

# CHAPTER I INTRODUCTION

## 1.1 Background of the Research

One of the key language skills that all pupils should be proficient in is writing. Students' ability to write well allows them to measure their language competency. One of the primary ways by which students can demonstrate their proficiency in the target language is through writing. Therefore, students are required to develop their writing skills since they can utilize them to express themselves in writing and to communicate with others.

However, according to Harmer (1992: 53), writing is a challenging subject for many students, and they face numerous obstacles while trying to write well. However, a lot of EFL learners find that writing in English can be challenging, especially when it involves linguistic elements and requires mastery. Writing is both an emotional and a cognitive activity, according to McLeod (1987: 3). This indicates that in order to write well, affective components as well as psychological aspects are involved in the writing process. Moreover, McLeon (1987: 3-5) identifies a few emotive factors such as writing anxiety, inspiration, and beliefs that may have an impact on students' writing. Beliefs here refers to students' perspective of their own writing ability, often known as students' writing self-efficacy. According to Bandura (1998: 58), Self-efficacy is the trust that an individual can achieve a certain level of performance and exert control over events that impact their life. This belief influences an individual's feelings, thoughts, motivation, and behaviour. Students that have high self-efficacy are able to

complete out certain tasks on their own, particularly when it comes to achieving learning objectives like producing written output. Stated differently, self-efficacy can be viewed as a crucial psychological aspect or affective component that influences students writing abilities.

Furthermore, thoughts of higher self-efficacy caused the creation of more effective strategies required for successful performance on the challenging task, as stated by Luthans (1998: 15). Conversely, people with poor self-efficacy or negative opinions will make an effort to avoid writing tasks and will be grumpier when they do. Therefore, it is reasonable to believe that one of the psychological factors that may motivate someone to perform is self-efficacy.

English is studied in practically all educational levels in Indonesia, including at SMK Baitul Hikmah Tempurejo. SMK Baitul Hikmah Tempurejo is one among the schools that are implementing the Merdeka curriculum for the 2023–2024 academic year. Writing is one of the English language proficiency skills that must be taught and acquired at the vocational high school level, according to the Merdeka curriculum. Writing at vocational high schools is taught using a text-based approach. The standard competencies for providing writing instruction in vocational high schools include writing an English text using writing components that enable students to recognize the language features (such as simple present tense, action verb, and adjective) and generic structure (the identification and description) of the text. Paying attention to proper spelling, punctuation, grammar, and language that fits the text's context will help you organize and create the material more effectively.

The previously standard competences stated that there are numerous requirements that students must meet in order to write well in English. It implies that the objectives of teaching writing will not be successfully achieved if the students are unable to understand the elements required for writing abilities.

A significant aspect to the mentioned issue is students' low self-efficacy. On the other hand, high self-efficacy scale scores indicate a writing style based on uncertainty and the belief that writing is something that is challenging (Lavelle, 2006: 5). As a result, the researcher is keen to investigate any associations between the writing abilities of students at SMK Baitul Hikmah Tempurejo and their level of self-efficacy.

Based on the problem stated previously, the researcher decided to investigate the mentioned concerns into a study titled "The correlation between Indonesian EFL students' writing Self-efficacy levels and students' Writing Abilities".

## **1.2 Problem of the Research**

Is there significant correlation between Indonesian EFL students' writing self-efficacy levels and their writing ability?

## **1.3 Objectives of the Research**

According to the research question, the current study aims to find out the relationship between the measured students' writing self-efficacy levels and the performance in descriptive writing tasks among Indonesian EFL students.

## **1.4 Operational Definition of Terms**

- 1) Self-efficacy

Students' self-efficacy refers to their confidence in their ability to accomplish specific objectives. The researcher's focus in this study is on students' perceptions of their own abilities to write descriptive English texts.

## 2) Writing Ability

Writing skill is the capacity to generate and develop ideas, then utilize certain editing and revision techniques to bring them to a mature state within a specific setting. It implies that in order for the students to write well, they will need to employ certain writing procedures. The purpose of this study is to find out how proficient the students are at producing descriptive texts.

### 1.5 Significances of the Research

Everyone with an interest in a similar topic is expected to use the study's findings as a reference.

### 1.6 Scope of the Research

There are restrictions on the research's scope, beginning with the variables, participants, and the location. The 10th grade at SMK Baitul Hikmah Tempurejo in the academic year 2023–2024 are the research participants in this study. The correlation between students' self-efficacy and their ability to write descriptive texts is the variable in this study. Students' writing ability is the dependent variable, while students' self-efficacy is the independent variable.