

CHAPTER I

INTRODUCTION

This chapter provides the background of study that describes why the researcher choose this study. First reasons or background of the study, problem of the study, objectives of the study, hypothesis of the study, assumption of the study, scope and limitation of the study, significance of the study, and definition of key terms.

A. Background of the study

English is a language that most people use in the world. It is make us easier to communicate with people from various countries. As an official language, English plays an important rule for instance of education, business, technology, science, etc. In Indonesia, we learn it as a second language and taught from primary school until university level.

In learning English as a foreign language, there are four skill that should be mastered by the learners. They are listening, speaking, reading and writing. Writing has an important role for people. Writing is one of ways to communicate as well as speaking. Some people may be does not like it much, because in general, writing skills are rarely favorite than others, because it is include many aspects such as vocabulary, grammar, idiom and so on. Writing is also the most important skill you need in University. Writing skill helps us to improve our creativity. It will be helpful when we need to accomplished our theses.

According to Ramsley (2001, p.3) writing is a process of synthesis. As we write, we use words and information to express our viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fact and memory.

Writing is the action that needs the some process such as thinking, writing, reading, correcting, and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express. (Oshima and Hogue, 2007, p.15)

Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules. In short, writing is unspoken communication and it is one of ways to express ideas.

Most of researchers believe that motivation plays an important role in students' learning achievement. Without motivation, even individuals who have the most abilities will not be able to achieve their goals. It is believed that motivation will affect students in writing. It is because of the elements that inspire the researcher within this motivation/affect processes, among them are goals, beliefs, and attitudes about the topic. Because writing is a difficult task and time-consuming activity, concentration, and determination to complete the task are highly required.

Self-efficacy beliefs have been found to be vital in energizing students to engage in learning behavior in a wide range of academic, including writing. (Kormos, 2012, in Setyowati, 2016, p.22)

Pajares and Schunk (2002) pointed out that self-efficacy beliefs revolve around the concept of “can”. Self efficacy beliefs are affected more by one’s own direct experiences with the tasks than by social comparison. Academic self efficacy studies concentrate more on students’ judgments of their capability.

In writing, however, a strong sense of self-confidence in the writing task is called writing self-efficacy. In other words, individuals may feel better to write when they have self-belief in their ability to write. So, the students with high self-efficacy consider the hard writing task as a challenge to fulfill and try their best to accomplish the task by making productive use of their cognitive strategies (Lavelle, 2006).

Based on the statement above, it is clear that self efficacy plays an important role in learning and achievement of writing. Therefore, the researcher is interested in finding out whether there is a correlation between students’ self-efficacy and their writing ability. The other reason because many students do not like to write. So, the researcher found things that can motivate them to write well. In this study, the researcher focused on 6th semester of TBI students. Because they passed the writing courses of I, II, and III. So, the researcher assumes that they can write well and correctly.

In order to know the students’ belief about their own capabilities in writing, there should be a scale that can measure the student self-efficacy. So then the writer know the relation of students’ self-efficacy and their writing ability.

B. Research Problem

Based on the background of the study above, the researcher found the problem which are developed into the following statements:

“Is there any significant correlation between students’ self-efficacy and their writing ability of 6th semester TBI students at IAIN Palangka Raya?”

C. Objective of the Study

Based on the research problem above, it appeared some of objectives of the study as follows:

“To measure The Correlation Between Students’ Self-Efficacy and Writing Ability of 6th semester TBI students at IAIN Palangka Raya.”

D. Hypothesis of the Study

The hypothesis is divided into two categories they are Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha)

There is the correlation between Students’ Self-efficacy and Writing ability of 6th semester TBI students at IAIN Palangka Raya.

2. Null Hypothesis (Ho)

There is no correlation between Students’ Self-Efficacy and Writing ability of 6th semester TBI students at IAIN Palangka Raya.

The researcher formulates the hypothesis because it will make the researcher easy to focus on collecting the quantitative data based on variables in the hypothesis.

E. Assumption

There are two assumptions in this study :

1. An increase in self-efficacy would increase learners' writing ability and having higher writing ability would increase students' self-efficacy. The significant relationship between self-efficacy and writing ability suggested that students would learn better their writing ability.
2. Teachers are responsible for helping students to develop their competence and confidence as students progress through school. Teachers also can help students with efficient and suitable planning for writing task. Teachers should teach the students to improve their writing ability and self-efficacy.

F. Scope and Limitation

Based on the background of the study above, the researcher made scope and limitation of the research. Therefore this study focused on The Correlation between Students' Self – Efficacy and Writing Ability of 6th Semester TBI Students at IAIN Palangka Raya on academic year 2015/2016.

G. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance as follows:

Theoretically, self-efficacy is an individual believe about his/her capabilities on a task or activity. Bandura (2000) says that self-efficacy is considered as a person's belief in the ability to perform certain behaviors.

The study is expected to know how self-efficacy can impact the students' writing ability.

Practically, the result of the research can be used to find out the students' self-efficacy. Teachers can design and organize their instruction to have a positive impact on students self-efficacy.

H. Definition of Key Terms

There are several definition of key terms in this study that should be to clarify as follows :

Correlational Research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects. (Aryet all, 2010). In this study, correlational research means to determine whether or not two variables are correlate. The variables are students' self-efficacy and writing ability.

Self Efficacy is individual's judgment of capabilities in performing a task-specific behavior which is based on his/her actual accomplishments of success and failures (Linnenbrink & Pintrich, 2002). In this study, self-efficacy means individual's beliefs about their own capabilities and capacities to accomplish a task.

Writing is the action that needs the some process such as thinking, writing, reading, correcting, and revising. (Oshima & Hogue, 2007). In this study, writing means one of the difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

Many studies have been carried out on this concept of self-efficacy in the academic settings. The researcher adopts Bandura's (2000) definition which states that self-efficacy is considered as a person's belief in the ability to perform certain behaviors. It is stated that individuals who claims themselves as capable to performing a task are more likely to be capable of doing the task. Sani and Zain (2011) stated that there was a significant relationship between self-efficacy and skill improvement. They believe that students with high self-efficacy beliefs learn better and in a more efficient way.

There are some previous studies related to this topic. The first is a study conducted by Setyowati (2016). The study is intended to describe the quality of writing self-efficacy scale when it was applied in foreign language context. The method of this research is correlational analysis by using Cronbach Alpha statistical tool. The participants of the study were 55 students of English Education Study program of STKIP PGRI Pasuruan who joined Writing II course and who were randomly chosen to fill out the questionnaire. The findings of the research showed that the reliability lower than the reliability claimed by the maker.

Another study was conducted by Khojasteh et al (2016, p.30-37). This study was conducted to investigate the relationship between students' writing self-efficacy and writing performance. Two instruments were used to collect data, there are writing self-efficacy questionnaire and writing test. The results showed that there was not any significant relationship between the students' writing self-efficacy and writing performance. As a result, this means students having high self-efficacy would not necessarily that you can successfully accomplish the task if you are not motivated enough to do.

Khosravi et al (2017, p.96-102) the study first investigated the relationship between self-efficacy and writing strategies, then examined the relationship between self-efficacy and writing ability. The participants were 120 students learning English in Iran Language Institute in Gorgan, Iran. The instruments were used are writing strategies questionnaires, a self-efficacy belief questionnaires, and an IELTS writing. The findings of the first research that there was a significant relationship between self-efficacy beliefs and writing strategy use. It is suggested that students with high self-efficacy beliefs would use more writing strategies. The results of the second research questions that there was a significant relationship between self-efficacy beliefs and writing ability of Iranian EFL learners. These findings might suggest that an increase in self-efficacy would increase learners' writing ability and having higher writing ability would increase students' self-efficacy.

Fatemi and Vahidnia (2013) study sets out to examine the relationship between EFL learners' sense of self-efficacy and writing achievement. The subjects of their study were ninety-three Iranian EFL learners from four different universities in north-eastern part of Iran took part in the study. Two self-efficacy questionnaires were used, General Self-Efficacy Scale and English Self-Efficacy Scale. The findings indicated a significant relationship not only between learners' writing performance and English self-efficacy beliefs, but also between learners' writing performance and their General self-efficacy beliefs.

Table 2.1 Previous Study

No.	Researcher (Year)	Topic	Similar	Different	Weakness	Relevance
1.	Setyowati (2016).	This study describe the reliability analysis of Prickle's writing self-efficacy scale in Indonesian context.	The study used correlational design.	She was intended to describe the quality of writing self-efficacy scale in foreign language context.	She does not mention how the instrument obtained the data.	This study was explored the quality of writing self-efficacy scale to measure students writers self-efficacy.

2.	Khojasteh et al (2016).	This study investigated the relationship between students' writing self-efficacy and writing performance.	The study investigated the students' self-efficacy and writing.	The study used writing test.	The participants of the study were from Iranian EFL Students. So, the researcher needs to translate the questionnaire into Persian.	This study suggests that students' with high self-efficacy will give impact on the quality of writing.
3.	Khosravi et al (2017).	This study was explored the relationship between self-efficacy beliefs, writing strategies, and writing abilities of Iranian EFL learners.	The study investigated the relationship between students' self-efficacy and writing ability.	The study used 3 variables.	The participants of the study were from one language institute. The results cannot be generalized to the population of EFL learners in Iran.	This study supports the students with high self-efficacy, may use more writing strategies in writing task.

4.	Fatemi and Vahidnia (2013).	This study sets out to examine the relationship between EFL learners' sense of self-efficacy and writing achievement.	The study investigated the relationship between EFL learners' self-efficacy and writing achievement.	The study used General Self-Efficacy Scale and English Self-Efficacy Scale.	There is not the questionnaires.	This study explore a high sense of self-efficacy or low self-efficacy, is expected to make a contribution to the composition of good-quality texts.
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Those previous studies above used as references for the researcher in comparing between those relevant studies with the study conducted by the researcher this time. This study is the correlation between students' self-efficacy and writing ability. And based on those previous results, it can be concluded that there are positive significant relationship between self-efficacy and students' language learning process, skills and achievement not only in general but also in specific areas of the language. Students' with high level of self-efficacy will help them to improve their success achievement, and so otherwise. But, there is also not any significant relationship between self-efficacy and writing ability. Students' with high level of self-efficacy, would not guarantee if they are not motivated enough to accomplish the task.

B. The Nature of Self-Efficacy

Self-efficacy, which is stemmed from the social learning/ cognitive-behavioral perspective, was proposed by Albert Bandura. Self-efficacy was defined by Bandura as “beliefs in one’s capabilities to organize and execute the course of action required to manage prospective situations”. Bandura’s theory of perceived self-efficacy overall predicts that a child’s self-perception of writing self-efficacy will affect his/her subsequent writing growth. One of the essential factors in this self-efficacy theory is the notion of self-referent. In fact, it is believed that there are many forms of self-referents among which the individual’s opinion about their own capability in dealing with the constant changes with the realities of life is very important (Bandura, 2003).

There are some definition of self-efficacy based on some experts. In Rahimi and Abedini (2009, p.16), based on what Bernhard and Pajares wrote, self-efficacy refers to learner’s belief about their abilities to accomplish a task, it is also the students’ judgment of their academic competence. It means that self-efficacy is similar with students’ perceptions of their competence to do a task. Self-efficacy concerns students’ beliefs that they can do something like solve a problem. It involves some judgment that the individual can or cannot do these activities.

Based on some explanation above, it can be concluded that self-efficacy is important to face problems in our life. Self-efficacy is an individual judge his or her self about his or her ability in making tasks or in doing activity. Self-efficacy will impact on individuals’ self-confident. If

students have high self-efficacy, they will be success in making tasks or exercises than the students who have less self-efficacy.

The researcher uses the questionnaire to be able to measure the students writer self-efficacy. (Donald, 1994, in Setyowati, 2016, p.29)

The questionnaire has 25 items as follows:

Table 2.2 Questionnaire Items

No	Statement
1	I am capable of writing good essays.
2	I believe that errors in punctuation and grammar stop me from being a good writer.
3	I am confident that my writing is understood by those who read it.
4	When writing, I am confident that I can think of words to express my ideas.
5	When I write a story or a paragraph, I have confidence in ending it with a clear statement.
6	I am confident in making sentences that relate to each other.
7	I am confident in arguing and defending my ideas in writing.
8	I am confident that my examples, facts, and details support my written ideas.
9	I am capable of writing a composition that tells a story (for example, a car accident; build a house; cook a three-course meal).
10	When I revise my paragraphs, I am confident in finding my spelling and punctuation errors.
11	I am confident that I can write stories that express my ideas.
12	I believe I can clearly express my ideas in sentences.
13	I am confident that I can do creative writing such as poetry, plays, short stories, poems.
14	I am capable of using unusual and creative words in my writing.
15	When writing, I lack confidence in correcting my own errors.
16	When I write, it is difficult to find the correct words to express my ideas.
17	I am not confident in writing an essay or story.
18	When I write, I find it hard to give reasons for my views.

19	I am not confident that I'm good at writing.
20	I am not confident in writing clear answer to test and/or exam Questions.
21	I am not confident in finding my own writing errors.
22	I lack confidence in organizing my ideas.
23	I have difficulty in writing a good beginning sentence.
24	When writing, I am unable to organize my ideas.
25	I am unable to clearly state the main idea when I write a paragraph.

C. Advantages of Self-Efficacy

There are some advantages of self-efficacy:

1. An increase in self-efficacy would increase learners' writing ability and having higher writing ability would increase students' self-efficacy (Khosravi et al, 2017, p.100).
2. Sani and Zain (2011) believed that students with high self-efficacy beliefs will learn better and in a more efficient way.
3. Kim and Lorsbach (2005) stated that students with high sense of self-efficacy had a greater degree of writing development than those having low self-efficacy. In addition, individuals with low self-efficacy exhibited limited knowledge of writing rules and skills.

D. Classification of Self-Efficacy

In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In performing a particular task, people with high self-efficacy tend to be more involved in the situation, while those who have low self-efficacy prefer to avoid and stay away from the task.

Individuals who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. They do not view the task as a threat they should avoid. They are not afraid to fail in performing the task. Instead, they increase their efforts to prevent a failure that might occur. Those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures.

On the contrary, people who have low self-efficacy will try to avoid difficult tasks. Such individuals have low commitment in achieving the goals they set. When they faced difficult tasks, they are busy thinking about the shortcomings they have, the distractions they face, and all the results that can be detrimental to them. They do not increase their efforts and give up very easily. They are too slow in correcting their own mistake and regaining their self-efficacy when facing a failure.

E. Sources of Self-Efficacy

There are four big factors that influence someone's self-efficacy (Ping & Dennis, 2006, p.235).

1. Mastery Experiences

Successful experience will build strong self-efficacy and failed experiences weaken especially less established self-efficacy beliefs.

2. Vicarious Experiences

Someone compares the accomplishments of other individuals. Seeing people comparable to them capable of performing the same tasks will make them think that they, too, have the ability to finish the

tasks. Information gained from comparing with their friends thus gives reference to individuals' own capabilities. Therefore, peer modeling is another big factor that affects students' personal efficacy.

3. Social Persuasion

People also develop efficacy beliefs through social persuasion or verbal judgment from others about their capabilities in doing something. Social persuasion, may offer additional ways of increasing someone's belief that they can succeed.

4. Physiological and Emotional States

Physiological and emotional of someone will impact on her or his self-efficacy.

F. Writing

1. Definition of Writing

Writing is considered as the most difficult and complicated language skill to be learned compared to other language skills- listening, speaking and reading (Miftah, 2015, p.9).

It can be said that writing is a crucial part in our global society. Through writing, we can learn a lot of things , from the simplest one such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significance role in our life.

The statement above is from writer' points of view. To the writer, in addition, writing also means as one of communication tools. Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distance and period.

Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express. Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules.

According to Harmer (2000, p.79) writing is a skill by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. And according to Ramsley (2001, p.3) writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory.

Based on the description above, the writer assumes that writing is the most difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the text.

2. Importance of Writing Skill

Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem and novel. They show us that writing serves in any different forms and gives essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. Surely, there will be too much unformation untold and lots of knowledge will be left.

Moreover, as the societies grew larger and more industrialized, people need to be able to write and read well because it is very important to be successful. In other words, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is so much needed in the academic context. Besides, most jobs nowadays as well as future jobs will require writing skill, even to apply for a job, good writing skill is demanded.

Meanwhile in the smaller scope of educational setting, at schools, most of examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, good thinking, if being properly applied, gives rise to what so-called good writing.

The fact that writing skill clearly gives many advantages to people, it suggests that having good writing skill will give many benefits to them. In addition, being able to take part in today's information culture, writers can express themselves well through writing, they can communicate their ideas, thoughts, feelings, and experiences and at the same time, let it known by others.

To be successful in whatever field we are in, having writing skill is very much helpful. Thus, writing, especially in a foreign language is one skill which all teachers or educational practitioners should pay attention to.

3. Process of Writing

Teaching writing focuses not only on a product of writing itself but also on the process of writing. The writing process refers to everything writer do, from the moment they start thinking about what to write, until the final copy is completed (Erliana et al, 2014, p.64).

Every writing specialist gives a different version of the stages of the writing process. Gebhard (2006) introduces the stages of writing such as prewriting, drafting, revising, and editing.

a. Prewriting Stage

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic. The techniques of prewriting can be through *brainstorming, clustering or word mapping, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering.*

b. Drafting Stage

Drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. Drafting involves developing the prewriting notes into connected sentences and paragraphs. In this way, the students attempt to produce their first draft to capture their essay's meaning and get it down on paper. By so doing, they actually use their first draft to formulate a working introduction and to organize their ideas.

c. Revising Stage

Revising is to make the writing clearer and more interesting to the readers. In this stage, students should refine ideas and they can consider revision of the content and organization of their ideas.

d. Editing Stage

Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness. Editing stage primarily focuses on the content of students writing. After the content of the writing is set, they focus on editing/proofreading and polish their writing by correcting errors in spelling, grammar, and punctuation.

From the explanation above, the writer concludes that writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. Prewriting is anything the writers do before write a draft of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Revising is the key to effective writing because here the writers think more deeply about their readers' need and expectation. And the last is editing which means the process of checking for such things as grammar, mechanics, and spelling. The last thing the writers should do before printing their work.

4. Kinds of Writing

a. Narrative

Narrative text is a text that has purpose to amuse/entertain and to deal with actual or various experience in different ways. Narrative paragraph tells a story by relating a series of events in

time order. Narration includes all writing that provides an account of an event or a series of events.

b. Descriptive

The descriptive paragraph is one of four basic types of prose. It tells how a person, place or thing is perceived by the five senses. A description is a verbal picture of a person, place or object.

c. Expository

The expository paragraph is a paragraph that presents a certain amount of information about a subject. In expository paragraph, the information is the main thing. The purpose is to tell the reader something he may not know and to tell him in a way that will understand.

d. Persuasive

The persuasive paragraph is a special type of paragraph that gives reasons. It is also called argumentation. The purpose of persuasion is to change someone's mind. A persuasive paragraph attempts to win people over to a particular point of view or convince them to take a particular course of action.

G. Relationship Between Self-Efficacy and Writing Ability

Writing self-efficacy means to students' beliefs in their ability to perform written English task successfully. Such tasks include composition, correctly punctuating writing and creating grammatically correct samples of

writing. At the end of school term, students writing skill and self-efficacy predicted. Overall, students who evaluate themselves as poor writers tend to perform being reluctant to engage in writing works and making brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard. In both areas of composition and self-efficacy, researchers have discovered enormous interest in writing self-efficacy, and they have worked the relationship between writing self-belief and writing performance. Their findings displayed a strong relationship between them (White & Bruning, 2005; Jones, 2007; Pajares and Valiante (2001). They discovered that despite the anticipated strong effect of writing ability, self-efficacy beliefs made an independent part to the prediction of performance. In the past research, among all the motivational constructs, perceived self-efficacy was usually discovered to have the strongest predicting power, over individuals' writing performance; such discovering support the claim made by Bandura based on social cognitive theory that self-efficacy has a main function in predicting writing performance.

CHAPTER III RESEARCH METHOD

A. Research Design

The researcher used quantitative method in conducting this research. It means that the researcher collect and analyze the data statistically from the students' score of variables to find out the correlation between students' self-efficacy and writing ability of 6th semester TBI students at IAIN Palangka Raya. This research is categorized into correlational research design. Donald Aryet all (2010) stated that "Correlational research is research that attempts to determine the extend and the direction of the relationship between two or more variables. So that, the researcher correlate two variables of this research : they were students' self-efficacy as X variable and writing ability as Y variable of 6th semester TBI students.

There are three possible results of a correlation study:

- a. Positive correlations : Both variables increase or decrease at same time. A correlation coefficient close to + 1.00 indicate a strong positive correlation.
- b. Negative correlations : indicates that as the amount of one variables increases, the other decrease. A correlation coefficient close to 1.00 indicates a strong negative correlation.
- c. No correlation : indicate any relationship between the two variables. A correlation coefficient of indicates no correlation.

B. Population and Sample

1. Population

The population of this research were whole of 6th semester TBI students at IAINPalangka Raya. The total number of them are 47 students. They were divided into two classes, 6A and 6B.

Table 3.1

The Number of the Sixth Semester of English Education Study Program in IAIN Palangka Raya Academic Year 2015/2016

No	Class	Total Number of Students
1.	6A	30
2.	6B	17
	Total	47

2. Sample

If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more". Based on the quotation above, in this research, the sample of the population will taken total sampling.

C. Research Instrument

Because there were two variables that the researcher observed namely students' self-efficacy and writing ability, the instrument that used in this research was self-efficacy questionnaires and documentation thesis proposal

of 6th semester students in the subject of Thesis Proposal. The documentation of this subject taken from available document from the lectures.

a. Questionnaire

In order to collect the data, the researcher used Writing Self-Efficacy Scale questionnaires, developed by Donald E Prickle. The questionnaires had twenty five questions. The questionnaire is divided into four factors are general writing, idea & sentence generation, paragraph/story generation, and editing/revising.

Table 3.2

Indicators of Self-Efficacy Questionnaire

Factors	Number of Items	Sample of Item
General Writing	(6,7,9,10,12,14,18,20,22,24)	I am confident in making sentences that relate to each other
Idea & Sentence Generation	(1,3,4,8,11,13,15,19,21,23,25)	I am capable of writing good essays
Paragraph/story Generation)	(16,17)	When I write, it is difficult to find the correct words to express my ideas
Editing/Revising	(2,5)	I believe that errors in punctuation and grammar stop me from being a good writer

The most commonly used scaling technique is the *Likert Scale*, which has been named after its inventor, Rensis Likert. Likert scales consist of a series of statements all of which are related to a particular target (which can be, among others, an individual person, a group of people, an institution, or a concept); respondents are asked to indicate the extent to which they agree or disagree with these items by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'.

- 1) SD = Strongly Disagree = you never feel this way.
- 2) D = Disagree = you don't feel this way very often.
- 3) U = Unsure = how you feel, you are mostly undecided.
- 4) A = Agree = you feel this way most of the time.
- 5) SA = Strongly Agree = you always feel this way.

To determine the level of students' self-efficacy, the means score were computed through descriptive statistics. The researcher divided the level of students' self-efficacy into five categories.

Table 3.3

Interpretation of Questionnaire

No	Category	Predicate
1	80.00% – 100%	Strongly Agree
2	60.00% - 79.99%	Agree
3	40.00% - 59.99%	Unsure
4	20.00% - 39.99%	Disagree

5	0% - 19.99%	Strongly Disagree
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b. Documentation

The researcher collected the data from the lectures of Thesis Proposal of English Education Study Program. The researcher chose Thesis Proposal Subject because it is taught in 6th semester.

D. Research Instrument Validity

The validity of a test is the extent to which it measures what is supposed to measure and nothing else. The test can be said valid if it is able to measure what it is suppose to be measure.

1. Face Validity

Face validity is test items look right to other testers, teacher, indicators and test. For face validity of the test item used self-efficacy questionnaire.

2. Content Validity

Content validity is concerned with what goes into the test. A test will have high content validity if the items are representative of the population of possible task. The content of a test should be decide by considering the purpose of the assessment and then drawn up as a list known as a content specification.

The instrument must be valid in content. It means that the items in the instrument are equal and proportional in their distribution as the indicators of the test.

E. Research Instrument Reliability

For the reliability, there is inter-rater reliability. Inter-rater reliability is the consistency of the judgment of several rater on how they see a phenomenon or interpreted the responses of the subject. It is indicates accuracy in scoring composition of two different raters. For this study, the training is done to get inter-rater agreement in order to give reliable scores to students' writing product. In this research, writer used inter-rater reliability, rater 1 was Muhammad Soleh, S.Pd. the teacher of MTs Miftahul Jannah and rater 2 was Raudhatul Jannah, S.Pd. the teacher of Al-Ghazali Modern Junior High School.

1. Normality

Kolmogorov – Smirnov test (K-s) is a test non-parametik the most basic and most widely used. Andrey Nikola evich Kolmograv first introduce the kolmograv - smirnov test (K-S test) on 1993. The tests used by one-sample test that possible the differences distribution of frequency with some popular distribution like normality test. Normality is a test normal to whether or not the distribution of research data. Writer measure normality test used SPSS 18.00 and for normality test writer analyzed one sample kolmogrove. Significant level $\alpha = 0,05$

Interpretation:

If the result of normality test $> \alpha$ so, the data can be said normal distribution.

If the result of normality test $< \alpha$ so, the data can be not normal distribution.

F. Data Collection Procedure

In collecting the data of this research, the researcher used questionnaire and documentation in writing to obtain the data to answer the problem.

Here were the steps for data collection:

1. The researcher prepares the questionnaire.
2. The researcher gives questionnaire to the respondents.
3. The researcher collects the responses.
4. The researcher calculates the result of the study.
5. The researcher analyzes the data obtained using table, SPSS and to measure the central tendency.
6. The researcher takes document score of scientific writing from the subject lectures.
7. The researcher concludes the correlation between students' self-efficacy and writing ability in 6th semester of TBI students at IAIN Palangka Raya, whether there is a positive or negative correlation, based on the obtained data.

G. Data Analysis Procedure

The purpose of this research is to measure the correlation between students' self-efficacy and writing ability. The data of the study analyze by used statistical analysis.

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. “Correlation product moment is used to show whether there is a correlation between X variable and Y variable.

To analysis the data obtained, the researcher used the formula as follows:

The symbol of the correlation product moment is “r”. Data operation technique is done though the steps below:

1. Finding the number of correlation using formula :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} = index number correlation “r” product moment

N = Number of Participants

X = Students’ Self-Efficacy Scale Scores

Y = Students’ Writing Scores

$\sum X$ = The Sum Scores of Self-Efficacy Scale

$\sum Y$ = The Sum Scores of Writing

$\sum X^2$ = The Sum of the Squared Scores of Self-Efficacy Scale

$\sum Y^2$ = The Sum of the Squared Scores of Writing

$\sum XY$ = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation “r” product moment between X variable and Y variable (r_{xy})

2. To interpret the index scores of “r” correlation, product moment (r_{xy}) usually used the interpretation such as follows:

Table 3.3 Interpretation Correlation

The score of “r” product moment (r_{xy})	Interpretation
0,00 – 0,20	There is correlation between variable X and Y, yet is very low so that is regarded there is no correlation.
0,20 – 0,40	There is low correlation between variable X and variable Y.
0,40 – 0,70	There is average correlation between variable X and variable Y.
0,70 – 0,90	There is high / strong correlation between variable X and variable Y.
0,90 – 1,00	There is a very high / strong correlation between variable X and variable Y.

The second is by to word by consulting the result of index correlation number “r” product moment toward the table of “r” product result with seeking the degree of freedom (df) with the formula as follows:

$$df = n - k$$

df = degree of freedom

n = Number of cases

k = the amount of variable

3. To know contribution variable X to variable Y is used the formula:

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

r = correlation coefficient score

4. To know the significance between two variables, the formula of the significance test is :

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{value} = value t

r = The coefficient of correlation of the result of t_{count}

n = Number of participants

5. Correlation Patterns in Scatter plot Graphs

A scatter plot is used to graphically represent the relationship between two variables. Explore the relationship between scatter plots and correlations, the different types of correlations, how to interpret scatter plots, and more.

Each scatter plot has a horizontal axis (x -axis) and a vertical axis (y -axis). One variable is plotted on each axis. Scatter plots are made up of marks; each mark represents one study participant's measures on the variables that are on the x -axis and y -axis of the scatter plot. A scatter plot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y also goes down).

A scatter plot of z scores also reveals the strength of the relationship between variables. If the dots in the scatter plot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong linear relationship between the variables. If a curved line is needed to express this relationship, it is said to be a curvilinear relationship. In a curvilinear relationship, as the values of X increase, the values of Y increase up to a point, at which further increases in X are associated with decreases in Y .

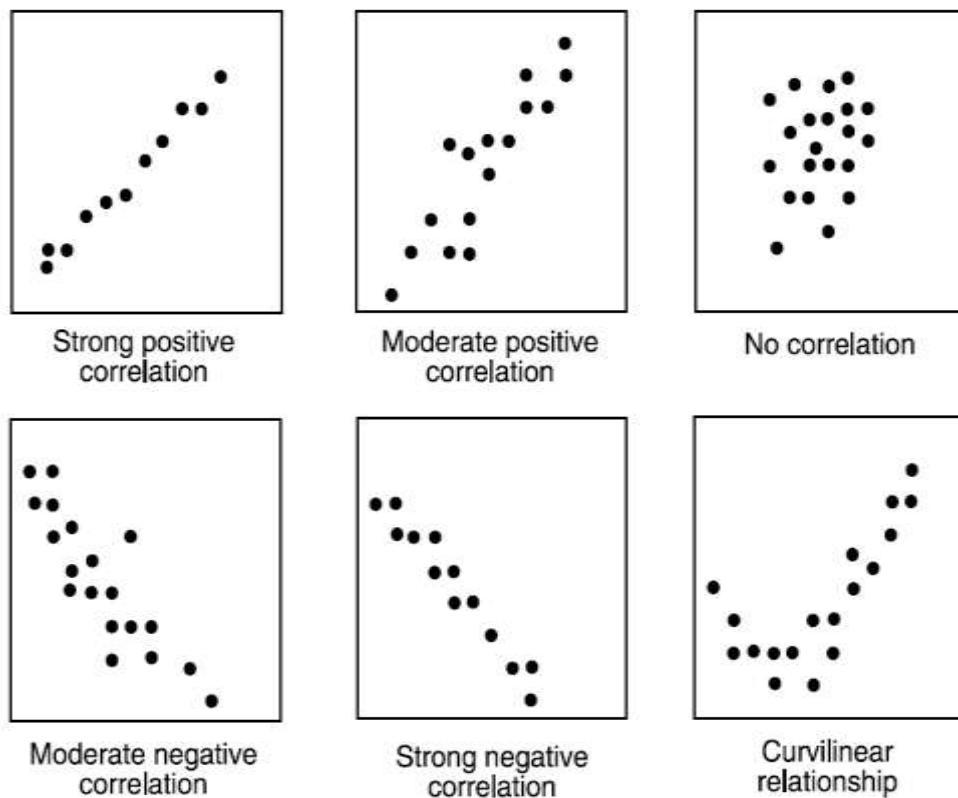


Figure 1.1 Scatter plots

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

1. The Result of Questionnaire Self – Efficacy

The researcher presented the data presentation of questionnaire self-efficacy by showing the frequency and percentage based on the options of each items of questionnaire, it can be seen in the tables below:

Table 4.1

Result of Questionnaire

Item		Scale					Total	MN	M DN	M O	SD
		SD	D	U	A	SA					
		1	2	3	4	5					
1	Number	0	1	11	17	1		3.60	4	4	.621
	Percent	0	3.3	36.7	56.7	3.3	100				
2	Number	1	4	4	18	3		3.60	4	4	.968
	Percent	3.3	13.3	13.3	60.0	10.0	100				
3	Number	0	3	5	16	6		3.83	4	4	.874
	Percent	0	10.0	16.7	53.3	20.0	100				
4	Number	0	2	4	20	2		3.87	4	4	.730
	Percent	0	6.7	13.3	66.7	13.3	100				
5	Number	0	0	13	14	3		3.67	4	4	.661
	Percent	0	0	43.3	46.7	10.0	100				

6	Number	0	0	8	19	3		3.83	4	4	.592
	Percent	0	0	26.7	63.3	10.0	100				
7	Number	0	2	10	16	2		3.60	4	4	.724
	Percent	0	6.7	33.3	53.3	6.7	100				
8	Number	0	0	3	19	8		4.17	4	4	.592
	Percent	0	0	10.0	63.3	26.7	100				
9	Number	0	1	8	18	3		3.77	4	4	.679
	Percent	0	3.3	26.7	60.0	10.0	100				
10	Number	1	2	12	10	5		3.53	3.5	3	.973
	Percent	3.3	6.7	40.0	33.3	16.7	100				
11	Number	0	0	3	25	2		3.97	4	4	.414
	Percent	0	0	10.0	83.3	6.7	100				
12	Number	0	1	6	17	6		3.93	4	4	.740
	Percent	0	3.3	20.0	56.7	20.0	100				
13	Number	0	5	12	10	3		3.37	3	3	.890
	Percent	0	16.7	40.0	33.3	10.0	100				
14	Number	0	3	17	7	3		3.33	3	3	.802
	Percent	0	10.0	56.7	23.3	10.0	100				
15	Number	3	8	5	10	4		3.13	3	4	1.25 2
	Percent	10.0	26.7	16.7	33.3	13.3	100				
16	Number	1	7	10	7	5		3.27	3	3	1.11 2
	Percent	3.3	23.3	33.3	23.3	16.7	100				
17	Number	5	8	11	5	1		2.63	3	3	1.06 6
	Percent	16.7	26.7	36.7	16.7	3.3	100				
18	Number	2	11	7	8	2		2.90	3	2	1.09 4

	Percent	6.7	36.7	23.3	26.7	6.7	100				
19	Number	2	9	8	6	5		3.10	3	2	1.21 3
	Percent	6.7	30.0	26.7	20.0	16.7	100				
20	Number	3	9	8	7	3		2.93	3	2	1.17 2
	Percent	10.0	30.0	26.7	23.3	10.0	100				
21	Number	3	7	4	12	4		3.23	4	4	1.25 1
	Percent	10.0	23.3	13.3	40.0	13.3	100				
22	Number	3	10	10	6	1		2.73	3	2	1.01 5
	Percent	10.0	33.3	33.3	20.0	3.3	100				
23	Number	3	8	8	8	3		3.00	3	2	1.17 4
	Percent	10.0	26.7	26.7	26.7	10.0	100				
24	Number	1	10	11	7	1		2.90	3	3	.923
	Percent	3.3	33.3	36.7	23.3	3.3	100				
25	Number	0	11	11	7	1		2.93	3	2	.868
	Percent	0	36.7	36.7	23.3	3.3	100				

It was apparent from the table above that the students' response of Self-Efficacy at IAIN Palangka Raya, as follows:

Table 4.2
Students' self-efficacy Item 1

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	1	2	3.3	3.3	3.3
3	11	33	36.7	36.7	40.0
4	17	68	56.7	56.7	96.7
5	1	5	3.3	3.3	100.0
Total	30	108	100.0	100.0	

Item 1, “I am capable of writing good essays”. There was 1 student who chose option Disagree(3.3%). There were 11 students who chose option Unsure (36.7%). There were 17 students who chose option Agree (56.7%). There was 1 student who chose option Strongly Agree (3.3%). The calculation of analysis students’ perception item 1 was 72% with the categorized Agree.

The calculation of analysis students’ perception item 1 :

$$\text{Score} = \left(\frac{\text{Total Score}}{5 \times N} \right) \times 100$$

$$\text{Score} = \left(\frac{108}{5 \times 30} \right) \times 100$$

$$\text{Score} = \left(\frac{108}{150} \right) \times 100$$

$$\text{Score} = 72\%$$

Table 4.3
Students’ self-efficacy Item 2

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	3.3	3.3	3.3
2	4	8	13.3	13.3	16.7
3	4	12	13.3	13.3	30.0
4	18	72	60.0	60.0	90.0
5	3	15	10.0	10.0	100.0
Total	30	108	100.0	100.0	

Item 2, “I believe that errors in punctuation and grammar stop me from being a good writer”. There was 1 student who chose option Strongly Disagree (3.3%). There were 4 students who chose option Disagree (13.3%). There were 4 students who chose option Unsure (13.3%). There were 18 students who chose option Agree (60.0%). There were 3 students who chose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 2 was 72% with the categorized Agree.

Table 4.4
Students’ self-efficacy Item 3

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	3	6	10.0	10.0	10.0
3	5	15	16.7	16.7	26.7
4	16	64	53.3	53.3	80.0
5	6	30	20.0	20.0	100.0
Total	30	115	100.0	100.0	

Item 3, “I am confident that my writing is understood by those who read it”. There were 3 students who chose option Disagree (10.0%). There were 5 students who chose option Unsure (16.7%). There were 16 students who chose option Agree (53.3%). There were 6 students who chose option Strongly Agree (20.0%). The calculation of analysis students’ perception item 3 was 77% with the categorized Agree.

Table 4.5
Students' self-efficacy Item 4

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	2	4	6.7	6.7	6.7
3	4	12	13.3	13.3	20.0
4	20	80	66.7	66.7	86.7
5	4	20	13.3	13.3	100.0
Total	30	116	100.0	100.0	

Item 4, "When writing, I am confident that I can think of words to express my ideas". There were 2 students who chose option Disagree (6.7%). There were 4 students who chose option Unsure (13.3%). There were 20 students who choose option Agree (66.7%). There were 4 students who choose option Strongly Agree (13.3%). The calculation of analysis students' perception item 4 was 77% with the categorized Agree.

Table 4.6
Students' self-efficacy Item 5

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	0	0	0	0	0
3	13	39	43.3	43.3	43.3
4	14	56	46.7	46.7	90.0
5	3	15	10.0	10.0	100.0
Total	30	110	100.0	100.0	

Item 5, “When I write a story or a paragraph, I have confidence in ending it with a clear statement”. There were 13 students who chose option Unsure (43.3%). There were 14 students who choose option Agree (46.7%). There were 3 students who choose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 5 was 73% with the categorized Agree.

Table 4.7
Students’ self-efficacy Item 6

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	0	0	0	0	0
3	8	24	26.7	26.7	26.7
4	19	76	63.3	63.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	115	100.0	100.0	

Item 6, “I am confident in making sentences that relate to each other”. There were 8 students who chose option Unsure (26.7%). There were 19 students who choose option Agree (63.3%). There were 3 students who choose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 6 was 77% with the categorized Agree.

Table 4.8
Students' self-efficacy Item 7

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	2	4	6.7	6.7	6.7
3	10	30	33.3	33.3	40.0
4	16	64	53.3	53.3	93.3
5	2	10	6.7	6.7	100.0
Total	30	108	100.0	100.0	

Item 7, "I am confident in arguing and defending my ideas in writing". There were 2 students who chose option Disagree (6.7%). There were 10 students who chose option Unsure (33.3%). There were 16 students who chose option Agree (53.3%). There were 2 students who chose option Strongly Agree (6.7%). The calculation of analysis students' perception item 7 was 72% with the categorized Agree.

Table 4.9
Students' self-efficacy Item 8

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	0	0	0	0	0
3	3	9	10.0	10.0	10.0
4	19	76	63.3	63.3	73.3
5	8	40	26.7	26.7	100.0
Total	30	125	100.0	100.0	

Item 8, "I am confident that my examples, facts, and details support my written ideas". There were 3 students who chose option Unsure

(10.0%). There were 19 students who choose option Agree (63.3%). There were 8 students who choose option Strongly Agree (26.7%). The calculation of analysis students' perception item 8 was 83% with the categorized Agree.

Table 4.10
Students' self-efficacy Item 9

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	1	2	3.3	3.3	3.3
3	8	24	26.7	26.7	30.0
4	18	72	60.0	60.0	90.0
5	3	15	10.0	10.0	100.0
Total	30	113	100.0	100.0	

Item 9, "I am capable of writing a composition that tells a story (for example, a car accident; build a house; cook a three-course meal)". There was 1 student who chose option Disagree (3.3%). There were 8 students who chose option Unsure (26.7%). There were 18 students who choose option Agree (60.0%). There were 3 students who choose option Strongly Agree (10.0%). The calculation of analysis students' perception item 9 was 75% with the categorized Agree.

Table 4.11
Students' self-efficacy Item 10

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	3.3	3.3	3.3
d 2	2	4	6.7	6.7	10.0
3	12	36	40.0	40.0	50.0
4	10	40	33.3	33.3	83.3
5	5	25	16.7	16.7	100.0
Total	30	106	100.0	100.0	

Item 10, "When I revise my paragraphs, I am confident in finding my spelling and punctuation errors". There was 1 student who chose option Strongly Disagree (3.3%). There were 2 students who chose option Disagree (6.7%). There were 12 students who chose option Unsure (40.0%). There were 10 students who choose option Agree (33.3%). There were 5 students who choose option Strongly Agree (16.7%). The calculation of analysis students' perception item 10 was 71% with the categorized Agree.

Table 4.12
Students' self-efficacy Item 11

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
d 2	0	0	0	0	0
3	3	9	10.0	10.0	10.0
4	25	100	83.3	83.3	93.3
5	2	10	6.7	6.7	100.0
Total	30	119	100.0	100.0	

Item 11, “I am confident that I can write stories that express my ideas”. There were 3 students who chose option Unsure (10.0%). There were 25 students who chose option Agree (83.3%). There were 2 students who chose option Strongly Agree (6.7%). The calculation of analysis students’ perception item 11 was 79% with the categorized Agree.

Table 4.13
Students’ self-efficacy Item 12

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	1	2	3.3	3.3	3.3
3	6	18	20.0	20.0	23.3
4	17	68	56.7	56.7	80.0
5	6	30	20.0	20.0	100.0
Total	30	118	100.0	100.0	

Item 12, “I believe I can clearly express my ideas in sentences”. There was 1 student who chose option Disagree (3.3%). There were 6 students who chose option Unsure (20.0%). There were 17 students who chose option Agree (56.7%). There were 6 students who chose option Strongly Agree (20.0%). The calculation of analysis students’ perception item 12 was 79% with the categorized Agree.

Table 4.14
Students' self-efficacy Item 13

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	5	10	16.7	16.7	16.7
3	12	36	40.0	40.0	56.7
4	10	40	33.3	33.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	101	100.0	100.0	

Item 13, "I am confident that I can do creative writing such as poetry, plays, short stories, poems". There were 5 students who chose option Disagree (16.7%). There were 12 students who chose option Unsure (40.0%). There were 10 students who choose option Agree (33.3%). There were 3 students who choose option Strongly Agree (10.0%). The calculation of analysis students' perception item 13 was 67% with the categorized Agree.

Table 4.15
Students' self-efficacy Item 14

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	0	0	0	0	0
2	3	6	10.0	10.0	10.0
3	17	51	56.7	56.7	66.7
4	7	28	23.3	23.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	100	100.0	100.0	

Item 14, “I am capable of using unusual and creative words in my writing”. There were 3 students who chose option Disagree (10.0%). There were 17 students who chose option Unsure (56.7%). There were 7 students who chose option Agree (23.3%). There were 3 students who chose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 14 was 67% with the categorized Agree.

Table 4.16
Students’ self-efficacy Item 15

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3	10.0	10.0	10.0
d 2	8	16	26.7	26.7	36.7
3	5	15	16.7	16.7	53.3
4	10	40	33.3	33.3	86.7
5	4	20	13.3	13.3	100.0
Total	30	94	100.0	100.0	

Item 15, “When writing, I lack confidence in correcting my own errors”. There were 3 students who chose option Strongly Disagree (10.0%). There were 8 students who chose option Disagree (26.7%). There were 5 students who chose option Unsure (16.7%). There were 10 students who chose option Agree (33.3%). There were 4 students who chose option Strongly Agree (13.3%). The calculation of analysis students’ perception item 15 was 63% with the categorized Agree.

Table 4.17
Students' self-efficacy Item 16

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	3.3	3.3	3.3
2	7	14	23.3	23.3	26.7
3	10	30	33.3	33.3	60.0
4	7	14	23.3	23.3	83.3
5	5	25	16.7	16.7	100.0
Total	30	84	100.0	100.0	

Item 16, "When I write, it is difficult to find the correct words to express my ideas". There were 1 student who chose option Strongly Disagree (3.3%). There were 7 students who chose option Disagree (23.3%). There were 10 students who chose option Unsure (33.3%). There were 7 students who chose option Agree (23.3%). There were 5 students who chose option Strongly Agree (16.7%). The calculation of analysis students' perception item 16 was 56% with the categorized Unsure.

Table 4.18
Students' self-efficacy Item 17

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	5	5	16.7	16.7	16.7
2	8	16	26.7	26.7	43.3
3	11	33	36.7	36.7	80.0
4	5	20	16.7	16.7	96.7
5	1	5	3.3	3.3	100.0
Total	30	79	100.0	100.0	

Item 17, “I am not confident in writing an essay or story”. There were 5 students who chose option Strongly Disagree (16.7%). There were 8 students who chose option Disagree (26.7%). There were 11 students who chose option Unsure (36.7%). There were 5 students who chose option Agree (16.7%). There was 1 student who chose option Strongly Agree (3.3%). The calculation of analysis students’ perception item 17 was 53% with the categorized Unsure.

Table 4.19
Students’ self-efficacy Item 18

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2	6.7	6.7	6.7
2	11	22	36.7	36.7	43.3
3	7	21	23.3	23.3	66.7
4	8	32	26.7	26.7	93.3
5	2	10	6.7	6.7	100.0
Total	30	87	100.0	100.0	

Item 18, “When I write, I find it hard to give reasons for my views”. There were 2 students who chose option Strongly Disagree (6.7%). There were 11 students who chose option Disagree (36.7%). There were 7 students who chose option Unsure (23.3%). There were 8 students who chose option Agree (26.7%). There were 2 students who chose option Strongly Agree (6.7%). The calculation of analysis students’ perception item 18 was 58% with the categorized Unsure.

Table 4.20
Students' self-efficacy Item 19

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2	6.7	6.7	6.7
2	9	18	30.0	30.0	36.7
3	8	24	26.7	26.7	63.3
4	6	24	20.0	20.0	83.3
5	5	25	16.7	16.7	100.0
Total	30	93	100.0	100.0	

Item 19, "I am not confident that I'm good at writing". There were 2 students who chose option Strongly Disagree (6.7%). There were 9 students who chose option Disagree (30.0%). There were 8 students who chose option Unsure (26.7%). There were 6 students who choose option Agree (20.0%). There were 5 students who choose option Strongly Agree (16.7%). The calculation of analysis students' perception item 19 was 62% with the categorized Agree.

Table 4.21
Students' self-efficacy Item 20

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3	10.0	10.0	10.0
2	9	18	30.0	30.0	40.0
3	8	24	26.7	26.7	66.7
4	7	28	23.3	23.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	88	100.0	100.0	

Item 20, “I am not confident in writing clear answer to test and/or exam Questions”. There were 3 students who chose option Strongly Disagree (10.0%). There were 9 students who chose option Disagree (30.0%). There were 8 students who chose option Unsure (26.7%). There were 7 students who choose option Agree (23.3%). There were 3 students who choose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 20 was 59% with the categorized Unsure.

Table 4.22
Students’ self-efficacy Item 21

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3	10.0	10.0	10.0
2	7	14	23.3	23.3	33.3
3	4	12	13.3	13.3	46.7
4	12	48	40.0	40.0	86.7
5	4	20	13.3	13.3	100.0
Total	30	97	100.0	100.0	

Item 21, “I am not confident in finding my own writing errors”. There were 3 students who chose option Strongly Disagree (10.0%). There were 7 students who chose option Disagree (23.3%). There were 4 students who chose option Unsure (13.3%). There were 12 students who choose option Agree (40.0%). There were 4 students who choose option Strongly Agree (13.3%). The calculation of analysis students’ perception item 21 was 65% with the categorized Agree.

Table 4.23
Students' self-efficacy Item 22

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	10	33.3	33.3	43.3
	3	10	33.3	33.3	76.7
	4	6	20.0	20.0	96.7
	5	1	3.3	3.3	100.0
Total	30	82	100.0	100.0	

Item 22, "I lack confidence in organizing my ideas". There were 3 students who chose option Strongly Disagree (10.0%). There were 10 students who chose option Disagree (33.3%). There were 10 students who chose option Unsure (33.3%). There were 6 students who choose option Agree (20.0%). There was 1 student who choose option Strongly Agree (3.3%). The calculation of analysis students' perception item 22 was 55% with the categorized Unsure.

Table 4.24
Students' self-efficacy Item 23

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	8	26.7	26.7	36.7
	3	8	26.7	26.7	63.3
	4	8	26.7	26.7	90.0
	5	3	10.0	10.0	100.0
Total	30	90	100.0	100.0	

Item 23, “I have difficulty in writing a good beginning sentence”. There were 3 students who chose option Strongly Disagree (10.0%). There were 8 students who chose option Disagree (26.7%). There were 8 students who chose option Unsure (26.7%). There were 8 students who chose option Agree (26.7%). There were 3 students who chose option Strongly Agree (10.0%). The calculation of analysis students’ perception item 23 was 60% with the categorized Agree.

Table 4.25
Students’ self-efficacy Item 24

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1	3.3	3.3	3.3
2	10	20	33.3	33.3	36.7
3	11	33	36.7	36.7	73.3
4	7	28	23.3	23.3	96.7
5	1	5	3.3	3.3	100.0
Total	30	87	100.0	100.0	

Item 24, “When writing, I am unable to organize my ideas”. There was 1 student who chose option Strongly Disagree (3.3%). There were 10 students who chose option Disagree (33.3%). There were 11 students who chose option Unsure (36.7%). There were 7 students who chose option Agree (23.3%). There was 1 student who chose option Strongly Agree (3.3%). The calculation of analysis students’ perception item 24 was 58% with the categorized Unsure.

Table 4.26
Students' self-efficacy Item 25

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	11	22	36.7	36.7
	3	11	33	36.7	73.3
	4	7	28	23.3	96.7
	5	1	5	3.3	100.0
Total	30	88	100.0	100.0	

Item 25, "I am unable to clearly state the main idea when I write a paragraph". There were 11 students who chose option Disagree (36.7%). There were 11 students who chose option Unsure (36.7%). There were 7 students who choose option Agree (23.3%). There was 1 student who choose option Strongly Agree (3.3%). The calculation of analysis students' perception item 25 was 59% with the categorized Unsure.

Table 4.27
Students' Self-Efficacy

No	Options									
	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
1.	1	3.3%	17	56.7%	11	36.7%	1	3.3%	-	-
2.	3	10.0%	18	60.0%	4	13.3%	4	13.3%	1	3.3%
3.	6	20.0%	16	53.3%	5	16.7%	3	10.0%	-	-
4.	2	13.3%	20	66.7%	4	13.3%	2	6.7%	-	-
5.	3	10.0%	14	46.7%	13	43.3%	-	-	-	-
6.	3	10.0%	19	63.3%	8	26.7%	-	-	-	-

7.	2	6.7%	16	53.3%	10	33.3%	2	6.7%	-	-
8.	8	26.7%	19	63.3%	3	10.0%	-	-	-	-
9.	3	10.0%	18	60.0%	8	26.7%	1	3.3%	-	-
10.	5	16.7%	10	33.3%	12	40.0%	2	6.7%	1	3.3%
11.	2	6.7%	25	83.3%	3	10.0%	-	-	-	-
12.	6	20.0%	17	56.7%	6	20.0%	1	3.3%	-	-
13.	3	10.0%	10	33.3%	12	40.0%	5	16.7%	-	-
14.	3	10.0%	7	23.3%	17	56.7%	3	10.0%	-	-
15.	4	13.3%	10	33.3%	5	16.7%	8	26.7%	3	10.0%
16.	5	16.7%	7	23.3%	10	33.3%	7	23.3%	1	3.3%
17.	1	3.3%	5	16.7%	11	36.7%	8	26.7%	5	16.7%
18.	2	6.7%	8	26.7%	7	23.3%	11	36.7%	2	6.7%
19.	5	16.7%	6	20.0%	8	26.7%	9	30.0%	2	6.7%
20.	3	10.0%	7	23.3%	8	26.7%	9	30.0%	3	10.0%
21.	4	13.3%	12	40.0%	4	13.3%	7	23.3%	3	10.0%
22.	1	3.3%	6	20.0%	10	33.3%	10	33.3%	3	10.0%
23.	3	10.0%	8	26.7%	8	26.7%	8	26.7%	3	10.0%
24.	1	3.3%	7	23.3%	11	36.7%	10	33.3%	1	3.3%
25.	1	3.3%	7	23.3%	11	36.7%	11	36.7%	-	-
Total Score	80		309		209		122		28	

From the table above, it described that option “strongly agree” has 80 frequencies. The option “agree” has 309 frequencies. The option “unsure” has 209 frequencies. The option “disagree” has 122 frequencies. The option “strongly disagree” has 28 frequencies.

3. The Result of Writing Test

After the writing test documentation were collected, it gave the score to the students' test. The following table shows about the writing test scores.

Table 4.28
The Result of Writing Test Score

NO	Code	Rater	Format	Introduction	Literature Review	Methods	Total	Final Score
1	S1	I	4	3	7	7	21	53
		II	4	3	8	7	22	55
2	S2	I	3	4	10	8	25	63
		II	3	4	7	8	22	55
3	S3	I	4	3	8	8	23	58
		II	3	3	8	7	21	53
4	S4	I	4	3	10	11	28	70
		II	4	5	12	9	30	75
5	S5	I	3	4	8	7	22	55
		II	3	3	8	8	22	55
6	S6	I	3	3	7	7	20	50
		II	3	3	6	8	20	50
7	S7	I	4	3	12	7	26	65
		II	4	3	10	7	24	60
8	S8	I	4	3	8	9	24	60
		II	3	4	9	9	25	63
9	S9	I	4	4	10	10	28	70
		II	4	4	8	7	23	58
10	S10	I	4	3	12	13	32	80
		II	3	4	12	12	31	78
11	S11	I	4	5	13	13	35	88

		II	4	4	12	13	33	83
12	S12	I	4	4	10	10	28	70
		II	3	4	9	10	26	65
13	S13	I	4	3	10	12	29	73
		II	3	3	7	7	20	50
14	S14	I	3	3	10	7	23	58
		II	3	3	7	7	20	50
15	S15	I	4	4	9	10	27	68
		II	4	4	8	6	22	55
16	S16	I	2	3	8	10	23	58
		II	3	3	7	7	20	50
17	S17	I	4	3	8	7	22	55
		II	4	4	9	9	26	65
18	S18	I	4	3	12	11	30	75
		II	4	4	8	10	26	65
19	S19	I	3	3	10	7	23	58
		II	3	3	7	7	20	50
20	S20	I	4	4	12	13	33	83
		II	3	3	7	7	20	50
21	S21	I	4	4	8	9	25	63
		II	4	4	10	9	27	68
22	S22	I	2	3	7	10	22	55
		II	3	3	7	7	20	50
23	S23	I	3	3	7	7	20	50
		II	2	2	8	8	21	53
24	S24	I	2	2	9	8	22	55
		II	3	3	7	7	20	50
25	S25	I	4	4	9	9	26	65
		II	4	4	10	11	29	73
26	S26	I	2	2	6	6	16	40

		II	3	3	7	7	20	50
27	S27	I	4	4	11	11	30	75
		II	4	4	9	8	25	63
28	S28	I	4	4	7	7	22	55
		II	3	3	7	7	20	50
29	S29	I	4	4	9	10	27	68
		II	4	4	8	8	24	60
30	S30	I	4	4	8	9	25	63
		II	4	3	8	8	23	58

After the writing score were collected from Rater I & II, it gave the final score to the students' test. The following table shows about the writing final score:

Table 4.29

The Result of Students' Final Score

NO	Code	SIS-1	SIS-2	Total Score	Students' Final Score
1.	S1	53	55	108	54
2.	S2	63	55	118	59
3.	S3	58	53	111	56
4.	S4	70	75	145	73
5.	S5	55	55	110	55
6.	S6	50	50	100	50
7.	S7	65	60	125	63
8.	S8	60	63	123	62
9.	S9	70	58	128	64
10.	S10	80	78	158	79
11.	S11	88	83	171	86
12.	S12	70	65	135	68

13.	S13	73	50	123	62
14.	S14	58	50	108	54
15.	S15	68	55	123	62
16.	S16	58	50	108	54
17.	S17	55	65	120	60
18.	S18	75	65	140	70
19.	S19	58	50	108	54
20.	S20	83	50	133	67
21.	S21	63	68	131	66
22.	S22	55	50	105	53
23.	S23	50	53	103	52
24.	S24	55	50	105	53
25.	S25	65	73	138	69
26.	S26	40	50	90	45
27.	S27	75	63	138	69
28.	S28	55	50	105	53
29.	S29	68	60	128	64
30.	S30	63	58	121	61
Sum		1899	1760	3659	1837
Lowest Score		40	50	90	45
Highest Score		88	83	171	86
Mean		63.3	58.67	121.967	61.2

Note: SIS-1 : Student's Individual Score taken by Rater 1

SIS-2 : Student's Individual Score taken by Rater 2

B. Research Finding

Before calculated the t-test, the researcher test the normality and the homogeneity of the data. After found the normality and the homogeneity of the data, the researcher calculated the t-test. The researcher used both manual calculation and SPSS 18.0 program calculation. Both results are expected to support the correct calculation each other.

a. Testing Normality and Homogeneity

a. Testing Normality

In this study, the researcher used SPSS 18.0 program to calculate the normality. The testing of normality used to know that the distribution of the data was normal or not. The result of testing the normality using SPSS 18.0 program could be seen as follows:

Table 4.30

Testing the Normality Using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.94783162
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.096
Kolmogorov-Smirnov Z		.765
Asymp. Sig. (2-tailed)		.602

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the result of testing the normality, it was found that the value of the significance was 0.602. It means that the distribution of the data was normal because the value of the significance was greater than 0.05.

b. Testing Homogeneity

The researcher used SPSS 18.0 program to calculate the homogeneity. The testing of homogeneity used to know that the data was homogeneous or not. The result of testing the homogeneity using SPSS 18.0 program could be seen as follows:

Table 4.31

Testing the Homogeneity Using SPSS 18.0 Program

Test of Homogeneity of Variances

Code

Levene Statistic	df1	df2	Sig.
.195	1	58	.661

ANOVA

Code

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8544.267	1	8544.267	108.201	.000
Within Groups	4580.067	58	78.967		
Total	13124.333	59			

From the table above can be known the significance about 0.661. because the value of significance higher that 0.05 so can be concluded that the data have the same variance or homogene.

a. The Analysis of Students Self-Efficacy

The first step in getting qualitative analysis result is by collecting and classifying each item of questionnaire based on each option multiplied them by standard score which have been determined before.

Analyzing the total percentage of the students' level in self-efficacy is based on the indicators of questionnaires. It can be seen as follows:

Table 4.32

The Students' Self-Efficacy and Their Writing Test Score

No	Student's Name	Questionnaire Result (X)	Writing Score (Y)
1.	Student 1	96	54
2.	Student 2	71	59
3.	Student 3	80	56
4.	Student 4	88	73
5.	Student 5	82	55
6.	Student 6	96	50
7.	Student 7	84	63
8.	Student 8	80	62
9.	Student 9	80	64
10.	Student 10	70	79

11.	Student 11	74	86
12.	Student 12	98	68
13.	Student 13	96	62
14.	Student 14	80	54
15.	Student 15	87	62
16.	Student 16	84	54
17.	Student 17	80	60
18.	Student 18	79	70
19.	Student 19	99	54
20.	Student 20	78	67
21.	Student 21	97	66
22.	Student 22	92	53
23.	Student 23	77	52
24.	Student 24	78	53
25.	Student 25	92	69
26.	Student 26	79	45
27.	Student 27	100	69
28.	Student 28	81	53
29.	Student 29	94	64
30.	Student 30	81	61

b. The Correlation Between Students' Self-Efficacy and Students' Writing Ability

In this case, both the students' self-efficacy and writing ability are related by using Pearson Product Moment formula. The data are described on the following table:

Table 4.33**The Correlation between Students' Self-Efficacy and Writing Ability**

No	X	Y	XY	X ²	Y ²
1.	96	54	5184	9216	2916
2.	71	59	4189	5041	3481
3.	80	56	4480	6400	3136
4.	88	73	6424	7744	5329
5.	82	55	4510	6724	3025
6.	96	50	4800	9216	2500
7.	84	63	5292	7056	3969
8.	80	62	4960	6400	3844
9.	80	64	5120	6400	4096
10.	70	79	5530	4900	6241
11.	74	86	6364	5476	7396
12.	98	68	6664	9604	4624
13.	96	62	5952	9216	3844
14.	80	54	4320	6400	2916
15.	87	62	5394	7569	3844
16.	84	54	4536	7056	2916
17.	80	60	4800	6400	3600
18.	79	70	5530	6241	4900
19.	99	54	5346	9801	2916
20.	78	67	5226	6084	4489
21.	97	66	6402	9409	4356
22.	92	53	4876	8464	2809
23.	77	52	4004	5929	2704
24.	78	53	4134	6084	2809
25.	92	69	6348	8464	4761
26.	79	45	3555	6241	2025

27.	100	69	6900	10000	4761
28.	81	53	4293	6561	2809
29.	94	64	6016	8836	4096
30.	81	61	4941	6561	3721
	$\Sigma X =$ 2553	$\Sigma Y =$ 1837	$\Sigma XY =$ 156090	$\Sigma X^2 =$ 219493	$\Sigma Y^2 =$ 114833

From the calculation of variable X and Y, it was known that:

$$\Sigma X = 2553 \qquad \Sigma X^2 = 219493$$

$$\Sigma Y = 1837 \qquad \Sigma Y^2 = 114833$$

$$\Sigma XY = 156090$$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of r_{xy} , as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{30 \times 156090 - (2553)(1837)}{\sqrt{\{30 \times 219493 - (2553)^2\}\{30 \times 114833 - (1837)^2\}}}$$

$$r_{xy} = \frac{4682700 - 4689861}{\sqrt{(6584790 - 6517809)(3444990 - 3374569)}}$$

$$r_{xy} = \frac{-7161}{\sqrt{(66981)(70421)}}$$

$$r_{xy} = \frac{-7161}{\sqrt{4716869001}}$$

$$r_{xy} = \frac{-7161}{68679.465642941}$$

$$r_{xy} = -0.104$$

Based on the manual calculation above, it was found that the r_{value} was -0.104 . Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows:

Based on the manual calculation above, it was found that the r_{value} was -0.104 . Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows:

Table 4.34

Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.199	Very poor
0.20 – 0.399	Poor
0.40 – 0.599	Fair
0.60 – 0.799	High
0.80 – 1.00	Very high

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value} (-0.104) was not at the level. So it means that the correlation between students' self-efficacy and writing ability was in negative correlation. The result of the calculation that was counted by product moment above showed that the index of correlation was -0.104 . Then, the degree of freedom with formula, as follows:

$$df = n - k$$

$$\text{it was known : } N = 30, nr = 2$$

$$df = 30 - 2$$

= 28

= 2,048

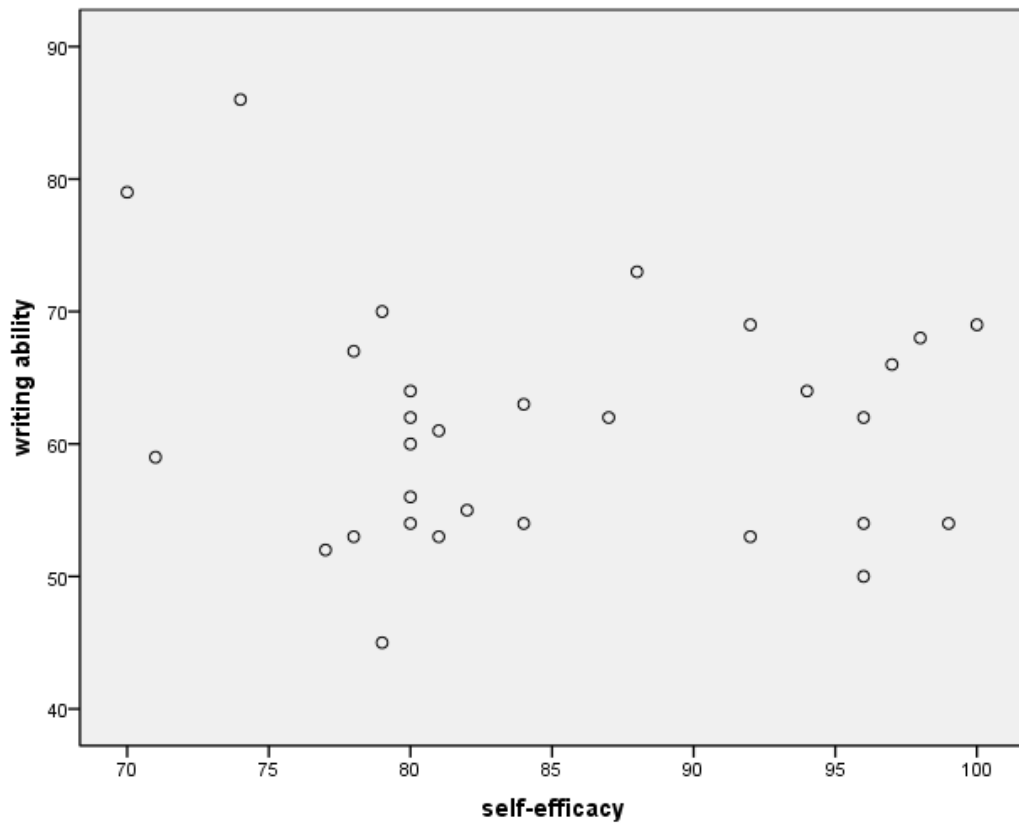


Figure 4.1
Scatter plot

And then to know the contribution of the variable X to variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

r = correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = -.104^2 \times 100\%$$

$$KP = 0.010816 \times 100\%$$

$$KP = 0.010816$$

So, it means that the variable X (students' self-efficacy) does not give the contribution to the writing ability for the students of English education study program at IAIN Palangka Raya on Academic years 2015/2016 was 0.010816 and 99.989 is influenced by the other aspects.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample

So that by the formula above it was known that:

$$r = -0.104$$

$$n = 30$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{-0.104\sqrt{30-2}}{\sqrt{1-(-0.104)^2}}$$

$$t_{value} = \frac{-0.104\sqrt{28}}{\sqrt{1-0.010816}}$$

$$t_{\text{value}} = \frac{-0.104 \times 5.29}{\sqrt{0.989184}}$$

$$t_{\text{value}} = \frac{-0.5503162727}{0.9945772971}$$

$$t_{\text{value}} = -0.5533$$

Based on the calculation above, $\alpha = 0.05$ and $n = 30$ so, $df = n - 2 = 30 - 2 = 28$ and t_{table} was 2.048. So, it can be seen that $t_{\text{value}} \leq t_{\text{table}}$ ($-0.5533 \leq 1690$), so that the result was the H_a is refused and H_o is accepted. In this case that variable X students' self-efficacy do not have relationship or not gave influence to students' writing ability.

c. Testing Hypothesis using SPSS Program

The researcher applied SPSS 18 program to calculate the Pearson Product Moment correlation in stesting hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 18.0 program can be see as follow:

Table 4.35
The calculation of Pearson Product Moment Correlation
Using SPSS 18.0 Program

		self- efficacy	writing ability
self-efficacy	Pearson Correlation	1	-.104
	Sig. (2-tailed)		.583
	N	30	30
writing ability	Pearson Correlation	-.104	1
	Sig. (2-tailed)	.583	

Correlations

		self- efficacy	writing ability
self-efficacy	Pearson Correlation	1	-.104
	Sig. (2-tailed)		.583
	N	30	30
writing ability	Pearson Correlation	-.104	1
	Sig. (2-tailed)	.583	
	N	30	30

The table showed the result of calculation using SPSS 18 program.

From the table above, it mean that H_a was rejected.

C. Discussion

From the description of the data, it indicates that there was negative correlation between students' self-efficacy and their writing ability. The score of correlation coefficient obtained is -0.104. Thus, the relationship categorized into negative correlation. Hypothesis alternative is rejected and hypothesis null is accepted. Students' self-efficacy does not give the contribution to the writing ability for Students English Education Study Program at IAIN Palangka Raya on Academic year 2015/2016.

The findings of the study indicated that alternative hypothesis stating that there is the correlation between students' self-efficacy and writing ability of 6th semester TBI students at IAIN Palangka Raya was rejected and null hypothesis stating that there is no correlation between students' self-efficacy and writing ability of 6th semester TBI students at IAIN Palangka Raya was

accepted. The r_{value} was -0.104, it was interpreted as negative correlation, so there was negative correlation between students' self-efficacy and writing ability.

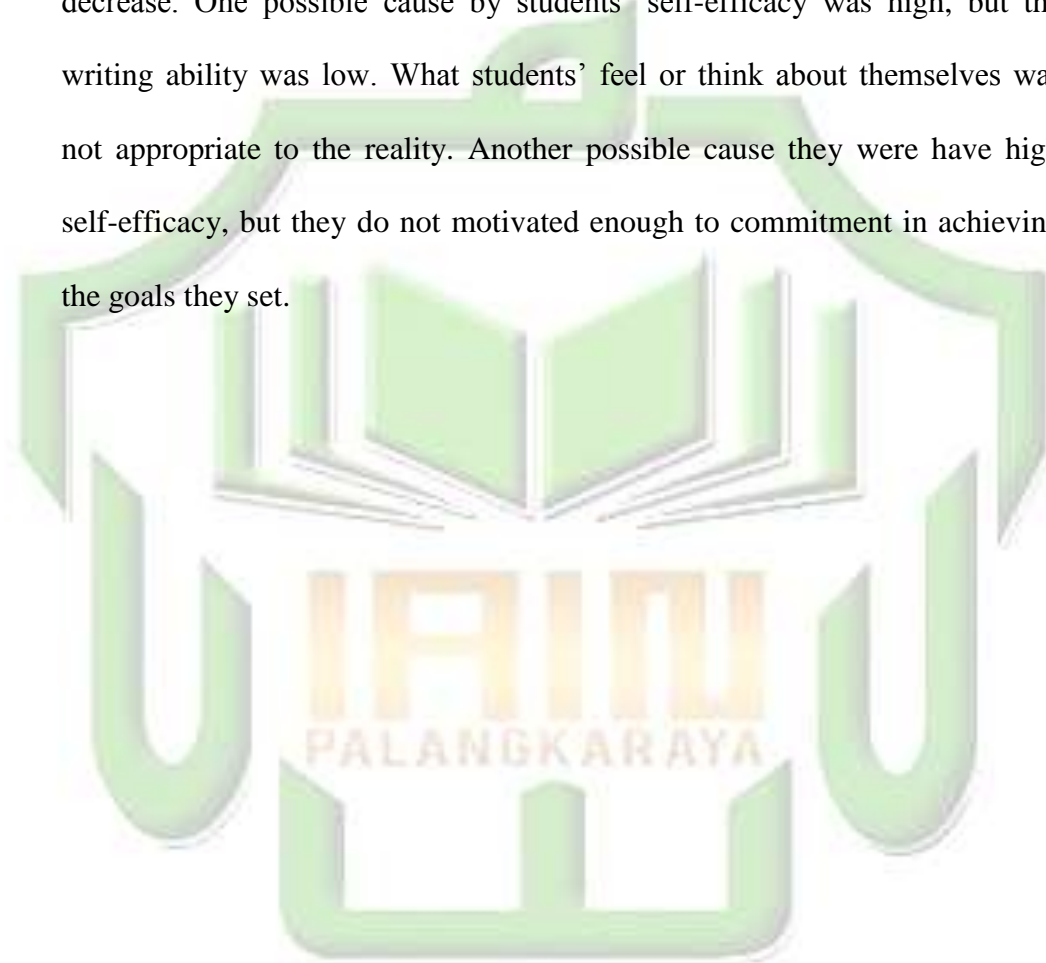
This result is contrary to the previous research that indicated that these two variables were strongly related to each other (Shah et al, 2011). This study proved to be relevant with previous studies about relationship between writing self-efficacy and writing performance of Iranian EFL that had been described in chapter 2. As the study conducted by Khojasteh et al (2016, p.33) found out there was not any significant relationship between the students' writing self-efficacy and their writing performance.

Why the result of this study contrast with some of the most leading studies conducted in the area of writing self-efficacy and writing performance? To answer this question, it is important to see some factors that influence why students get low score in writing. First, the reason can be because the files that students sent to the researcher were not still fixed. Second, students wrote the thesis proposal was random or the composition was not according to the writing format in the thesis proposal.

Students who have high self-efficacy would not necessarily if the students will successfully accomplish the task if they are not motivated enough to do so. It is also possible that students' self-efficacy was significantly beyond their actual ability. It meant that just having the belief that you can do something would not necessarily mean that you can

successfully accomplish the task if you are not motivated to do so. (Khojasteh et al, 2016, p.33)

Based on the description above, the researcher can conclude that there was negative correlation between students' self-efficacy and writing ability. Negative correlation means if one variable increase, the other variable decrease. One possible cause by students' self-efficacy was high, but the writing ability was low. What students' feel or think about themselves was not appropriate to the reality. Another possible cause they were have high self-efficacy, but they do not motivated enough to commitment in achieving the goals they set.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion and the suggestion for the next researcher.

1. Conclusion

According to the statistical calculation which was analyzed in the previous chapter, a conclusion can be showed that there is negative correlation between students' self-efficacy and writing ability. The data showed most of students got the minimum score of writing . Therefore the researcher summarized that self-efficacy gives less contribution and has negative correlation to the ability of writing. Students who have high self-efficacy, does not meant that they also get high score in writing.

2. Suggestion

At the end of this paper, the researcher would like to offer some suggestions, for the teacher and the learner, also recommendation for further research:

1. Students

For the students, have a high self-efficacy would not necessarily mean that you can successfully accomplish the task if you are not motivated enough to do so. It is expected for the students to develop and improve their skill in writing. The students will get better results and scores in their learning process if they check how well they progress and

control the impact of and efficacy, try hard, and try to have a high level of confidence in their abilities.

2. Teacher and Lecturer

The research finding shown that had a strong self-belief in their writing ability however, they were not motivated enough to produce satisfactory results. It is also possible that the participants' self-efficacy was significantly beyond their actual ability and therefore this led to what we found in our results. Teachers should encourage the students to enhance their belief about their own ability and help them to be more confident about themselves and improve their writing.

3. Other researchers

For future researchers who want to find out the correlation between students' self-efficacy and writing ability, wish to focus on correcting errors in this study. Prickel's (1994) scale can be used to measure students' self-efficacy. Future researchers need to be aware that the questionnaire is intended to measure the students' positive attitude toward their self-efficacy in writing. Because of that, before analyzing the questionnaire, it should be checked whether all questions have shown a positive direction.

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