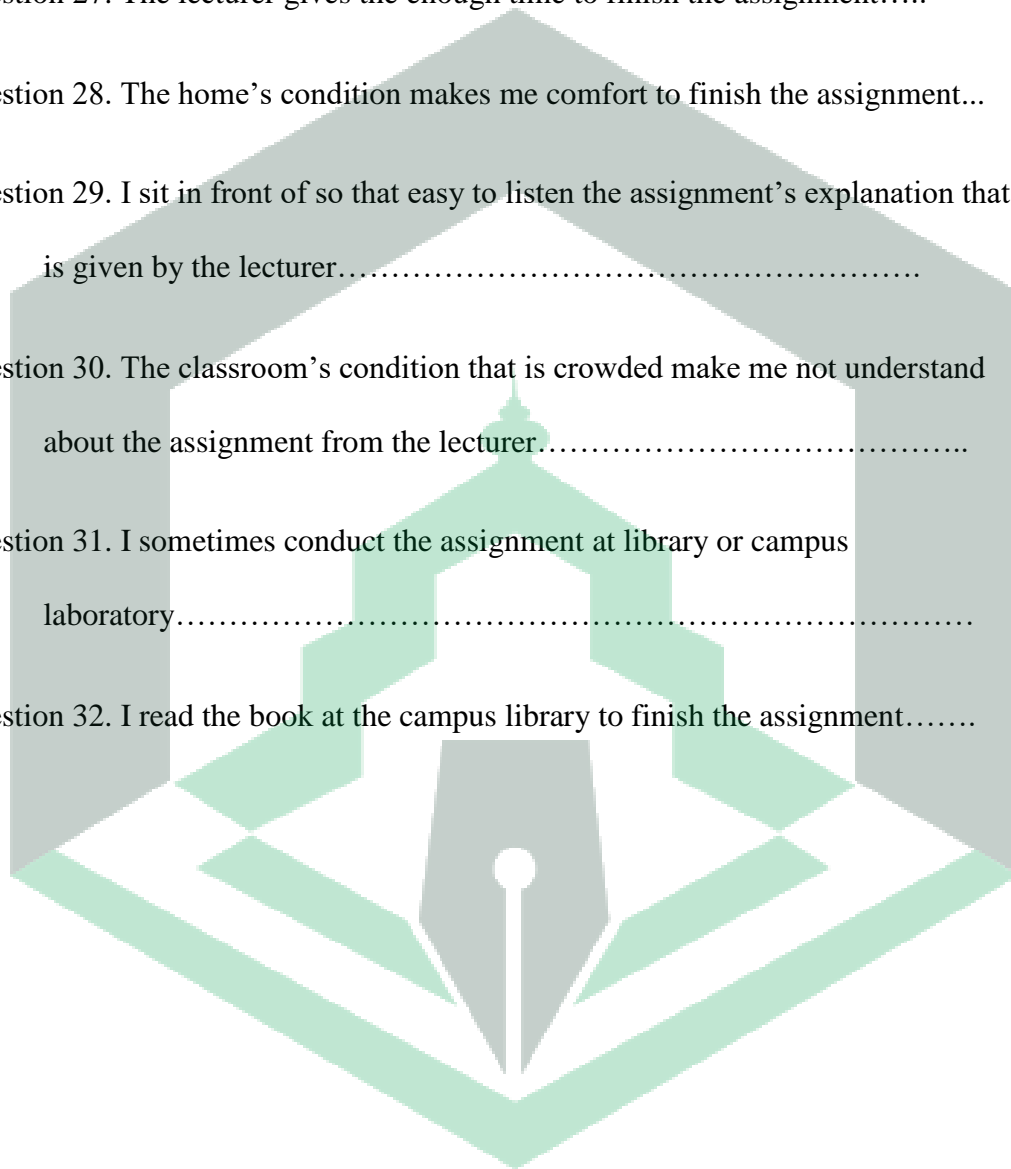


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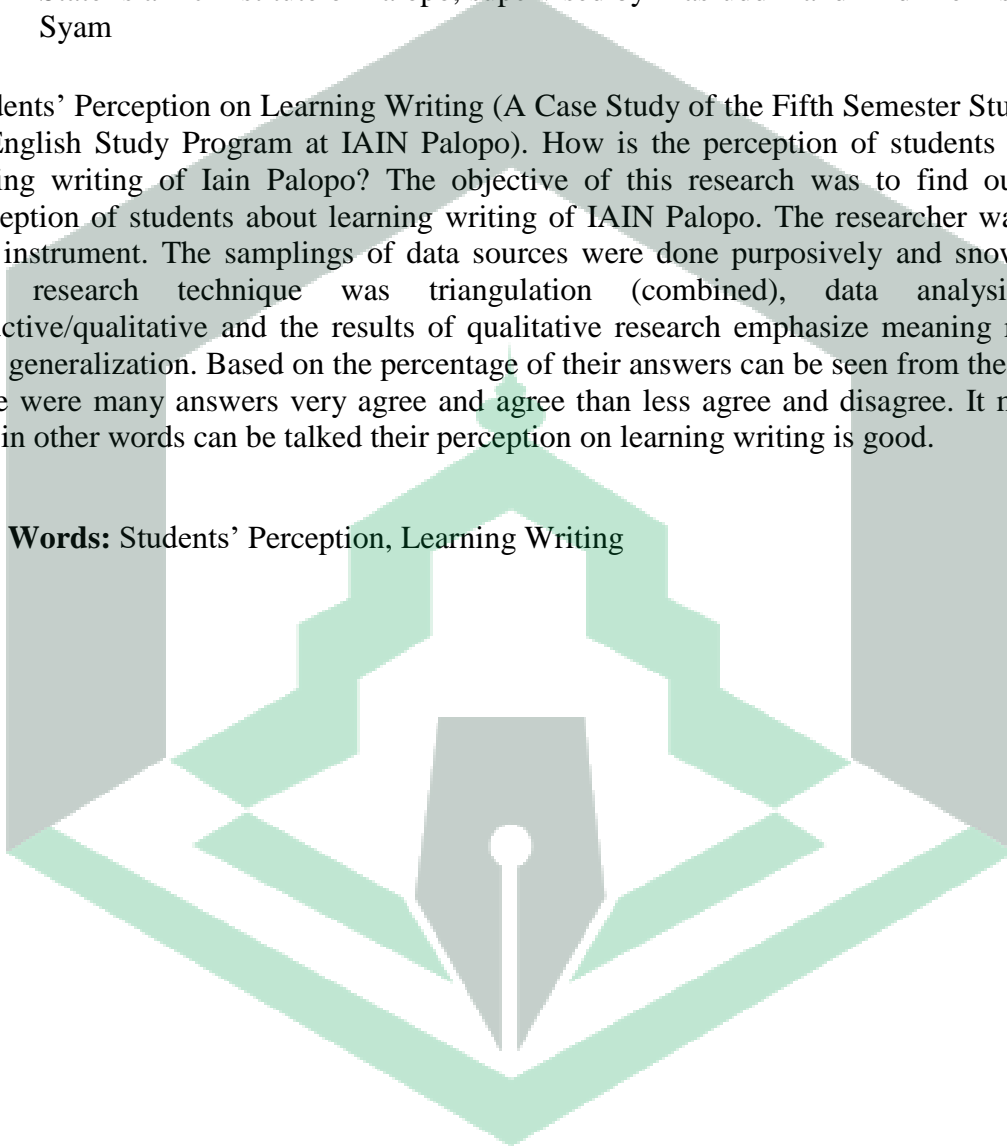


## ABSTRACT

**Jamila, 2022.** *“Students’ Perception on Learning Writing (A Case Study of the Fifth Semester Students of English Study Program at IAIN Palopo)”* Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Masruddin and Andi Tenrisanna Syam

Students’ Perception on Learning Writing (A Case Study of the Fifth Semester Students of English Study Program at IAIN Palopo). How is the perception of students about learning writing of Iain Palopo? The objective of this research was to find out the perception of students about learning writing of IAIN Palopo. The researcher was the key instrument. The samplings of data sources were done purposively and snowball. The research technique was triangulation (combined), data analysis is inductive/qualitative and the results of qualitative research emphasize meaning rather than generalization. Based on the percentage of their answers can be seen from the chart there were many answers very agree and agree than less agree and disagree. It means that in other words can be talked their perception on learning writing is good.

**Key Words:** Students’ Perception, Learning Writing





# CHAPTER I

## INTRODUCTION

### *A. Background*

Writing is one of skill in English, which is the most useful skill for life, in addition to other skill. Writing is skill language that has great benefits for human life, especially students, writing is needed in school environment not only as tool for transferring the knowledge for teacher to the student, but also as one of English skill that should be learned by students, besides other skill like reading, speaking and listening.

Writing is one of skill English is a process as expressing ideas on thought in word should be done at our leisure. It is different if it is compared with another activity in English (speaking) and conversation) writing skill is an activity that using a language in written form in writing activity the language user as information producer and it is not face with information receivers directly, while in speaking and conversation, the language users never worry to make misunderstanding to their listeners because all of the misunderstanding and misinterpretation can be anticipated with strategy competence and the rhetorical style directly. On the other hand it is different in writing activity.

As for the learning process in Palopo (IAIN), like the others, which applies an open system, what is meant by an open system is a learning system that is done face-to-face, while the media used is both print (module) and non-print (audio / video). , computer/internet, radio and television, students of IAIN palopo can learn independently, students are trained to learn on their own initiative. Independent

learning is usually done alone or in groups, lecturers provide teaching materials designed to be studied individually or in groups, in addition to using teaching materials provided by student lecturers can also take the initiative to utilize their own teaching materials, both face-to-face and through the internet, radio and television. Independent learning many things that are determined by the ability to learn depend on the opportunity and ability of students to understand what is explained by lecturers, students of IAIN Palopo are required to have religious attitude, independence, discipline, initiative and strong learning motivation.

Based on the research of researchers during the lecture at IAIN Palopo in 2015 today, most students are less enthusiasts in learning to learn writing, this is seen in the mid-semester and final result that most remedial. Motivation and interest in low writing skills, student motivation can be seen when the student receives the subject matter. This is shown in the attitude of students who tend to be busy, chat with friends or focus on the phone and do not notice the ongoing learning. If a student is given a somewhat difficult practice, the student does not work on the question and is not motivated to seek the solution. Students prefer to wait for the teacher to finish the question. This is because students are less given the opportunity to ask and convey opinions.

Based on the issue will be conducted research students perception on learning writing (A case study of the fifth semester students at english studi program IAIN Palopo. To know where the students are facing problems that are less motivated in learning writing.

## ***B. Problem Statement***

Based on this background, the formulation of the problem in this research how is the perception of students about learning writing of Iain Palopo?

## ***C. Objective of the Research***

Based on the problem statement that has been formulated above, the researcher states the objective of this research was to find out the perception of students about learning writing of IAIN Palopo.

## ***D. Significances of the Research***

### 1. Theoretical benefits

Theoretically, the results of this study are expected to contribute knowledge to the development of science in order to be better for the future. This research is also expected to provide references related to students' perceptions of writing learning.

### 2. Practical Benefits

#### a. For Researcher

As a means to add insight, knowledge, and experience related to the problems studied specifically about writing learning

#### b. For the Students

As a reference material for student knowledge about learning writing learning abilities through student perceptions. So that it became easy in the writing learning process in the following semester.

c. For the University

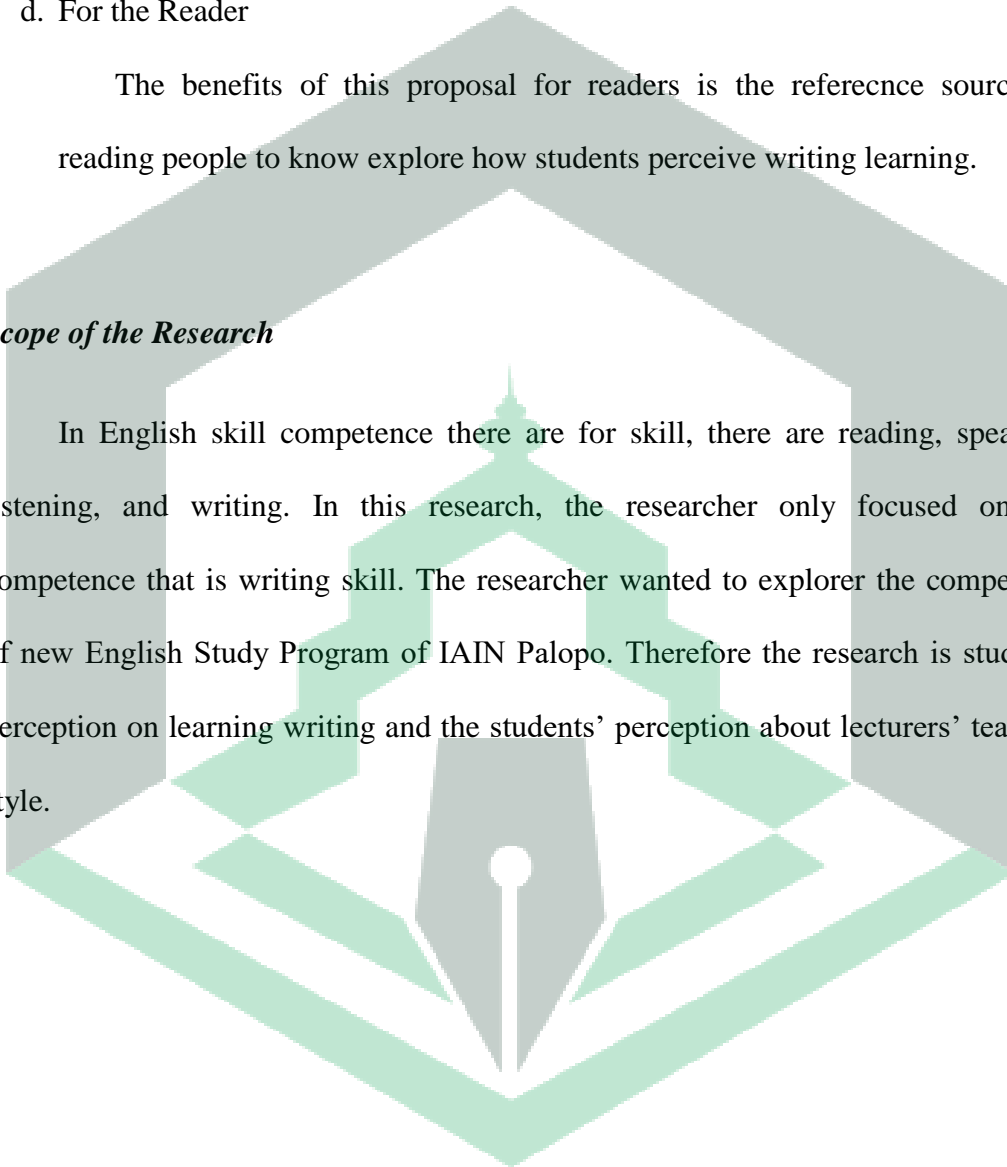
This research is expected to be used as references as material for further research in more depth in the future.

d. For the Reader

The benefits of this proposal for readers is the reference source for reading people to know explore how students perceive writing learning.

***E. Scope of the Research***

In English skill competence there are for skill, there are reading, speaking, listening, and writing. In this research, the researcher only focused on one competence that is writing skill. The researcher wanted to explorer the competence of new English Study Program of IAIN Palopo. Therefore the research is students' perception on learning writing and the students' perception about lecturers' teaching style.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

Some researchers have conducted research on student's perception they are:

1. Lilies Youlia Friatin (2018) this paper is a case study on teaching writing through the facebook group in EFL. Class which is intended to examine the students perception on the use facebook group in teaching and learning EFL writing. Descriptive by conducting closed-ended questionnaire to 17 students at twelfth grade of SMAN 2 Ciamis which were selected purposively as the respondents. The findings asserted that the students' perceptions toward the use of facebook group in teaching and learning ELF writing showed positive influence that the application of facebook group gave positive effects to the student, it motivated and made the students enjoy in learning writing. Therefore the difference in previous studies using descriptive qualitative research methods by conducting closed questionnaires on class XII students of SMAN 2 Ciamis who were selected purposively as respondents. While this research uses qualitative research methods which are carried out on the campus of the IAIN Palopo State Institute,
2. Ida Ayu Kade Dessy Pradnyani (2015) this thesis entitles "Students' Perception on Writing Skill; A Survey Study at second grade students of SMPN 15 Mataram" aims to find out the students' perception in writing skill whether good or bad. Students' scores were analyzed qualitatively<sup>1</sup>. First the data were collected by

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<sup>1</sup> Ida Ayu Kade Dessy Pradnyani. (2015, July). *Students' Perception on Writing Skill (A Survey Study at Second Grade Students of SMP N 15 Mataram)*

questionnaire (close-ended question) which consists of 20 questions divided into two parts, namely student and teacher aspects. Then the students also answered 3 types of open ended questions. Second, the data was also taken from the interview consisting of three questions that aim to strengthen their response to the questionnaire. The data interview was taken place after seeing and observing the results of the students' answers are similar, the number of students who were taken in every class consisted of 3 people so the total students in the interview was 9 people. The difference between the previous research and this research is that it uses a qualitative research method. First, the data was collected using a questionnaire consisting of 20 questions which was conducted at SMPN 15 Mataram. While this research uses qualitative research methods which are carried out on the campus of the IAIN Palopo State Institute,

3. Ahkmad Habibi and Sri wachyuni nur husni (2017) The aim of this research was to find out students' problems in writing in the fifth-semester students in one Islamic University in Jambi<sup>2</sup>. We used survey and the population of this research was the fifth-semester students consisting of 198 students. 70 students were selected as the sample. The questionnaire consists of 28 questions of 7 types of problems with 5 alternative answers. The researcher used SPSS to analyze the data. It was found that there were 7 types of the problems that students faced in their writing course. They were poor organization/illogical sequence, problems of word choice, grammatical error, spelling problems, supporting ideas confusions, punctuation problems, and capitalization. The overall mean of students' problems

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<sup>2</sup> Akhmad Habibi and Sri Wachyuni Nur Husni. (2017, August). *Students' Problem in Writing at the Fifth Semester Students in One Islamic University Jambi*

in writing in the fifth semester students in Islamic Institution in Jambi. The difference from previous research is that previous research used the SPSS method to analyze the data, while the research used qualitative methods. While this study used qualitative research methods which were carried out on the campus of the IAIN Palopo.

## ***B. Some Pertinent Ideas***

### **1. Writing**

#### **a. Definition of writing**

Writing skill is one type of language skills that must be mastered by a student. Many experts have suggested the notion of writing. In the opinion of Abbas (2006: 125), Writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of the disclosure of ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

According to Rofi'uddin and Zuhdi (1999:159), writing skills are a skill to express thoughts, ideas, opinions about something, responses to a statement of desire, or disclosure of feelings by using written discussion through sentences that are arranged in full and clearly so that they can be communicated to the reader successfully. Writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties. Whereas according to Byrne (Haryadi and Zamzani, 1996: 77), essay writing skills or writing is pouring

thoughts into through sentences that are arranged in full and clearly so that they can be communicated to the reader successfully.

According to Henry Guntur Tarigan (2008: 3), writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties<sup>3</sup>. Byrne (Haryadi and Zamzani, 1996: 77), essay writing skills or writing is pouring thoughts into written language through sentences that are arranged in full and clearly so that they can be communicated to the reader successfully. In the opinion of Burhan Nurgiyantoro Writing is a productive and expressive activity so that the writer must have the ability to use vocabulary, writing and language structure. Sentences that are arranged in full and clearly so that they can be communicated to the reader successfully. In the opinion of Burhan Nurgiyantoro writing is a productive and expressive activity so that the writer must have the ability to use vocabulary, writing and language structure.

Atar Semi (1993: 47) defines writing skills as an act of transferring thoughts and feelings into written language using symbols. In line with that opinion according to Harris (Ahmad Rofi'uddin and Darmiyati Zuhdi, 1999: 276) writing skills are defined as the ability to use language to express ideas, thoughts or feelings to others by using written language. Writing is an activity of expressing ideas, ideas, thoughts or feelings into linguistic symbols.

#### b. The Purpose of Writing

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<sup>3</sup> Henry Guntur Tarigan. *Writing Skill*. Bandung: Pustaka Pelajar.P.3



Every writer must have a clear purpose of writing to be written. The goals that a writer wants to achieve very as follows:

- 1) Makes the reader think and reason,
- 2) Let readers know about what is being reported,
- 3) Make readers opinionated,
- 4) Make the reader understand,
- 5) Make the reader persuaded by the content of the essay,
- 6) Make the reader happy by living the values put forward such as truth values, religious values, educational values, social values, moral values, human, and aesthatic values.

According to Semi (2007:14-21), revealed that in general the purpose of people to write, namely:

- 1) To tell something, telling here has the intention that other people or readers know about what the outhor is experiencing, dreaming of, imagining, or thinking,
- 2) To give instruction or directions mianing that if someone teaches others how do, give instruction, or give directions with the ringht steps, it means that person is giving instructions or directions. To summarize, meaning by writing a summary, the reader will be very helpful and very easy to study the contents of a long and thick book.

Based on some of these opinions, it can be concluded that the purpose of writing is so that the reader knows, understands and understands the values in a

writing so that the reader thinks, thinks or does something related to the content of the writing.

c. The benefits of writing

The main function of writing is as an indirect communication tool. Writing is very important for education because it can make it easier for students to think. Writing can also help someone think critically. (Henry Guntur Tarigan, 2008: 23) situations that must be considered in writing are the intent of the writer, reader or viewer, and time and opportunity.

According to Mohamad Yunus and Suparno (2009: 14), the benefits of writing are as follows.

- 1) Increase intelligence,
- 2) Develop initiative and creative power,
- 3) Cultivate courage,
- 4) Encourage willingness and ability to collect information.

Based on the opinion above, it can be concluded that the benefit of writing is to develop creativity, namely by finding ideas.

d. Writing Process

There are three parts of writing process namely pre-writing, writing stage and editing/revising stage

### 1) Pre-writing

Pre-writing is a preparation stage. At this stage the writer carries out various activities, for example finding or preparing ideas as material for making stories (or sources of inspiration, determining the title of the essay, determining goals, choosing the form or type of writing, making an outline and collecting materials).

### 2) Writing stage

The writing stage begins with spreading ideas into written form. Ideas in the form of sentences and paragraphs. Furthermore, the paragraphs are assembled into a complete essay.

### 3) Editing and revising stage

At the editing stage, we re-examine the entire essay that we have written from the linguistic aspect, both word errors, phrases, punctuation marks, writing, to sentences. While the revision stage by re-examining the essay that we just wrote from the content aspect or story logic. If the essay is considered perfect, then submit the essay to the public in printed form.

### e. Writing Technique

The urge to write is as great as great as the urge to speak and communicate thoughts or experiences to others, there are two writing techniques that are effective and very enjoyable, namely:

#### 1) Grouping

Grouping is done by writing related and appreciative thoughts on paper, considering the truth or. A grouping that is formed on paper is the same as a

process that occurs in our brains, although in a simple form. Grouping is a structure that flows by seeing and making connections between ideas, developing the ideas that have been put forward, then tracing the way of thinking that is taken to achieve something.

## 2) Fast Writing

One way to deal with this is by writing fast. Used as a timer, for example 5 minutes to start and write a topic and write until the time runs out, in this case it means that within 5 minutes we have to write start.

## 2. The Concept of Perception

### a. Definition of perceptions

Etymologically, perception or in english *perception* comes from the Latin *perception*, from *precipice*, which means to receive or take. Perception is the experience of objects, events or relationships obtained by inferring information and about messages. Perception is giving meaning to sensory stimuli. Perception is the process of understanding or giving meaning in an information to a stimulus obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain. Against an object or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data to be developed in such a way that we can be aware of our surroundings.

According to william james perception is formed on the basis of the data we get from the environment that we absorb by our senses, and some others are obtained from processing our memories (reprocessed based on the experiences



we have). According to Bimo Walgito, perception is a process that is preceded by sensing, which is the process of receiving a stimulus by the individual through the senses or called a sensory process. This process does not just stop, but the stimulus is continued and the next process is a perception process.

From some of the above perceptions, it can be concluded that perception is an act of judgment in one's thinking after receiving a stimulus from what is felt by his five senses. The stimulus then develops into a thought that finally makes a person have a view regarding a case or event that is happening.

#### b. Types of Perception

Perception is divided into two, namely the perception of the object (physical environment) and the perception of humans or social. The perception of humans is more difficult and complex because humans are dynamic. These two types of perception have differences, namely:

- 1) Perception of objects through physical symbols, while for humans, it starts with verbal and nonverbal symbols. Humans are more effective than most objects and more difficult to predict,
- 2) Perceptions of objects respond to external properties, while towards humans respond to external and internal characteristics (feelings, motives, hopes, and so on),
- 3) Objects do not act while humans react. In other words, objects are static, while humans are dynamic. Therefore, the perception of humans can change from time to time, faster than the perception of objects.

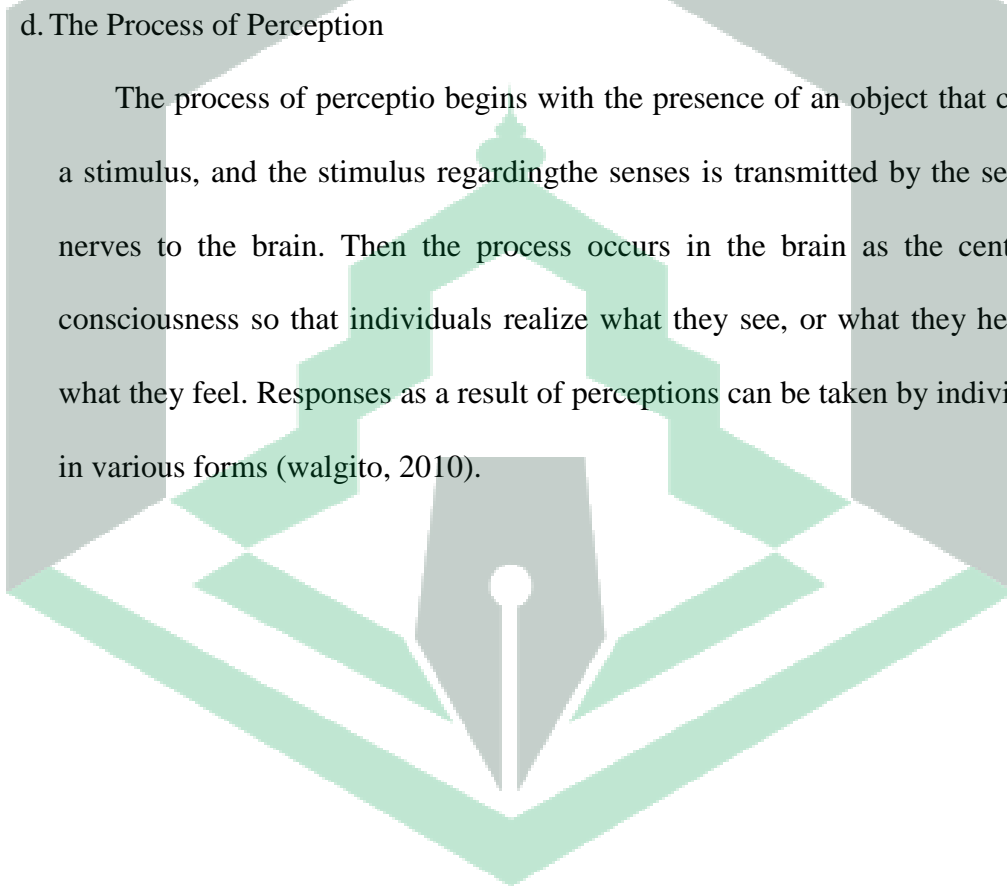
### c. Kinds of Perception

According to sunaryo (2004) perception is divided into 2 kinds, namely:

- 1) External Perception namely the perception that occurs due to the arrival of stimuli from outside the individual,
- 2) Self Perception namely perception occurs because of the arrival of stimuli from within the individual. in this case the object is itself.

### d. The Process of Perception

The process of perceptio begins with the presence of an object that causes a stimulus, and the stimulus regarding the senses is transmitted by the sensory nerves to the brain. Then the process occurs in the brain as the center of consciousness so that individuals realize what they see, or what they hear, or what they feel. Responses as a result of perceptions can be taken by individuals in various forms (walgito, 2010).



## CHAPTER III

### METHOD OF THE RESEARCH

#### *A. Types of the Research*

This research used qualitative research methods, Bogdan and Taylor (in Moleong, 2006) define qualitative methods as research procedures that produce descriptive data in the form of written spoken words from people and observable behavior. Kirk and Miller (in Moleong, 2006) define that qualitative research is a particular tradition in the social sciences that fundamentally relies on observations of humans both in its area and in its context. While Sugiyono (2008) suggests that the qualitative method is a research method based on the philosophy of *post positivism*, which is used to research natural objects. Where the researcher is the key instrument, the sampling of data sources is done *purposively* and *snowball*, the research technique is triangulation (combined), data analysis is inductive/qualitative and the results of qualitative research emphasize meaning rather than generalization.

This research used a qualitative method because the researcher considers the problem under investigation to be quite complex and dynamic so that the data obtained from the sources is collected using a more natural method, namely direct interviews with the sources so that natural answers are obtained. In addition, the researcher intends to understand the social situation in depth, find patterns, hypotheses, and theories that are in accordance with the data obtained from the field.

Qualitative research is never separated from the term phenomenological analysis. Researchers in the phenomenological view try to understand events and

their relation to people who are in certain situations (Moleong, 2006) as was done in this study.

## ***B. Population and Sample***

### ***a. Population***

This research took place at IAIN Palopo. There are four classes. There were students, Big A = 10 Big B =10 Big C=10 Big D = 10. Therefore the total numbers of population of 40 were students.

### ***b. Sample***

This research took one class as her sample the class consists of 33 students for big A of the fifth semester students at English study program IAIN Palopo academic year 2021/2022. The researcher chose purposive sampling teaching.

## ***C. Research Focus***

According to Molog (2006), basically qualitative research does not start from something empty, but is carried out based on one's perception of a problem. problems in qualitative research rest on a focus, focus restrictions can limit studies and serve to meet entry-exit criteria (inclusion, exclusion, criteria). an information obtained from the field, so the focus is qualitative research comes from the problem itself and the focus can be a research topic.

Qualitative research requires the existence of limits in research on the basis of the focus that arises as a problem in research. this is caused by several things. First, the boundary determines the plural reality which then sharpens the focus. second, the

setting of focus can be closer to the interaction between the researcher and the focus. In other words, setting focus as the main research problem is important in determining the effort to determine the boundaries of research, so that research can find research locations.

The focus of research in this study is the students' perceptions of learning writing at the state institute of IAIN Palopo.

#### ***D. Data source***

According to Lefland in (Moleong, 2006) the main data sources in qualitative research are words, in actions, the rest is additional data such as documents and others. What is meant by words and actions here is that the words and actions of people who are observed or interviewed are primary data sources (primary) while other data sources can be written sources (secondary), and documentation such as photographs.

1. Primary data is data obtained directly through observations and interviews with informants or respondents. the researcher will interview the informant to dig up information about his perception of learning writing.
2. Secondary data is additional data in the form of information that will complement the primary data. The additional data referred to include documents obtained from various sources, existing supporting photos, as well as self-generated photos, as well as data related to this research.

### ***E. Sample Selection***

Qualitative research departs from assumptions about reality or social phenomena that are unique or complex. Therefore, the most important sampling procedure is how to determine (*key informants*) or certain social situations that match the research focus. In this case, the focus of the research is on students' perceptions of learning to write using a case study in the fifth semester at the Palopo State Islamic Institute (IAIN Palopo).

### ***F. Data Collection***

In qualitative research, the main data collection techniques are observation, *participant*, in-depth interviews, documentation studies, and a combination of the two or triangulation.

#### **1. Data collection tool**

In this study, the researcher acts as the main instrument because:

- a) researchers can interact with respondents and the existing environment, have sensitivity and can interact with any stimulation that is thought to be meaningful for research,
- b) Researchers can adapt themselves to all aspects of the situation and can understand the situation in all its intricacies,
- c) Researchers can feel, understand and appreciate contextually or through the process of interaction. so that researchers can analyze, interpret and formulate temporary conclusions in determining the direction of interviews



and subsequent observations of respondents to deepen or clarify research findings.

## 2. Method of collecting data

Sources of data obtained from the results of in-depth interviews with individuals, namely directly between the interviewer and the research respondents. Through this method, it is hoped that researchers can find out in depth about motivation. In the data collection process, researchers at the initial stage interviewed resource persons from fifth semester students, for the next resource person to be determined later after there was a recommendation from the first resource person or the researcher had other initiatives after receiving data from the first resource person. analysis method. The analytical method is a study that uses text data, perceptions, and other written materials to find out things that are not measurable with certainty.

### ***G. Method of Analysis***

Qualitative analysis method is a study that uses text data, perceptions, and written materials to find out things that are not tend for sure. qualitative data analysis is the result of in-depth findings through a non-numerical or non-statistical approach. so, qualitative research does not have formulas or absolute rules for processing and analyzing data.

Qualitative research using inductive data analysis can better find multiple realities contained in the data. second, inductive analysis is more able to make the researcher's relationship with the respondent explicit, recognizable and thick

accounts. third, such an analysis is more able to describe the background in full and can make decisions about whether or not to transfer from one setting to another. Fourth, inductive analysis is more able to find common influences that sharpen relationships. all five such analyzes can take values into account explicitly as part of the analytic structure.

In qualitative research, more data analysis methods are carried out in conjunction with data collection. Qualitative data analysis is carried out interactively through the process of *data reduction, data display, and verification*.

#### ***H. Data Processing and Data Analysis Techniques***

##### **1. Coding**

Reader researchers and identify important topics throughout the interview results. The researcher also does the coding of the relevant terms or use of words or sentences. in the case of coding, it is also necessary to note the context in which the term appears.

##### **2. Classification**

Data classification of coding is done by looking at the extent to which the meaning units are related. This classification is done to build a category from each classification.

##### **3. Category**

The data that has been classified is then made into a category. If in a category there is too much data so that the achievement of one another will take a long time then it can be made as a category:

4. Analyze the units of meaning in categories,
5. Looking for relationships between categories,
6. make a report where the results of the analysis are described in the form of a draft research report.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This table below was the students' answer about their perception on learning writing. It can be seen about how is the perception about learning writing especially at the fifth semester students of English Study Program at IAIN Palopo

Question 1. Learning writing is one of the subject that is very important to taught

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	20	69.0	69.0	69.0
Valid Agree	9	31.0	31.0	100.0
Total	29	100.0	100.0	

From the table 1 above can be seen there were 20 students answered very agree and there were 9 students answered agree.

Question 2. The assignment that is given by the lecturer is very important

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	10	34.5	34.5	34.5
Agree	18	62.1	62.1	96.6
Less Agree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Based on the table above can be understood that there were 10 students gave answer very agree, 18 students were agree and just 1 student was less agree.

Question 3. The Assignment can add subject's score

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	13	44.8	44.8	44.8
Agree	15	51.7	51.7	96.6
Less Agree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

From the question 3 on the table above there were 13 students answered very agree, 15 students were agree and just 1 students was less agree.

Question 4. I am sure assignments make me happy in learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	4	13.8	13.8	13.8
Agree	15	51.7	51.7	65.5
Less Agree	9	31.0	31.0	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Based on the table 4 there were 4 students very agree, 15 students were agree, 9 students were less agree and just 1 student was disagree.

Question 5. I am happy if the lecturer gives assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	1	3.4	3.4	3.4
Agree	19	65.5	65.5	69.0
Less Agree	8	27.6	27.6	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	



From the table 5 above can be understood that one student was very agree, 19 students were agree, 8 students were less agree and just 1 student was disagree.

Question 6. The assignment from the lecturer is suitable with the material that taught

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	12	41.4	41.4	41.4
Agree	11	37.9	37.9	79.3
Less Agree	5	17.2	17.2	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

From the question 6 there were 12 students very agree, 11 students were agree, 5 students were less agree and just 1 student was disagree.

Question 7. The assignment that is given by the lecturer directly I conduct

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	6	20.7	20.7	20.7
Agree	16	55.2	55.2	75.9
Less Agree	7	24.1	24.1	100.0
Total	29	100.0	100.0	

For the question 7 on the table above can be understood that there were 6 students very agree, 16 students were agree and 7 students were less agree.

Question 8. I will conduct the assignment with my responsible

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	8	27.6	27.6	27.6
	Agree	15	51.7	51.7	79.3
	Less Agree	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

The question 8 on the table above can be seen there were 8 students very agree, 15 students were very agree and 6 students were less agree.

Question 9. The assignment of writing that is given by the lecturer make me more active

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Agree	10	34.5	34.5	34.5
	Agree	16	55.2	55.2	89.7
	Less Agree	2	6.9	6.9	96.6
	Disagree	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

For the question 9 on the table above can be seen there were 10 students very agree, 16 students were agree, 2 students were less agree and just 1 student was disagree.

Question 10. The assignment of writing from lecturer make me more interesting to learn about writing

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	3	10.3	10.3	10.3
Agree	20	69.0	69.0	79.3
Less Agree	5	17.2	17.2	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question on the table above can be understood that there were 3 students were very agree, 20 students were agree, 5 students were less agree and just 1 student was disagree.

Question 11. If the lecturer is not attend, I will be happy if is given assignment  
as he replacement of learning writing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	1	3.4	3.4	3.4
Agree	10	34.5	34.5	37.9
Less Agree	15	51.7	51.7	89.7
Disagree	3	10.3	10.3	100.0
Total	29	100.0	100.0	

On the table 11 can be understood that there was just 1 student very agree, 10 students were agree, 15 students were less agree and 3 students were disagree.

Question 12. I do not care from the assignments that is given by the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	1	3.4	3.4	3.4
Agree	5	17.2	17.2	20.7
Less Agree	14	48.3	48.3	69.0
Disagree	9	31.0	31.0	100.0
Total	29	100.0	100.0	

For the question 12 on the table above can be seen just one student was very agree, 5 students were agree, 14 students were less agree and 9 students were disagree.

Question 13. I have to finish the assignment from the lecturer on time

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	6	20.7	20.7	20.7
Agree	18	62.1	62.1	82.8
Less Agree	4	13.8	13.8	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 13 on the table above can be understood that there were 6 students were very agree, 18 students were agree, 4 students were less agree and just 1 student was disagree.

Question 14. The assignment that is given by the lecturer make me more spirit  
in learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	4	13.8	13.8	13.8
Agree	19	65.5	65.5	79.3
Less Agree	5	17.2	17.2	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 14 can be seen that there were 4 students very agree, 19 students were agree, 5 students were less agree and just 1 student was disagree.

Question 15. Conducting the assignment that is given by the lecturer is my  
obligation as a student

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	15	51.7	51.7	51.7
Agree	12	41.4	41.4	93.1
Less Agree	1	3.4	3.4	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 15 there were 15 students very agree, 12 students were agree and just 1 student was less agree and disagree.

Question 16. I conduct the assignment from the lecturer because is afraid to  
punish

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	6	20.7	20.7	20.7
Agree	3	10.3	10.3	31.0
Less Agree	15	51.7	51.7	82.8
Disagree	5	17.2	17.2	100.0
Total	29	100.0	100.0	

For the question 16 can be understood that there were 6 students very agree, 3 students were agree, 15 students were less agree and 5 students were disagree

Question 17. I conduct the assignment from the lecturer because want  
to get prestige

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	2	6.9	6.9	6.9
Agree	4	13.8	13.8	20.7
Less Agree	9	31.0	31.0	51.7
Disagree	14	48.3	48.3	100.0
Total	29	100.0	100.0	

The question 17 can be seen that there were 2 students very agree, 4 students were agree, 9 students were less agree and 14 students were disagree.



Question 18. I always ask if the assignment that is given by the lecturer is not understood

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	13	44.8	44.8	44.8
Agree	10	34.5	34.5	79.3
Less Agree	4	13.8	13.8	93.1
Disagree	2	6.9	6.9	100.0
Total	29	100.0	100.0	

For the question 18 there were 13 students were very agree, 10 students were agree, 4 students were less agree and 2 students were disagree.

Question 19. Interesting lecturer's explanation make me easier to understand the assignment that is given for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	14	48.3	48.3	48.3
Agree	13	44.8	44.8	93.1
Less Agree	1	3.4	3.4	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 19 can be understood that there were 14 students very agree, 13 students were agree and just 1 student was less agree and disagree.

Question 20. I give full attention when the lecturer explains the assignment that will be given for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	13	44.8	44.8	44.8
Agree	14	48.3	48.3	93.1
Less Agree	2	6.9	6.9	100.0
Total	29	100.0	100.0	

For the question 20 there were 13 students were very agree, 14 students were agree and 2 students were less agree.

Question 21. I conduct the assignment that is given by lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	12	41.4	41.4	41.4
Agree	17	58.6	58.6	100.0
Total	29	100.0	100.0	

For the question 21 above just 2 answers namely 12 students were very agree and 17 students were agree. There was no less agree and disagree.

Question 22. I ask to friend when conduct the assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	6	20.7	20.7	20.7
Agree	19	65.5	65.5	86.2
Less Agree	3	10.3	10.3	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 22 there were 6 students were very agree, 19 students were agree, 3 students were less agree and just 1 student was disagree.

Question 23. If I face difficult in conducting the assignment, I will ask to the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	11	37.9	37.9	37.9
Agree	11	37.9	37.9	75.9
Less Agree	7	24.1	24.1	100.0
Total	29	100.0	100.0	

For the question 23 on the table above can be understood that there were 11 students were very agree and agree, 7 students were less agree.

Question 24. I do not have spirit in conducting the assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	3	10.3	10.3	10.3
Agree	7	24.1	24.1	34.5
Less Agree	12	41.4	41.4	75.9
Disagree	7	24.1	24.1	100.0
Total	29	100.0	100.0	

For the question 24 there were 3 students were very agree, 7 students were agree, 12 students were less agree and 7 students were disagree.

Question 25. I am lazy in conducting the many writing assignments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	2	6.9	6.9	6.9
Agree	9	31.0	31.0	37.9
Less Agree	8	27.6	27.6	65.5
Disagree	10	34.5	34.5	100.0
Total	29	100.0	100.0	

For the question 25 there were 2 students were very agree, 9 students were agree, 8 students were less agree and 10 students were disagree

Question 26. The writing's assignment form makes me bored

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	2	6.9	6.9	6.9
Agree	4	13.8	13.8	20.7
Less Agree	15	51.7	51.7	72.4
Disagree	8	27.6	27.6	100.0
Total	29	100.0	100.0	

For the question 26 there were 2 students very agree, 4 students were agree, 15 students were less agree and 8 students were disagree.

Question 27. The lecturer gives the enough time to finish the assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	4	13.8	13.8	13.8
Agree	16	55.2	55.2	69.0
Less Agree	7	24.1	24.1	93.1
Disagree	2	6.9	6.9	100.0
Total	29	100.0	100.0	

The question 27 on the table above can be seen that there were 4 students were very agree, 16 students were agree, 7 students were less agree and 2 students were disagree.

Question 28. The home's condition makes me comfort to finish the assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Agree	10	34.5	34.5	34.5
Agree	13	44.8	44.8	79.3
Less Agree	4	13.8	13.8	93.1
Disagree	2	6.9	6.9	100.0
Total	29	100.0	100.0	

For the question 28 there were 10 students very agree, 13 students were agree, 4 students were less agree and 2 students were disagree.

Question 29. I sit in front of so that easy to listen the assignment's explanation  
that is given by the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	7	24.1	24.1	24.1
Agree	13	44.8	44.8	69.0
Less Agree	8	27.6	27.6	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

The question 29 there were 7 students very agree, 13 students were agree, 8 students were less agree and just 1 student was disagree.

Question 30. The classroom's condition that is crowded make me not understand about the assignment from the lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Agree	2	6.9	6.9	6.9
Agree	14	48.3	48.3	55.2
Less Agree	12	41.4	41.4	96.6
Disagree	1	3.4	3.4	100.0
Total	29	100.0	100.0	

For the question 30 there were 2 students very agree, 14 students were agree, 12 students were less agree and just 1 students was disagree.



Question 31. I sometimes conduct the assignment at library or campus

		laboratory			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Very Agree	2	6.9	6.9	6.9
	Agree	16	55.2	55.2	62.1
	Less Agree	8	27.6	27.6	89.7
	Disagree	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

For the question 31 there were 2 students were very agree, 16 students were agree, 8 students were less agree and 3 students were disagree.

Question 32. I read the book at the campus library to finish the assignment

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Very Agree	6	20.7	20.7	20.7
	Agree	17	58.6	58.6	79.3
	Less Agree	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

For the last question in 32 there were 6 students very agree, 17 students were agree and 6 students were less agree.

Based on all the table above can be understood that there were 29 students answers the questionnaire. It consists of 32 questions. They gave many answers based on the questionnaire. From the table 1 until table 32 can be seen all of the result of their answers. For the next findings from the chart below can be seen also all of the findings percentage of this research.

### ***B. Discussion***

Based on the questionnaire that was given to the students there were many answers or perception from them. Most of them answered in very agree and agree about the learning writing. Just a little students gave the answers in less agree and disagree. Based on the percentage also of their answers can be seen from the chart there were many answers very agree and agree than less agree and disagree. It means that in other words can be talked their perception on learning writing was good.

Based on this fact for them learning writing was good material. This thing can be like that because their perception was good. Beside that just a little students gave answers or perception with less agree and disagree.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### **A. Conclusion**

Based on the findings that had been explained can be understood that there were many answers in questionnaire in very agree and agree. It showed that they gave good perception on learning writing. This thing can be seen also from the percentage of their answers. There were many very agree and agree than less agree and disagree on the chart. Therefore the students' perception on learning writing at the fifth semester students of English Study Program at IAIN Palopo was good perception.

#### **B. Suggestions**

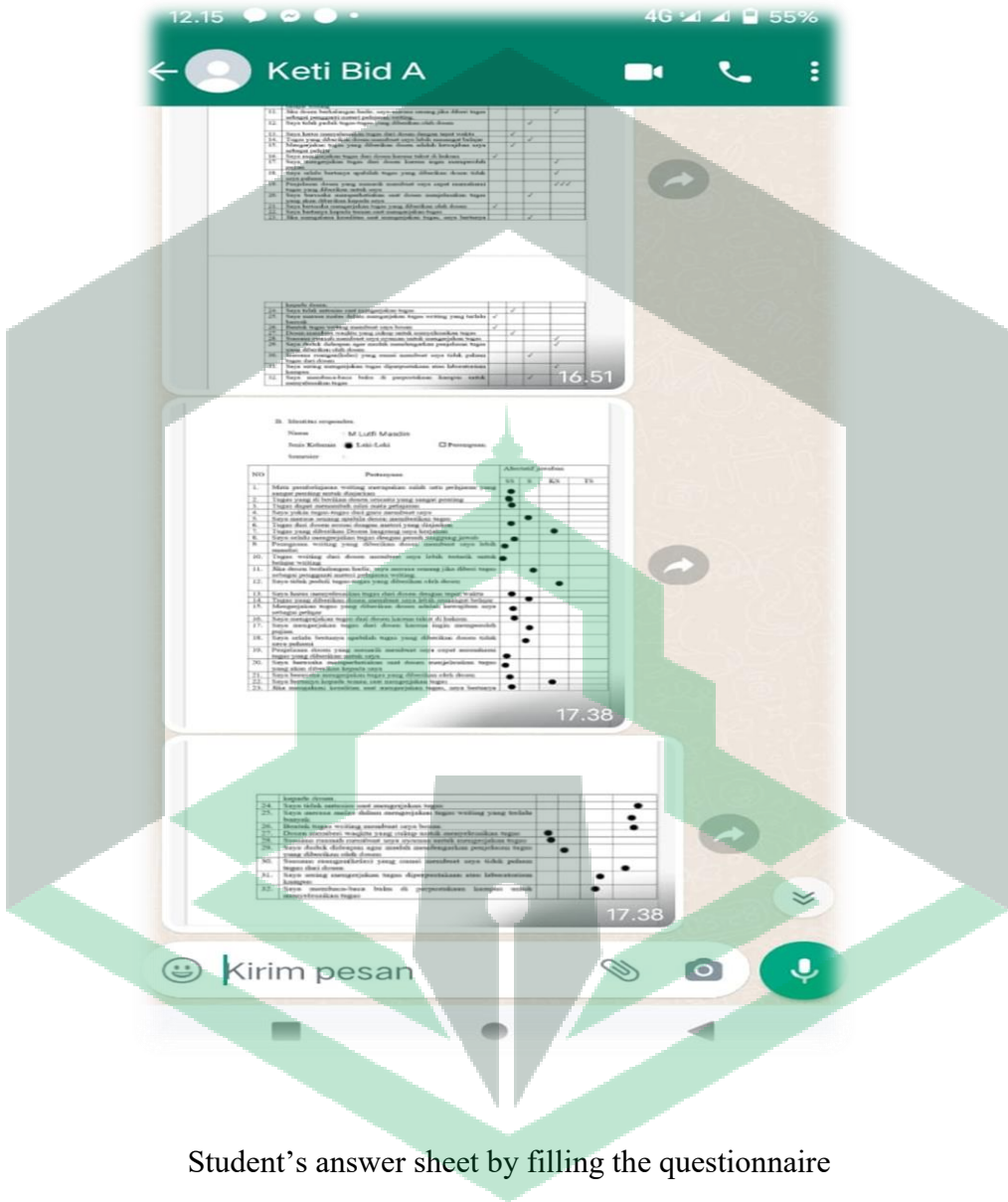
Based on the findings of this research and conclusion above, the researcher gave some suggestions as follows:

1. In learning writing the lecturers have to apply good strategy because the knowledge of the students at university is different than students at school,
2. Before applying the strategy in learning and teaching writing the lecturers have to see the students' prior knowledge because it determines what the strategy that will be applied.

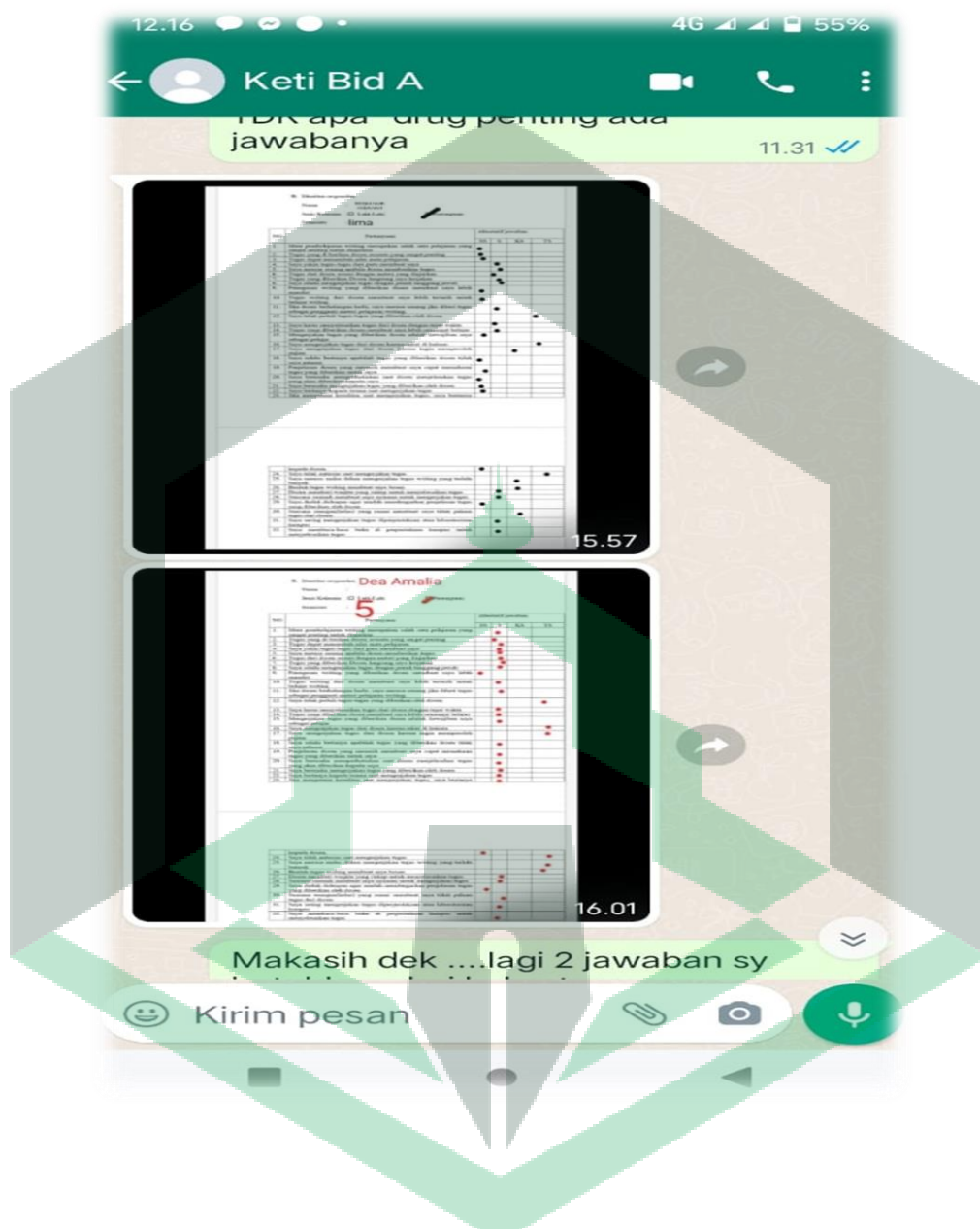
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APPENDIXES



Student's answer sheet by filling the questionnaire



The next student's answer sheet by filling questionnaire

Jenis Kelamin :  Laki-Laki  Perempuan

Semester : V

NO	Pertanyaan	Altertatif jawaban			
		SS	S	KS	TS
1.	Mata pembelajaran writing merupakan salah satu pelajaran yang sangat penting untuk diajarkan		✓		
2.	Tugas yang di berikan dosen sesuatu yang sangat penting		✓		
3.	Tugas dapat menambah nilai mata pelajaran		✓		
4.	Saya yakin tugas-tugas dari guru membuat saya			✓	
5.	Saya merasa senang apabila dosen memberikan tugas			✓	
6.	Tugas dari dosen sesuai dengan materi yang diajarkan		✓		
7.	Tugas yang diberikan Dosen langsung saya kerjakan			✓	
8.	Saya selalu mengerjakan tugas dengan penuh tanggung jawab		✓		
9.	Penugasan writing yang diberikan dosen membuat saya lebih mandiri			✓	
10.	Tugas writing dari dosen membuat saya lebih tertarik untuk belajar writing			✓	
11.	Jika dosen berhalangan hadir, saya merasa senang jika diberi tugas sebagai pengganti materi pelajaran writing.			✓	
12.	Saya tidak peduli tugas-tugas yang diberikan oleh dosen				✓
13.	Saya harus menyelesaikan tugas dari dosen dengan tepat waktu		✓		
14.	Tugas yang diberikan dosen membuat saya lebih semangat belajar			✓	
15.	Mengerjakan tugas yang diberikan dosen adalah kewajiban saya sebagai pelajar		✓		
16.	Saya mengerjakan tugas dari dosen karena takut di hukum			✓	
17.	Saya mengerjakan tugas dari dosen karena ingin memperoleh pujian			✓	
18.	Saya selalu bertanya apabila tugas yang diberikan dosen tidak saya pahami		✓		
19.	Penjelasan dosen yang menarik membuat saya cepat memahami tugas yang diberikan untuk saya			✓	
20.	Saya berusaha memperhatikan saat dosen menjelaskan tugas yang akan diberikan kepada saya		✓		
21.	Saya berusaha mengerjakan tugas yang diberikan oleh dosen		✓		
22.	Saya bertanya kepada teman saat mengerjakan tugas	✓			
23.	Jika mengalami kesulitan saat mengerjakan tugas, saya bertanya	✓			

24.	kepada dosen.		✓		
25.	Saya tidak antusias saat mengerjakan tugas		✓		
26.	Saya merasa malas dalam mengerjakan tugas writing yang terlalu banyak		✓		
27.	Bentuk tugas writing membuat saya bosan			✓	
28.	Dosen memberi waktu yang cukup untuk menyelesaikan tugas		✓		
29.	Suasana rumah membuat saya nyaman untuk mengerjakan tugas		✓		
30.	Saya duduk didepan agar mudah mendengarkan penjelasan tugas yang diberikan oleh dosen		✓		
31.	Suasana ruangan(kelas) yang ramai membuat saya tidak paham tugas dari dosen		✓		
32.	Saya sering mengerjakan tugas dipustakaaan atau laboratorium kampus			✓	
33.	Saya membaca-baca buku di perpustakaan kampus untuk menyelesaikan tugas			✓	

File of students' answer in word form



@Surat Keterangan Uji...



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No.1239/In.19/FTIK/PBI/PP.00.9/04/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Jamila  
NIM : 15 0202 0010  
Semester : XIV (Empat belas)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 26 April 2022

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001

Mengetahui,  
Ketua Prodi,

  
  
Anisa Yahya, S.E., M.Hum.  
NIP 197710132005012006





1 2 0 1 9 1 9 0 0 9 1 3 6 4

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 1364/IP/DPMPSTP/XI/2019

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : JAMILA  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Agatis Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 15 0202 0010

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**STUDENT'S PERCEPTION ON LEARNING WRITING (A CASE STUDY OF THE FIFTH SEMESTER STUDENTS AT ENGLISH STUDY PROGRAM IAIN PALOPO)**

Lokasi Penelitian : KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) KOTA PALOPO  
 Lamanya Penelitian : 01 November 2019 s.d. 01 Januari 2020

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 04 November 2019  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 & Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI AGUS MANDASINI, SE, M.AP**  
 Pangkat : Penata  
 NIP : 19780805 201001 1 014

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO

Jl. Agatis Kel. Balandai Kec. Bara Kota Palopo 91914  
e-mail : [kontak@iainpalopo.ac.id](mailto:kontak@iainpalopo.ac.id) web : [www.iainpalopo.ac.id](http://www.iainpalopo.ac.id)

**SURAT KETERANGAN**

Nomor: 386 /In.19/PP.00.9/AK/04/2022

Yang bertanda tangan di bawah ini,

Nama : Dr. H. Muammar Arafat, M.H.  
NIP : 19731118 200312 1 003  
Jabatan : Wakil Rektor Bidang Akademik dan Pengembangan  
Kelembagaan

dengan ini menerangkan bahwa,

Nama : Jamila  
NIM : 15 0202 0010  
Prodi : Pendidikan Bahasa Inggris  
Semester : XIV (empat belas)

Yang tersebut namanya di atas telah selesai melakukan penelitian di Institut Agama Islam Negeri Palopo, dengan judul penelitian "**Student's Perception on Learning Writing (A Case of the fifth Semester Student's English Study Program of IAIN Palopo)**". yang dilaksanakan mulai tanggal 01 Januari s.d. 05 April 2022,

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 06 April 2022

a.n. Rektor,  
Wakil Rektor Bidang Akademik dan  
Pengembangan Kelembagaan



*(Signature)*  
Dr. H. Muammar Arafat, S.H., M.H.  
NIP 19731118 200312 1 003



## LEMBAR VALIDASI SOAL

### POST-TEST

Judul Penelitian : Students' Perception on Learning Writing at the Fifth Semester Students of English Study Program at IAIN Palopo

Peneliti : Jamila

NIM : 15. 0202. 0010

Prodi : Bahasa Inggris

Petunjuk:

Baerilah tanda cek ( ✓ ) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

3 : Cukup Baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.					

Kesimpulan Validator/Penilai:

Palopo, 09 , Mei 2022

Validator

(Tri Endar Yogi, S.Pd), M.Pd

## LEMBAR VALIDASI SOAL

### PRE-TEST

Judul Penelitian : Students' Perception on Learning Writing at the Fifth Semester Students of English Study Program at IAIN Palopo

Peneliti : Jamila

NIM : 15. 0202. 0010

Prodi : Bahasa Inggris

Petunjuk:

Baerilah tanda cek ( ✓ ) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

3 : Cukup Baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 09, Mei 2021

Validator

(Tri Endar Yogi, S.Pd., M.Pd)

**A. Petunjuk pengisian angket**

1. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan
2. Bacalah setiap pertanyaan dengan cermat\
3. Pilih salah satu jawaban dari pertanyaan-pertanyaan yang tersedia dengan keadaan adik –adik yang sesungguhnya dengan memberikan tanda centang (✓) dengan ketentuan sebagai berikut :

SS : jika anda **sangat setuju** dengan pertanyaan

S : jika anda **setuju dengan** pertanyaan

KS : jika anda **Kurang setuju** dengan pertanyaan

TS : jika anda **tidak setuju** dengan pertanyaan

Contoh:

No	Pertanyaan	SS	S	KS	TS
1	Tugas mata pelajaran writing		✓		



**B. Identitas responden**

Nama : Mutarni

Jenis Kelamin :  Laki-Laki

Perempuan

Semester : V Iwan

Prodi : Bhs. Inggris

NO	Pertanyaan	Aleratif jawaban			
		SS	S	KS	TS
1.	Mata pembelajaran writing merupakan salah satu pelajaran yang sangat penting untuk diajarkan	✓			
2.	Tugas yang di berikan dosen sesuai yang sangat penting	✓	✓		
3.	Tugas dapat menambah nilai mata pelajaran				
4.	Saya yakin tugas-tugas dari guru membuat saya			✓	
5.	Saya merasa senang apabila dosen memberikan tugas			✓	
6.	Tugas dari dosen sesuai dengan materi yang diajarkan		✓		
7.	Tugas yang diberikan Dosen langsung saya kerjakan		✓		
8.	Saya selalu mengerjakan tugas dengan penuh tanggung jawab		✓		
9.	Penugasan writing yang diberikan dosen membuat saya lebih mandiri		✓		
10.	Tugas writing dari dosen membuat saya lebih tertarik untuk belajar writing		✓		
11.	Jika dosen berhalangan hadir, saya merasa senang jika diberi tugas sebagai pengganti materi pelajaran writing.		✓		
12.	Saya tidak peduli tugas-tugas yang diberikan oleh dosen				✓
13.	Saya harus menyelesaikan tugas dari dosen dengan tepat waktu		✓		
14.	Tugas yang diberikan dosen membuat saya lebih semangat belajar		✓		
15.	Mengerjakan tugas yang diberikan dosen adalah kewajiban saya sebagai pelajar	✓			
16.	Saya mengerjakan tugas dari dosen karena takut di hukum			✓	
17.	Saya mengerjakan tugas dari dosen karena ingin memperoleh pujian			✓	
18.	Saya selalu bertanya apabila tugas yang diberikan dosen tidak saya pahami		✓		
19.	Penjelasan dosen yang menarik membuat saya cepat memahami tugas yang diberikan untuk saya		✓		
20.	Saya berusaha memperhatikan saat dosen menjelaskan tugas yang akan diberikan kepada saya		✓		

NO	Pertanyaan	Alternatif jawaban			
		SS	S	KS	TS
21.	Saya berusaha mengerjakan tugas yang diberikan oleh dosen		✓		
22.	Saya bertanya kepada teman saat mengerjakan tugas		✓		
23.	Jika mengalami kesulitan saat mengerjakan tugas, saya bertanya kepada dosen.		✓		
24.	Saya tidak antusias saat mengerjakan tugas		✓		
25.	Saya merasa malas dalam mengerjakan tugas writing yang terlalu banyak			✓	
26.	Bentuk tugas writing membuat saya bosan			✓	
27.	Dosen memberi waktu yang cukup untuk menyelesaikan tugas		✓		
28.	Suasana ruaman membuat saya nyaman untuk mengerjakan tugas		✓		
29.	Saya duduk didepan agar mudah mendengarkan penjelasan tugas yang diberikan oleh dosen		✓		
30.	Suasana ruangan(kelas) yang ramai membuat saya tidak paham tugas dari dosen		✓		
31.	Saya sering mengerjakan tugas dipergustakaan atau laboratorium kampus		✓		
32.	Saya membaca-baca buku di perpustakaan kampus untuk menyelesaikan tugas		✓		

**A. Petunjuk pengisian angket**

1. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan
2. Bacalah setiap pertanyaan dengan cermat
3. Pilih salah satu jawaban dari pertanyaan-pertanyaan yang tersedia dengan keadaan adik –adik yang sesungguhnya dengan memberikan tanda centang (✓) dengan ketentuan sebagai berikut :

SS : jika anda **sangat setuju** dengan pertanyaan

S : jika anda **setuju** dengan pertanyaan

KS : jika anda **Kurang setuju** dengan pertanyaan

TS : jika anda **tidak setuju** dengan pertanyaan

Contoh:

No	Pertanyaan	SS	S	KS	TS
1	Tugas mata pelajaran writing		✓		



**B. Identitas responden**

Nama : KEZIA Angela Letricia  
 Jenis Kelamin  Laki-Laki  Perempuan  
 Semester : V C  
 Prodi : Pendidikan Inggris

NO	Pertanyaan	Alternatif jawaban			
		SS	S	KS	TS
1.	Mata pembelajaran writing merupakan salah satu pelajaran yang sangat penting untuk diajarkan		✓		
2.	Tugas yang di berikan dosen sesuatu yang sangat penting		✓		
3.	Tugas dapat menambah nilai mata pelajaran		✓		
4.	Saya yakin tugas-tugas dari guru membuat saya			✓	
5.	Saya merasa senang apabila dosen memberikan tugas			✓	
6.	Tugas dari dosen sesuai dengan materi yang diajarkan			✓	
7.	Tugas yang diberikan Dosen langsung saya kerjakan			✓	
8.	Saya selalu mengerjakan tugas dengan penuh tanggung jawab			✓	
9.	Penugasan writing yang diberikan dosen membuat saya lebih mandiri	✓			
10.	Tugas writing dari dosen membuat saya lebih tertarik untuk belajar writing		✓		
11.	Jika dosen berhalangan hadir, saya merasa senang jika diberi tugas sebagai pengganti materi pelajaran writing.		✓		
12.	Saya tidak peduli tugas-tugas yang diberikan oleh dosen			✓	
13.	Saya harus menyelesaikan tugas dari dosen dengan tepat waktu				✓
14.	Tugas yang diberikan dosen membuat saya lebih semangat belajar		✓		
15.	Mengerjakan tugas yang diberikan dosen adalah kewajiban saya sebagai pelajar			✓	
16.	Saya mengerjakan tugas dari dosen karena takut di hukumi		✓		
17.	Saya mengerjakan tugas dari dosen karena ingin memperoleh pujian				✓
18.	Saya selalu bertanya apabila tugas yang diberikan dosen tidak saya pahami	✓			✓
19.	Penjelasan dosen yang menarik membuat saya cepat memahami tugas yang diberikan untuk saya	✓			
20.	Saya berusaha memperhatikan saat dosen menjelaskan tugas yang akan diberikan kepada saya	✓			

NO	Pertanyaan	Alternatif jawaban			
		SS	S	KS	TS
21.	Saya berusaha mengerjakan tugas yang diberikan oleh dosen		✓		
22.	Saya bertanya kepada teman saat mengerjakan tugas		✓		
23.	Jika mengalami kesulitan saat mengerjakan tugas, saya bertanya kepada dosen	✓			
24.	Saya tidak antusias saat mengerjakan tugas			✓	
25.	Saya merasa malas dalam mengerjakan tugas writing yang terlalu banyak				✓
26.	Bentuk tugas writing membuat saya bosan			✓	
27.	Dosen memberi waktu yang cukup untuk menyelesaikan tugas		✓		
28.	Suasana rumah membuat saya nyaman untuk mengerjakan tugas		✓		
29.	Saya duduk di depan agar mudah mendengarkan penjelasan tugas yang diberikan oleh dosen		✓		
30.	Suasana ruangan(kelas) yang ramai membuat saya tidak paham tugas dari dosen			✓	
31.	Saya sering mengerjakan tugas di perpustakaan atau laboratorium kampus		✓		
32.	Saya membaca-baca buku di perpustakaan kampus untuk menyelesaikan tugas		✓		

**A. Petunjuk pengisian angket**

1. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan
2. Bacalah setiap pertanyaan dengan cermat
3. Pilih salah satu jawaban dari pertanyaan-pertanyaan yang tersedia dengan keadaan adik –adik yang sesungguhnya dengan memberikan tanda centang (✓) dengan ketentuan sebagai berikut :

SS : jika anda **sangat setuju** dengan pertanyaan

S : jika anda **setuju** dengan pertanyaan

KS : jika anda **Kurang setuju** dengan pertanyaan

TS : jika anda **tidak setuju** dengan pertanyaan

Contoh:

No	Pertanyaan	SS	S	KS	TS
1	Tugas mata pelajaran writing		✓		

#### A. Petunjuk pengisian angket

1. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan
2. Bacalah setiap pertanyaan dengan cermat
3. Pilih salah satu jawaban dari pertanyaan-pertanyaan yang tersedia dengan keadaan adik –adik yang sesungguhnya dengan memberikan tanda centang (✓) dengan ketentuan sebagai berikut :

SS : jika anda **sangat setuju** dengan pertanyaan

S : jika anda **setuju dengan** pertanyaan

KS : jika anda **Kurang setuju** dengan pertanyaan

TS : jika anda **tidak setuju** dengan pertanyaan

Contoh:

No	Pertanyaan	SS	S	KS	TS
1	Tugas mata pelajaran writing		✓		



**B. Identitas responden**

Nama : *Khairatun Naamah*

Jenis Kelamin :  Laki-Laki  Perempuan

Semester : *V (lima)*

Prodi : *Bhr Inggris*

NO	Pertanyaan	Aleratif jawaban			
		SS	S	KS	TS
1.	Mata pembelajaran writing merupakan salah satu pelajaran yang sangat penting untuk diajarkan	✓			
2.	Tugas yang di berikan dosen sesuatu yang sangat penting		✓		
3.	Tugas dapat menambah nilai mata pelajaran	✓			
4.	Saya yakin tugas-tugas dari guru membuat saya	✓			
5.	Saya merasa senang apabila dosen memberikan tugas		✓		
6.	Tugas dari dosen sesuai dengan materi yang diajarkan	✓			
7.	Tugas yang diberikan Dosen langsung saya kerjakan		✓		
8.	Saya selalu mengerjakan tugas dengan penuh tanggung jawab	✓	✗		
9.	Penugasan writing yang diberikan dosen membuat saya lebih mandiri	✓			
10.	Tugas writing dari dosen membuat saya lebih tertarik untuk belajar writing		✓		
11.	Jika dosen berhalangan hadir, saya merasa senang jika diberi tugas sebagai pengganti materi pelajaran writing.			✓	
12.	Saya tidak peduli tugas-tugas yang diberikan oleh dosen			✓	
13.	Saya harus menyelesaikan tugas dari dosen dengan tepat waktu		✓		
14.	Tugas yang diberikan dosen membuat saya lebih semangat belajar		✓		
15.	Mengerjakan tugas yang diberikan dosen adalah kewajiban saya sebagai pelajar	✓			
16.	Saya mengerjakan tugas dari dosen karena takut di hukum			✓	
17.	Saya mengerjakan tugas dari dosen karena ingin memperoleh pujian				✓
18.	Saya selalu bertanya apabila tugas yang diberikan dosen tidak saya pahami			✓	
19.	Penjelasan dosen yang menarik membuat saya cepat memahami tugas yang diberikan untuk saya	✓			
20.	Saya berusaha memperhatikan saat dosen menjelaskan tugas yang akan diberikan kepada saya	✓			

NO	Pertanyaan	Altertatif jawaban			
		SS	S	KS	TS
21.	Saya berusaha mengerjakan tugas yang diberikan oleh dosen		✓		
22.	Saya bertanya kepada teman saat mengerjakan tugas		✓		
23.	Jika mengalami kesulitan saat mengerjakan tugas, saya bertanya kepada dosen.			✓	
24.	Saya tidak antusias saat mengerjakan tugas				✓
25.	Saya merasa malas dalam mengerjakan tugas writing yang terlalu banyak				✓
26.	Bentuk tugas writing membuat saya bosan			✓	
27.	Dosen memberi waktu yang cukup untuk menyelesaikan tugas		✓		
28.	Suasana ruamah membuat saya nyaman untuk mengerjakan tugas		✓		
29.	Saya duduk didepan agar mudah mendengarkan penjelasan tugas yang diberikan oleh dosen			✓	
30.	Suasana ruangan(kelas) yang ramai membuat saya tidak paham tugas dari dosen			✓	
31.	Saya sering mengerjakan tugas dipergustakaan atau laboratcrium kampus		✓		
32.	Saya membaca-baca buku di perpustakaan kampus untuk menyelesaikan tugas		✓		