

Attitudes Towards Writing in English Among Diploma Students: A Case Study

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Abstract- This study investigated Diploma students' attitudes and factors affecting their attitudes toward writing in English. The participants of the study were (n=120), Diploma in TESL students (n=60), and Diploma in Accountancy (n=60) from a private institution. The study used a descriptive quantitative design. The primary data collection instrument used in this study was a questionnaire survey divided into sections; Sections A and B, with close-ended and open-ended questions, and Section C, the Likert-scale questionnaire. The study's findings showed that the Diploma in TESL group has more positive and negative attitudes towards English writing than the Diploma Accountancy group. Factors such as interest, motivation, writing anxiety, literacy skills, and the influence of native language affect Diploma students' attitudes towards writing in English. Hence, the researchers have recommended several ways lecturers and Diploma students can instill and adopt positive attitudes toward writing in English. In short, this study will help Diploma students discover the importance of writing in English, which will benefit both the lecturers and undergraduates, especially in higher institutions.

Index Terms- Writing, Attitude, Diploma TESL, Diploma Accountancy, Liker-scale questionnaire

I. INTRODUCTION

People speak and use English language all around the world. In line with that, writing in English is becoming more important than oral communication with the advent of modern technology, where internet is used widely (Jabali, 2018). Writing in English is central to most courses in tertiary education in Malaysia (De Rycker & Ponnudurai, 2011), and it influences students' academic success (Preiss et al., 2013). Therefore, students need to have good writing skills, especially in English, to meet the demand of any working industry (Azizan & Harun, 2014). Moreover, statistics show that people with good English skills were found to get higher pay compared to those who are not good at English (Chernyh & Syyak, n.d.).

Despite writing skill being the most vital skill needed in tertiary education, it is this skill which students need the most help with throughout their tertiary studies (Paudel, 2020). According to Akhtar, Hassan & Saidalvi (2020), although tertiary students have learned to write in English since school, they still need much help to produce better academic writing. According to Rosdiana (2019) tertiary-level students find writing in English the most challenging and daunting compared to other language skills. This could be the reason why most of the students failed to meet the university or their instructors' expectations in producing a well-written form of writing task in English (Jabali, 2018). Hammad (2016) also stated that most ESL students adopt a word-for-word translation when they write in English. Thus, there is a serious need for students to have linguistic knowledge, cohesion, and academic style. This lack in writing skills, contribute to students being hesitant to express ideas when asked to produce written assignments. (Rosdiana, 2019). Teachers too blamed students for not making attempts to improve in their writing skills (Paudel, 2020). According to Jabali (2018), these students need to meet the higher institutions' expectations in producing a piece of good writing in English.

Many factors can contribute to a student's inability to write well in English. The first factor is negative attitude. Jabali (2018) pointed out that students have a negative attitude towards writing in English because they face many obstacles. One of the obstacles is their fear of making mistakes and not having confidence in writing down their thoughts. Since most students write to pass the examination and get good grades or results (Hanane, 2015), they need to show interest in writing in English. Due to this, they need help to express their ideas in English (Paudel, 2020). Other problems include L1 interference, lack of writing practice, writing anxiety, and lack of ideas for writing (Ahmad et al., 2013). Al-Shboul (2015) concurred that students' experiences and limited writing knowledge were the causes of negative attitudes toward writing in English. Paudel (2020) too stressed that lecturers seldom respond or provide feedback about their students' writing. According to him, lecturers should value and encourage students' ideas first compared to mechanical aspects of writing. Apart from that, students should be given an abundance of writing practice in English, more choices, freedom, and space to practice their ideas and creativity that match with their experiences. Another important factor to consider

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according to Chernysh and Syyak (n.d) is that professionals such as accountants, have no intention to improve their writing skills in English because they are dealing with numbers. To tackle these problems, Inoue (2014) pointed out that students would be more encouraged to write in English if given credit for their effort. As a conclusion, lecturers' and tutors' feedback and credits will motivate them to practise writing more in English for future purposes.

Attitudes toward writing in English significantly impact students at the tertiary level in terms of academic and job performance. Further, students with positive attitudes performed better in their writing tasks than those with negative attitudes (Jabali, 2018). Preiss et al. (2013) and Sánchez and Gavilánez (2017) pointed out that students' attitudes and writing achievement are connected and identified as one of the main factors determining students' success in English language learning. Therefore, students need patience and concentration in writing in English because it is a complex and lengthy process (Chernysh & Syyak, n.d.). Furthermore, Ahmad et al. (2013) stressed that students need more motivation and teacher feedback to write in English. Apart from appreciation from lecturers and tutors, interest in writing in English is also essential among Diploma students as it gives confidence, motivates students, and affects their performance in writing (Lipstein & Renninger, 2007). Since exam questions and research papers, according to Jabali (2018), require good writing skills in English. Students who pursue their studies, either locally or overseas, must be competent in their writing. Therefore, more research is needed to identify students' attitudes toward writing in English at the tertiary level and the factors contributing to their attitudes.

Most studies have examined students' attitudes toward writing in English in various academic contexts and disciplines. Among those studies were (Rushidi, 2012; Ulin et al., 2016; Jabali, 2018; Tilahun, 2018; Rosdiana, 2019; Setyowati & Sukmawan, 2019; Aktar et al., 2020; Udu, 2021). Rushidi (2012) explored students' attitudes toward "Academic English Writing" among 50 EFL students aged 18 and 23 who attended

the "Academic and Advanced Academic English Classes" at a language center. Rushidi used quantitative and qualitative research to analyze the questionnaire and different genres of writing. The findings from the questionnaire indicated that students had deemed their written performance as not essential; however, their writing improved, and they scored well in their writing exams after attending the classes.

A mixed-method research design was carried out among 68 EFL students by Ulin et al. (2016). Their study aimed to examine the relationship between the students' writing attitude, apprehension towards writing, and writing performance and investigate the causes of both factors. The researchers used a writing attitude questionnaire, writing apprehension questionnaire, writing test, and semi-structured interview to measure the relationship among students' attitudes towards writing, writing apprehension, and writing performance. Their study showed a significantly positive correlation between attitude towards writing and learners' writing performance. Meanwhile, the writing apprehension and writing performance were correlated negatively, and the contrast in performance was substantial. On the other hand, the interview result showed that the importance of English as an international language, the relationship between English and science, the interest in writing and English, and the lecturer's evaluation enhanced positive attitudes. In this study, the researchers surmised that students with negative attitudes were the ones who confessed that they were not good at English, which made writing in English challenging, so they did not write much.

Similarly, Jabali (2018) investigated 102 EFL students' attitudes toward writing in general and the differences in their expressing ideas while writing in English and Arabic. The researcher used a modified questionnaire with 28 items from Daly-Miller Apprehension Questionnaire and an open-ended question to collect the data in the study. Jabali's findings revealed that students had positive attitudes towards writing and various courses offered, textbooks, teaching methods, writing skills, and strategies.

In another study, Tilahun (2018) researched 60 first-year civil Engineering students' attitudes toward the Basic Writing Skills course in another academic discipline. Tilahun employed a descriptive design and both qualitative and quantitative research approaches. A questionnaire and an unstructured interview were the instruments used for data collection. The study's findings indicated that students had a positive attitude toward the writing class's contents, topics, and teaching approach. However, since writing was the second most difficult skill to master, most students preferred to practice writing outside the classroom. The participants' difficulties were vocabulary, grammar, and, most importantly, fear of negative comments from the instructors. Other challenges, such as lack of motivation, insufficient time, and teacher roles, were moderately problematic among students.

Additionally, Rosdiana (2019) investigated students' attitudes toward academic writing in English. Her study involved 25 EFL students from an English department. Her study employed qualitative research and used a questionnaire, interview, and students' written compositions as research instruments. The questionnaire results revealed that students with moderate attitudes viewed writing as tricky and stressful. However, students with high attitudes regarded writing as exciting and challenging. The study also showed that students encountered numerous difficulties in writing. The interview results, meanwhile, showed that students made various efforts to improve their writing skills.

A similar study involving 57 EFL students by Setyowati and Sukmawan (2019) involved a questionnaire, interview, and documentation of the self-reflection essay. Their study revealed that 58% of the students had a moderate attitude toward writing. Those students found writing difficult and stressful. However, those with positive attitudes found writing exciting and challenging.

Next, Aktar et al. (2020) researched students' attitudes toward academic writing, writing apprehensions, and challenges of academic writing among 27 ESL students from a local university in Malaysia. The researchers adapted the Writing Apprehensions Test (WAT)

from Daly & Miller (1975) to collect the data. The researchers divided the questionnaire into three categories: students' general attitudes toward academic writing, students' writing apprehension, and academic writing challenges. Their studies revealed that academic challenges are the leading cause for students to be apprehensive about their writing. Furthermore, a lack of interest was the cause for a negative attitude toward academic writing.

Most recently, Udu (2021) conducted a study on teachers' and students' attitudes toward reading and writing. The study sample involved 38 teachers and 492 senior secondary school students from 12 Benue State, Nigeria schools. The data for the study was collected using the English Language Students' Attitude Scale (ELSAS), English Language Teachers' Attitude Scale (ELTAS), and Reading and Writing Achievement Test (RWAT). Students' data was measured using Multiple regression statistics. Udu's study revealed that English language teachers' and students' attitudes affect their reading and writing considerably.

Many studies have looked into attitudes toward writing in English among EFL students (Jabali, 2018; Rosdiana, 2019; Rushidi, 2012; Setyowati & Sukmawan, 2019), ESL students (Aktar et al., 2020), and civil Engineering students (Tilahun, 2018). However, only a few studies have compared two different academic courses at the tertiary level. Therefore, based on previous studies, the present study aimed to explore students' attitudes toward writing in English between Diploma in TESL and Diploma in Accountancy students in the Malaysian context. The outcomes of the present study will be helpful for the researcher in investigating the types of attitudes and factors that contribute to the students' attitudes toward writing in English. This study is essential for both students and educators. This study implied that students should realize the importance of having positive attitudes toward writing in English to meet the academic and job requirements after graduation. Hence, educators should inculcate positive attitudes and help students to overcome their writing difficulties in English.

II. MATERIALS AND METHODS

The researchers employed a descriptive research design to investigate Diploma students' attitudes toward writing in English. Online survey questions were created using Google Forms to gather the necessary data on the students' attitudes toward writing in English. All the questions were designed in English and divided into three sections: Section A, Section B, and Section C. The items in Sections A, B, and C were adapted and modified accordingly from previous research (Lingaiah, 2006).

Section A contained students' backgrounds and personal information. The researchers included 12 numeric open-ended and text open-ended questions for respondents to answer. Section B consisted of two questions; the first required students to tick 'Yes' or 'No' in the appropriate checkboxes, while the second question required students to provide relevant reasons in a short paragraph for their choice. The qualitative data gathered from the students were used by researchers to analyze the possible factors that could have influenced the students' attitudes toward writing in English. Section C was the student attitudinal survey questionnaire with 20 positive and 20 negative items. Each Likert scale item in the questionnaire survey had five categories, with agreement scale values ranging from -2 to +2, with 0 as a neutral response. The reasons for choosing this questionnaire survey design were because it is the cheapest and most confidential instrument in which the respondents could answer honestly.

The study involved a total of 120 Diploma students, and they were from the TESL Diploma group ($n=60$) and Diploma in Accountancy group ($n=60$). The researchers distributed the questionnaire survey via google form to the respective students' emails with the help of their lecturers. The students were given one day to complete and send back the questionnaire survey upon completion to the researcher immediately.

The main objective of the research is to compare Diploma in TESL and Diploma in Accountancy students' attitudes toward writing in English. In line with this, the research questions that guided the study were as follows:

1. What are the students' attitudes towards writing in English?
2. What factors contribute to students' positive and negative attitudes toward writing in English?

The study used 'comparative analysis' to analyze the results as the findings involved comparing data between two groups of students. All the data from each section was measured and presented in table forms and bar charts for easy analysis.

III. RESULTS

The Diploma in TESL group ($n=60$) and Diploma in Accountancy group ($n=60$) completed the attitudinal survey. Section A of the survey described students' background information. The subjects for the Diploma in TESL group and Diploma in Accountancy group were 18 to 23 years old. 55% of the Diploma in TESL group was 19 years old compared to 39% of the Diploma in Accountancy group was 20 year-olds. Both groups have the same percentage (2%) of 18-year-old students. However, only Diploma in Accountancy group has 2% of 24-year-old students, the oldest among the respondents. Female students made up the majority in both groups. 85% of the TESL Diploma group was females, while the Diploma in Accountancy group comprised 70%. 100% of Diploma in Accountancy students had Malay as their native language compared to 90% of Diploma in TESL students. Therefore a total of 10% of students in the TESL Diploma group have English as their native language. Some students in both groups had started speaking in English at age 5, with Diploma in Accountancy at 32%, while the TESL Diploma group had 28%. (Please refer to Appendix 1, Tables 1.1 to 1.12).

Next, the data from Section B of the attitudinal survey described the students' likes or dislikes in writing in English and the types of positive and negative reasons for writing in English. The results revealed that 97% of the Diploma in TESL group liked writing in English and had more positive reasons than the 75% Diploma in Accountancy group. Please refer to Appendix 1, Table 2.1, and Figure 2.1.

11% of the Diploma in TESL group believed they could improve their writing skills. 3% of them also found writing in English interesting

while 1 % found the language unique. They felt English is essential for university entrance and career (2%). Additionally, 1% enjoyed writing in English compared to 4% who felt comfortable and 6% who loved the language. 20% of the students revealed that expressing their ideas and feelings in English was easy. Another 6% of the students found that English words are simple and easy, and 3% believed writing in English helped them communicate with others. Further, 2% of the students liked writing in English because it is the most used language at home, while 15% wanted to improve their grammar. Another 1% of the students wanted to learn new words, 5% found writing in English fun, and 5% found that the vocabularies are very simple. 3% of the students liked writing in English because they wanted to learn from their mistakes, 4% felt comfortable, 4% thought writing sounded more formal and professional, and 1% felt the language was beautiful. Please refer to Appendix 1, Table 2.2.

In terms of negative reasons for writing in English, the results revealed that the Diploma in Accountancy group had more negative reasons at 25% for writing in English than the Diploma in TESL group at 3%. Among the negative reasons, 3% of students found that writing in English is complicated, and 1% felt they could not make others understand their feeling through writing. Additionally, other reasons included weak grammar (4%), words in English that are difficult to understand (3%), and not easy to translate words from Malay to English (1%). Please refer to Appendix 1, Table 2.3.

Section C is the Likert Scale Questionnaire. Please refer to Appendix 1, Tables 3.1a, 3.1b, and 3.1c. The study's results revealed that the Diploma in TESL group provided a maximum positive response (20%) to items 1,2,3,4,5,13, 26, and 32. Next, maximum negative response (20%) to items 7,9,10,18,20,24,25, and 38, followed by a maximum neutral response (13%) to items 8,12,14,16, and 22. Meanwhile, the Diploma in Accountancy group provided the maximum positive responses (13%) for items 27,28,33,39, and 40. Next, maximum negative response (17%) for items 6,19,21,29,30,35, and 37, followed by a maximum neutral response (10%) for items 15, 17, 23, and 31. Both groups, however, showed maximum same positive and negative responses (5%) for items 11 and 34 and neutral responses (2%) for items 36.

IV. DISCUSSION AND CONCLUSION

The study results indicate that the Diploma in TESL group has equal percentages of positive and negative responses at 20%, followed by neutral reactions at 13% within the group. Nevertheless, the Diploma in Accountancy group had 17% negative reactions, followed by 13% positive and 10% neutral reactions within the group. When compared between the two groups for their responses, the Diploma in TESL group had more positive, negative, and neutral responses than the Diploma in Accountancy group. Refer to Appendix 1, Table 3.1c. Additionally, most Diploma in TESL group liked writing in English more (97%) than the Diploma in Accountancy group (75%). From here, we can see that 25% of the Diploma in Accountancy group disliked writing in English compared to only 3% of the TESL group. Appendix 1 of Table 2.1 and Table 2.2 clearly show the reasons.

Various factors contributed to positive and negative attitudes among the Diploma in TESL and Accountancy groups. One important factor is interest in writing in English (Aktar et al., 2020), which was evident in this study. The Diploma in TESL group showed more interest in using English when writing letters than the Diploma in the Accountancy group. In addition, their favourite subject in school was English. (Refer to Appendix 1, Tables 1.5 & 1.6). The group also watched more English movies and listened to more English songs. (Refer to Appendix 1, Tables 1.8 & 1.9). Furthermore, most group members joined the English language society in college and read English books during their free time. Refer to Appendix 1, Tables 1.10 & 1.11. The group also found writing in English interesting, unique, beautiful, and fun. Hence, they love and enjoy writing in English. Although the native language of 97% of the group is Malay, English is still the most used language at home. (Refer to Appendix 1, Table 2.2). Besides that, the group liked writing down their ideas in English and found discussing their writing, especially in English, with others enjoyable. (Refer to Appendix 1, Table 3.1a, Items 13 & 19). A good language learner is *"the one who acquires adequate input in the second language and has a low affective filter to allow input to language acquisition"* (Krashen, 1988, as cited in Getie, 2020, p. 8). Therefore, the group's interest in writing may have influenced by their instructors and the type of writing practice given to them in the classroom. Furthermore, these students may have set practical goals and effectively used the writing strategies taught. They often sought help and guidance for their written tasks given by their instructors. Thus, interest plays an essential part in students' writing attitudes as it motivates and builds confidence in students (Lipstein & Renninger, 2020).

In contrast, the study's findings also revealed that 52% of the Diploma in TESL group, compared to the 32% of the Diploma in Accountancy group, were not interested in writing in English. 43% of the Diploma in TESL group also refrained from writing in English and did not wish to write in English if they had a choice (Refer to Appendix 1, Table 3.1b, Items 7 & 25). In comparison, the Diploma in Accountancy group had lesser students (32%) who were not interested in writing in English. The group used the

Malay language when writing letters, and Mathematics was the group's favourite subject in school (Refer to Tables 1.5 & 1.6). The group did not join any language society in the college. (Refer to Appendix 1, Table 1.10). In addition, the group preferred to refrain from writing down their ideas in English and did not find discussing their writing, especially in English, with others enjoyable. (Refer to Appendix 1, Table 3.1a, Items 13 & 19). The group also showed no interest in putting their ideas on paper when given a written task in English. (Refer to Appendix 1, Table 3.1a, Item 30). As mentioned earlier by Chernysh and Syrak (n.d), accounts students may only intend to improve their English writing skills if they are dealing with numbers. Further, sometimes these students write to get through their examination as their college requirements (Hanene, 2015). Due to their poor writing habits, these students are not good language learners (Krashen, 1988, as cited in Getie, 2020). Thus, students must eliminate their bad writing habits and avoid writing what is easy. Instead, attention should be given to the readers rather than writing for themselves by strictly following the format and structure of academic writing (Frank, 2020).

The result of the study further indicated that the TESL Diploma group felt motivated toward writing. The group wanted to improve their writing skills because they understood that it was vital for university entrance and careers. Besides, they wanted to learn new words and learn from their mistakes. (See Appendix 1, Table 2.2). The findings also indicated that the Diploma in TESL group practiced and felt comfortable writing in English. The group had a sense of writing to an audience and explaining their feelings to others by writing in English. (Refer to Appendix 1, Table 3.1a, Items 1 & 2). Most students in the TESL Diploma group also responded that they would still write in English for their benefit if they had a choice. (Refer to Appendix 1, Table 3.1a, Item 26). Additionally, when they were to experience difficulties writing in English, they would try hard to figure out what to do independently. (Refer to Appendix 1, Table 3.1a, Item 32).

As for the Diploma in Accountancy group, they responded that writing in English is not only for those who want to become English teachers but for everyone. (Refer to Appendix 1, Table 3.1a, Item 27). The group also responded that they write in English not to satisfy their lecturer's requirements (Refer to Appendix 1, Table 3.1a, Item 28). Further, the group responded that the ability to write in English is not a gift, and people are not born with it. (Refer to Appendix 1, Table 3.1a, Item 39). The group also disagreed that writing in English wastes time because it needs thinking. (Refer to Appendix 1, Table 3.1a, Item 40). Furthermore, they did not give up trying when they experienced difficulties writing in English (Refer to Appendix 1, Table 3.1a, Item 33). Hence, the findings showed that the two groups had positive attitudes and felt motivated to develop their writing experience (Gardner, 1985, as cited in Aktar et al., 2020) in English.

However, the Diploma in TESL group agreed and responded negatively that writing in English requires a special talent. (Refer to Appendix 1, Table 3.1a, Item 24). Most Diploma in Accountancy group responded that writing in English is not vital for their future (Refer Appendix 1, Table 3.1a, Item 6). The group disagreed that writing in English can improve their writing skills and that they can improve their writing skills. (Refer to Appendix 1, Table 3.1a, Items 35 & 37). Based on the findings, Langan (2000, as cited in Jabali, 2018, p.2) commended that "*students believe that writing is a natural gift rather than a learned skill.*" A lack of motivation may have caused these negative attitudes toward writing in English (Ahmad et al., 2013). According to Fareed et al. (2016), educators fail to motivate their students but have high expectations of their writing skills. However, educators can make these changes through technology (Graham & Perin, 2007, as cited in Fareed et al., 2016) and provide motivation and encouragement by giving credit for their written work (Inoue, 2014).

The results also revealed that the Diploma in TESL group had more writing anxiety than the Diploma in Accountancy group. Writing in English was a frightening experience for them. Besides, according to them, their minds went blank when they started writing in English, so they always needed help to write down their ideas. (Refer to Appendix 1, Table 3.1a, Items 9, 10, 18 & 38). According to Jabali (2018), fear over writing mistakes can cause writing anxiety among Diploma TESL students. It is, therefore, important for educators to provide critical feedback to boost students' self-confidence in writing (Haider, 2012, as cited in Fareed et al., 2016).

In line with that, literacy skills were another factor related to students' attitudes toward writing in English. The study's result showed that most Diploma in TESL group read English books during their free time compared to the Diploma in Accountancy group (See Appendix 1, Table 1.11). Hence, the Diploma in TESL group found it easy to express ideas and feelings when they wrote in English. Apart from that, the vocabularies are also simple and easy for them. (Refer to Appendix 1, Table 2.2). The results also show that the Diploma in TESL group could write well in English and explain their feelings to others by writing in English compared to the Diploma in Accountancy group. (Refer to Appendix 1, Table 3.1a, Items 3 & 5). At the same time, compared to the Diploma in Accountancy group, more Diploma in TESL groups needed help organizing their ideas when writing in English. (Refer to Appendix 1, Table 3.1a, Item 20). In line with that, the Diploma in Accountancy group found writing in English complicated and admitted that they needed better writing skills and a more robust vocabulary. In addition, they needed help understanding the words in English. As the majority speak Malay as their native language (Refer to Appendix 1, Table 1.3), they found it difficult to translate words from Malay to English (Refer to Appendix 1, Table 2.3). Al-Shboul (2015) pointed out that students' experiences and limited writing knowledge may have influenced students' literacy skills. Further, lecturers who seldom respond or provide feedback about their students' writing could affect students' literacy skills (Paudel, 2020). Fareed (2016) suggested that educators should give importance to writing by asking students to write daily to improve their writing skills in English. Additionally, educators can tackle these issues by employing new teaching strategies, such as daily brainstorming ideas on a piece of paper (Haider, 2012, as cited in Fareed et al., 2016) during their writing class.

The influence of the native language in writing English was another factor that led to the attitude toward writing in English (Ahmad et al., 2013). The study's findings showed that Malay is the native language for most of the Diploma in Accountancy group. (Refer to Appendix 1, Table 1.3). Further, the group dislikes writing in English because they need help translating words from Malay to English. (Refer to Appendix 1, Table 2.3). The aforementioned factor can be related to students who may sometimes take their cultural aspects into writing classes, which may obstruct their writing performance in the second language (Jabali, 2018).

The results of the study led to the following conclusion. The Diploma in TESL group has more positive attitudes, while Diploma in Accountancy group has more negative attitudes among themselves. However, when the two groups are compared, the Diploma in TESL group has more positive and negative attitudes than Diploma in Accountancy group. Various factors contributed to positive and negative attitudes among the Diploma in TESL and Diploma Accountancy groups. First, interest in writing. Second, motivation towards writing in English. Third, writing anxiety. Next, literacy skills, and finally, the influence of the native language.

Hence, positive attitudes, compared to negative attitudes towards writing in English, can lead Diploma students toward academic success and career. Therefore, educators can improve Diploma students' negative attitudes towards writing in English by considering the reasons for their attitudes. The role of educators is essential in kindling students' interest in writing, especially in the English language. They must also be made aware of the importance of writing in English because English is widely used to communicate in the education and business sectors. Competency in English makes it easy for students to find information and write in English for their academic papers. It is clear that students need to be encouraged and motivated to write more in English, and it is possible if educators to give credit to students' written work. In addition, encouragement and recognition can also prevent their anxiety towards writing in English. Finally, students need to make an effort to practice writing more in English to upgrade their literacy level and simultaneously avoid having a negative attitude toward writing in English.

APPENDIX 1

Section A

Table 1.1: Age

Code:A1	Diploma TESL (%)	Diploma Accountancy (%)
18	2	2
19	55	17
20	29	39
21	7	25
22	7	13
23	2	4
24	0	2
Total	100	100

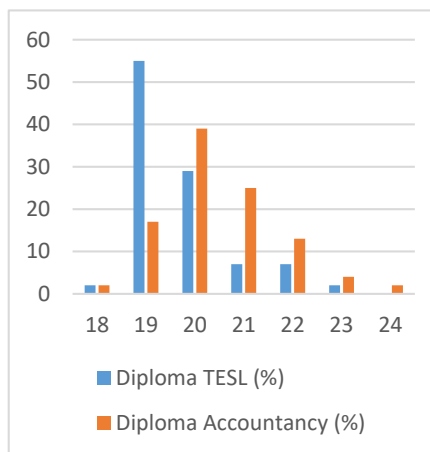


Figure 1.1: Age

Table 1.3: Native Language

Code:A3	Diploma TESL (%)	Diploma Accountancy (%)
English	10	0
Malay	90	100
Total	100	100

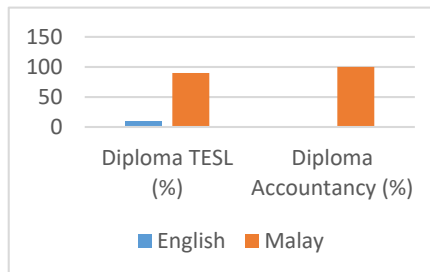


Figure 1.3: Native Language

Table 1.4: Age Starting to Learn English

Code:A4	Diploma TESL (%)	Diploma Accountancy (%)
10 months old	4	0
1 year old	0	8
2 years old	2	0
3 years old	13	7
4 years old	12	20
5 years old	28	32
6 years old	22	17
7 years old	13	17
9 years old	3	0
12 years old	3	0

Total	100	100
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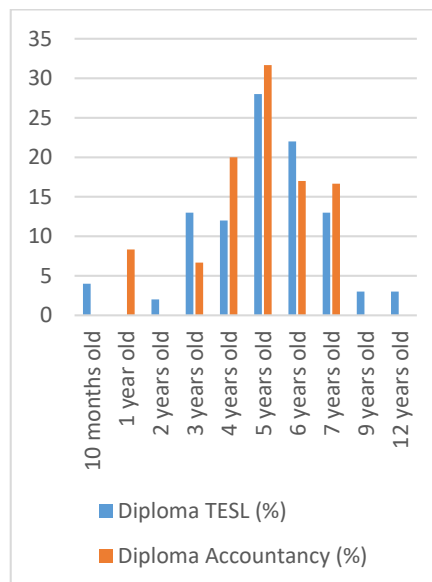


Figure 1.4: Age Starting to Learn English

Table 1.5: Type of Written Language Used in Personal Letter

Code:A5	Diploma TESL (%)	Diploma Accountancy (%)
Malay	27	52
English	47	33
English and Malay	26	13
Depends on the recipient's language	0	2
Total	100	100

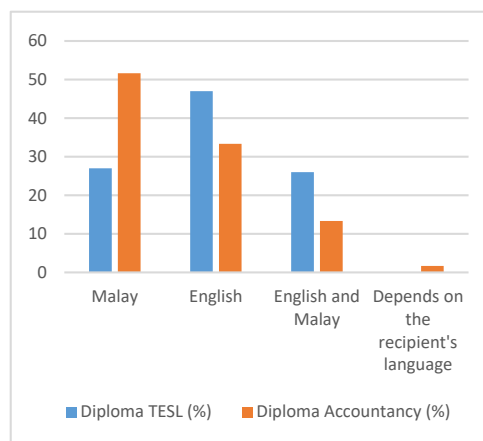


Figure 1.5: Type of Written Language Used in Personal Letter

Table 1.6: Favourite Subject in School

Code:A6	Diploma TESL (%)	Diploma Accountancy (%)
Arts	3	0
English	78	12
History	5	7
Mathematics	8	55
Physics	2	2
Science	3	5
Chemistry	0	7
Accounts	0	12
None	0	2
Total	100	100

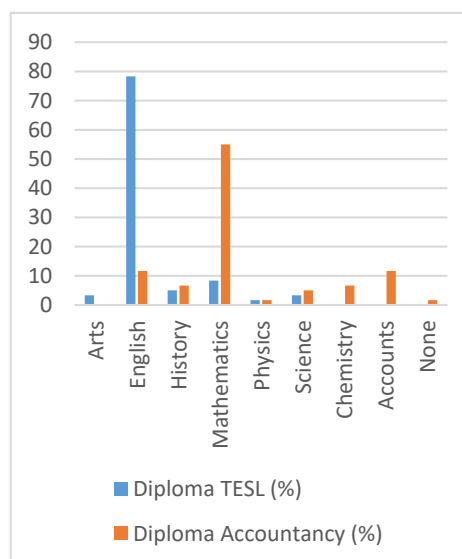


Figure 1.6: Favourite Subject in School

Table 1.7: Language Newspapers Read at Home

Code:A7	Diploma TESL (%)	Diploma Accountancy (%)
Malay	17	30
Malay & English	63	60
Malay, English & Chinese	0	3
None	20	7
Total	100	100

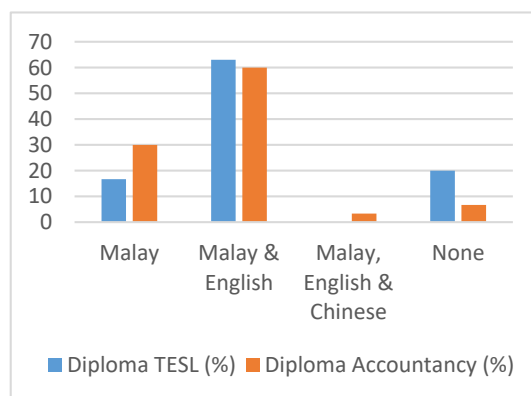


Figure 1.7: Language Newspapers Read at Home

Table 1.8:Favourite Language Movies

Code:A8	Diploma TESL (%)	Diploma Accountancy (%)
English	83	73
Japanese	2	3
Korean	3	17
Malay	8	3
Spanish	2	0
Chinese	0	2
Tamil	2	0
None	0	2
Total	100	100

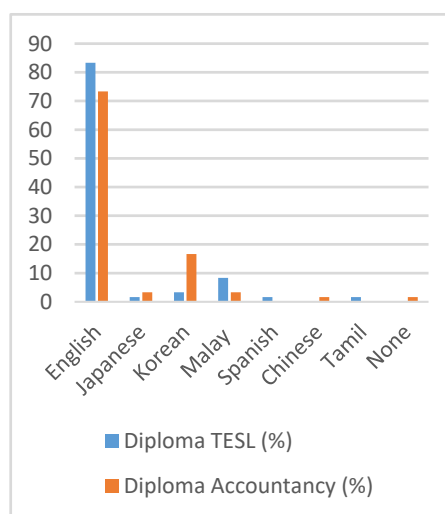


Figure 1.8:Favourite Language Movies

Table 1.9:Favourite Language Songs

Code:A8	Diploma TESL (%)	Diploma Accountancy (%)
English	78	75
Japanese	3	8
Korean	10	10
Malay	3	7
Tamil	3	0
Thailand	2	0
Total	100	100

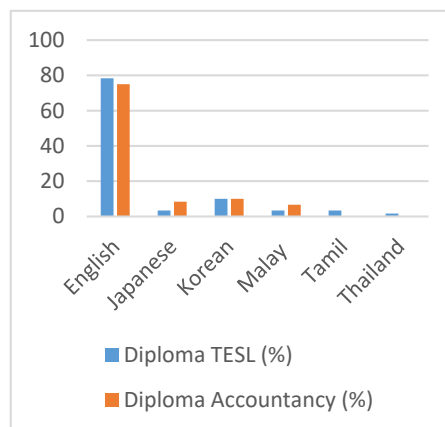


Figure 1.9:Favourite Language Songs

Table 1.10:Language Society in College

Code:A10	Diploma TESL (%)	Diploma Accountancy (%)
English	63	37
Malay	10	25

None	27	38
Total	100	100

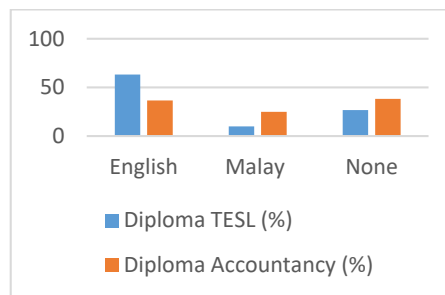


Figure 1.10: Language Society in College

Table 1.11: Language Books Read During Free Time

Code:A11	Diploma TESL (%)	Diploma Accountancy (%)
English	82	60
Malay	17	38
Arabic	0	2
None	2	0
Total	100	100

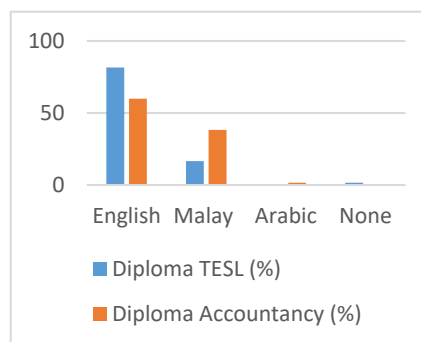


Figure 1.11: Language Books Read During Free Time

Table 1.12: Score for English SPM Paper

Code:A12	Diploma TESL (%)	Diploma Accountancy (%)
A+	10	5
A	40	37
A-	12	17
B+	20	25
B	10	12
C+	3	2
C	5	0
D	0	3
Total	100	100

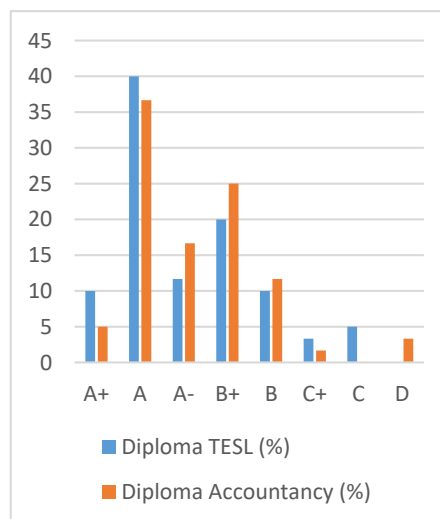


Figure 1.12: Score for English SPM Paper

Section B

Table 2.1: Likes and Dislikes Writing in English

Response	Diploma TESL (%)	Diploma Accountancy (%)
Yes	97	75
No	3	25
Total	100	100

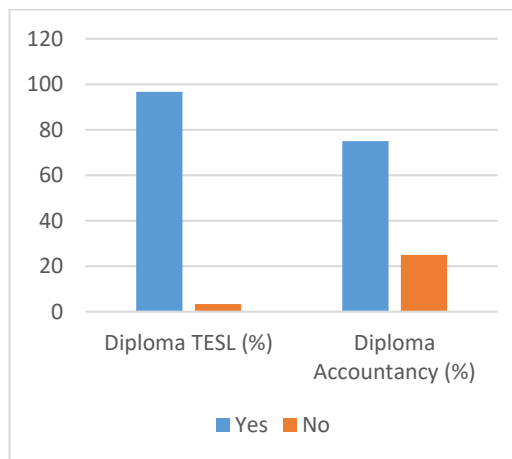


Figure 2.1: Likes and Dislikes Writing in English

Table 2.2: Positive Reasons towards Writing in English

Code	Reasons	Diploma TESL (%)	Diploma Accountancy (%)	
PR1	Improve writing skills	12	8	X
PR2	Interesting	3	2	X
PR3	Unique	2	0	X
PR4	Important for university entrance and career	2	2	
PR5	Enjoy writing in English	2	0	X
PR6	Feel comfortable	7	8	
PR7	Love the language	5	7	
PR8	Easy to express ideas/feelings	20	15	X
PR9	Vocabularies/ words are simple and easy	13	5	X
PR10	Can help to communicate with others	2	3	
PR11	Most used language at home	3	0	X
PR12	Improve grammar/vocabulary	12	17	
PR13	Learn new words	2	0	X
PR14	Fun	7	2	X
PR15	Learn from mistakes	2	3	
PR16	Sounds more formal and professional	3	3	
PR17	Language is beautiful	2	0	X
Total		97	75	

Key:

PR= Positive Reasons

X = Diploma in TESL has higher positive reasons towards writing in English

Table 2.3: Types of Negative Reasons towards Writing in English

Code	Reasons	Diploma TESL (%)	Diploma Accountancy (%)	
NR1	Complicated	2	3	X

NR2	Don't know how to make people understand my feelings	1	0	
NR3	Weak in grammar/vocabulary	0	8	X
NR4	Poor writing skills	0	7	X
NR5	Words in English are difficult to understand	0	5	X
NR6	Difficult to translate words from Malay to English	0	2	X
	Total	3	25	

Key:

NR= Negative Reasons

X = Diploma in Accountancy has higher negative reasons towards writing in English

Section C

Table 3.1a: Response for Positive Items by Diploma TESL and Diploma Accountancy Groups

Question	Item	Strongly Agree and Agree			Neutral			Disagree and Strongly Disagree		
		Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2	Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2	Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2
1	I practice writing in English frequently.	40	28	34	25	37	31	35	35	35
2	I feel comfortable writing in English.	50	35	43	12	32	22	38	33	36
3	I can write well in English.	47	30	38	27	35	31	27	35	31
4	When I am writing in English, I have a sense of writing to an audience.	42	27	34	35	37	36	23	37	30
5	I can explain my feelings to other people by writing in English.	47	35	41	17	28	23	37	37	37
6	Writing in English is important for my future.	48	33	41	15	15	15	37	52	44
8	I have no fear of my writing being evaluated.	32	25	28	48	38	43	20	37	28
12	I would enjoy submitting my writing in English for publication.	32	38	35	42	40	41	27	22	24
13	I like to write down my ideas in English.	40	35	38	28	32	30	32	33	33

14	I like to have my friends read what I have written in English.	28	28	28	38	37	38	33	35	34
16	People seem to enjoy what I write in English.	30	28	29	50	42	46	20	30	25
17	I enjoy writing in English (L2) compared to L1.	27	22	24	50	52	51	23	27	25
19	Discussing my writing especially in English with others is enjoyable.	38	25	32	30	35	33	32	40	36
26	If I had a choice I would still write in English for my own benefit.	47	35	41	20	3	12	33	45	39
29	When I get back my written papers in English, I understand lecturer's comments and marks.	50	33	42	18	15	17	32	52	42
30	When I am given a written task in English, I look forward on putting my ideas on paper.	43	23	33	27	28	28	30	48	39
31	When I experience difficulties writing in English, I immediately seek lecturer's help.	48	25	37	28	50	39	23	25	24
32	When I experience difficulties writing in English, I try hard to figure out what to do on my own.	42	32	37	27	32	29	32	37	34

35	To me, writing in English can improve my writing skills.	52	35	43	10	12	11	38	53	46
37	To me, writing in English is something which I can improve.	52	35	43	7	10	8	42	55	48

Key:


 Maximum Response

Table 3.1b: Response for Negative Items by Diploma TESL and Diploma Accountancy Groups

Question	Item	Strongly Agree and Agree			Neutral			Disagree and Strongly Disagree		
		Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2	Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2	Diploma TESL (%)	Diploma Accountancy (%)	Total (%) / 2
7	I always avoid writing in English.	52	32	42	12	27	19	37	42	39
9	Writing in English is a very frightening experience.	45	22	33	28	37	33	27	42	34
10	My mind seems to go blank when I start to write in English.	52	32	42	22	27	24	27	42	34
11	Expressing ideas through writing in English seems to be a waste of time.	47	38	43	12	15	13	42	47	44
15	I am nervous about writing in English.	35	27	31	33	40	37	32	33	33
18	I never seem to be able to write down my ideas clearly in English.	47	37	42	20	30	25	33	33	33
20	I have a terrible time organizing my ideas when writing in English.	45	28	37	32	30	31	23	42	33

21	I don't think I write in English as well as most other people.	28	43	36	42	22	32	30	35	33
22	When I write in English, I do not want my writing to be evaluated.	28	35	32	42	27	34	30	38	34
23	Writing in English requires a serious effort.	28	32	30	42	45	43	30	23	27
24	Writing in English requires a special talent.	40	37	38	33	27	30	27	37	32
25	If I had a choice I do not wish to write in English at all.	43	32	38	45	30	38	12	38	25
27	Writing in English is only for those who want to become an English teacher.	48	38	43	10	10	10	42	52	47
28	I write in English just to satisfy my lecturer's requirements.	40	38	39	25	18	22	35	43	39
33	When I experience difficulties writing in English, I give up trying.	47	37	42	12	15	13	42	48	45
34	For me, writing in English is a waste of time.	52	43	48	3	5	4	45	52	48

36	How well I write in English depends on the lecturer's comments.	27	28	28	43	43	43	30	28	29
38	When I am given a written task in English, I always feel frightened to write.	45	37	41	30	28	29	25	35	30
39	To me, to be able to write in English is a gift and people are born with it.	42	33	38	20	13	17	38	53	46
40	Writing in English is a waste of time because it needs thinking.	50	35	43	12	13	13	38	52	45

Key:



Maximum Response

Table 3.1c: Summary of Likert Scale Questionnaire

Diploma TESL				Diploma Accountancy			
Maximum Response	Item	Total Items	%	Maximum Response	Item	Total Items	%
Positive	1, 2,3,4,5,13,26 & 32	8	20	Positive	27,28,33,39,40	5	12
Negative	7,9,10,18,20,24,25 & 38	8	20	Negative	6,19,21,29,30,35,37	7	18
Neutral	8,12,14,16 & 22	5	13	Neutral	15, 17, 23, 31	4	10
Total		21	53	Total		16	40

Diploma TESL & Diploma Accountancy			
Maximum Same Response	Item	Total Items	%
Positive/Negative	11 & 34	2	5
Neutral	36	1	2
Total		3	7

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