

The Correlation between Self-Efficacy and Writing Achievement of Undergraduate Students

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Abstract

The recent study aimed to find out the correlation between self-efficacy and writing achievement of undergraduate students of English education study program at PGRI university of Palembang. In this study, 24 students of seventh semester were chosen as sample through purposive sampling. This study applied correlation research design. The data were collected by using questionnaires and tests, and they were analyzed by using Pearson product moment correlation coefficient, simple and multiple regression analysis. The results showed that the sig value of correlation between self-efficacy and writing achievement was 0.00 which was lower than 0.05, with 59.8% contribution of self-efficacy. It indicated that there was significant correlation between self-efficacy and writing achievement. Since the Pearson Correlation value was 0.773, it indicated strong correlation between self-efficacy and writing achievement.

Keywords : *Self-efficacy, Writing achievement*

INTRODUCTION

In this modern era, English is considered as one of crucial languages to be learned. One of the skills of learning language is writing skill as productive skill. In education and business field, writing skill has big role, it is needed for presentation, letters, journals, books, conferences and many other needs. Patel & Jain (2006) stated that writing is type of linguistics action. It gives the sounds of language from visual symbols. Writing is a skill that has to be taught and practiced. Writing is important factor of learning a language, because it provides an excellent means of learning the vocabulary, spelling, and sentence pattern. It is an essential aspect of students' expression at higher level. Richards & Renandya (eds) (2002) explained that several problems in writing for students are producing and organizing ideas that are used in relevant choice of vocabulary and putting such as ideas into a comprehensible text. Unless those problems that faced by students in writing skill, students has lack trust in their self that can made them give up easily in writing lesson.

In line with students writing issues, the teacher must be creative in choosing the technique in teaching and learning process and also provides interesting media. Self-efficacy can influence the students in writing skill in order to feel confidence when write something what the students think about their behavior through self-efficacy in writing

skill. [3] stated that self-efficacy is the person's trust abilities, specifically to meet the challenges in front of people and complete a charge successfully. Self-efficacy is also one of the most empowering brain science models to have been embraced into positive psychology.

Self-efficacy is a major problem in students and can affect their learning achievement. According to the writer's interview to one of the lecturers of PGRI university of Palembang and the observation to students' writing score, the result showed that the seventh semester students of English education of PGRI University of Palembang had low motivation and desire to learn, and weak commitment to the goal they should pursue. They would feel bored and give up as soon as they found out that the task is hard.

As response to that condition, this study highlighted in finding the correlation between self-efficacy and writing achievement of undergraduate students of English education study program of PGRI University of Palembang.

The Concept of Self-Efficacy

Akhtar (2008) declared that self-efficacy is the confidence in their own capacities, specifically their capacity to address the difficulties and complete an assignment effectively. Generally self-efficacy shows to their general faith in capacity to succeed, however there are a lot increasingly types of self-efficacy itself like music, academic, parenting, sports. even though self-efficacy is identified with their feeling of self-worth or incentive as a human being, there is at any rate one significant qualification.

Characterized self-efficacy as individuals' convictions about their capacities to deliver assigned degrees of execution that activity impact over occasions that influence their lives (Bandura, 1997). He said that self-efficacy convictions decide how individuals feel, think, rouse themselves and act. It is the motivation behind why in the area of academic accomplishment, most researchers concur that academic self-efficacy beliefs are related to and predictive of academic performance.

So, self-efficacy has big role to support students reach their goal especially in academic achievement. Self-efficacy grows as their soft skill and give a lot of impact to their personality and studying motivation.

The Concept of Writing

Writing is a process of finding and managing the idea, constructing and revising them into paper (Meyers, 2005). In addition, Hedge (2000) said that writing is the outcome of using strategies to arrange the composing steps, which is one of slowly growing a text. It brings a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Sokolik (2003) added that the way toward writing is by gathering all the thoughts or information that we have, overseeing it at that point giving it into the great outcome which additionally know as item. Writing is the demonstration or specialty of molding letters and characters on paper, wood, stone, or other material, to record the thoughts which characters and world express, or of

imparting them to others by noticeable signs. This recommends piece guidance that perceives the significance of creating, figuring, and refining one's thought.

So, in this case writing was not just as communicating thoughts or sharing data, yet in addition it is entirely a marker in mastering language, it implies that students should be able to communicate through their writing. It demonstrated that getting the hang of writing is thought to be troublesome and the students ought to build up a full comprehension of the creative cycle.

METHODOLOGY

Research Design

In this research, the researcher used correlational design to conduct this study. Cresswell (2012) defines that "correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently". In this study, the researcher wanted to find out whether or not there is a significant correlation between self-efficacy and writing achievement of undergraduate students of English Education Study Program at PGRI University of Palembang. Self-Efficacy as the independent variable and writing achievement as the dependent variable. Figure 1 shows the relationship between the variables.

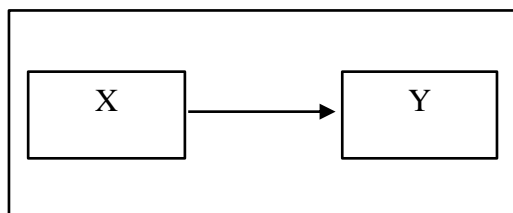


Figure 1. The relationship between the variables

- X : Self-efficacy as independent variable
- Y : Writing Achievement as dependent variable

Population and Sample

In this study, the population was all seventh semester students of English education study program at PGRI University of Palembang in the academic year 2020/2021. It consisted of 58 students for 2 classes. Purposive sampling technique was used to select the sample. That is because the sample has been chosen for specific purposes according to lecturer's judgment and result of writing subject in previous semester. The researcher took the 7th semester B students as the sample because those students have average writing score. The total numbers of the sample are 24 students.

Instrumentation

In this study the researcher used two kinds of instrument of collecting the data, they were test and questionnaire. For collecting data from students' self efficacy, the researcher used ready-made Academic Self-efficacy scale designed by Gaumer Erickson & Noonan (2018). to measure a student's proficiency in the two essential components of self-efficacy contain 13 items which were divided into two categories, those were belief in personal ability and belief that ability grows with effort. Meanwhile the writing achievement test was narrative text consist at least 500 words and time allocation 90 minutes. Two raters helped the researcher to score the writing test, they were competent English lecturers from PGRI University of Palembang and Tridinanti University of Palembang. The scoring rubric was adapted from Brown (2004) were used to score students' writing test.

FINDINGS AND DISCUSSION

Findings

After conducting the research, it was found that the descriptive analysis of writing test as shown in Table 1 below.

Table 1. Descriptive Analysis of Writing Test

Statistics		
Writing Test		
N	Valid	24
Minimum		62.5
Maximum		85.5
Summary		1823.5
Mean		75.979
Std. Deviation		7.0224
Variance		49.315

As presented in Table 1 above, it could be seen that the mean score of writing test was 75.979, the minimum score was 62.5 and the maximum score was 85.5. Mean while the result of self-efficacy questionnaire could be seen in Table 2 below.

Table 2. Descriptive Analysis of Self-Efficacy Questionnaire

Statistics		
Self-Efficacy Questionnaire		
N	Valid	24
	Minimum	61.5
	Maximum	96.9
	Summary	2032.8
	Mean	84.700
	Std. Deviation	8.8489
	Variance	78.303

The result shows that the mean score of self-efficacy was 84.700, the minimum score was 61.5, and the maximum score was 96.9. In line with that, the result of correlation analysis shown in Table 3 below.

Table 3. The Correlation Analysis of Self-Efficacy and Writing Achievement Correlations

		Writing(Y)	Self-Efficacy(X1)
Writing (Y)	Pearson Correlation	1	.773**
	Sig. (2-tailed)		.000
	N	24	24
Self-Efficacy (X1)	Pearson Correlation	.773**	1
	Sig. (2-tailed)	.000	
	N	24	24

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

According to Table 3 above, it was found that the correlation value between self-efficacy and writing achievement was 0.773 with sig value (2-tailed) was 0.000, which was lower than α 0.05 ($0.00 < 0.05$). Since there was significant correlation between self-efficacy and writing achievement, the writer did deeper investigation to see how much self-efficacy contributes to writing achievement. After calculating the data, it was found that the value of R Square was 0.598, it means that self-efficacy contributed 59.8% to writing achievement. Table 4 shows the summary.

Table 4. The Contribution of self-efficacy to writing achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 ^a	.598	.579	4.5543

a. Predictors: (Constant), Self-Efficacy(X1)

Discussion

Based on the result found, The correlation value between self-efficacy as independent variable (X) and writing achievement as dependent variable (Y) was 0.773 with Sig value (2-tailed) was 0.00, which was lower than 0.05. It could be concluded that there was a significant correlation between self-efficacy and writing achievement with correlation value 0.773. It means that the correlation between self-efficacy and writing achievement was in strong correlation category. The value of R square was 0.598, it shows that self-efficacy contributed about 59.8% to the writing achievement. In line with Lavelle (2006), who stated that the learners with high self-efficacy assume the hard writing test as stimulus for them to accomplish better result by using their cognitive skill strategies. In addition, Akhtar (2008). that self-efficacy is the confidence in someone's ability, specifically their capacity to solve the problems and complete an assignment effectively. To sum up, the higher self-efficacy of students the better their writing achievement.

CONCLUSION

Referring to the findings and conclusion, the conclusion of this study was there was significant correlation between self-efficacy and writing achievement of undergraduate students of English education study program at PGRI university of Palembang. Self-efficacy has contribution to writing achievement as well. As the result, the higher self-efficacy of students, the better their writing achievement.

AUTHORS' CONTRIBUTIONS

I.G., and R.R., and M considered the current idea. I.G built up the hypothesis and correlational research. R.R and M confirmed the logical and factual strategies and advised I.G to do the research and guided all the results of this work. All authors examined the outcomes and assisted to the final paper.

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The writer realizes that this article is not perfect yet, so that's the writer welcomes every suggestion, comment, and criticism. Hopefully, this article can be useful for all of us.

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