

CHAPTER I

INTRODUCTION

This research aims to know the correlation between students' self-efficacy and their writing ability in senior high school. This chapter discusses background of the research, problem of the research, objectives of the research, operational definition, significance of the research, and scope of the research.

1.1 Background of The Research

Writing is an activity of expressing ideas, thoughts, and opinions in the form of written symbols that can be read. In school, there are many types of texts that students learn to write, one of which is a procedure text. Procedure text is a type of text written to show the steps or methods to complete an activity. This type of text can be found in daily life, such as in game rules, cooking recipes, and ATM instructions (Noviati et al., 2022). However, in writing lessons, especially for foreign language learners, students face several obstacles. Some factors that hinder students include limited knowledge in writing aspects, lack of practice, writing anxiety, low motivation, and negative perceptions towards writing, which are the main internal factors (Toba et al., 2019).

Self-efficacy is the belief in one's ability to overcome or face a situation based on the skills they possess. In education, self-efficacy is defined as a person's judgment of their ability to organize and execute actions to achieve designated types of educational performance (Bandura, 1995). This personal judgment is based on four factors, which are performance accomplishments, vicarious experiences (through observation), verbal persuasion, and psychological states (Bandura et al., 2006).

There is a positive correlation between students' writing performance and how they approach writing classes (Yağiz & Izadpanah, 2013). In this study, the IELTS writing test

results of 50 students' were collected and correlated with their self-efficacy levels, measured using the SWS scale. The results showed a consistent relationship between high self-efficacy, students' approach to writing tests, and their performance on the test.

A students' level of self-efficacy can also predict their performance and achievements in writing classes. A study on English language and literature students' examined the relationship between their self-efficacy levels and writing abilities. The results showed a strong correlation between students' self-efficacy and their performance on writing tests. The level of self-efficacy was able to predict how well students' would perform on writing tests (Hetthong & Teo, 2013).

In the study conducted by Sabti et al. (2019), the writing motivation achievement score had a mean of $M = 69.14$ and a standard deviation of $SD = 7.69$, indicating that students with high levels of motivation demonstrated better writing performance. The study was conducted on first-year university students majoring in English Language Education with an intermediate level of proficiency. This aspect becomes one of the gaps in the previous research, particularly regarding the research subjects. In the present study, the subjects are second-year high school students.

Based on the sources above, it can be understood that self-efficacy and students' writing test performance can be related. In this study, the researcher aims to know the relationship between students' self-efficacy and their writing test performance among second-year senior high school students'. This will be done by questionnaire adapting the principle of self-efficacy Albert Bandura (1997) and using a writing test based on procedural text, which aligns with the material currently being taught to students'.

1.2 Problem of The Research

Is there any significant positive correlation between writing self-efficacy and students' writing abilities?

1.3 Objective of The Research

The purpose of this study is to know whether there is any significant positive correlation between self efficacy and students' writing abilities.

1.4 Operational Definition

1.4.1 Writing Abilities

Writing is an activity that students' do to express ideas, opinions, or thoughts in the form of readable written symbols. The students' writing ability will later be assessed using a direct writing assessment with the topic of procedure text, based on the learning material for second-year senior high school students'. The students' essay results from this test will be scored using a writing assessment rubric for procedure texts developed by Thomas Pandonge (2023), which includes five aspects of assessment: content, organization, grammar, vocabulary, and mechanics.

1.4.2 Self-Efficacy

Self-efficacy refers to how students' are able to face problems or challenges using the abilities they possess. The students' self-efficacy will be measured using a questionnaire adapted from the principle of self-efficacy Albert Bandura, which includes three key components of assessment: Cognitive self-efficacy, regulatory self-efficacy and social self-efficacy.

1.5 Significant of The Research

Students' naturally face several challenges in learning a new language, especially in essay writing or writing classes. Some internal difficulties that students' encounter in writing classes include writing anxiety, low motivation, and negative perspectives on writing (Toba et al., 2019). Through this research, it is expected that students' will recognize these internal challenges, enabling them to overcome writing class difficulties through self-efficacy.

For teachers, a lack of students' motivation is one of the most frustrating challenges (Filgona et al., 2020). The researcher hopes that this study will provide new insights into the role of self-efficacy as a factor that influences students' learning motivation. Additionally, this research aims to help teachers gain a better understanding of how to address students' motivation issues, which can impact their writing class achievements.

Furthermore, this study is expected to contribute to general knowledge, highlighting that psychological factors such as self-efficacy is linked to students' writing performance. This way, future researchers interested in a similar topic can use this study as a reference while considering different limitations and subject variations.

1.6 Scope of The Research

The subject of this research is the English teacher and students' on eleventh-grade of SMA NEGERI BALUNG in 2024/2025 Academic Year. The choice of the scope of the research was based on the lack of research at the high school level regarding the correlation between self-efficacy and students' achievement in writing classes. Apart from that, the permits that have been obtained make it easier to collect data.