

**THE CORRELATION BETWEEN WRITING SELF-EFFICACY AND
WRITING ACHIEVEMENT OF THE SIXTH SEMESTER STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM OF FKIP UNSRI**

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2016

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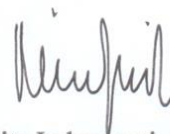
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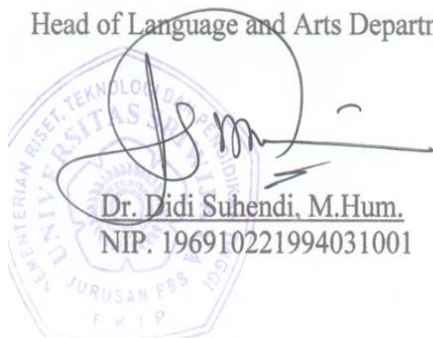
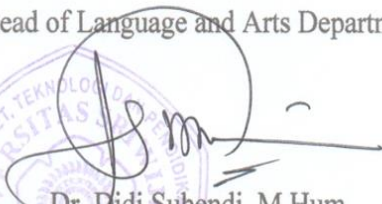
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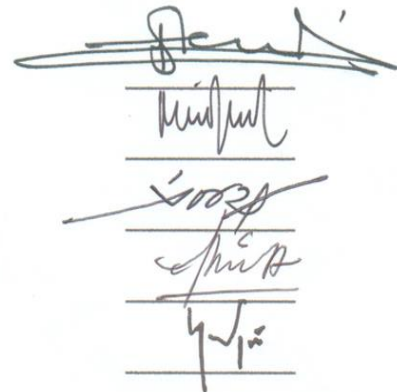
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The Undersigned,

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DEDICATION AND MOTTO

This thesis is dedicated to...

- My unreplaceable and beloved parents, YULHARDI & NELLY VIRGO RINA, who always support, love, and do everything for me without any gripe. Thank you so much for everything. I really love both of you. Actually, there is no words that could explain my love and my gratitude to you.
- My beloved sisters (Gita, Ulva, Dinda), my whole family (without any exception), and a wise man after my father (Rico Saputra). Thank you so much for loving and supporting me everytime. I love all of you so much.

Motto...

Living in this world is aimed to live in Paradise.

Everything you do will be what you get.

Allah SWT always has good plans for you at the end.

If something happened is not good for you, it means that it is not the end yet. Believe in Allah SWT and do good things because of Allah SWT.

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Lastly, it is hoped that this thesis could be useful for teaching and learning in English Education Study Program and for developing science, technology, and arts.

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The Writer,

Yuri Rahma Putri

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ABSTRACT

The objectives of this study were to find out whether or not: (1) there was a significant correlation between the students' writing self-efficacy and their writing achievement and a contribution of the students' writing self-efficacy to their writing achievement, and (2) there was a significant correlation between each of the students' writing self-efficacy category and their writing achievement and a contribution of each of the students' writing self-efficacy category to their writing achievement. The samples of this study were 45 sixth semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University from Indralaya class in academic year 2015/2016 which was chosen by using purposive sampling from 93 of the total populations. This study applied a correlation method. The data were collected through writing self-efficacy scale questionnaire and writing test, and then scored by three raters. Pearson Product Moment Correlation of SPSS version 22 was used in analyzing the data. The results showed that (1) there was a fair significant negative correlation between the students' writing self-efficacy and their writing achievement ($r = -0.510$ and $p\text{-value} = 0.000$), and the contribution was 26%, and (2) there was a weak significant negative correlation between the students' writing self-efficacy of moderate category and their writing achievement ($r = -0.348$ and $p\text{-value} = 0.035$), and the contribution was 12.1%. In conclusion, the students' writing self-efficacy was significantly correlated to their writing achievement.

Keywords: Correlation, Writing Self-Efficacy, Writing Achievement

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

The role of language is crucial in all aspects of life. Language helps people to communicate with other people all over the world because it is a means of communication. People are able to exchange their knowledge, beliefs, opinions, feelings, experiences, and others by using language. Baron (1981, p. 5) claims that individuals use language as a way of representing their experiences. In addition, Sapir (1921, as cited in Baron, 1981, p. 72) defines language as a means of a system of produced symbols used by humans to communicate ideas, emotions, and desires. Therefore, there are some languages used by people in the world to share their thoughts and feelings with others which function as native language, second language, or foreign language.

The capability of mastering foreign language is very important for someone to interact and communicate with others who use different languages. Thus, there is a language that is used as an international language by people all over the world, and that foreign language is English. English has substantial role for Indonesian students. Indonesian government establishes English as one of subjects that is taught to the students from elementary school to university level. In junior high school until university level, English is taught as one of the compulsory subjects. Then, it is taught as an optional local content in elementary school level. All in all, there are four basic language skills that should be taught and learnt in English, and those are listening, speaking, reading, and writing.

People can share their ideas not only through speaking but can also through writing. Writing is an essential medium in learning process that helps learners share and communicate their thoughts and feelings in written form. According to Shah, Mahmud, Din, Yusof, and Pardi (2011, p. 8), writing is a principal general means used by students to present their knowledge. It is one of

the four basic language skills that is important to academic success and should be mastered by students if they want to have ability to communicate in English in the written form. In addition, Al-Shourafa (2012) states that writing is a productive and important skill to be mastered in learning English as a foreign language. Since English has been introduced as a compulsory subject in university level, writing is taught as an important skill especially for those who major in English. However, writing is considered more difficult to be mastered than the other skills because there are some aspects which have to be learnt in writing.

Significantly, Al-Mekhlafi (2011, p. 17) claims, "Writing in a foreign language is not an easy task and requires a lot of practice and training to produce a well-accepted written form." Writing is a complicated and demanding task which is not easy and needs a number of skills to be performed such as grammatical and others, and then it requires co-ordination and integration some processes including planning, production, editing, and revision (Jalaludin, 2014, p. 27). In addition, Inderawati and Hayati (2011, p. 518) also claims, "It is obvious that writing includes a complex process which allows writers to explore ideas and thoughts and make them visible and concrete to readers." Then, Erkan and Saban (2011) state,

Since it is an active, productive skill, students learning to write in a foreign language face multiple challenges. Writing requires thinking strategies that allow the individual to express him or herself competently in the other language, and it is a complex activity that requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar. (p. 164).

Similarly, Tangpermpoon (2008, p. 1) claims that writing skill is the most difficult compared with other skills because in making a good writing it is needed the writer's knowledge as well as principles of organization in second language. Then, Shah et al. (2011, p. 8) argues that writing is not an easy skill because it requires a number of process to be performed. Moreover, Dean (2012, p. 94) also asserts, "Pupils of all abilities needed to be focused much more carefully, to

concentrate on the intended purpose of their writing.” Thus, it can be inferred that although writing is an important skill for students to learn, but it is considered to be a difficult skill because of various factors.

Getting difficulties can make students become hopeless and less challenging in their learning. They should be confident and believe that they can do the given task. Some students of English Education Study Program of FKIP UNSRI still have problems in writing. In accordance with this, two questions were given in terms of questionnaire to the representatives of fifth semester students of English Education Study Program of FKIP UNSRI. The first question was “what do you think about your ability in writing?” And then, the second question was “what problems or difficulties do you face in writing?” They mostly answered that their abilities in writing were in moderate level. Then, most of them said that they had problems or difficulties in developing ideas, using correct sentence structure or they often do grammar error. After that, it was difficult for them to choose appropriate vocabulary because they had limited vocabulary.

Based on the statements above, it is essential to know what is needed to help learners to be able to express their ideas competently in written form. It can be by getting to understand the learners’ innerself that can be called self-beliefs. In other words, as what Jalaludin and Paramasivam (2015) state,

One of the main elements that can help learners to write is by starting to understand ‘the learners’ innerself’ and move on to the external factors such as support or guidance from the social environment. ‘Innerself’ here can be referred to self-beliefs, personal experience, and learners’ level of background knowledge.

In addition, Hidi and Pietro (2008, as cited in Jalaludin & Paramasivam, 2015) consider the conditions that determine the motivation of the learners to write are positive beliefs about writing, goals of writing, supportive context for writing, and positive environment provided. Thereby, the beliefs that individuals hold about their abilities and outcome of their efforts influence in ways how they will behave. A self belief that influences one’s behavior in doing various tasks is called self-

efficacy belief. Thus, a self-belief that is related to writing is called writing self-efficacy.

According to Hidi and Pietro (2008, p. 148, as cited in Jalaludin and Paramasivam, 2015), self-efficacy is defined as “cognitive construct that represents individuals’ beliefs and personal judgments about their ability to perform at a certain level and affects choice of activities, effort and performance.” Whereas, writing self-efficacy is “students’ judgements of their writing capabilities and skills needed to perform various writing tasks” (Pajares & Johnson, 1993, as cited in Honeck, 2013, p. 2). Thus, if the students have low writing self- efficacy, they will think the difficult writing task is beyond their ability in writing. Indeed, it is not surprising that many researches show that writing self-efficacy or self-efficacy influences academic achievement of the learners.

To strengthen the statements above, some previous investigations are put forward. The first is a study conducted by Reio (2010). He investigated the relations among writing self-efficacy, writing apprehension, and writing performance of two hundreds eighty-seven Hispanic women students in Maryland. The result showed that there was a significant positive relationship between writing self-efficacy and writing performance. After that, the overall writing self-efficacy predicts the overall writing performance. Then, Hetthong (2013) in his study examined the correlation between writing self-efficacy and writing performance of 51 third-year English majors in Songkla University, Thailand. He found that there was a high positive relationship between the students’ overall writing self-efficacy and their overall writing performance.

Accordingly, the writer was interested to conduct a study in Faculty of Teacher Training and Education of Sriwijaya University in order to know whether or not there was a significant correlation between writing self-efficacy and writing achievement of students. After that, if there was a significant correlation, the writer wanted to find out how much the contribution of writing self-efficacy to writing achievement of students. The writer took sixth semester students of English Education Study Program of FKIP UNSRI in academic year 2015/2016 as

the population of the study. Then, the sixth semester students of English Education Study Program of FKIP UNSRI from Indralaya class in academic year 2015/2016 were chosen as the sample of the study because they have belief about their capability to learn and also they have already finished all writing courses. There are four writing courses which should be learnt by the English Education Study Program students in FKIP UNSRI (Buku Pedoman FKIP UNSRI, 2012). Those four writing courses are IEC Writing (4 credit hours in the first semester), Writing I (3 credit hours in the second semester), Writing II (2 credit hours in the fourth semester), and the last one is Writing III (2 credit hours in the fifth semester). Therefore, the writer conducted a study entitled “The Correlation between Writing Self-Efficacy and Writing Achievement of the Sixth Semester Students of English Education Study Program of FKIP UNSRI.”

1.2 Problems of the Study

The problems of the study were formulated in the following questions:

- 1) Was there any significant correlation between writing self-efficacy and writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI? If there was, how much was the contribution of writing self-efficacy to writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?
- 2) Was there any significant correlation between each of writing self-efficacy category and writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI? If there was, how much was the contribution of each of writing self-efficacy category to writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI?

1.3 Objectives of the Study

The objectives of the study were to find out whether or not: 1) there was a significant correlation between writing self-efficacy and writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI and a contribution of writing self-efficacy to writing achievement of the sixth

semester students of English Education Study Program of FKIP UNSRI, and 2) there was a significant correlation between each of writing self-efficacy category and writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI and a contribution of each of writing self-efficacy category to writing achievement of the sixth semester students of English Education Study Program of FKIP UNSRI.

1.4 Significance of the Study

It was hoped that the results of this study could be useful for the writer to enlarge her knowledge about students' writing self-efficacy and their writing achievement. Then, it was hoped that the results of this study would give contributions to English teachers and lecturers about the importance of understanding the students' writing self-efficacy, so the teachers or the lecturers could give more attention and motivation to the students in order to improve the students' writing self-efficacy and their writing achievement. Finally, it was hoped that this study could be useful for other future researchers.

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