

# CORRELATION BETWEEN SELF-EFFICACY AND WRITING ACHIEVEMENT TO STUDENTS OF SMA ARINDA PALEMBANG

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**ABSTRACT:** Writing is one of the most difficult skill that foreign language learners are expected to acquire the mastery of a variety of linguistics, cognitive and sociocultural competencies. The aim of this study was to find out whether there was significant correlation or not between self-efficacy and writing achievement. The research used quantitative method by using correlation analysis. The population was the tenth grade students with the total 44 students from 2 classes of SMA Arinda Palembang. To select the sample of this study, cluster random sampling technique was implemented. There were 23 students as the sample. The data was gained from students' self-efficacy questionnaire and their writing test. In analyzing the data, correlation analysis was used. Based on the statistical analysis, it was found that the correlation coefficient level between self-efficacy and writing achievement was 0.346 with the sig. value was higher than 0.106. In conclusion, there was no significant correlation between students' self-efficacy and writing achievement.

**Keywords:** *self-efficacy, writing achievement*

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## HUBUNGAN ANTARA EFIKASI DIRI DAN PENCAPAIAN PENULISAN SISWA KELAS SEPULUH SMA ARINDA PALEMBANG

**ABSTRAK:** Menulis adalah salah satu keterampilan yang paling sulit yang diharapkan dipelajari oleh pelajar bahasa asing untuk memperoleh penguasaan berbagai kompetensi linguistik, kognitif dan sosiokultural. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan atau tidak antara efikasi diri dan prestasi menulis. Populasi adalah siswa kelas X dengan jumlah 44 siswa dari 2 kelas di SMA Arinda Palembang. Untuk memilih sampel penelitian ini, teknik cluster random sampling diimplementasikan. Ada 23 siswa sebagai sampel. Data diperoleh dari kuesioner self-efficacy siswa dan tes menulis mereka. Penelitian ini menggunakan metode quantitative dengan analisis korelasi. Berdasarkan analisis statistik, ditemukan bahwa tingkat koefisien korelasi antara self-efficacy dan prestasi menulis adalah 0,346 dengan sig. nilai lebih tinggi dari 0,106. Kesimpulannya, tidak ada korelasi yang signifikan antara efikasi diri dan prestasi menulis siswa.

**Kata kunci:** self-efficacy, prestasi menulis

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## INTRODUCTION

Language is a tool for communication. Anyone cannot interact with others without language. All languages occur in social context, it means that language in a certain period accomodates things human in the society.

In Indonesia, English is considered as a foreign language and taught as a compulsory subject in Elementary Schools to University. By learning English, students got knowledge, it can use in communication both in oral and written form.

English has four skills, they are speaking, listening, writing and reading. According to Harmer (2004), through writing students are able to express their ideas, thought and feeling into written symbols.

Self-efficacy can influence the students in writing skill. In order to feel confidence when write something what the students think about their behaviour through self-efficacy in writing skill, such as Akhtar (2008) stated that self-efficacy is the belief person's abilities, specifically to meet the challenges ahead of people and complete a task successfully. Sarwoko

(2011) measures three dimensions of self- efficacy, namely confidence, soul leadership, and mental maturity.

The writer found that the students of SMA Arinda had a low achievement in writing skill. There were students who got problems in writing which were influenced by several factors such as the method which was used to teach writing individually in English lesson. The problems faced by the students in the classroom were they had some difficulties to develop their ideas in writing, chose the right dictions, lack of vocabulary and use the grammar and the students were worried about making mistakes. In self-efficacy, the students had a low desire and weak commitment to the goals they were chose to pursue. When facing difficult tasks, they dwelt on their personal deficiencies, on the obstacles they would encounter, and all kinds of adverse outcomes rather than concentrate on how to performed successfully. They slacked efforts and gave up quickly in the face of difficulties. They were slow to recover their sense of efficacy following failure or setbacks. Because they viewed insufficient performance as

deficient aptitude, it did not require much failure for them to lose faith in their capabilities. They felt easy to stress and depression.

The limitation of the problems in this research was there any significant correlation between self-efficacy and writing achievement of the tenth grade students of SMA Arinda Palembang. The objective of this research was to find out whether or not there was a significant correlation between self-efficacy and writing achievement of the tenth grade students of SMA Arinda Palembang. This research was expected that the students know and want to improve about their self-efficacy and their writing achievement. While the significances for the other researchers, it could help them to get some information in conducting their further research.

### **1. The Concept of Writing**

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. (Meyers, 2005, p. 2) says that writing is a way to produce language, which you do naturally when you speak. Writing is

communication with others in a verbal way. In other words, writing is a combination of process and product (Sokolik, 2003). He explained that the process of writing is by collecting all the ideas or data that we have, managing it then providing it into the good result which also known as product.

### **2. Types of Writing Performance**

According to Brown (2004), there are four categories of written performance that capture the range of written production (p.220):

- (1) Imitative : this category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.
- (2) Intensive : beyond the fundamentals of imitative writing are skills of producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence.
- (3) Responsive : assessment tasks require learners to perform a limited discourse level, connecting sentences into a

paragraph and creating a logically connected sequence of two or three paragraphs.

(4) Extensive: the processes and strategies of writing for all purposes, up to the length of an essay, a term of paper, a major research project report, or even a thesis.

(5)

### **3. The Process of Writing**

According to (Herero, 2007), if writing is ungrammatical, many words are misspelled, and there are so many incorrect punctuations, the reader may not understand the delivered information. After produce a final results of writing, those are planning, drafting, and editing (Harmer, 2007).

#### **1. Planning**

It is the stage when students are given a topic write. They must draw up the ideas related to the topic to build a good text.

#### **2. Drafting**

In this stage, students start to write the first draft, as the results of their planning activity.

#### **3. Editing**

Editing is the stage when students check and edit their writing.

#### **4. Final draft**

In this stage, students make sure that their writing is comprehensible to the reader. It is the final stage of writing. The results of writing can be shared with others.

### **4. The Concept of Writing Achievement**

In Indonesia English is used as a foreign language, writing is one of the productive skill. Langan (2008), stated that college writing achievement is a skill that helps us in learning, practicing, applying the skills to think and communicate effectively (p. 23). Moreover, Hayes(2002) stated that the process of writing achievement involves three main cognitive activities there are text interpretation, reflection and production.

### **5. The Concept of Self-Efficacy**

Self-efficacy is the belief in their own abilities, specifically their ability to meet the challenges and complete a task successfully (Akhtar, 2008). In generally self-efficacy refers to their overall belief in ability to succeed, but there are many more specific forms of self-efficacy as well

(e.g., academic, parenting, sports). Although self-efficacy is related to their sense of self-worth or value as a human being, there is at least one important distinction. Schunk and Pajares, (2005) discuss that when self-efficacy is employed in motivation research, an individual's level, generality, and strength of the belief to complete a specific task or to perform in a specific situation is measured.

## **6. Hypotheses**

Hypotheses are a simply prediction of some kinds regarding the possible result of a researcher study ( Fraenkel and Wallen, 2013). In the correlation to the objective of the researcher aboved, the following hypotheses:

1.  $H_0$ : There was no significant correlation between self-efficacy and writing achievement of the tenth grade students of SMA Arinda Palembang.
2.  $H_a$ : There was a significant correlation between self-efficacy and writing achievement of the tenth grade students of SMA Arinda Palembang.

## **METHODOLOGY**

Quantitative research is the general approach the researcher takes in carrying out the research project ( Leddy & Ormrod, 2010). Quantitative research involved the collection of data. So, that information can be quantified and subjected to statistical treatment in order to support or refute “ alternate knowledge claims” ( Creswell, 2003, p. 153). Quantitative reasearch also involved data collection that is typically numeric, while qualitative research communicated the findings by using words, naratives, individual quotes, personal voice and literary style ( Ilma, 2013).

Population is a group of individuals who have the same characteristic (Creswell, 2005, p. 145),the population of involved in this study was the tenth grade students of SMA Arinda Palembang in the academic year of 2018/2019.The total number of students were 44 students. The population of this study presented in the Table 1 as follow:

Sample is a part of the population that used to be object of the study. According (Lodico, Dean, and Khaterin, 2006) state that sample is the smaller group selected from the larger

population that is representative of the larger population. Then, According to (Fraenkle, Wallen, Hyun,2012.p. 91) state that sample refers to the process of selecting the individual from population. In this study, the writer used cluster random sampling by using lottery technique. Cluster random sampling is one obtained by using groups as the sampling unit rather than individuals (Fraenkel, and Wallen 2009, p. 105). Therefore, cluster random sampling was procedured of sampling that uses a group as sampling than individual.

### 1. Technique for Collecting Data

#### Self-efficacy Questionnaire

For collecting data from students' self efficacy, the writer used Academic Self-efficacy scale designed to measure a student's proficiency in the two essential components of self-efficacy contain 13 items.The questions could be answered on a five likert-type scale. This scale ranges from 1 (Not very like ) to 5 (Very like ). See Table 1 below:

**TABLE 1**

**RANGES OF SCALES**

Score	Level
5	Very like
4	Like
3	Doubtful
2	Not like
1	Very not like

Students complete the questionnaire by self-rating items on 5-point, Likert-type scale. This scale ranges from 1 (Not very like ) to 5 (Very like).

### 2. Validity of the Test

According Phelan & Wren, (2005) validity refers to how well a test measures what it is purported to measure. Brown (2004), affirms that validity is the extent to which inferences made from assessment are appropriate, meaningful and useful in terms of the purpose of the assessment (p. 22). An instrument can be said valid when it can measure what it wants to measure. The Validity of questionnaires based on expert.

Validity of writing test used is content validity. The writer asked experts to judge and identify whether it was applicable. To find out the

validity of writing test the writer asked experts validators. The instrument was given to the experts who were from lecturers of Tridianti University Palembang, they were Prof. Dr. Rusman Roni, M.Pd and Nita Ria, M.Pd. There were 5 categories the validity of the instrument, Prof. Dr. Rusman Roni, M.Pd checked that 4 strong valid (number 2,3,4,5) and 1 valid (number 1), while Nita Ria, M.Pd checked 4 strong valid (number 1,3,4,5) and 1 valid (number 2). The result showed that both writing test were strong valid.

### 3. Reliability of the Test

According to (Brown 2004, p. 20), “A reliable test is consistent and dependable. Measurement result must be reliable in the sense should have level of consistency and stability. Therefore, the writer used inter-rater reliability. Because in scoring the test there were two raters who will rate students’ written performance

**TABLE 2**  
**REALIBILITY OF WRITING TEST**

		Rater1	Rater2
Writing test	Pearson Correlation	1	0.689
rater1	Sig. (2-tailed)		0.000
	N	23	23
Writin test	Pearson Correlation	0.689	1

rater2	Sig. (2-tailed)	0.000	
	N	23	23

**TABLE 3**  
**WRITING SCORE DISTRIBUTION**

Category	Score
<b>Very Good</b>	86-100
<b>Good</b>	71-85
<b>Average</b>	52-70
<b>Poor</b>	36-51
<b>Very Poor</b>	20-35

### 4.. Normality Test

Normality testing was used to know whether the data of self-efficacy and writing achievement were distributed normaly or not, The data was distributed normality if the probability p-value was higher than alpha value ( $p > 0.05$ ). It was indicated that the data was normal. While if the p-value was lower than alpha-value ( $p < 0.05$ ).the data was not normal.

**TABLE 4**  
**TEST OF NORMALITY**

Variables	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
<b>Self-efficacy questionnaire</b>	0.179	23	0.054
<b>Writing achievement</b>	0.092	23	0.200

## 5, Correlation Analysis

### 5.1 The Students' Level of Self-efficacy.

There were three categories of Students' Level of Self-efficacy. There were 61% students classified in high category, students were classified in medium category 39% and there was none of students calssified in low category. In other words, it was assumed that the tebth grade students of SMA Arinda Palembang had highlevel of self-efficacy

**TABLE 5  
RESULT OF SELF-EFFICACY  
STUDENTS'**

Variable	Mean	SD	Category	Frequency	Percentage
Self-efficacy	55.34	3.156	High (55-65)	14	61%
			Med (51-54)	9	39%
			Low (0-50)	0	0

### 5.2 The result of Students' Writing Achievement.

The result of the data shown, there were 4 students were in poor category (17%), 15 students were average category (66%), 4 students were in good category (17%).

**TABLE 6**

**THE RESULT SCORE  
DISTRIBUTION STUDENTS'  
WRITING ACHIEVEMENT.**

Category	Score	Writing Achievement	
		Frequency	Percentage
<b>Very Good</b>	86 – 100	-	-
<b>Good</b>	71 – 85	4	17%
<b>Average</b>	52 – 70	15	66%
<b>Poor</b>	36 – 51	4	17%
<b>Very Poor</b>	20 – 35	-	-
<b>Total</b>		23	100%

### 5.3 Correktion Analysis of Self efficacy and Writing Achievement

The correlation analysis is implemented to find out whether there was a significant correlation between students self-efficacy and students' writing achievement or not. Based on the statistic analysis , it could be seen that there was a significanyt correlation between the students self-efficacy and their writing achievement,

**TABLE 7**

**THE RESULT OF  
CORRELATION ANALYSIS OF  
SELF-EFFICACY AND WRITING  
ACHIEVEMENT**



Variable	Person Correlation Coefficient	Sig. (2-tailed)
Self-efficacy Writing Achievement	0.346	0.106

Source: Correlation analysis of SPSS 20

It means that significant value (2-tailed) was higher than alpha value ( $0.106 > 0.05$ ). It could be concluded that there was no significant correlation between students' self-efficacy and writing achievement. Since the person correlation coefficient was 0.346. It indicated that the correlation between student's self-efficacy and their writing achievement was weak correlation.

**TABLE 8**  
**INTERPRETATION OF R-VALUE**

Coefficient interval	Interpretation
<b>0.800 – 1.00</b>	Very high correlation
<b>0.600 – 0.799</b>	High or strong correlation
<b>0.400 – 0.599</b>	Medium or sufficient correlation
<b>0.200 – 0.399</b>	Weak or low

<b>0.000 – 0.199</b>	correlation Very weak correlation and almost non-correlation
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Source: Riduwan, 2004

## FINDING AND DISCUSSION

It was found that there was low correlation between students' self-efficacy (X) and writing achievement (Y). It means that the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. Based on the result of pearson product moment correlation analysis, the correlation coefficient between self-efficay (X) and writing achievement (Y) was there no positive and there was no significant correlation between self-efficay and writing achievement of the tenth grade students of SMA Arinda Palembang. But it was different with Mothlag & Amrai (2011), it was approved that there was correlation between self-efficay and academic achievemen in their research. And also Mastur (2016) stated the result of her research explained that there was significant relationship between self-efficay and speaking ability of the eight grade

students of MTsS Al-Manar. Both of the above two researchers were apposite to this research.

This research could be assumed that the grades of self-efficacy can not influence the grades of writing achievement of recount text test. It could be shown that students' self – efficacy did not give positive contribution to the students' writing achievement. In this research, it was found that there were some students who had high self-efficacy but did not get some score level in writing test. There were some factors that might influence their result in the two set such vocabulary mastery, concentration, lack of grammar, habit in writing and difficult how to spell. So, the result of the study showed that there was no correlation students' between self – efficacy and their writing achievement.

## CONCLUSION

It could be summarized the problem of the research was answered. The writer drew conclusion that, the level of probability (p) significance coefficient (sig.2-tailed was 0.106. It means that p-value (0.106) was higher than 0.05. So, there was no significant

correlation between students' self-efficacy and writing achievement of the tenth grade students of SMA Arinda Palembang.

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