

## The Correlation of Self-efficacy Towards Students' Writing Skills at Eleventh Grade Students of Senior High School 9 Jambi City

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### ABSTRACT

The purpose of this research was to find out whether there is any correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City. This research used quantitative method with correlational research as the design. The population in this research was eleventh grade students of Senior High School 9 Jambi City with total 240 students and the sample in this research was 71 students taken by using simple random sampling technique. The technique data collection in this research using questionnaire and writing test. The data were analyzed by using person product moment correlation coefficient by SPSS 21. The result of the correlation coefficient ( $r$ ) was 0.690 and that was higher than the  $r_{table}$  0.230 on significant level 5%. The result of hypothesis test was  $0.000 < 0.05$ . It means that  $H_0$  was rejected and  $H_a$  was accepted because the value of Sig. is less than the 0.05. In conclusion, there is significant correlation of self-efficacy towards students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

**Keywords:** *Self-efficacy, Writing Skills*

### INTRODUCTION

English is one of the most crucial language, because it is a global language that is used all parts of the world. English in Indonesia is use as a foreign language and as second language for students. English is the most widely taught as foreign language in more than 100 countries including Indonesia (Crystal 1997). There are four different aspects of skills that students need to master in English, these are reading, writing, speaking, and listening. From these four aspects, writing skill is an important aspect for students. It is important to learn and practice writing as a skill.

According to Abbas (2006), writing skills is the ability to express ideas, opinions, and feelings to other parties through written language. By writing we can express ideas, opinions, and feelings that we have into something that is more

useful for us or for others. Writing can encourage students' interest in reading. Students should read a lot of existing references if they want to write well and make it more interesting.

In writing we also have to believe in ourselves that we can write our idea, opinios, or feeling with confidence. Believing in ourselves that we can do or complete a task such as writing with our skills is called self-efficacy. According to Bandura (1997), self-efficacy is person's belief to his or her ability to achieve certain goals. Bandura (1997) also states high and low self-efficacy can determine someone's success and failure in carrying out a task. Therefore, self-efficacy for writing is important for students, because if students' self-efficacy is high then when writing it will be very easy for them to write.

Based on the observation while PPL in the Senior High School 9 Jambi City, several problems were found in students when writing in English, namely, level of understanding and English vocabulary of students is still limited, especially when students are face with assignments that require them to write in English they always ask the teacher what and how to write a word. When write a word in English their spelling is still has a lot of mistakes. Most of them also do not know how to express their ideas in order to write well, especially writing descriptive text. So, when writing sometimes the ideas they have are not conveyed properly.

In contrast, it was found that some students had high self-efficacy, this could be seen from their confidence in writing, especially writing in English. It is because their mastery experience is good and make their self-efficacy raises. Lavelle (2006), states that students with high self-efficacy will regard the hard writing task as challenge to be execute and try their best to finish the task by making productive use of their strategy. High self-efficacy they have makes them not give up easily and are not afraid of fail.

Students' emotional and physical health have a significant impact on their skills. If students have an unstable physical condition, such as being sick, stress, or tired, they usually have low self-efficacy and become an obstacle for them in doing assignments. The low emotional state of students such as they are not excited, sad, or disappointed. Therefore they need positive energy that can influence and increase their self-efficacy, such as get positive comments from the teacher on their writing or get praise from their friends.

## **REVIEW OF RELATED LITERATURE**

### **Self-Efficacy**

Bandura (1997) defined self-efficacy is a person's belief in their capabilities to carry out an action or complete a given task. Bandura (1997) also describes self-efficacy as a determinant of how people feel, think, motivate themselves, and behave. It means self-efficacy is our belief in our own skills, especially in doing something we need to believe that we can do it and finish what we do. Self-reference is one important things in self-efficacy. One's self-perception of self-efficacy in writing will influence the growth of subsequent writing. Self-efficacy also determines our success or failure in doing a task.

Nuzulia (2010), said that basically self-efficacy is a result of cognitive processes in the form of decisions, beliefs or expectations regarding the extent to which individuals evaluate their own skills to carry out certain tasks or behaviors required to achieve the goals that want to achieve. Decisions, beliefs or expectations affect a person in estimating individual abilities when carrying out tasks, especially to achieve the results that have been set at the beginning by individuals.

Based on the definitions provided by the experts above, it is possible conclude that self-efficacy is important, especially in everyday life because with self-efficacy they believe in their skills when doing something. Those who have self-efficacy do not easily give up when facing with something that they think it's difficult, instead they try more and don't care about failure. Even if they are failed, they keep on trying until they can.

### **Definition of Writing**

According to Oshima and Hogue (1997), writing is a progressive activity. This indicates that when we start to write something, we have already considered what we want to convey and how to express it. After finishing writing, then look at what we have written, check for the errors and make modifications as necessary. Writing is an expression of thinking, compiling, and revising that need special skills in how to organize the ideas, use discourse markers and rhetorical conventions to incorporate them cohesively into written texts, revise the text for a clearer meaning and use appropriate grammar to produce good writing and it was proved by Brown (2004).

Among four skills in English, the complex skills for students are writing skills. Heaton (1975) stated, writing skills is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Writing involves more than just expressing our thoughts, it also involves structuring ideas, editing for the grammar, spelling, developing vocabularies and other skills in addition to expressing what we think.

Penny (1991) says that to express the idea and convey the messages to the reader is the primary purpose of writing. There are three purposes of writing by Grenville (2001), namely, to entertain, to inform, and to persuade.

### **Writing Descriptive Text**

There are many types of text in English, but in this research, the researcher focused on students' skills in writing descriptive text. Descriptive text is a text that gives readers or listeners a detailed description of particular thing, person, animal, place and or event. The act of

describing is carried out categorizing and dealing with their characteristics, behaviors, functions, and other features beginning with identifying them.

According to Cavanagh (1998), description focus about attention on the characteristic features of particular things. The description of a specific thing might appear as 'stand alone' writing, which is frequently a component of lengthier text, such as the description of a character or setting in a story. This means that while describing a character or setting in a story, descriptives.

Pardiyono (2007) a description paragraph is a sort of written text paragraph that has the special purpose of describing about an object (living or non-living things) and has the goal of offering the reader a clear description of the object.

In writing descriptive text, there are generic structure that must be known, namely, identification and description. Identification is thw opening paragraph or the first paragraph in the text. Identification is usually appears in the first paragraph that contain the subject of the text. Following the introduction, the subject's parts or character are described in a series paragraph of paragraph called the description. The subject is like person, animal, place or even things.

There are five indicators in descriptive text that must be known, namely, content, organization, grammar, vocabulary, and mechanic. Content, In this section, the writer must select an appropriate topic for the text. Additionally, the topic's specifics are important while creating descriptive text. The writer must provide every detail in a descriptive text that is suitable for the topic. The second is organization, in this section contain the generic structure of descriptive text, namely identification and description.

Grammar used when writing descriptive text is simple present tense, uses the adjective to clarify the noun and action verbs. Then, used vocabulary that fits the context. According to Johnson et al. (2013), the vocabulary that are used in writing English descriptive text should have an effective option to express the subject and should pay attention to picking the correct word that suited for the circumstance. And the last indicator is Mechanic, it is important because in writing we have to focus to the spelling of the vocabulay, capitalization, and punctuation in the paragraph. If the spelling, punctuation, and capitalization are not clear it will confuse the readers when read the text.

## **METHODOLOGY**

In this research, the researcher applied quantitative research. Creswell (2013), stated that quantitative research is concerned with gathering numerical data and applying it to comprehend a specific occurrence or generalize it across groups of people. Quantitative research gathers data from current and future respondents using sampling techniques and the distribution of online surveys, online polls or questionnaire.

Correlational research was used as the design in this research According to Creswell (2008), Correlational research is a quantitative research process in which researchers quantify the degree of association (related) between two or more variables or sets of scores. Students' self-efficacy act as the independent variable or X variable and students' writing skill act as the dependent variable or Y variable.

The population in this research was the entire eleventh grade students at Senior High School 9 Jambi City. The total member of the population are 240 students. XI IPS 3 and XI IPS 4 were selected as samples for

the research using a simple random sampling method. The total member of the sample are 71 students. Questionnaire and test are used in this research to collect data.

After get the data the researcher analze the data with the following steps:

1. Used SPSS 21 to analyze the normality test, correlation of students' self-efficacy and their writing skills with pearson product moment correlation coefficient (r), and hypothesis test.
2. Used likert scale by Cresswell (2012) to scoring the questionnaire.
3. Scoring the writing test with the rubric score by Jacobs et al. (1981).
4. Used Arikunto's (2006) classification of student scores to assess students' self-efficacy and writing skills.

## **FINDINGS AND DISCUSSIONS**

The findings were based on the data collected. Eleventh grade students from Senior High School 9 in Jambi City participated in this study. The researcher collected the data at class XI IPS 3 (36 students) and XI IPS 4 (35 students). The researcher used a questionnaire of self-efficacy and writing test as a tool to collected the data.

### **Normality Test**

Normality test is a test to determine the data is normally distributed or not. SPSS 21 was used to calculated the normality test in this reserach. The data can be concluded normally distributed if the value of the Significant Kolmorov-Smirnov  $> \alpha$  (0.05). Otherwise, if the value of the significant Kolmorov-Smirnov  $< \alpha$  (0.05), the data is not normally distributed.

**Correlations**

		Self efficacy	Writing Skills
Self efficacy	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	71	71
Writing Skills	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	71	71

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Table 1  
Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		71
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.2530245
	Absolute	.061
Most Extreme Differences	Positive	.050
	Negative	-.061
Kolmogorov-Smirnov Z		.518
Asymp. Sig. (2-tailed)		.951

a. Test distribution is Normal.

b. Calculated from data.

The result of the normality test was 0.951. Because the result of Significant Kolmogorov-Smirnov is  $0.951 > (0.05)$ , the data is regularly distributed.

**Correlation of Students' Self-Efficacy and Writing Skills**

The result of the self-efficacy questionnaire, from 71 respondents the researcher found varied results. The highest score was 92 and the lowest score was 56 and the mean was 75.52. For the writing

test, the highest score was 88 and the lowest score was 56 and the mean was 76.31. Then to determine whether there is a correlation between students' self-efficacy and their writing abilities, the researcher analyzed the data using the Pearson Product Moment Correlation Coefficient (r) by SPSS 21. The result of correlation coefficient (r).

**Table 2  
The Result of The Correlation Coefficient Test**

The result was 0.690 and that was highest than the  $r_{table}$  0.233 on significant level 5%. After get the result the researcher used the table of interpretation of correlation coefficient by Ridhuwan (2010) which consist 5 categories, namely 'Very Strong' with scores 0.80-1.000. The second is 'Strong' with scores 0.60-0.799. The third is 'Strong Enough' with scores 0.40-0.599. The fourth is 'Weak' with scores 0.20-0.399. The last is 'Very Weak' with scores 0.00-0.199. According to Ridhuwan (2010), the result of the correlation coefficient 0.690 was in the category 'Strong', it mean that self-efficacy has a strong correlation to students' writing skills.

**Hypothesis Test**

A hypothesis is a statement made by the researcher to describe the relationship between two variables. The hypothesis in this research were,  $H_a$  was accepted if  $Sig. < \alpha$  (0.05) and  $H_o$  was accepted if  $Sig. > \alpha$  (0.05). To tested the hypothesis, the researcher used SPSS 21.

**Table 3**  
**Hypothesis Test**

Based on the table, the result of Sig. = 0.000. It can be concluded that Ho was rejected Ha was accepted because the value of Sig. 0.000 less than the  $\alpha$  (0.05). It means there is there is significant correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

Based on the findings of this research, Tests and questionnaires were employed in this study to gather data. A writing test was writing descriptive text and the questionnaire, which had 10 questions and 5 possible answers.

The researcher then used pearson product moment correlation coefficient by SPSS 21 to find the correlation of students' self-efficacy and their writing skills. The reseracher get the result of the correlation coefficient was  $r_{xy} = 0.690$  and  $r_{table}$  on significant level 5% = 0.233, which means that  $r_{xy} > r_{table}$  ( $0.690 > 0.233$ ). From the table of correlation coefficient interval value by Ridhuwan (2010), the result was in the 0.60-0.7999 with the category 'Strong' and based on the result, there is positive correlation of the variable X (self-efficacy) and variable Y (writing skills).

Then, to know there is any significant correlation of self-efficacy and writing skills, the researcher tested the hypothesis with SPSS 21. The result of hypothesis test was 0.000, which means that Ho was rejected and Ha was accepted because the value of Sig.  $< \alpha$  (0.05). Based on the result of hypothesis test showed there is significant correlation of self-efficacy toward students' writing skill at eleventh grade student of Senior High School 9 Jambi City.

Self-efficacy is one of important thing for students, because self-efficacy is

belief in one's skills to perfoeme a task. In writing, self-efficacy also have an important

**Coefficients<sup>a</sup>**

Model	Unstandardize d Coefficients		Standar dized Coeffici ents	t	Sig.
	B	Std. Error	Beta		
(Const ant)	32.313	5.472		5.905	.000
1 Self effica cy	.569	.072	.690	7.910	.000

a. Dependent Variable: Writing Skills

role for students, for example, if a student have low self-efficacy, it can affect the result of the student's writing and for the students who have high self-efficacy, they will keep trying and will not give up lightly. With self-efficacy also will help them in make a good choices to move forward, gain the persistence to achieve their targets, especially to achieve their targets in writing.

The researcher drew to the conclusion that students' sense of self-efficacy can have an impact on their learning, particularly in writing, based on the research findings displayed above. The researcher came to the additional conclusion that students in Senior High School 9 in Jambi City, who were in the eleventh grade, had a favorable correlation between their own writing abilities and their sense of self-efficacy.

## CONCLUSIONS

After get the result in the finding, the researcher made a conclusion. The result of the self-efficacy questionnaire, from 71 respondents the researcher found varied results. The highest score was 92 and the lowest score was 56 and the mean was 75.52. For the writing test, the highest score was 88 and the lowest score was 56 and the mean was 76.31. After that, to know the

correlation of students' self-efficacy and their writing skills, the researcher used Pearson product moment and find out that there was a positive correlation of self-efficacy and writing skills. The result of coefficient correlation was 0.690 and it was bigger than the  $t_{table}$  on significant level 5% (0.227). Based on the table of correlation coefficient interval value the  $r_{xy} = 0.689$  was in the category Strong. Then, the result of hypothesis testing was  $t_{value} = 7.890 > t_{table} 1.995$ . It means the Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted and it can be concluded that there is significant correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

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