

**THE CORRELATION AMONG SELF-EFFICACY, WRITING
STRATEGIES AND WRITING ACHIEVEMENT OF THE
TENTH GRADE STUDENTS OF MAN 1 KOTA KEDIRI**

THESIS

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This thesis is to fulfill the requirement for the degree of *Sarjana (SI)* in English Study Program, State Islamic Institute of Kediri.

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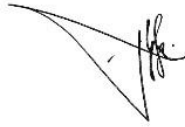
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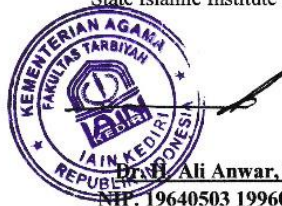
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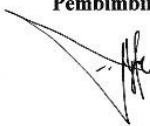
Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam sidang Munaqosah.

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Setelah diperbaiki materi dan susunannya, sesuai dengan petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 21 Mei 2019 kami dapat menerima dan menyetujui hasil perbaikannya.

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MOTTO

Prayers are invisible, but they make the impossible
things possible

DEDICATION

With all of my love, I dedicate this thesis to:

Allah SWT, my big boss who always gives me blessings, support and unpredictable help so everything seems easier.

My beloved parents, Muhamad Kosim and Choliatun who always be my strength, my inspiration, my strongman and strongwoman and also you two are my best team I ever have. You two and I are the definition of perfection.

There are no words that I want to say except thank you so much from my deepest heart.

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This thesis is presented to the Department of English Language Education, Faculty of Tarbiyah as a partial fulfillment of the requirements for the degree of Strata 1.

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ABSTRACT

Husna, Asmaul. 2019. *The Correlation among Self-efficacy, Writing Strategies, and Writing Achievement of Tenth Grade Students of Man 1 Kota Kediri*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: Dr. Ary Setya B. N., M.Pd., and Ima Fitriyah, M.Pd.I.

Key words: self-efficacy, writing strategies, writing achievement

Writing is one of productive skills in English learning. This activity can be influenced by other factors. Some of them are self-efficacy and writing strategies. Self-efficacy is a psychological factor that is related to someone belief in doing something successfully. Next is writing strategies that the writers or learners use in every writing stages. This research aims at investigating the correlation between self-efficacy and writing strategy, the correlation between self-efficacy and writing achievement, the correlation between writing strategy and writing achievement, and the multiple correlations of self-efficacy and writing strategy in writing achievement.

This research uses correlation quantitative as the research design. The participants are 110 students of the tenth grade students of MAN 1 Kota Kediri. To get data of the research, some instruments are used. The first instrument is self-efficacy questionnaire by Bruning et al. (2013). The second instrument is writing strategies questionnaire adapted from Petric and Czarl (2003), Abdul-Rahman (2011), and Mohite (2014). The last instrument is writing test in which students should write recount text with the theme “Unforgettable Experience”. To analyze the correlation between two variables the researcher uses Kendall Tau-b correlation because the data has not normal distribution.

The result of this research revealed that there is correlation between self-efficacy and writing strategies. It is because the significant value 0.000 which is lower than 0.05. The coefficient correlation between them is 0.314 which means that it has low correlation. In other hand, there is no correlation between self-efficacy and writing achievement, and between writing strategies and writing achievement. The significant value of those correlations respectively is 0.463 and 0.356 which is greater than 0.05 and it means H_0 cannot be rejected. The multiple correlations of self-efficacy and writing strategy in writing achievement showed that both of them were not correlated with writing achievement.

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CHAPTER I

INTRODUCTION

In chapter 1, the writer presents several parts. They are background of study, research problem, purposes of study, hypothesis of study, significance of study, scope and limitation of study and definition of key term.

A. Background of Study

Writing is known as part skill in English language learning. It is a type of productive skill which the learners should put their idea and skill of English language in their writing product. According to Lerstorm in Khosravi et al (2017), some researchers believe that the success of the learners is related to their writing ability. Hashemnejad et al. (2014) stated that writing skill should be given more attention in language learning. It is because writing is main tool where learners can show their knowledge in the target language.

In Indonesian context, writing has purpose to enable the students to master social function, the purpose of the text and appropriate tenses and vocabularies that are used in the text. They taught some types of the text such as descriptive, procedure, report, narrative, and recount. In senior high school level, writing learning be more complicated. For example in eleventh grade the students are taught to write hortatory exposition.

Learning to do writing in foreign language is challenge for most English foreign language (EFL) learners. There are some reasons why it is difficult for most of EFL learners. The first, many learners feel difficult in developing the

ideas and putting it into paragraph. In this case, the students have to calling on their prior knowledge about the topic they want to write based on what they had seen or heard before. But, if they do not have any experience that is related to the topic, they will feel difficult to do writing. The second, writing contains complicated sub parts such as organization, grammar, and diction. Some of the students maybe know the organization of the certain text but do not other. They also still confuse how to write grammatically correct with good diction.

Not all the students face the difficulties in writing fearfully and doubtfully. Some of them have high expectation that they can do it well. It is called self-efficacy. Bandura (1986) stated self-efficacy is people's judgments in their abilities to execute and organize the action required to reach chosen types of performance. In short, self-efficacy is people confidence in their capability to do certain action. In academic area, Hetthong and Teo (2013) explained that self-efficacy helps a learner in determining how much effort, resilience and persistency in doing task.

The students with high self-efficacy have perseverance in facing the challenge although they face difficulties in it. They have confidence to solve the problem and find the best way to deal with it. They believe that if they struggle more, their ability will be better. However, the low self-efficacy students do not have confidence to go through challenge. They prefer to do easy task that has minimum possibility to be fail. Hashemnejad et al. (2014) argued that low self-efficacious learners believe that their ability is low and

choose task on which they will make few errors and do not try more because they when they are trying it, they will show their lack ability.

Based on some theories about self-efficacy before, Jalahuddin et al. (2015) made conclusion that someone who has positive self-efficacy in writing will have potency to continue writing although it has some challenges. He or she perseveres and will maximize their capability to reach the goal. Thus, a learner will try to find how to solve writing problem. In doing it, a learner will make some strategies in doing writing.

Petric and Czarl (2003) defined writing strategies as some actions or behaviors knowingly performed by the writers to make their writing more efficient. Khosravi et al. (2017) told that writing strategies are cognitive and metacognitive procedures that are used by the writers in controlling writing product. All of the strategies are used in every stage of the writing process: pre-writing, writing and revising.

Some researchers are curious in the correlation of self-efficacy and writing strategy in writing context, so there are a lot of studies was conducted to find the relationship among them. In the research that was done by Majidifar and Oroji (2015) investigated the relationship between self-efficacy and anxiety, the psychological factor that influences the writing performance. Hetthong and Teo (2013) also have conducted study that aimed to investigate whether there is a relationship between self-efficacy and writing performance. The other research that was explore the relationship between self-efficacy beliefs, writing strategies, and writing abilities was conducted by Khosravi,

Ghoorchaei, & Mofrad (2017). It was investigated among Iranian EFL learners.

The previous study that was conducted by Khosravi, Ghoorchaei, & Mofrad (2017) explored the relationship between self-efficacy and writing strategies, and the relationship between self-efficacy and writing performance only. In the present study, the researcher examines more relationship to find the relationship between writing strategies and writing performance using different instrument and participants.

B. Research Problem

The problems investigated are stated as follow:

1. Is there any correlation between writing self-efficacy and writing strategy of the tenth grade students of MAN 1 Kota Kediri?
2. Is there any correlation between writing self-efficacy and writing achievement of the tenth grade students of MAN 1 Kota Kediri?
3. Is there any correlation between writing strategy and writing achievement of the tenth grade students of MAN 1 Kota Kediri?
4. Is there any correlation among self-efficacy, writing strategy, and writing achievement?

C. Purposes of Study

The purposes of the study can be stated as follow:

1. To find out whether there is correlation between writing self-efficacy and writing strategy of the tenth grade students of MAN 1 Kota Kediri
2. To find out whether there is correlation between writing self-efficacy and writing achievement of the tenth grade students of MAN 1 Kota Kediri
3. To find out whether there is correlation between writing strategy and writing achievement of the tenth grade students of MAN 1 Kota Kediri
4. To find out whether there is correlation among self-efficacy, writing strategy, and writing achievement

D. Hypothesis of the study

The researcher defines the hypothesis of this research. They are Ho (Null Hypothesis) and Ha (Alternative Hypothesis). The following is the hypothesis that is proposed:

1. Self-efficacy and Writing Strategy

Ho : There is no correlation between writing self-efficacy and writing strategy

Ha : There is correlation between writing self-efficacy and writing strategy

2. Self-efficacy and Writing Achievement

Ho : There is no correlation between writing self-efficacy and writing

strategy

Ha : There is correlation between writing self-efficacy and writing strategy

3. Writing Strategy and Writing Achievement

Ho : There is no correlation between writing strategy and writing achievement

Ha : There is correlation between writing strategy and writing Achievement

4. Multiple Correlation of Self-efficacy and Writing Strategy in Writing Achievement

Ho : There is no simultaneous correlation between self-efficacy and writing strategy in writing achievement

Ha : There is simultaneous correlation between self-efficacy and writing strategy in writing achievement

E. Significance of Study

By conducting the study about the correlation among writing self-efficacy, writing strategy and writing performance, the researcher hopes that the result of it can be useful and give some contribution in learning and teaching English especially in writing context as follows:

1. For the teachers

The findings of this study will be useful as a reflection to foster their students writing and to know some factors that will affect students in writing activity.

2. For the other researchers

The findings of this study will be reference for other researchers that want to conduct the same area in their research and it could be useful as a compare for the next research findings.

F. Scope and Limitation of the Study

The study focuses on four correlations, correlation between student' self-efficacy toward students' writing strategy, correlation between students' self-efficacy toward writing achievement, correlation between students' writing strategy and students' writing achievement and correlation among self-efficacy, writing strategy, and writing achievement. All of those variables are explored in tenth grade students of MAN 1 Kota Kediri 2018/2019.

G. Definition of Key Term

1. Self-Efficacy

Self-efficacy is defined as people beliefs and confidence in their ability to do specific task. In short, self-efficacy is someone's beliefs in his or her own ability to accomplish something successfully.

2. Writing Strategy

Strategy can be explained as the plan that someone uses to achieve the goal. Writing strategy is the sequence plans of the writer in composing the task related to writing activity.

3. Writing Achievement

Writing achievement is the process of expressing idea or feeling in the form of written text. The result of it is to impress the reader.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories that are going to apply to do the research. It describes the theory and explanation on self-efficacy, writing strategies and writing achievement. In this chapter, the researcher also shows some previous studies that have same research area with this research. The explanation will be discussed below:

A. Self-efficacy

1. Self-efficacy Theory

The originally definition of self-efficacy is a specific type of people's expectancy about their beliefs in their ability to do a specific or set of actions needed to produce an outcome (Bandura, 1997). The definition of it has been broadened as the people's beliefs about their capabilities to employ control over activities that gives effect to them (Bandura, 1989) and their beliefs in their capabilities to mobilize the motivation, cognitive resources and courses of action needed to exercise control over task demands.

2. Source of Efficacy Beliefs

Bandura (1995) states that efficacy beliefs are influenced by four main forms. They are mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states.

a. Mastery Experiences

The most effective source of making people have high sense of efficacy is through mastery experiences (Bandura, 1995). It can be explained as it would create strong belief in their personal efficacy if people have faced the success. Contrary if the failures have been faced by people, it would decrease their efficacy of doing something. They will feel that it is difficult to pass the obstacle because they ever fail before.

To develop a sense of efficacy through mastery experiences is not only by fostering ready-made habits. Bandura (1995) explains that it is important to involve acquiring the cognitive, behavioral, and self-regulatory tools for organizing and execute courses of action required to prepare in ever-changing life circumstances. He says that people who always being success without any great effort will be easily discouraged by failure. The difficulties have a useful purpose in giving moral value that success usually requires sustained effort.

b. Vicarious Experiences

Social models can be one of the factors that provide an influence in creating and strengthening efficacy beliefs. Seeing people success in doing something similar what we want to do or what we are doing can raise efficacy beliefs (Bandura,1995) and observing people's failure although they do the great effort can lower our efficacy and decrease our motivation too. Having similarity to the model brings the strongly effect of modeling on someone efficacy beliefs. If the models are very different, the personal

efficacy beliefs are not really influenced by the influences' behavior and the final results (Bandura, 1995).

c. Social Persuasion

Persuasion from others motivates and leads people to try harder to be success, self-affirming beliefs develop the skills and a sense of personal efficacy (Bandura, 1995). Keeping individual efficacy by social persuasion is harder than destroying it. Someone who has been persuaded that his or her capabilities are lack tends to avoid challenging activities and easily gives up when facing difficulties. To get successful efficacy building, someone should be surrounded by the situation that brings success and be encouraged that to measure the success in terms of self-improvement rather than by others' triumphs.

d. Physiological and Emotional States

According to Bandura (1995), the way of altering efficacy beliefs is to enhance physical status, reduce stress and negative emotional proclivities, and correct misinterpretations of bodily states. It does not seem that emotional and physical reactions are important but it is more about how they are perceived and interpreted. For example, someone who has a high efficacy is impossible to view the physical and emotional state as his or her energizing facilitator of performance, whereas that is beset by self-doubt than the arousal as a prosecutor.

3. Model of Writing Self-efficacy

Writing self-efficacy is the students' beliefs in their capability to write English task successfully. The tasks include composition, correct punctuation, and creating grammatically correct sentences in writing (Hashemnejad, Zoghi & Amini, 2014). The perceived self-efficacy's theory by Bandura shows that someone's self-perception of writing self-efficacy will affect his or her subsequent writing growth. The explanation is if individual that holds positive writer self-efficacy will be possible to have desire to continue writing although he or she faces the challenges (Hashemnejad, Zoghi & Amini, 2014).

Bruning et al (2013) view writing self-efficacy has three dimensions. They are ideation, conventions, self-regulation.

a. Ideation

Ideation is writers' beliefs about their abilities to generate ideas. In this dimension, idea generation is portrayed as an ongoing process in working memory influencing all other parts of writing. Variation ideation can be conceptualized as creating different writing. It is like the questions "do I have ideas to write about ...?", "are they good ideas?", and "can I find the right words to express them?"

b. Conventions

Writing conventions refer to a set of generally accepted standards for expressing ideas in writing in a given language. In English, these

would include the ways in spelling, punctuate, capitalizing, and the sentence structure.

c. Self-regulation

Self-regulation in writing is reflected writers' confidence they can direct themselves though writing's tasks and dimensions. Self-regulatory skills are needed not only to generate productive ideas and writing strategies but also to manage the emotions that can accompany writing.

B. Writing Strategy

Kellogg (1988) argued that suitable writing strategies increase students writing achievement. Writing strategies are cognitive and metacognitive procedures writers use to control the writing product (Khosvari, Ghoorchaiei, & Mofrad, 2017). Petric and Czarl (2003) states that writing strategies are specific techniques and writer's self-reported strategies in order to make writing be more effective and efficient.

Petric and Czarl (2003) classify writing strategy in three main writing processes. They are pre-writing, writing (translating idea into text), and revising. Abdul-Rahman (2011) makes classification of writing strategy in every those stages as shown in table below.

Table 2.1

Writing Strategy Classification

Writing Strategies	Sub-Strategies	Assumption
Before writing (pre-writing)	<ul style="list-style-type: none"> • Organization strategies • Content strategies • Feedback strategies 	<ul style="list-style-type: none"> • Structure, guidance for readers • Thinking, generating, analyzing ideas in L1/L2 • Sentences, wording, voice
When writing	<ul style="list-style-type: none"> • Content strategies • Language strategies • Organization strategies • Feedback strategies • Mechanics strategies 	<ul style="list-style-type: none"> • Thinking, generating, mastering ideas in L1/L2 • Sentences, wording, voice • Structure, guidance for readers • Questioning, getting support from others • Spelling, grammar, citation, typing, handwriting
Revising	<ul style="list-style-type: none"> • Content strategies • Mechanics strategies • Language strategies • Feedback strategies • Organization strategies 	<ul style="list-style-type: none"> • Thinking generating, mastering ideas in L1/L2 • Spelling, grammar, citation, typing, handwriting • Sentences, wording, voice • Questioning, getting support from others • Structure, guidance for readers

Mohite (2014) classifies more the writing strategies into three strategy. They are Cognitive, metacognitive and social. All of those strategies can be applied in every step in writing such as planning, execution (main writing), and revision. Cognitive strategy is the type of direct strategy. This strategy includes practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. It is contra with metacognitive strategy which the example of the indirect strategy. This strategy includes centering learning, arranging and planning the learning, and evaluating

learning. Same with metacognitive strategy, social strategy is a part of indirect strategy. It includes strategy such as asking question to others, cooperating with others, and empathizing with others.

C. Writing Achievement

1. Definition of Writing

According to Sokolik in Nunan (2003) , writing can be defined by a series of contrasts. The first, writing is both of a physical and mental act. Writing is the physical act of doing words or ideas to some medium whether it is hieroglyphics inked onto parchment or an e-mail message type. Not just physical act, writing is also the mental work of inventing ideas, thinking how to deliver them, and make them organize into the form of statement and paragraph, so the reader will understand it.

The second is about the purpose of writing. Its purpose is both to express and impress. By doing writing, the writer has purpose to express an idea or feeling and all of them are expressed in certain ways. Other purpose in writing is to impress the reader or sometimes also called the audience. The writers should choose the best form of writing to achieve the goal.

The third series is in a process and a product. During writing activity, the writers do some processes that is often cyclical and sometimes disorderly. The writers imagine, organize, draft, edit, read and rereads

during the process. Then what the readers see is a product in the form of an essay, letter, story, or research report.

2. Aspects of Writing

According to Jacob et.al (1981), writing has five main aspects namely content, organization, language use, mechanics, and vocabulary.

a. Content

Content is an aspect that refers to how the writer presents the knowledge by conducting a memory search and bringing back prior knowledge and experience. The writer's ideas should be relevant to the topic and have evidence to support it.

b. Organization

Organization refers to expressing the ideas clearly, succinct and well organized. It also should have logical sequencing between the first statement and the next statement. The writer groups the ideas and sequences them to make them match with the purposes of the writing.

c. Vocabulary

In writing, effective word or idiom usage is an important aspect. The writer should have good ability to choose the appropriate words in making the sentences. It is to avoid meaning confused or obscured by the readers.

d. Language Use

Language use refers to how the language is used in the writing product. The writer should pay attention in expressions and

appropriateness of words to convey the message that is wanted to share.

e. Mechanics

In doing writing, mechanics are the main aspect. It includes the right spelling, appropriate punctuation, capitalizing, paragraphing, citation and referencing in the text.

3. Writing Assessment

To avoid the students' perception that the evaluation of their writing is subjective, teacher should create a rubric, a kind of scoring grid that elaborate the element of writing that are to be evaluated. The scoring rubrics are divided into two types: holistic rubrics and analytic rubrics.

a. Holistic Rubrics

Holistic rubrics are the assigning score of performance by assessing it across multiple criteria as a whole. Weigle (2002) argues that holistic scoring can make the writers feel rewarded for what they do well. It is because holistic rubrics focus the reader's attention on the strengths of the writing product, not on its deficiencies. It can be assumed as the advantage of the holistic rubrics.

However, holistic scoring also has disadvantages in second language context. A single score of it does not provide full information about a writer's ability. It does not allow the raters to distinguish between different writing aspects like syntax, depth of vocabulary, organization and so on.

b. Analytic Rubrics

In analytical rubrics, the scales are divided into various categories representing different aspects of performance. For example writing has some main aspects such as content, organization, vocabulary, language use, and mechanics. In analytical scoring, those aspects are scored separately then be calculated by addition of all score in every aspect to get the final score. The example of analytic rubrics is ESL Composition profile by Jacob et al. (1981). It scores writing into some aspects.

D. Previous Studies

The first study was conducted by Khosravi, Ghoorchaei, and Mofrad (2017) with the title is “The relationship between Writing Strategies, Self-efficacy and Writing Ability: A Case of Iranian EFL Students”. The aim of this study is to know the relationship between self-efficacy beliefs, writing strategies, and writing abilities in Iranian EFL learner context. This research examines two relationships: between self-efficacy and writing strategies and between self-efficacy and writing ability. The result shows there are significant relationship between them.

The second study is the research with the title “The Relationship of Self-efficacy Beliefs, Writing Strategies, and The Correct Use of Conjunctions in Iranian EFL Learners”. It is conducted by Aidinlou and Far (2014) in Iran English Institute, Karaj branch. The purpose of the study is to investigate the

relationship of self-efficacy beliefs, writing strategies, and correct use of conjunction. The result shows that there is significant relationship between self-efficacy beliefs and writing strategies, but there is no significant relationship between writing strategies and learners' correct use of conjunction.

The third study is the research to investigate the influence of self-efficacy and anxiety in writing performance. It is conducted by Majidifar and Oroji (2015) with the title "Relationship among Test Anxiety, Self-efficacy, and Writing Performance among Iranian Intermediate EFL Learners." The result indicates that both anxiety and self-efficacy have important role in students' writing skill.

The fourth study entitled "Does Writing Self-efficacy Correlate with and Predict Writing Performance?" that is conducted by Hetthong and Teo (2013). This study aims to explore if there is relationship between writing self-efficacy and writing performance and if students' self-efficacy predict their writing performance. The data is collected from the questionnaire and paragraph writing test. The result reveals that there is a significant positive relationship between writing self-efficacy and writing performance both at the writing (paragraph level and sub-skill level).

The fifth study is conducted by Nasihah and Cahyono (2017) with the title is "Language Learning Strategies, Motivation, Writing Achievement of Indonesian EFL Students." The purpose of this study is to investigating the correlation between language learning strategies and writing achievement, the

correlation between motivation and writing achievement, and the correlation between language learning styles combined with motivation and writing achievement. The result shows that there are significant correlations for those correlational.