

ABSTRACT

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This study aims to investigate the correlation between students' self-efficacy and their writing ability in senior high school. Self-efficacy refers to an individual's belief in their capability to perform a particular task. In the context of writing, self-efficacy may influence students' confidence, motivation, and effort in producing written texts. Therefore, it is important to examine whether there is a relationship between students' self-efficacy and their writing ability.

This research employed a quantitative approach with a correlational research design. The participants of this study were 97 second-grade students of senior high school. The data were collected using two research instruments: a self-efficacy questionnaire and a writing test. The questionnaire was used to measure students' level of self-efficacy, while the writing test was used to assess students' writing ability in producing procedure texts. The students' writing was evaluated using a writing assessment rubric developed by Thomas Pandonge.

The data were analyzed using Spearman's rank correlation because one of the variables was not normally distributed. The result of the analysis showed that there was a positive correlation between students' self-efficacy and their writing ability. This indicates that students with higher self-efficacy tend to demonstrate better writing performance. However, the strength of the correlation was very weak, indicating that self-efficacy is not the only factor influencing students' writing ability.

In conclusion, self-efficacy has a positive relationship with students' writing ability, although its contribution is relatively small. Therefore, other factors that may influence students' writing ability should also be considered in the learning process.