# EFL STUDENTS' SELF EFFICACY IN WRITING SKILL AT IAIN CURUP

## THESIS

**Submitted To Fulfill the Requirements
To Obtain A Bachelor's Degree (S-1)
In Tarbiyah Science**



By:

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**ENGLISH TADRIS STUDY PROGRAM**

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Hal     : **Pengajuan Skripsi**

Kepada

Yth. Bapak Dekan Fakultas Tarbiyah IAIN Curup

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Lifmi Izatu Radiah, 18551030** Mahasiswa IAIN Curup Prodi Bahasa Inggris, yang berjudul "EFL Students' Self-Efficacy In Writing Skill At IAIN Curup" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN Curup).

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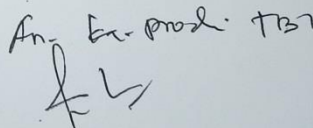
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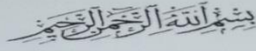
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# PREFACE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Praise and gratitude the author would like to express the presence of Allah SWT for all His grace and guidance so that the writer can complete the thesis entitled **"EFL Students' Self Efficacy In Writing Skill At IAIN Curup".**

This thesis is prepare to fulfill one of the requirements to achieve a 'Sarjana' degree (S1) in English Study Program Education (Tarbiyah) Departement State College For Islamic Studies (IAIN) Curup.

Writer would like present this thesis for my great mother Mam Yuli Mardanis who has cared for me since I was little to be able to be at this point and also my beloved father Mr Fahmi Z, a man that always make me happy in every moment. To my brothers Sayyid Muhib Mubarokh and Zulfi Ikhsan Akbar, thanks for your supports. Also for my beloved husband Mr Randi Arif Mahendra, thank you for giving so much love and support. And to my beloved child too, Naadhira thank you for being there during my busy schedule, you are the new encouragement in my life. Everything will not completely be nice without their being by my side and always bring happiness to me, so that the writer can finish this course as soosn as possible.

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Curup,     January 2024
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Lifmi Izatu Radiah
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# MOTTO

**"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.."**
**Q.S Al-Baqarah: 45**
**"Karena sesungguhnya sesudah kesulitan itu ada kemudahan"**
**Q.S Al-Insyirah: 5**

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Alhamdulillah, praise to Allah SWT the Al-Mighty and Merciful God whose blessing and guidance have made this thesis possible to finish completely. Praying and greeting to Prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This Thesis entitled **"EFL Students' Self Efficacy In Writing Skill At IAIN Curup"** presented in fulfillment for the degree of Strata-1 in English Tarbiyah Department of Institute Agama Islam Negeri (IAIN) Curup.
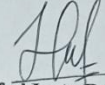
In this occasion I would like to express my deepest gratitude to:
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10. IAIN Curup Alma mater which I am proud of.

Finally, the writer hope this thesis can help the English lecturers and students who want to learn this subject. The writer realized that this thesis is still far from being perfect. Therefore, any suggestion and comment always welcomed.

Curup,     January 2024
Writer

**Lifmi Izatu Radiah**
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# ABSTRACT

Lifmi Izatu Radiah, 2024   : **EFL STUDENTS' SELF EFFICACY IN WRITING SKILL AT IAIN CURUP**
Advisor                   : **Dr. Eka Apriani, M.Pd**
Co-Advisor           : **Hadi Suhermanto, M.Pd**

This research aims to analyze students' self-efficacy in writing as learners of English as a Foreign Language at the Institut Agama Islam Negeri (IAIN) Curup. This type of research used in this study is research mixed-method. In this study, the researcher chose the mixed method type, namely the explanatory sequential design. In this study, the researcher chose seven semester students of English Study Program IAIN Curup. There were three classes of TBI involved. Thus, the total number of students were 45 students. In this research, the researcher used questionnaire and interview as the techniques of collecting data. The study assessed students' writing abilities using five benchmarks: idea generation, writing, word description, originality, and placement. The mean value was 71.5%, indicating a relatively good organization of ideas in writing. The study evaluates students' writing proficiency using five benchmarks: accurate spelling, sentence composition, punctuation, grammatically correct sentences, and paragraph placement. The average percentage of these features was 71.4%, indicating commendable proficiency in using conventional rules. Students demonstrate good self-regulation in writing, demonstrating a mean value of 66.5%, demonstrating a minimum of one hour dedicated, maintaining focus, starting projects promptly, setting objectives, and persisting even when faced with difficulties. Students' writing abilities are influenced by personal beliefs, past experiences, and teaching methods. Improving self-regulation and self-efficacy requires metacognitive strategies, supportive learning environments, and structured assignments.

*Keywords: EFL Students, Writing, Self-efficacy*

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# CHAPTER I

# INTRODUCTION

## A. Background of the Research

Learning English as a foreign language is inseparable from the macro skills. Namely listening, speaking, reading, and writing. All those macros students have their own difficulties to master. Richards and Renandya states that there is no doubt that writing is the most difficult skill that must be mastered by students.[1]

Transferring thoughts or changing what's in the mind and written into written text is not an easy thing. Langan explains that many students find it difficult to think of intense and active words or sentences that require clear writing, it is very scary to sit down in front of a blank sheet of paper or computer screen and after an hour later, there is nothing in it worth writing about; This makes students think that writing is not an easy thing.[2]

We need self-efficacy to write something. Self-efficacy is important to human live because self-efficacy helps to influence the individual in determining what action to take to achieve a purpose is included in it's estimates of events to be faced. Self-efficacy is one of the most influential aspects of knowledge about oneself in everyday human life. And self-efficacy can help a person deal with and solve any of his or her problem. Because of this, self-efficacy is called one of the skills of individual self-regulation. The

[1] J.C. Richards & W.A. Renandya (Eds). *Methodology in language teaching :* An anthology of current practice (PP. 303-305). Cambridge, England : Cambridge, England : Cambridge University Press, 2002.

[2] John Langan, *English Skills ,* (New York : McGraw-Hill Companies, inc. 2001) 6th edition, P. 25

concept of self-efficacy was first proposed by Bandura.[3] Self–efficacy refers to the perception of the individual's ability to organize and implement action to display certain abilities.

Wilson & Kim states that educational psychologists have realized that motivation has become the main point for students to be involved and obtain academic achievement.[4] Writing becomes an activity that requires motivation because many students think that writing is quite difficult to do and requires a lot of energy because students must understand the storyline, vocabulary and correct grammar. From Bandura states that the motivation to perform these activities is related to the definition of self-efficacy, which is the belief that a person holds their capacity to perform or learn at various levels of a task.[5] When students believe they are capable, they tend to do the task optimally.[6]

Self-efficacy in English writing skills is one of the factors in developing students' writing skills. This allows students to be actively involved in the learning process. If students show that they have high self-efficacy, they tend to be motivated and confident in their academic performance. On the other hand, students who show low self-efficacy are not confident and are not motivated to learn something new. They fear challenges because they believe they can't do it, achieve as much as their friends do.

[3]A Bandura. *Perceived self-efficacy in cognitive development and functioning*. (Educational psychologist. 1993). 28(2), 1117-148.

[4] A Wilson. & W Kim. *The effects of Concept Mapping and Academic Self-Efficacy on Mastery Goals and Reading Comprehension Achievement*. (International Education Studies, 2016). 9(3)

[5] A Bandura. *Social Foundations of though and action.* Englewood Cliffs, NJ: Prentice-Hall, 1986.

[6] A Wighfield. , J. R Gladstone. & L Turci. (Beyond Cognition : *Reading Motivation and Reading Comprehension*, *0*(0), 2016). 1-6.

Based on Phenomena that students' beliefs about their own writing process and competence are critical to their eventual success as writers. Writing is not only a process of making meaning but also an activity in which individuals engage in self-understanding. Consequently, it is not surprising that researchers in the field of composition have had to find themselves exploring students' self-processes. However, it is through introspection and self-reflection that meaning is built. The assumption that self-knowledge is closely related to human competence is now taken for granted and is a central tenet of most modern theories and views on cognition, motivation, and human behavior. Similarly, the idea that students' self-confidence plays an important role in their academic success is widely accepted so that self-construction is a regular staple in the study of academic competence in all fields. The focus on students' self-confidence as a major component of academic motivation is based on the taken for granted assumption that the beliefs that students create, develop, and hold as truths about themselves are a vital force in their success or failure in learning.[7]

After conducting interviews and distributing interview with several English students at IAIN Curup, it can be seen that not at all students have high self-efficacy, some students when they want to write an English text are the lack of desire to write in English which causes when they want to start writing English, it is hard for them to build their confidence that they can do it, especially since they do not know much about vocabulary, writing

[7] Sri Wulandari. *The Correlation Between Students' Self-Efficacy And Their Writing Ability At State Vocational High School 1 Tandun*. (Pekanbaru : State Islamic University of Sultan Syarif Kasim Riau. 2019) .

structures and so on. It makes students anxious and feel worried if they can not finish their writing assignment. This is due to the lack of sel-efficacy in English writing. Low self-efficacy can reduce them confident to do something, especially in English writing. And students who have high self-efficacy are able to complete their assignments and are able to solve problems that hinder them in writing English.

Based on the theories that the author is interested in conducting research with the title "EFL STUDENTS' SELF EFFICACY IN WRITING SKILL AT IAIN CURUP"

**B.  Research Question**

Based on the above background, the researcher formulated research questions as follow:

1.  How is EFL students' self-efficacy in English writing skill?

2.  What Factors of Self-Efficacy Problems do Students Have in English Writing Skills?

**C.  Objectives of The Research**

Based on the formulation of the researcher question, then the objective your research is to find out how self-efficacy students are in their English writing skills.

**D.  Significances of The Research**

It is hoped that by conducting this research, researchers will find the best way to overcome these difficulties. This research will provide better meaning and understanding for:

This research is expected to be valuable for :

1. The English Students

    The students can create and find innovative idea and ways of studying activities that can be applied in studying writing to overcome their difficulties in studying English writing skill.

2. The English Lecturer

    The English lecturer can discover the appropriate strategies in teaching English by knowing the differences of the student.

3. IAIN Curup

    The result of the research can be use by IAIN Curup to know the way of differences in low and high English departemet achiever students.

E.  **Operational Definitions**

    The researcher will describe again two variables as explain before.

1. Writing skill

    Writing is the mental process which learners employed to learn and use the target language. While writing interpreted as the activity of giving birth to thoughts or feelings (such as compose, make letters) by writing. Writing is a social act, and to understand it fully we must go beyond the decisions of individual writers to explore the regular features of texts as the preferences of particular communities.[8]

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[8] K Hyland. *Teaching and Researching Writing.* (2nded) UK : Pearson Education Limited, 2009.

2. Self-efficacy

Self-efficacy is an individual belief or confidence regarding his ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain skills. The people who have self-efficacy beliefs decide how think, feel and act. So if individual believe that they can actually form the wanted outcome, they will have the motivation and encouragement to develop a definite action.[9]

3. Self-Efficacy in English Writing Skill

Writing activities require a high level of confidence in order to be done well and correctly. Therefore, writing is an activity that requires motivation because many students think that writing is quite difficult to do and requires a lot of energy because students have to understand the story line, correct vocabulary and grammar. Bandura states that motivation to carry out these activities is related to the notion of self-efficacy, namely the belief that a person has the capacity to perform or learn at various levels of tasks.[10]

4. Factors of Self-Efficacy Problems do Students Have in English Writing Skills

There are some students in the English study program who have low self-efficacy in writing English, they tend to stop, they are unable to

A.Bandura. Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior.* New [9] York: Academic Press (1994)

A Bandura. *Social Foundations of though and action.* Englewood Cliffs, NJ: Prentice-Hall, [10] 1986.

eliminate obstacles in achieving and learning.[11] Individuals who doubt their abilities or are called individuals who have low self-efficacy will avoid difficult tasks because they are considered a threat to themselves. Individuals like this have low aspirations and low commitment to achieving the goals they choose or set. When faced with a difficult task, they are busy thinking about the shortcomings, the obstacles they face, and all the consequences that could be detrimental to them. Therefore, they become individuals who are not confident and lack motivation in doing anything, including writing English. When carrying out a task, individuals who have low self-efficacy tend to avoid the task.

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J E Ormrod. *Educational psychology.* Upper Saddle River, N. J: Prentice Hall, 2000.[11]

# CHAPTER II

# LITERATURE REVIEW

## A. Writing

### 1. Definition of Writing

Writing is one of four skills in English. As one of the skills in English, writing plays a role in expressing one's thoughts or feelings. According to Miller that writing can also be used as a means of communicating effectively with people you have never met by presenting your ideas or opinions about important or interesting information that you meet every day. Presenting ideas or opinions about important and interesting information through writing and your writing is read by someone else then you will begin to be widely known, that is why Miller says writing can change your life.[12]

Writing is a productive skill. It is a complex process. Students in learning writing are expected to write with organizing persuasive paragraphs, specific ideas or feelings, and have an adequate vocabulary, also correctly in grammar, spelling, and punctuation. Printed products are often the result of thinking, drafting and revising procedures that require specialized skills.[13]

On the other hand, writing has an essential role for students in the social community. Interaction is not only through verbal communications, but the book also can deliver what students need clearly, expressing ideas, feelings, arguments, etc. It is a reason why writing is seriously taught to the students.

[12] Robert Keith Miller. *Motives For Writing*. 5th edition, New York : McGraw-Hill Companies, Inc., 2006.

[13] G Brown. & G Yule. *Teaching and the Spoken Language : An approach based on the analysis of conversational English.* Cambridge, UK : Cambridge University Press, 2001.

Hyland stated that writing is a social act, and to understand it fully we must go beyond the decisions of individual writers to explore the regular features of texts as the preferences of particular communities. [14] Weigle explained, To some extents, the ability to write indicates the ability to function as a literate member of a particular segment of society or discourse community, or to use language to demonstrate one's membership in that community.[15]

Some components of writing also have to be considered by students when they write, like cohesive and coherent. As explained by Harmer, Coherent writing makes sense because you can follow the sequence of ideas and points. Cohesion is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting ideas across phrases and sentences.[16]

Based on the explanation above, it can be concluded that writing one of the English skills is not easy but can be learned by practicing for everyone including students. Students must practice their writing skills to master writing well, because writing can improve students' English skills.

## 2. The Component of Writing

To produce an effective writing, there are several components of writing that students have to know and master. Harris points out that there are five

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[14] K Hyland. *Teaching and Researching Writing.* (2nded) UK : Pearson Education Limited, 2009.
[15] S.C Weigle. *Assessing Writing.* New York : Cambridge University Press, 2002.
[16] *J* Harmer. *The Practice of English Language Teaching.* Essex, England : Longman, 2001

writing components[17], they are content, form, grammar, style and mechanics. The components are described as follows :

1) Content

According to Harris content is place where the idea expressed.[18] In line with this, Heaton says that content is a part where writers must think creatively to develop ideas into a writing.[19] In content, writer has to pay attention to relevance, clarity, originality, logic of writing.

2) Form

Form is the organization of the content. Organization requires the writer to know about paragraph, topic and supports, cohesion and unity.

3) Grammar

Kane states that our language arranged by the rules of grammar.[20] Grammar also has an important role in producing good writing. In grammar, writers or students should master the rules for verbs, agreements, articles, pronouns, and etc. It can help them to arrange their words become sentences and finally produce a meaning.

4) Style

Style talks about how the author gives a certain sense of writing through the selection of structures or lexical items .[21]

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[17] D.P Harris. *Testing English as a Second Language.* New York : McGraw-Hill Book Company, 1969.
[18] D.P Harris. *Testing English as a Second Language.* New York : McGraw-Hill Book Company, 1969.
[19] J.P Heaton. *Writing English Language Test.* New York : Pearson Longman Group UK Limited, 1988.
[20] S. Kane Thomas. *Essential Guide to Writing*, (New York: Oxford University. Press, 2000), 17.
[21] William Faulkner. *The Five Most Important Contemporary Writers.* New York: Herald Tribune, 1947.

5) Mechanics

Harris points out mechanic as the use of the graphic convention of the language.[22] Meanwhile Kane says that mechanic refers to how words are spelled on the paper. Briefly, mechanic is the component of writing that contain of spelling, punctuation, handwriting, and etc.[23] In line with the above ideas, Hughes also says that grammar, mechanics, form, and style are the components of writing. [24]

However, Hughes adds vocabulary as a component of writing.[25] The key to creating good writing is mastering many vocabularies. When a writer or students has mastered a lot of vocabulary it will be easy for them to create a good writing. They can choose or use the right words that are suitable to the topic they want to write.

### 3. The Process of Writing

Writing is not just an activity of combining words into sentences to form a paragraph. But writing is an activity connecting words into sentences and forming a paragraph that has a clear meaning to be understood by the reader. To produce clear and meaningful writing, there must be several steps or processes that must be mastered in writing. Langan in his book English Skills

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[22] D.P Harris. *Testing English as a Second Language.* New York : McGraw-Hill Book Company, 1969.

[23] S. Kane Thomas. *Essential Guide to Writing.* (New York: Oxford University. Press, 2000), 17.

[24] Arthur Hughes. *Testing for Language Teachers.* 2nd Edition, Arthur Hughes, Cambridge, 2003.

[25] Arthur Hughes. *Testing for Language Teachers.* 2nd Edition, Arthur Hughes, Cambridge, 2003.

mentions that there are four steps in writing process,[26] namely prewriting, drafting, revising, and editing.

1) Prewriting

Prewriting is the process by which writers begin their writing activities, start thinking about the ideas they will develop into writing. But in the prewriting stage, often writers experience problems in determining the topic of writing or developing ideas. Therefore, Langan implies five techniques that will help writers to think about and develop a topic and get words on paper, they are free writing, questioning, making a list or brainstorming, clustering (mapping), outlining.[27]

a) Free-writing.

Langan said that free-writing is a way to resolve mental obstacles about writing. With this technique, writers can be more relaxed in writing and can familiarize themselves with the act of writing. [28] In line with this idea, Syafi'i also states that free-writing is write freely activity about topics that will be developed by the writers that aims to focus on subject matter of writing.[29] According to him, there are several procedures that writers should follow in free-writing activity, such as write the topic at the top of the page or paper, write

[26] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20
[27] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20
[28] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20
[29] M. Syafi'I S. From Paragraph to a Research Report: *A Writing of English for Academic Purposes.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007.

as much as the writer can think about the topic chosen until the writer finds the ideas intended, after finding several ideas, re-read what you have written and circle the main ideas that you think are interesting, the last procedure is to take main ideas that have been circled and then re-develop these ideas with free writing techniques.

b) Questioning

In the questioning technique, the author poses as many questions as possible about the subject of writing to obtain ideas or details of the topic. The questions asked include Why? When? Where? Who? How? In what ways?[30]

c) Making a List or Brainstorming

Miller argues that brainstorming is the activity of making a list of ideas or details related to the subject matter of writing.[31] He mentioned several procedures that can be done in brainstorming. First is taking a pen or pencil and a piece of paper or maybe you can replace it by opening a word page on a computer, set a clock or timer for about 15 minutes, concentrate on the subject of your writing, ask yourself what do you know about the subject of your writing, then write down the answer, when an idea comes up writing the idea as fast as you can, don't think about any errors because you can justify it later, stop writing when the timer stops, take a few minutes to read

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[30] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20
[31] Robert Keith Miller. *Motives for Writing.* 5th editing, New York : McGraw-Hill Companies, Inc., 2006.

what you have written, and the last one marks useful or interesting ideas using colored markers. After following these steps you can continue writing, but if you don't feel confident to continue writing, you can brainstorm again or rest for a while.

d) Clustering (Mapping)

Clustering or mapping is a technique in prewriting that will greatly help people who like to think visually. This technique can be started by writing the subject matter in the middle of a blank paper. Then, put ideas or details that appear in your mind in a box or circle around the subject then line drawings to connect them to each other and connect them to the subject. Therefore, in clustering the writer uses lines, boxes, arrows, and circles.[32]

e) Outlining

According to Syafi'i an outline is a blueprint or plan for a paragraph[33]. In an outlining, you have to think carefully about the main point you are write and the supporting points in the order in which you plan to write about them. In fact, outlining is good way to see if you need to do more prewriting.

2) Writing a First Draft (Drafting)

Drafting means compose your ideas or details about the topic you write. Miller states that drafting is the activity of writing ideas on paper or

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[32] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20
[33] M. Syafi'I S. From Paragraph to a Research Report: *A Writing of English for Academic Purposes. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI),* 2007.

screens so you can work with them.[34] Syafi'i introduces six processes to write a first draft or drafting,[35] as follows: a) Write down who will be your audience and the purpose of your writing. b) Write down the topic sentence and underline it. c) Make blank spaces. These blank spaces will allow you to add more details, information, examples, etc., in order to make you easy to develop your points. d) Write your paragraph, following your outline as closely as possible. e) Do not worry yet about grammar, punctuation, or spelling. f) If you hit a snag while writing, do not worry! Just leave a space or a line; it can be filled in later on. Also, while you are writing about one major point, the idea for another major point may come up in your mind, and if it happened, do not forgetting it! Jot it down in the margin of your paper near where it belongs.

3) Revising

After drafting, the next step that the writer has to do is revising. Langan mentions that the means of revising is rewrite a paper; recast what has been done, in order to make it stronger.[36] He also give some quick hints that can help make revision easier : a) Set your first draft. b) Work from typed or printed text, make double-spaced as a room to handwrite changes later. c) Read your draft aloud. Hearing how your writing sounds

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[34] Robert Keith Miller. *Motives for Writing.* 5th editing, New York : McGraw-Hill Companies, Inc., 2006

[35] M. Syafi'I S. From Paragraph to a Research Report: *A Writing of English for Academic Purposes. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI),* 2007.

[36] John Langan. *English Skill with Readings* : Sixth edition. (New York : McGraw-Hill companies, Inc., 2006), P.20

will make you understand about the problem of the meaning and the style of the writing. d) Last, write additional thoughts or comments.

4) Editing

Editing is also known as pro ofreading. Syafi'i tells us that at this stage, you are required to correct grammatical errors, sentence structures errors, spelling errors, and punctuation errors.[37]

He suggests 4 ways to check all the errors mentioned above, as follows: a) Check over each sentence to deliver your meaning for correctness and completeness and do not forget to check choppy or run-on sentences. b) Check over each sentence for a subject and a verb, subject verb agreement, correct verb tenses, word orders-both local and global errors. c) Check the mechanical errors. d) Change the word choices as necessary.

## 4. Genre of Writing

There are several types or genres in writing. Pratama divided writing into several genres below[38]:

1) Narrative

The genre of narrative is one of the most commonly read, because narrative has been and continues to be such a popular genre, there is belief that it is a genre that writers pick up the stories naturally.

[37] M. Syafi'I S. From Paragraph to a Research Report: *A Writing of English for Academic Purposes.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007.
[38] M. D Pratama. *Teaching Writing* (A Handbook of Teaching Productive Skills). Pekanbaru : Education Matters Most Publishing, 2012.

Narrative text is about what happening or what has happened. Narration is usually written in cronological sequence. A narrative text gives an account of one or more experiences. A narration typically contains action, dialogue, elaborate details and humor. The narration is not typical of most paragraphs because it does not require the standard thesis sentence the main idea, not does it requires the traditional introduction, body, or conclusion.

2) Recount

Recounts are sequential texts that do little more that sequence a series of events. Knapp mentions that recount is an activity to write a record of events in the past where the events are written in chronologically order according to time and place settings and using a number of conjunctions[39]. Generic structures of recount text consist of orientation, record, and reorientation. The most specific characteristics of recount text are use simple past tense and the existence of series of events such as, then, the next event is, after that, etc.

3) Analytical Exposition

Analytical exposition is one classified type as hortatory exposition in text genre in which analytical exposition text try to influence the reader by presenting some arguments to prove that writer's idea is important. The generic structures of analytical

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[39] Peter Knapp & Megan Watkins. *Genres,Text,Grammar*. Sydney : University of New South Waless Press, 2005.

exposition text are thesis, arguments, conclusion in which the thesis is repeated or reiterated. Emotive words such as innocent, terrible, dangerous, etc. are the main characteristic of exposition text.

4) Description

The genre of describing is one of the most widely used genres across all of the learning areas. According to Depdiknas descriptive text is a kind of text that aim to describe a particular thing, animal, person, or other.[40] In addition, Callaghan stated that a descriptive writing creates a clear impression of person, place, or thing.[41]

Alawi examines three kinds of descriptive text such as, describing people, place, and things.[42] In describing people on descriptive text, you might use identification, an impression about the people you will describe and character sketch.

In this study, the researcher used descriptive text as the type of text that would be used when conducting research on the students of TBI IAIN Curup. The reason the researcher chose descriptive was because descriptive texts were familiar to the students of TBI IAIN Curup. This text is also considered to have simple linguistic characteristics, so that students will not be burdened to do it.

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[40] Depdiknas. *Pedoman Penilaian Buku Pelajaran Bahasa Inggris SMP dan SMA.* Jakata : Pusat Perbukuan Depdiknas, 2004.
[41] M Callaghan & J Rothery. *Teaching Factual Writing.* Sydney : Metropolitan East Disadvantaged School Program, 1998.
[42] Fikri Fauzi Alawi. *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique.* Jakarta : UIN Syarif Hidayatullah, 2011.

## 5. Writing Ability

Ability is the capacity of an individual to perform various tasks to achieve certain goals. According to Yeon, writing ability is the ability to initiate and evolve ideas, then use certain revising and editing practices to developed them to maturity in given context.[43] It means that, the students have to use some processes in writing and their ability in writing will be good. Furthermore, Graham and Perin state that writing ability is the ability obtained through teaching and learning process.[44] Students' writing ability can be improved by fostering their interest, motivation and enjoyment for writing, through technology.

Therefore, it is clear that a person will not be able to write if he/she has never learned and taught to write, even he/she will not be able to write in his own original language if he has never learn. In line with this idea, Brown said that students learn to write if they are literate members of the society and usually only if someone teaches us.[45]

From the explanation above, it can be concluded that writing ability is the ability to express ideas, thoughts, and feeling through writing. Writing ability is obtained through learning.

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[43] J Yeon. *Definiting Writing Ability for Classroom Writing Assessment in High Schools*. (Journal of Pan-Pacific Association of Applied Linguistic, 2009). 1 (13), 58.

[44] S Graham & D Perlin. *Writing Next Effective Strategies to Improve Writing of Adolescents in Middle and High Schools.* (The Elementary School Journal, 2007). 94 (2)/ 169-181. Vol. 4 (2): 1, 2016.

[45] H D Brown. *Language Assessment Principle and Classroom Practice.* San Fransisco : Pearson Education Inc., 2003.

## 6. Writing Assessment

Assessment is one way to measure student's ability to achieve something. There are many types of assessments that can be used to measure students' abilities. This type of assessment must be used according to the subject to be assessed. The methods used in the assessment vary. As for assessing students' writing abilities, tasks that can be given as forms of assessment are like directed response tasks, questions and answers, interviews, oral presentations, etc. The purpose of assessment is to know students' score in writing and in this research, writing assessment is used to determining students' score in descriptive text.

According to Brown there are three scoring methods for responsive and extensive writing, namely holistic scoring, primary trait scoring, and analytic scoring.[46] Weigle states that in holistic scoring, each writing or script made by students is read quickly by the teacher and then assessed based on the rating scale or the scoring rubrics that outlines scoring criteria.[47]

Primary trait scoring is a scoring method where scores are given based on the effectiveness of the text in achieving one goal. For example, if the purpose or function of an essay is to persuade the reader to do something, the high or low scores will be based on the accomplishment of the purpose or function. Meanwhile analytic scoring is a method of evaluating written text that sets individual scores to separate aspects of writing. Each writing aspect

[46] H.D Brown. *Language Assessment : Principles and classroom Practice.* New York : Longman, 2004.
[47] S C Weigle. *Assessing Writing.* Cambridge : Cambridge University Press, 2002.

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or criteria is scored on a different descriptive scale and given a numerical value.

Hughey, et al imply five aspects or categories of evaluation in analytic scoring such as content, organization, vocabulary, language use, and mechanics. [48] In this research, the researcher used analytic scoring for assessing students' ability in writing descriptive text.

## B. SELF EFFICACY

### 1. Definition of Self Efficacy

According to Bandura, self-efficacy is one's own perception of how well the self can function in certain situations. Self-efficacy relates to self-confidence that has the ability to perform the expected actions. Self-efficacy is a self-provider, is it can do actions are good or bad, right or wrong, can or cannot done in accordance with what is required.[49]

Self-efficacy is a construct that Bandura proposes based on social cognitive theory. In theory, Bandura stated that human action is a relationship that has reciprocity between individual, environment, and behavior (triadic reciprocal causation).[50] Self-efficacy's theory is an important component of general social cognitive theory, where it is said that individual behavior, environment, and factors cognitive has a high relevance. Bandura defines

[48] J D Hughey & B Harper. *Instructor Responsiveness and Outcomes of the Basic Course Paper Presented at the Annual Meeting of the International Communication Association.* Dallas, Tx.,1983.
[49] Alwisol. *Psikologi Kepribadian.* (UMM Press: Malang, 2007). hlm, 287.
[50] A Bandura. *Seld-Efficacy, The Exercise of Control. (*W. H. Freeman and Company, New York, 1997) hlm 5.

self-efficacy as the ability to consider a person to carry out certain patterns of behavior.[51]

Gist by referring to the opinion of Bandura, Adam, Hardy, and Hiowelss, stated that self-efficacy arises from gradual change on one's cognitive through experience. Individuals must consider, combine, and assessing the information related to their later abilities decide on the appropriate options and ventures.[52]

Bandura and Wood state that self-efficacy has a major role in the regulatory process through individual motivation and achievement that has been set. Self-efficacy considerations to determine how the effort a person has made in implementing the task and how long it took to complete the task. And someone with strong self-efficacy considerations is able to use their best efforts to cope obstacles, whereas people with weak self-efficacy tend reduce the effort or run from existing obstacles.[53]

Peter has an opinion that self-efficacy is a feeling of confidence in one's own abilities so that the person concerned not feeling anxious in the actions it will perform, can feel free to do things likes and is responsible for his actions, warm and polite in interacting with others, have the drive to achieve and get to know its own strengths and weaknesses.[54]

[51] A Bandura. *Social foundations of though and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall, 1986.

[52] M. E Gist. *Self-efficacy: Implication for organizational behavior and human resource management.* (Academy of management review, 1987). 12: 472-485.

[53] A Bandura. & D. H Schunk. *Cultivating competence, Self-efficacy, and intrinstic interest trough proximal self motivation. (*Journal of psychology and social psychology, 1989). 41 (3), 586-598.

[54] *Pengertian Self-efficacy* http://jeffy-louis.blogspot.com/2011/02/efikasi-diri.html, diakses pada tanggal 05 Februari 2012, pukul 07:06 wib

From some of the above definitions it can be concluded that self-efficacy is an individual's belief in facing and solving problems which he will face in various situations and be able to determine actions in completing certain tasks or problems, so that the individual is capable overcome obstacles with confidence and can achieve the expected goals.

## 2. Classification of Self-Efficacy

Students' career is a by product of many factors. One of the most important variables is students' self-efficacy. Social cognitive psychologist emphasized on the concept of one's believe in performing a task. It is operationally defined as one's believe to perform a given task and is able to achieve the goal.[55] Person with high self-efficacy are able to plan effectively and succesfully in completion of a task.[56] such persons believe about their capacities and confidently apply them in such a way that they achieve goals even highly completed task.

Individual those who have high self-efficacy tend to do tasks or solve a particular problem well, even if it is the most difficult task. Individual those who have high self-efficacy do not think that the task or problem is something that should be avoided. They also seek to increase their efforts to prevent future failures. They who fail in doing something,

[55] A Bandura. *Social foundation of though and action: A social-cognitive view*. New York: Prentice-Hall, 1986.
[56] A Bandura. *Social foundation of though and action: A social-cognitive view*. New York: Prentice-Hall, 1986.

usually get fast return to their self-efficacy after experiencing these failures and do not simply give up.[57]

Individuals who have high self-efficacy perceive failure as a result of a lack of hard effort, knowledge, and skills. In carrying out various tasks, people who having high self-efficacy is a person who has performance very good. Those who have high self-efficacy really like challenges.[58]

Individuals who have high self-efficacy have characteristics as follows: able to deal with the problems they face effective, confident in success in dealing with problems or obstacles, the problem is seen as a challenge that must be faced not to be avoided, persistent in solving problems or solving something, trusting in his abilities, quickly rising from failure they face, like looking for new situations, and like challenges.

Students with low self-efficacy will discontinue, they are unable to remove barriers in achieving and learning.[59] Individuals who doubt their abilities or called individuals who have self-efficacy low will shun difficult tasks because they are seen as a threat to them. Individuals like this have low aspirations and low commitment achieve the goals they choose or set. When faced with difficult tasks, they are busy thinking

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[57] A Bandura. *Self-efficacy*. In V. S. *Ramachaudran (Ed), Encyclopedia of human behavior* (vol. 4, pp. 71-81). New York: Academic press. 1994. (Reprinted in H. Friedman (Ed), Encyclopedia of mental healt. San Diego: Academic press, 1998).
[58] A Bandura. *Self-efficacy, The Exercise of Control.* New York: W. H. Freeman and Company, 1997.
[59] J E Ormrod. *Educational psychology.* Upper Saddle River, N. J: Prentice Hall, 2000.

about their shortcomings, the disturbances they face, and all the results that can harm them. Because of this they become individuals who are not confident and lack the motivation to do something. In doing a tasks, individuals who have low self-efficacy tend to avoid the tasks.

Individuals who have low self-efficacy have traits as follows: slow to fix or recover self-efficacy when facing failure, not sure that you can face the problem, avoiding difficult problems (threats seen as something to be avoided), reducing effort and quickly give up when faced with problems, doubt on one's own abilities that he has, does not like looking for new situations, aspirations and commitment to duty is weak. And do not like anything new or challenging.

**3. Factors Affecting Self-Efficacy**

Bandura states that factors can affect self-efficacy in individuals, including:[60]

a. Culture

Culture influences self-efficacy through values, beliefs, in a self-regulatory process that serves as a source of self-efficacy as well as assessments as a consequence of belief in self-efficacy in oneself.

b. Gender differences

Gender differences also affect self-efficacy. This matter can be seen from the research by Bandura which states that women have a higher

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[60] A Bandura. *Self-efficacy, The Exercise of Control.* New York: W. H. Freeman and Company, 1997.

efficacy in managing their role.[61] Woman who have a role other than being a housewife, as well as a woman careers will have high self-efficacy compared to men working.

c. The Nature

The nature of the task at hand or the degree of complexity of the difficulty of the task faced by individual will influence the individual's assessment of ability himself. The more complex the task faced by the individual, the lower the individual rate ability or increasingly losing his confidence. Conversely, if the individual is faced with a task easy and simple, the higher the individual rate ability.

d. External Intensity

External intensity can also affect the level of individual self-efficacy. Bandura stated that one factor which can increase self-efficacy are competent continges incentive, which is an incentive given by other people to reflect someone's success.

e. Status or Role of Individuals

Status or role of individuals in the environment. individuals who have a higher status in their environment, then the self-efficacy they have also high. Meanwhile, individuals who have lower status will give rise to self-efficacy it has low too.

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[61] A Bandura. *Self-efficacy, The Exercise of Control.* New York: W. H. Freeman and Company, 1997.

f. Information about one's abilities

If the individual obtains positive information about himself, then the self-efficacy will be high and if individuals get negative information about himself, then his Self-efficacy will be low.

Based on the explanation above, it can be concluded that the factors that affect self-efficacy are culture, gender, nature of the task at hand, intensive external, the status and role of the individual in environment, as well as information about his abilities.

## C. Review of Related Findings

There are related studies which has been done by the other researchers. Schunk and Carl was conducted research entitled *"Goals and Progress Feedback: Effects on Self-Efficacy and Writing Achievement"* this study aimed to describe two experiments investigated how goal setting and progress feedback affect self-efficacy and writing achievement. Children received writing strategy instruction and were given a process goal of learning the strategy, a product goal of writing paragraphs, or a general goal of working productively. Half of the process goal children periodically received feedback on their progress in learning the strategy. In Experiment 2 we also explored transfer (maintenance and generalization) of achievement outcomes. The process goal with progress feedback treatment had the greatest impact on achievement outcomes to include maintenance and generalization; the process goal without feedback condition resulted in some benefits compared with the product and general goal conditions.

Self-efficacy was highly predictive of writing skill and strategy use. Suggestions for future research and implications for classroom practice are discussed.[62]

Furthermore, there is a research which was constructed by Ida Yulianawati conducted a research entitled *"Self Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting"* This case study aimed at investigating the role of self-efficacy in students' recount text especially in the area of writing as one of the most difficult skills in learning English. Writing difficulties faced by the students are not only based on their cognitive skill but also their own efficacy beliefs. Three problems can be found related to self-efficacy beliefs in English writing. They are related with confidence to write anxiety, and the third problem is about the students' interest. The participants of this study are three students from a Senior High School in Indramayu. The data were obtained from two data collection: questionnaire, and the interview. The result of this study shows that the participants of this study perceived mastery experience accounted for the greatest proportion in their writing ability. It can be seen from how students rate their confidence and given overall feelings about the way to write successfully. Social persuasions and physiological states also were influential while working on writing. Meanwhile, the common experience did not predict too much in students' writing ability. Ultimately, the results of this

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[62] Dale H Schunk, Carl W Swartz. *Goals and Progress Feedback: Effects on Self-Efficacy and Writing Achievement.* School of Education, University of North Carolina & ndash;Chapel Hill. 1993.

research concluded that self-efficacy has an important role in students' ability in writing.[63]

At least, this is research which was done by Arzu Atasoy conducted a research entitled : *"The Relationship Between Writing Self-Efficacy and Writing Skill: A Meta-Analysis Study."* Taking into account the development stages of language skills, it can be concluded that writing skill requires a long period of time to develop. It takes a long time to acquire writing skill at the desired level since it is both a productive language skill and also learned within the schooling period. A high quality text has a number of important features such as a broad vocabulary, correct spelling, punctuation, text structure and consistent order of its elements. In the light of all these features, writing is deemed to be a complex skill. As a result, a great deal of models have been proposed to explain its complexity.

In these models, writing process is usually explained in line with the processes of transcribing the text designed in the mind by calling the information kept in the memory and editing the said text in case of a discrepancy between the text to be written and the text written. However, addressing writing only with its cognitive dimension was not sufficient to understand it completely. In this model, beliefs in terms of writing are mentioned as one of the factors that affect the writing process. One of the beliefs regarding writing is writing self-efficacy.

Based on the research above, the research find the differences between the researcher postulated earlier with this research. The difference are this research

[63] Ida Yulianawati. *Self Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting.* Wiralodra University. 2019

hopefully more give contribution than both of them. Therefore, this research can give the information about in what way that the low and high achiver students have the differences. Futhermore, in this research there are some individual differences of the low and high achiever students like the researcher has explained in related theory by the expert. But, still, both related finding gave the contribution for this research.

# CHAPTER III

# RESEARCH METHOD

## A. Kind of the Research

This type of research used in this study is research mixed-method. Mixed research method is a method that combines qualitative and quantitative approaches in terms of methodology (such as in the data collection stage), and mixed model studies combine two approaches in all stages of the research process.[64] In this study, the researcher chose the mixed method type, namely the explanatory sequential design, in which this model begins with collecting quantitative data and then continuing with qualitative data to help explain and describe the results obtained by quantitative data, so that the results of this research model are explanatory or explain an overview (generalization).

The thing that underlies this research model is that the quantitative data obtained in the first stage can provide an overview of the research problem, for further analysis qualitative data is needed to explain this general description.[65] The mixed research design of the explanatory sequential design model can be illustrated through the following figure:

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[64] Abbas Tashakkori, Charles Teddlie. *Mixed Methodology :Combining Qualitative and Quantitative Approach. (* Yogyakarta : Pustaka Pelajar. 2010). Hlm VIII.
[65] J.W Cresswell. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4ed.* (Boston: Phoenix Color Corp. 2011)

| Quantitative Data Collection and Analysis | → | Follow up with | → | Qualitative Data Collection and Analysis | → | Interpretation |

Picture 1.1 Model the Explanatory Sequantial Design

One of the advantages of this research model is that it allows the researcher to identify the actual steps based on the qualitative data obtained from the research participants. researchers can make an initial description of the research problem through the opinions of participants (research object) without going through an approach to determine unknown variables. The weakness of this model is that it takes a very long time, especially to collect data and validate instruments, both quantitative and qualitative data, and this research requires more time, effort, and costs.[66]

From the various definitions of the experts above, it can be concluded that Mix-method research is research that combines or combines qualitative and quantitative research approaches. This research was conducted at the English Language Study Program, Tarbiyah Faculty, IAIN Curup. The research was carried out from Mei 2023 to completion.

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[66] Sugiyono. *Metode Penelitian Evaluasi*. Bandung: CV. Alfabeta. 2018

## B. Subjects of the Research

The subject of the research means the participants in the research that researcher chose to get the data. This is appropriate to Hart who stated that the subject is participant which ready to give information based on the research issues[67].

In this study, the researcher chose seven semester students of English Study Program IAIN Curup. There were three classes of TBI involved, VIIIA (11 Students), VIII B (11 Students), VIII C (11 Students). Thus, the total number of students were 33 students. The basis of choice is the creative writing test. Then, the researcher used *Purposive Sampling* to take the sample. Gay has stated that Purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that taken as a number of sample and one of type of Purposive Sampling is criterions. Where it is sample that chose to all participants who met defined criteria.[68] From the population that researcher chose before, the researcher considered the characteristics and formulated the category who had appropriate category as sample of this research.

These are some considerations based on this research characteristics such as : First, The sample who still continuing to study at the English Study Program and still learning English writing skill, because the researcher believe the students with that criteria could be specified as the low or high self-efficacy. Afterward, the researcher conduct some way to prove that the subject the researcher choose is specified as the high and low self-efficacy.

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[67] C Hart. *A Sample Guide to Research*, (London, Harlow ; Prentice Hall, 2001), P 16.
[68] L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Aplication,* (New Jersey:Prentice-Hall,Inc, 2000), P 137

### C. Technique of Collecting Data

In this research, the researcher used questionnaire and interview as the techniques of collecting data.

### 1. Questionnaire

The first technique used was questionnaire. The questionnaire was kind of closed questionnaire adapted from Bruning, Dempsey, and Kauffman in 2013. The Self-Efficacy for Writing Scale (SEWS) hade three indicators in experience related to writing: a convention, self-regulated, and ideation, consists of 16 items and the ranged from (5) very sure, (4) Sure, (3) Doubtful, (2) Not sure, and (1) Not at all sure. It deals with the respondent's opinions in responding to the following opinion adapted from the Likert Scale.[69] The score was arranged gradually into 5-4-3-2-1. It brought the consequence that the lowest score was 0, while the highest score was 100. The Likert Scale was used to measure students' self-efficacy at English Study Program in IAIN Curup.

### 2. Interview

According to Ary, interview is a research instrument which is done to get data on individual's opinions, beliefs and feelings about the situations in their own words.[70] it means that data from interview was described for sharping and completing information about participants' own efficacy beliefs. This data would be connected with the results of participants' closed questionnaires. There were 10 questions, and for each questions was based on sources of students' self-efficacy in writing that are influencing their confidence judgments in their

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[69] J. W. Creswell. *Educational Research*. (Boston: Pearson Education, 2012).
[70] Jacobs. Ary. Introduction to Research In Education. (Belmonth: Wadsworth, 2002)

writing. Bandura hypothesized that all four of sorces are salient for the writers, because individuals gather efficacy information from their previous experiences or mastery experiences, the common experiences of others, social persuasion from others, and personal physiological states.[71]

The researcher used interview to got more information, In collecting data the researcher did interview with the students based on the criteria in order to know how the low and high achiever students individual differences self-efficacy in writing skill. It was done by using guidelines of interview and also by using a conversation on one of the social media applications to get the result of interview. This interview consists of some questions used to get information from the students

In this research the researcher would interviewed the English Foreign Language Student's of eight semester at IAIN Curup who had selected as a subject of the research , the researcher started distributing questionnaires and interviews from 09 August 2023 to 07 November 2023. The researcher took questionnaire and interview data with the aim of finding out the level of students' self-efficacy in carrying out writing assignments in English, whether they have low or high self-efficacy.

## D.  Research Instruments

In this study the researchers used two kinds of data collection instruments, namely questionnaire and interview. To collect data on student self-efficacy,

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[71] A. Bandura. *Self-efficacy: The Exercise of Control.o Title. (*New York: W. H. Freeman and Company, 1997)

researchers used a ready-made Academic Self-efficacy in Writing scale designed by Bruning, Dempsey, and Kauffman.[72] To measure students' pr oficiency in two important things the self-efficacy in writing scale component consists of 16 items which are divided into three categories. Meanwhile, an interview consists of 10 questions, the data would be connected with the results of participants' closed questionnaires. The results are accurately described, as followed:

**1. Questionnaire of Self-Efficacy In Writing Skill**

Self-efficacy is concerned with perceived capability. Therefore, in this step, students are ask to rate the strength of their belief in their ability to perfom each of the levels identified.[73] Because students' self-efficacy beliefs the judgments that students hold about their capabilities to succesfully perform writing task are strong predictors of performance.

Table 3.1

The Self-Efficacy for Writing Scale: Blue Print

| No | Aspect | Indicator | Item Number |
|---|---|---|---|
| 1 | Ideation | Students can generate ideas and judge the availability, quality, and ordering of their ideas. | 1. I can think of many ideas for my writing<br>2. I can put my ideas into writing<br>3. I can think of many words to describe my ideas<br>4. I can think of a lot of original ideas<br>5. I know exactly where to place my ideas in my writing |

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[72] R. Bruning., M. Dempsey., D. F. Kauffman., C. McKim & S. Zumbrunn. *Examining Dimensions of Self-Efficacy for Writing.* (Journal of Educational Psychology, 105 (1). 2013)
[73] R. Bruning., M. Dempsey., D. F. Kauffman., C. McKim & S. Zumbrunn. *Examining Dimensions of Self-Efficacy for Writing.* (Journal of Educational Psychology, 105 (1). 2013)

| | | | |
|---|---|---|---|
| 2 | Convention | Students can express ideas into good sentences in a paragraph and judge their ability to use grammar, spelling, punctuation, and vocabulary in writing correctly. | 6. I can spell my words correctly<br>7. I can write complete sentences<br>8. I can punctuate my sentences correctly<br>9. I can write grammatically correct sentences<br>10. I can begin my paragraphs in the right spots |
| 3 | Self-Regulation | Students can generate constructive ideas and manage the anxieties and emotions that can affect the writing students. | 11. I can focus on my writing for at least one hour<br>12. I can avoid distractions while I write<br>13. I can start writing assignments quickly<br>14. I can control my frustration when I write<br>15. I can think of my writing goals before I write<br>16. I can keep writing even when it's difficult |

Adopted from (Bruning, Dempsey, and Kauffman)

a) Validity

Validity is the accuracy of an instrument in measurement, which will find out whether the instrument that has been made is valid or not. In this research, the instrument being measured is sentence structure knowledge (grammar). According to Zainal (2014), a valid instrument has passed the test, measurement, and the results follow the researcher (the determination of measuring instrument by what it is being measured). By using SPSS 22, the Point Biserial Correlation formula was used. The following short formula can be seen as follows:

$$r_{pbi} = \frac{\overline{X_p} - \overline{X_q}}{s} \sqrt{pq}$$

Where :

$r_{pbi}$ = Point Biserial correlation coefficient

$X_P$ = Mean score of subjects who answered correctly the item for which the test sought correlation

$Xq$ = Mean total score (average score of all test takers)

S = Standard deviation of the total score

P = The proportion of the subject who answered the item correctly

Q = 1-p

The researcher used 16 items of questionnaires that had three aspects such as ideation, convention, self-regulated. Data processing for the instrument's validity analysis using the Biserial point correlation formula was processed using the SPSS version 22 program. The score ranged from (5) Very Sure, (4) Sure, (3) Doubtful, (2) Not sure, and (1) Not at all sure. Based on the data gained from the result of the self-efficacy test before and after validating, the table of specification of the questionnaire test can be seen as follow:

Table 3.2
Self-Efficacy of Writing Scale: Validity Instrument

| No Item | R-count | P-count | r-Table | Interpretation |
|---|---|---|---|---|
| 1 | 0.448 | 0.013 | 0.3610 | Valid |
| 2 | 0.606 | 0.000 | 0.3610 | Valid |
| 3 | 0.451 | 0.012 | 0.3610 | Valid |
| 4 | 0.611 | 0.000 | 0.3610 | Valid |
| 5 | 0.700 | 0.000 | 0.3610 | Valid |
| 6 | 0.615 | 0.000 | 0.3610 | Valid |
| 7 | 0.573 | 0.001 | 0.3610 | Valid |
| 8 | 0.564 | 0.001 | 0.3610 | Valid |
| 9 | 0.383 | 0.037 | 0.3610 | Valid |
| 10 | 0.366 | 0.047 | 0.3610 | Valid |
| 11 | 0.759 | 0.000 | 0.3610 | Valid |
| 12 | 0.620 | 0.000 | 0.3610 | Valid |
| 13 | 0.606 | 0.000 | 0.3610 | Valid |
| 14 | 0.551 | 0.002 | 0.3610 | Valid |
| 15 | 0.584 | 0.001 | 0.3610 | Valid |
| 16 | 0.584 | 0.001 | 0.3610 | Valid |

The data presented in table 2.2 above showed that there were 16 items of the questionnaire. All of them were valid. No questionnaire was invalid because all the items showed the value of r (correlation coefficient) <t-table (0.3610). therefore, all the items were used in this study.

b) Reliability

Reliability is the consistency of measurement or a series of measuring instruments. That could be a measurement from which the same measuring instrument will give the same result or a more subjective measurement, whether two raters give a different score. To calculate the reliability of the test form, a description can be done using the Cronbach-Alpha formula. Here, the formula of reliability can be seen as follow:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\Sigma\sigma n2}{\sigma t2}\right]$$

Note:

$r_{11}$ = Instrument reliability

$k$ = The number of items

$\Sigma\sigma n^2$ = Number of grain variances

$\sigma t^2$ = Total variance

Reliability in the study used the split-half item method, divided into two groups, namely the odd item group and the even item group. Then each group's score for each item was added up to produce a total score. If the correlation was 0.7, it was said that the item provided a sufficient level of reliability. On the contrary, if the correlation value was below 0.7, it was said that the item was less reliable. Here was the briefly level of the reliability's level of the test was as follow:

Table 3.3

Self-Efficacy of Writing Scale : Reliability Instrument

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .851 | .861 | 16 |

The data presented in table 2.3 shows that the results of the reliability test on all research items showed Cronbach's Alpha value 0.851 > 0.7. The reliability level showed that the test was very reliable.

**2. Interview of Self-Efficacy in Writing Skill**

Data from the interview was described for sharping and completing information about participants' own efficacy beliefs. This data would be connected with the results of participants' closed-ended questionnaires and writing test. There were ten questions, and for each question was based on sources of students' self-efficacy in writing that are influencing their confidence judgments and attitudes in their writing. Bandura hypothesized that all four of sources are salient for the writers, because individuals gather efficacy information from their previous experiences or mastery experiences, the common experiences of others, social persuasion from others, and personal physiological states (Bandura, 1997). The results are accurately described, as followed:

Table 3.4

Interview Blueprint

| No | Aspect | Indicator | Statements |
|---|---|---|---|
| 1 | Self-Regulation | Students can generate constructive ideas and manage the anxieties and emotions that can affect the writing | 1. Within an hour, are you still able to concentrate on writing English ?<br>2. How long does it take you to do your English writing |

| | | students. | assignment ? |
|---|---|---|---|
| | | | 3. What kind of distraction can hinder you in writing English ? and how do you avoid these distractions ? |
| | | | 4. When in a writing assignment there is a theme that is difficult to work on, are you confident and keep writing with that theme ? Why ? |
| | | | 5. How do you increase your confidence in doing difficult English writing assignments ? |

## E. The Data Analysis

## 1. Data From Questionnaire

The questionnaire in this research adapted from Bruning, Dempsey, and Kauffman.[74] The questionnaire was about students' confidence judgments in writing that consist of 16 items. They are: Ideation, Convention, Self-Regulation. They also can avoid distractions and control frustration while writing process, start writing assignments quickly, think of writing goals before writing. They finally know to revise, keep writing even when it is difficult, write a good story and do what it takes to be a good writer.

The questionnaire deal with the respondent's opinions in responding to following opinions based on the Likert-scale.[75]

[74] R. Bruning., M. Dempsey., D. F. Kauffman., C. McKim & S. Zumbrunn. *Examining Dimensions of Self-Efficacy for Writing.* (Journal of Educational Psychology, 105 (1). 2013)
[75] J. W. Creswell. *Educational Research.* (Boston: Pearson Education, 2012).

Table 3.5

The Likert-scale rating

| Option | Favorable | Unfavorable |
|---|---|---|
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Undecided | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly disagree | 1 | 5 |

For favorable statements:

    a. Score 5 if the answer is strongly agree

    b. Score 4 if the answer is agree

    c. Score 3 if the answer is undecided

    d. Score 2 if the answer is disagree

    e. Score 1 if the answer is strongly disagree

The Likert Scale was used to measure students' self-efficacy at English Students' in IAIN Curup. The questionnaires describe some statements to know how students' self-efficacy of seven grade at English Students' in IAIN CURUP.

## 2. Data From Interview

After the data was collected from the techniques of collecting data, the researcher continued to analyze the data. Creswell stated that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written

report.[76]All the data were analyzed by some steps, they were managing, reading / memoing, classifying, description, and interpreting.

a. Managing

Before the data from observation and interview read and able to be interpreted, first they were managed by envisioning what the data from observation and interview of the research look like. The researcher dividedthe data based on the resources. From checklist, they saved in one folder, but interview data saved in other folders. Besides that, the folders of data divided also by the date were gotten.

b. Reading/Memoing

After managing the data, the researcher read the data from observation by using checklist and interview by using the result of interview. The researcher read what are the strategies in building up the effective communication and then interpretation of it which are used. In addition the researcher also read from interview result the situations they used those strategies.

c. Classifying

Classifying data were done after reading the data observation and interview. The data were classified based on the kinds of strategies of communication that is used and the situations those strategies are used.

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[76] John W. Creaswell, *Research Design*, (California : SAGE Publications, 2014), p. 24

d.Description

Description was based on the observation and checklist which was provided the true picture of the setting and events that took place in it. So, the researcher and the reader have an understanding of the context in which the conversation took place. In this step, the researcher started to describe all the data that can help the researcher to do next step in analyzing the data.

e. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he or she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

**CHAPTER IV**

**FINDING AND DISCUSSION**

A. **Finding**

The researcher carried out validation first with the lecturer in the English Study Program, namely Mrs. Nastiti, before the researcher distributed questionnaires and interviews with students. This questionnaire and interview were validated on July 28 2023. Proof of validation is listed in the appendix. After that, the researcher distributed the questionnaire and interview starting from 09 August to 07 November 2023, and get results like below :

1. **Questionnaire Result of Self-Efficacy in Writing Skill**

Table 4.1

Percentage of students' ideation ability in writing

| No. | Statements | SA (5) | A (4) | N (3) | D (2) | SD (1) | Total | |
|-----|-----------|--------|-------|-------|-------|--------|-------|---|
| | | F | F | F | F | F | Score | % |
| 1 | I can think of many ideas for my writing | 3 | 20 | 10 | | | 125 | 75,8 |
| 2 | I can put my ideas into writing | 2 | 17 | 14 | | | 120 | 72,7 |
| 3 | I can think of many words to describe my ideas | 3 | 18 | 10 | 1 | 1 | 120 | 72,7 |
| 4 | I can think of a lot of original ideas | 1 | 18 | 12 | 1 | 1 | 116 | 70,3 |
| 5 | I know exactly where to place my ideas in my writing | 2 | 12 | 15 | 2 | 2 | 109 | 66,1 |
| Mean | | | | | | | | 71,5 |

The table above shows students' abilities in organizing and expressing ideas in writing. There are five statements that serve as benchmarks to see students' ability to manage their ideas. The five benchmarks include the ability to think of many ideas for writing, put ideas into writing, think of many words to describe ideas, think of a lot of original ideas and where to place ideas in writing. From the results of calculating the percentage of these five aspects, the mean value was 71.5%. It can be concluded from the findings above that students' ability to organize their ideas in writing is relatively good.

Table 4.2

Percentage of students' convention ability in writing

| No. | Statements | SA (5) | A (4) | N (3) | D (2) | SD (1) | Total | |
|-----|-----------|--------|-------|-------|-------|--------|-------|---|
| | | F | F | F | F | F | Score | % |
| 1 | I can spell my words correctly | 5 | 14 | 13 | 1 | | 122 | 73,9 |
| 2 | I can write complete sentences | 5 | 14 | 13 | 1 | | 122 | 73,9 |
| 3 | I can punctuate my sentences correctly | 3 | 14 | 14 | 1 | 1 | 116 | 70,3 |
| 4 | I can write grammatically correct sentences | 3 | 12 | 13 | 4 | 1 | 111 | 67,3 |
| 5 | I can begin my paragraphs in the right spots | 3 | 16 | 12 | 1 | 1 | 118 | 71,5 |
| Mean | | | | | | | | 71,4 |

The table presented above illustrates the proficiency of students in employing conventional rules during the writing process. There are five statements that act as standards to measure students' abilities to handle their ideas.

The five benchmarks encompass the accurate spelling of words, the composition of whole phrases, the proper punctuation of sentences, the construction of grammatically correct sentences, and the appropriate placement of paragraphs. The average figure obtained from computing the percentage of these five features was 71.4%. The statistics above indicate that students possess a commendable proficiency in using conventional rules in writing.

Table 4.3

Percentage of students' Self-Regulation in writing

| No. | Statements | SA (5) | A (4) | N (3) | D (2) | SD (1) | Total | |
|-----|-----------|--------|-------|-------|-------|--------|-------|---|
| | | F | F | F | F | F | Score | % |
| 1 | I can focus on my writing for at least one hour | 3 | 14 | 8 | 8 | | 111 | 67,3 |
| 2 | I can avoid distractions while I write | 3 | 10 | 14 | 5 | 1 | 108 | 65,5 |
| 3 | I can start writing assignments quickly | 3 | 10 | 16 | 4 | | 111 | 67,3 |
| 4 | I can control my frustration when I write | 3 | 11 | 8 | 10 | 1 | 104 | 63,0 |
| 5 | I can think of my writing goals before I write | 3 | 14 | 13 | 2 | 1 | 115 | 69,7 |
| 6 | I can keep writing even when it's difficult | 5 | 13 | 11 | 2 | 2 | 116 | 70,3 |
| Mean | | | | | | | | 66,5 |

The table provided above depicts the students' self-regulation in writing. There are six criteria that serve as benchmarks to assess students' proficiency in

managing their ideas. The six benchmarks consist of dedicating a minimum of one hour to writing, maintaining focus by avoiding distractions, promptly beginning writing projects, establishing writing objectives before to commencing, and persisting in writing even when faced with difficulties. The mean value derived from calculating the proportion of these five characteristics was 66.5%. The preceding statistics indicate that students demonstrate a good level of self-regulation during the process of writing.

It is clear from the distribution of the questionnaire's responses that self-regulation, knowledge of conventional rules, and ideation skills all fall into the "good" category.

## 2. Interview Result of Students' Self-Efficacy Problem in Writing Skill

In the writing process, self-efficacy plays an important role in contributing to students' writing success. According to the questionnaire's results, self-regulation was the trait that students lacked the most in terms of writing ability. Therefore, to deepen aspects of student self-regulation, researchers asked several questions to students, as follows:

The first issue pertains to the cognitive capacity of students to maintain concentrate for one hour while writing in English. Within the context of this inquiry, the following response was acquired.

1) Within an hour, are you still able to concentrate on writing English?

*I find it difficult to stay focused. often, I'm tempted to check social media or something else, which makes me lose momentum in writing* (Student 3).

*Yes, I am. I was still able to concentrate on writing in one hour because, when I was writing, I played my favorite music and my favorite idol, so that always gave me the spirit to keep on writing* (Student 4).

*Several times I experienced a decrease in concentration. I think one of the main factors is fatigue. Many college students have busy schedules, and when they sit down to write for an hour, physical and mental exhaustion can cause concentration to suffer* (Student 7).

*One of the problems I often experience is interference from electronic devices, such as cellphones or laptops. Sometimes it's hard to resist the temptation to check messages or social media for an entire hour* (Student 8).

*of course, if writing only takes one hour, of course you can. If the sentences we write are not too many, it is most likely easy enough for us to concentrate on thinking* (Student 13).

*Yes, if I am in good concentration, I can able to write in one or two hours* (Student 21).

*Yes, within an hour I can concentrate on writing; more than that, I can't concentrate anymore* (Student 23).

*So, difficulty concentrating when writing is actually a common thing among students. One factor is the many distractions around* (Student 33).

From the statements above, it can be concluded that within one hour, students can still concentrate on writing. However, they also said that after an hour, they were not sure whether their concentration would still last or not. Some students also added that they often experience a decrease in concentration in writing, the causes include their gadgets and the surrounding environment where they write.

The researcher also inquired about the typical duration that students often devote to the task of writing in English, and received the below response:

2) How long does it take you to do your English writing assignment?

*About 1 hour more, but using pauses or breaks* (Student 15)

*I need 5 hours to finish my assignment in writing* (Student 17).

*I usually do writing assignments, for example, essays, that take up to one day* (Student 24).

*Two hours or more, depending on the level of difficulty* (Student 33).

The aforementioned interview findings indicate that students require a significant amount of time to finish their writing projects. According to the students, it took them more than one to two hours to finish their homework.

Diverse forms of distractions often disrupt and impede students in the process of writing in English. Every student undoubtedly has their own approach to evading and surmounting these distractions. The researcher aimed to reveal this via the question and achieved the following answer:

3) What kind of distractions can hinder you from writing English? And how do you avoid these distractions?

*When there are many tasks at once. I find it difficult to prioritize and often get caught up in procrastination* (Student 1).

*One of my main distractions is social media. often I feel tempted to open Instagram or Twitter when I should be focusing on writing. Apart from that, notifications from chat applications also often break my concentration. But I try to time my social media usage and turn off notifications for a few hours while I'm writing. So, I focus more on work without distractions* (Student 3).

*I lacked concentration, and I tried my best to concentrate and focus again* (Student 5).

*My biggest distraction is my own laziness, so we have to fight the laziness within us and read more. If I'm writing, I'll play music according to the feelings I'm experiencing* (Student 10).

*I'm a person who gets bored easily, so the way I deal with it or ignore it when I write is to turn on my favorite music* (Student 16).

*I think what bothers me the most is the pressure of part-time work and other responsibilities outside of studies. often, my mind is divided between*

*completing tasks and thinking about other work I need to complete* (Student 23).

*I feel gadgets and technology are the biggest distractions. Be it text messages, calls, or even game applications that make it difficult for me to focus. I usually use the "no disturb mode" feature on my phone when I'm writing. Apart from that, storing the device in a place out of reach of hands also helps* (Student 27).

*Sometimes I lose my concentration. To overcome these distractions, I will do other activities* (Student 30).

*Feeling lazy and unfocused* (Student 31)

Students are often confronted with a variety of distractions that might impair their focus while completing writing projects. One of the primary causes that diverts attention from academic duties is the effect of technology, such as smartphone alerts and reliance on social media programs. With its allure of continually flowing material, social media may become an unavoidable trap that causes students to spend time that should be spent writing. Aside from that, a sluggish or procrastinating mentality is a common internal difficulty. Work productivity is often hampered by a lack of enthusiasm and a propensity to postpone. Understanding and conquering these many distractions is the key to improving students' attention and efficiency while completing writing projects.

The choice of topic for a writing assignment undeniably influences the quality of a student's work. The student's ability to work on the writing will improve if they are more acquainted with the offered subject. The topic of a challenging writing task will naturally impact pupils' self-

assurance. The researcher seeks to understand how pupils address this matter, as shown by the subsequent response.

4) When in a writing assignment there is a theme that is difficult to work on, are you confident and keep writing with that theme? Why?

*Yes, there is nothing I can do because it is a task. Like it or not, I have to try to finish it. In this era, there are many applications or websites that can help us and make writing tasks easier, so don't worry* (Student 7).

*So, when I'm faced with a difficult theme, I don't always feel very confident. Sometimes, complicated themes can make me feel intimidated or even demoralized. However, usually I still try to continue writing with that theme* (Student 11).

*Yes, I have to be confident with that. And I keep writing with them confidently because it's important. I don't mind if it's right or wrong; what matters is that the job is done* (Student 8).

*Yes, I will continue to write confidently on that theme because of the task at hand. Confidently writing difficult assignments will feel light and a little easy* (Student 18).

*I believe that writing is a learning process and challenges are part of it. Even though at first I may feel difficult or doubtful, by continuing to write, I can deepen my understanding of the theme. I saw it as an opportunity to develop my skills and overcome the discomfort of exploring new things* (Student 19).

*I don't always feel confident when faced with difficult themes. However, I believe that writing on this theme is an opportunity to develop my understanding and improve my writing skills. Continuing to write is an important step in understanding and overcoming difficulties* (Student 33).

Difficult themes in writing can lead to decreased student confidence, causing feelings of doubt and self-doubt. This discomfort can hinder clear and structured communication of ideas. Anxiety can arise when students feel they lack adequate understanding of the material. This uncertainty can slow down the writing process and even doubt overall

writing abilities. To overcome difficulties, students should develop strategies like seeking support from lecturers or peers, conducting in-depth research, and creating an outline to detail main ideas. This will help rebuild self-confidence and help students face difficult themes with confidence.

The researcher examined students' self-assurance when confronted with challenging writing topics and sought to identify the strategies they used to further enhance their confidence in writing. The researcher received the following responses:

5) How do you increase your confidence when doing difficult English writing assignments?

*I think the main key is to improve my understanding of the material. So, I usually start by doing deeper research to gather additional information to support my writing* (Student 2).

*By reading a lot of information about my topic, I'm sure that my writing will be good, and then don't forget to check the grammar on Grammarly* (Student 3).

*By exercising regularly and multiplying fun activities yourself* (Student 17).

*I increase my confidence when doing difficult English writing assignments. Do not ever think that your writing is correct or not. Because if you still think of that, it'll make you doubtful of your work. Ask your friends (bila perlu) to check if your writing is right; maybe it can help. With the validation from your friends, it'll make me feel more confident* (Student 19).

*By properly understanding what is required in the assignment, I feel more confident in developing arguments and organizing my ideas* (Student 31).

*I believe that seeking feedback from lecturers or peers is key. often, I share early drafts of my writing to get external perspectives and suggestions for improvement. Additionally, taking time to revise and edit my writing helps*

*improve the quality and confidence in the final product. By taking such steps, I feel more prepared and able to face difficult English writing assignments with greater confidence* (Student 33).

Based on the result of interview above, to boost writing confidence, students engage in intensive reading, conduct thorough research, and understand the writing topic thoroughly. Combining these steps can lead to higher-quality, more convincing works.

## B. Discussion

### 1. EFL Students' Self-Efficacy in English Writing Skill

#### a. Students' Ideation Ability in Writing

Students' literary ideation abilities are remarkable. They regularly show a high ability to generate fresh and original ideas. Their critical and innovative thinking abilities enable them to efficiently examine numerous issues and produce distinct viewpoints. Their writing demonstrates a thorough mastery of the topic area, as they can give well-supported arguments and offer insightful analysis. Overall, students' writing regularly demonstrates a high degree of conceptualization ability, which contributes to the quality and depth of their work. By evaluating the major elements and supporting facts, students may discover the core concept in writing. They may determine the core subject or message that the author is attempting to express by attentively reading the material. Students can also look for repeated words or phrases, as well as patterns or structures that may point to the core theme.[77] Students must critically assess the material

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[77] Rostanti Toba, Widya Noviana Noor, and La Ode Sanu, 'The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay', *Dinamika Ilmu*, 19.1 (2019), 57–73 <https://doi.org/10.21093/di.v19i1.1506>.

offered as well as consider the context in which it is delivered. Students may successfully discern the primary concept and better comprehend the aim of the writing by actively engaging with the text and asking questions.

Consequently, writing effectively is an important talent for students to possess because it has a big impact on both their academic and professional performance. In many fields and sectors, the ability to effectively communicate ideas and concepts through writing is crucial. Writing gives students the chance to express their thoughts clearly, show their critical thinking abilities, and present information in a structured and orderly way. It gives individuals the chance to be creative, analyze difficult subjects, and effectively communicate their ideas.[78] Writing also aids in the development of research abilities since students must compile and assess evidence to back up their claims. Students who improve their writing skills are better prepared to thrive in their academic endeavors and future employment. On the other hand, students possess the impressive capacity to summon a wide range of words and phrases in order to express their views through the medium of writing. When presented with an empty canvas of paper or a digital screen, their minds become a repository of valuable concepts ready to be transformed into written words. Students utilize the potency of language to communicate their ideas, thoughts, and insights, employing colorful adjectives to create imagery and exact nouns

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[78] Ridwan Arifin and others, 'Improving Law Student Ability on Legal Writing through Critical and Logical Thinking by IRAC Method', *Indonesian Journal of Advocacy and Legal Services*, 1.1 (2019), 107–28 <https://doi.org/10.15294/ijals.v1i1.33706>.

to give weight to their concepts.[79] Through every pen stroke or keystroke, they infuse vitality into their concepts, skillfully composing a harmonious arrangement of words that possess the ability to captivate, convince, and motivate. Their exceptional ability to articulate ideas verbally is evidence of their vivid imagination and capacity to influence the world through writing. The students at TBI IAIN Curup have commendable proficiency in generating innovative concepts. Students have an exceptional ability to produce a wide range of innovative ideas when it comes to writing. Their minds serve as fertile ground, fostering the growth and flourishing of creativity.[80] Students possess the ability to generate original and inventive ideas by drawing upon their imagination, whether it be for creating an engaging narrative, constructing a compelling argument, or composing a distinct poem. Every essay, report, or creative project they engage in presents a chance for them to demonstrate their capacity for innovative thinking and create something that is distinctly original. Within the domain of writing, students assume the role of innovators, designing a realm of language where their ingenuity is prominently displayed. [81] Finally, students have an inherent ability to accurately identify the optimal positions for their thoughts within the complex fabric of writing. Similar to pr oficient architects, they comprehend the significance of organization

[79] Fika Alisha, Nisfu Safitri, and Iman Santoso, 'Students' Difficulties in Writing EFL', *Pr ofessional Journal of English Education*, 2.1 (2019), 20–25.
[80] Paul Fyfe, 'How to Cheat on Your Final Paper: Assigning AI for Student Writing', *AI and Society*, 38.4 (2023), 1395–1405 <https://doi.org/10.1007/s00146-022-01397-z>.
[81] Rafael Ibán Segundo Marcos and others, 'Promoting Children's Creative Thinking through Reading and Writing in a Cooperative Learning Classroom', *Thinking Skills and Creativity*, 36 (2020), 100663 <https://doi.org/https://doi.org/10.1016/j.tsc.2020.100663>.

and structure. Each sentence, paragraph, and section is meticulously organized to guarantee a coherent and smooth progression of ideas.[82] Their writing is a purposeful arrangement of concepts, with each one carefully positioned inside the composition to form a harmonious and cohesive entirety. By employing this adept organization, students create compelling tales, articles, and arguments that engage and enlighten readers, showcasing their expertise in the skill of pr oficiently conveying ideas through writing.

b. **Students' Convention Ability in Writing**

The pr oficiency of students in writing plays a pivotal influence in their overall communication and academic achievement. Mastery of grammar, punctuation, and spelling not only improves the lucidity of one's written work but also demonstrates their meticulousness and dedication to achieving high standards. Possessing a firm command of conventions guarantees that one's thoughts are communicated with effectiveness, enabling their voices to be both heard and comprehended. According to research findings, the following factors suggest that students possess pr oficient convention skills in writing.

Students at TBI IAIN Curup are proficient in spelling words. Proficient spelling is an essential skill for students, since it forms the foundation for efficient communication. Precise spelling not only creates a feeling of expertise and meticulousness but also guarantees that their

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[82] A Sarani, M J Zarei, and H Navidinia, 'Effect of Online Flipped Classroom on Students' Writing Development at Senior High School', *Journal of English Language …*, 12.26 (2020), 495–515 <https://doi.org/10.22034/elt.2021.44600.2348>.

messages are unambiguous and easily understood. Proficient spelling skills in students foster self-assurance in their writing and enable their ideas to be expressed clearly, free from the hindrance of spelling mistakes [83] Proficiency in this talent is advantageous not only in academic pursuits but also in practical situations, as effective written communication plays a vital role in both personal and professional spheres. In the end, having the skill to accurately spell words gives students the power to communicate with accuracy and self-assurance.

In addition, the mastery of students in composing coherent, grammatically precise sentences and punctuating them with accuracy is a fundamental aspect of proficient communication. Proficiently constructing grammatically flawless sentences not only improves the lucidity of students' writing, but also demonstrates their commitment to excellence. Furthermore, the capacity to initiate paragraphs at appropriate junctures is crucial for effectively structuring one's thoughts and concepts, so establishing a consistent progression in their production. This skill is essential in academic endeavors, since it enables individuals to articulate intricate ideas with accuracy. Moreover, it provides them with a great instrument for practical use in real-life situations, where proficient written communication is a crucial advantage in both personal and professional settings.[84] Essentially, students who acquire proficiency in these skills are

[83] Beaty Novita Sari and Ingatan Gulö, 'Observing Grammatical Collocation in Students' Writings', *Teknosastik*, 17.2 (2019), 25 <https://doi.org/10.33365/ts.v17i2.325>.
[84] Anisa Rahmawati, 'An Analysis of the Students' Error in Writing Punctuation in Paragraph Writing at the Second Semester Students of English Education Department at Tarbiyah and

thoroughly equipped to thrive in their academic pursuits and triumph in the wider realm of communication.

c. **Students' Self-Regulation in Writing**

The capacity of students to sustain concentration during the writing process is a crucial aptitude that enables them to generate work of exceptional quality. By refining their focus, students can evade diversions and fully engage in the imaginative and cognitive process of writing. This not only improves the caliber and intricacy of their compositions but also empowers them to adhere to deadlines and accomplish assignments proficiently. The ability to concentrate is a major advantage in both academic and professional environments, where efficiency and the caliber of written output are much esteemed. Furthermore, it fosters discipline and a robust work ethic, qualities that can greatly benefit individuals throughout their academic pursuits and professional endeavors.[85] In the end, students who possess the ability to focus on their writing are more adept at articulating their thoughts logically and leaving a lasting impression with their language.

The students' capacity to swiftly commence writing tasks and remain composed despite frustration exemplifies their resilience and efficacy. Initiating assignments promptly showcases their proactive attitude to projects, enabling them to efficiently allocate their time and

Teachers Training Faculty of IAIN Ponorogo in the Academic Year 2019/2020' (STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO, 2020).

[85] McKinley Green, 'Smartphones, Distraction Narratives, and Flexible Pedagogies: Students' Mobile Technology Practices in Networked Writing Classrooms', *Computers and Composition*, 52 (2019), 91–106 <https://doi.org/https://doi.org/10.1016/j.compcom.2019.01.009>.

effortlessly achieve deadlines. Furthermore, their ability to regulate frustration throughout the act of writing demonstrates their flexibility and dedication to the writing process. This skill enables individuals to navigate through difficult situations when thoughts may not flow seamlessly or when the creative process faces impediments. Through maintaining composure and determination, students can generate work that is more polished and contemplative. Previous study stated that these attributes not only improve their academic success but also equip them for future challenges when persistence and calmness are extremely valuable characteristics. [86] In the end, students who can immediately initiate assignments and effectively manage dissatisfaction are more likely to achieve success in their academic and professional endeavors.

Finally, those who are able to establish writing objectives prior to commencing and persist through challenges have a praiseworthy commitment to their work. Prioritizing the establishment of explicit goals prior to writing guarantees a sense of direction, directing one's endeavors towards a particular result. [87] Adopting a mindset that is focused on achieving goals promotes writing that is more concentrated and structured. Moreover, their capacity to endure and overcome difficult situations demonstrates perseverance and resolve. Writing can be arduous, but students who persist even in the face of challenges not only enhance their

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[86] Ahdi Hassan and others, 'The Impact of Process Writing on the Language and Attitude of Pakistani English Learners', *Asian EFL Journal*, 27.43 (2020), 260–77.

[87] Matthias Nückles and others, 'The Self-Regulation-View in Writing-to-Learn: Using Journal Writing to Optimize Cognitive Load in Self-Regulated Learning', *Educational Psychology Review*, 32.4 (2020), 1089–1126 <https://doi.org/10.1007/s10648-020-09541-1>.

writing proficiency but also cultivate their problem-solving aptitude. Their strong desire enables them to overcome challenges and create work that is more polished and captivating. The fusion of defining goals and displaying tenacity not only improves their academic writing but also equips them for the demanding nature of professional and creative writing, where perseverance and distinct objectives are of utmost importance. [88] Essentially, students who establish writing objectives and persevere through challenges are on a trajectory towards attaining mastery in their written communication.

## 2. Student's Self Efficacy Problem in English Writing Skill

There are many factors that can influence how well students write in English. First, a person's personal beliefs about his or her writing abilities are very important. Students may experience decreased performance if they lack confidence in their abilities. In addition, the formation of self-efficacy is influenced by past experiences and feedback, both positive and negative. In addition, teaching methods and learning environments influence self-efficacy. Students' confidence in their writing abilities can be improved through a supportive learning environment and effective teaching approaches. Conversely, a lack of knowledge or resources can lead to self-doubt. Teng and Zhang stated that overcoming self-efficacy issues requires opportunities for success, constructive

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[88] Steve Graham and Karen R Harris, 'The Role and Development of Self-Regulation in the Writing Process.', in *Self-Regulation of Learning and Performance: Issues and Educational Applications.* (Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc, 1994), pp. 203–28.

feedback, and a changed mindset.[89] Building self-confidence can be achieved by encouraging students to set achievable writing goals and recognizing their progress. Additionally, peer feedback and collaborative activities increase self-efficacy. To understand and deal well with writing difficulties in English, an approach that includes various aspects is needed, including personal beliefs, past experiences, learning environment, and effective teaching methods.

Self-regulation and self-efficacy are clearly related. The ability to control and manage one's own thoughts, emotions, and behavior is called self-regulation, which is an important part of self-efficacy. Self-regulation in English writing involves students' ability to regulate their cognitive processes when writing assignments. If necessary, this includes setting goals, planning, tracking progress, and adjusting strategies. When students can control themselves effectively, this has a positive impact on their ability to write successfully. For example, if a student can control their emotions, such as controlling anxiety or frustration related to writing, this will foster more positive beliefs about their ability to write successfully. In the same way, increasing students' confidence in their writing abilities can be achieved by having the ability to track and change their writing methods according to feedback and their progress. In short, self-regulation is critical to self-efficacy because the ability to control cognitive and emotional processes directly influences a person's belief in their ability to write successfully.

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[89] Lin Sophie Teng and Lawrence Jun Zhang, 'Effects of Motivational Regulation Strategies on Writing Performance: A Mediation Model of Self-Regulated Learning of Writing in English as a Second/Foreign Language', *Metacognition and Learning*, 13.2 (2018), 213–40 <https://doi.org/10.1007/s11409-017-9171-4>.

Students' writing skills and self-confidence can be improved overall through efforts to control and succeed.

Students' self-regulation when writing in English includes their ability to control and control their cognitive, emotional and behavioral processes during the process. Incompetence in metacognitive skills causes difficulties for students to plan, monitor, and evaluate their writing well. Students may face difficulty in setting specific writing goals, organizing their thoughts, and creating a coherent structure. This can result in their writing not being clear and coherent. Additionally, incomplete or poorly edited drafts may result due to difficulty tracking progress and revising content.

In line with the findings of this research, an expert, Magno, also said that self-regulation problems are also influenced by emotional aspects. Students may have difficulty starting or completing writing assignments due to fear of failure.[90] Another common problem is how students best manage their time; they often procrastinate or have difficulty planning enough time for prewriting, drafting, revising, and editing. [91] To overcome this problem, educators can teach metacognitive strategies to their students by helping them write. Metacognitive awareness can be increased by encouraging self-reflection and goal setting. Creating a friendly, stress-free environment can help reduce emotional barriers.

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[90] Carlo Magno, 'Self-Regulation and Approaches to Learning in English Composition Writing', *TESOL Journal 1 TESOL Journal*, 1.December (2009), 1–16.

[91] Yaghoob Nami, Taraneh Enayati, and Maral Ashouri, 'The Relationship Between Self-Regulation Approaches and Learning Approaches in English Writing Tasks on English Foreign Language Students', *Procedia - Social and Behavioral Sciences*, 47 (2012), 614–18 <https://doi.org/10.1016/j.sbspro.2012.06.705>.

Students can also develop better self-regulation if given structured writing assignments with clear expectations and taught time management skills. Ultimately, building self-regulation in English writing requires cognitive, emotional, and behavioral control to give students the opportunity to take responsibility for their own learning.

Based on the results of questionnaires and interviews, it can be concluded that ideation, convention and self-regulation, as well as the ability to develop students' ideas in writing English can be said to be quite good. Students are able to develop their skills in every aspect of writing, even though in the writing process they often encounter several disturbances and difficulties, they still try to find a way out and avoid these disturbances in order to complete their writing assignments.

**CHAPTER V**

**CONCLUSION**

Conclusively, the students enrolled in the English Tadris Study Program at IAIN Curup demonstrate an exceptional degree of self-efficacy in their writing. Their capacity to establish explicit objectives, track their advancement, and adjust their approaches demonstrates a deep dedication to achieving excellence in language education and writing. This self-efficacy is essential not just for their academic achievement but also for their future responsibilities as instructors. By honing their writing skills, they are not only equipping themselves to be proficient communicators but also serving as inspiring role models for their prospective students. The commitment and self-discipline demonstrated by these students in their writing pursuits are evidence of their ability to have a long-lasting and beneficial influence on the field of education and language teaching.

Students' writing abilities in English are influenced by personal beliefs, past experiences, and effective teaching methods. Self-regulation, the ability to control thoughts, emotions, and behavior, is crucial for self-efficacy. Incompetence in metacognitive skills can lead to difficulties in planning, monitoring, and evaluating writing. Emotional barriers and procrastination can also contribute to self-regulation issues. To improve writing skills and self-efficacy, educators should teach metacognitive strategies, create a supportive learning environment, and provide structured assignments with clear expectations.

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# APPENDIX

**Appendix 1: Students' Ideation Ability in Writing Questionnaire Conversion**

| Subject | Statement Number | | | | | Score |
|---|---|---|---|---|---|---|
| | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | |
| Student 1 | 5 | 5 | 5 | 4 | 4 | 23 |
| Student 2 | 4 | 4 | 5 | 4 | 4 | 21 |
| Student 3 | 4 | 4 | 3 | 4 | 3 | 18 |
| Student 4 | 4 | 4 | 4 | 4 | 4 | 20 |
| Student 5 | 5 | 4 | 4 | 4 | 4 | 21 |
| Student 6 | 3 | 4 | 4 | 4 | 4 | 19 |
| Student 7 | 4 | 5 | 4 | 4 | 3 | 20 |
| Student 8 | 4 | 3 | 4 | 5 | 4 | 20 |
| Student 9 | 3 | 4 | 3 | 3 | 3 | 16 |
| Student 10 | 4 | 4 | 4 | 4 | 3 | 19 |
| Student 11 | 4 | 4 | 3 | 4 | 5 | 20 |
| Student 12 | 3 | 4 | 5 | 4 | 3 | 19 |
| Student 13 | 3 | 3 | 1 | 3 | 4 | 14 |
| Student 14 | 4 | 3 | 4 | 3 | 4 | 18 |
| Student 15 | 3 | 3 | 3 | 4 | 4 | 17 |
| Student 16 | 3 | 4 | 2 | 4 | 5 | 18 |
| Student 17 | 3 | 4 | 4 | 3 | 2 | 16 |
| Student 18 | 4 | 4 | 4 | 3 | 3 | 18 |
| Student 19 | 4 | 3 | 3 | 4 | 3 | 17 |
| Student 20 | 4 | 3 | 4 | 4 | 4 | 19 |
| Student 21 | 4 | 4 | 3 | 3 | 3 | 17 |
| Student 22 | 4 | 4 | 4 | 4 | 3 | 19 |
| Student 23 | 3 | 3 | 3 | 3 | 4 | 16 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Student 24 | 4 | 4 | 4 | 4 | 1 | 17 |
| Student 25 | 4 | 3 | 3 | 3 | 3 | 16 |
| Student 26 | 3 | 4 | 4 | 3 | 3 | 17 |
| Student 27 | 4 | 3 | 3 | 4 | 3 | 17 |
| Student 28 | 4 | 3 | 4 | 4 | 1 | 16 |
| Student 29 | 4 | 4 | 4 | 1 | 3 | 16 |
| Student 30 | 4 | 3 | 4 | 2 | 2 | 15 |
| Student 31 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 32 | 4 | 3 | 4 | 3 | 4 | 18 |
| Student 33 | 5 | 3 | 4 | 3 | 3 | 18 |

**Appendix 2: Students' Convention Ability in Writing Questionnaire Conversion**

| Subject | Statement Number | | | | | Score |
|---|---|---|---|---|---|---|
| | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | |
| Student 1 | 5 | 4 | 4 | 5 | 4 | 22 |
| Student 2 | 5 | 5 | 4 | 5 | 3 | 22 |
| Student 3 | 3 | 4 | 4 | 4 | 4 | 19 |
| Student 4 | 4 | 4 | 3 | 4 | 4 | 19 |
| Student 5 | 4 | 4 | 5 | 4 | 4 | 21 |
| Student 6 | 5 | 5 | 5 | 4 | 3 | 22 |
| Student 7 | 3 | 3 | 2 | 4 | 5 | 17 |
| Student 8 | 3 | 3 | 3 | 2 | 3 | 14 |
| Student 9 | 4 | 4 | 4 | 2 | 1 | 15 |
| Student 10 | 4 | 5 | 4 | 2 | 4 | 19 |
| Student 11 | 4 | 3 | 4 | 2 | 4 | 17 |
| Student 12 | 4 | 3 | 5 | 4 | 4 | 20 |
| Student 13 | 4 | 4 | 3 | 4 | 4 | 19 |
| Student 14 | 3 | 3 | 3 | 4 | 4 | 17 |
| Student 15 | 3 | 3 | 4 | 3 | 3 | 16 |
| Student 16 | 4 | 2 | 4 | 3 | 3 | 16 |
| Student 17 | 3 | 4 | 4 | 4 | 5 | 20 |
| Student 18 | 5 | 5 | 4 | 3 | 4 | 21 |
| Student 19 | 2 | 4 | 4 | 3 | 4 | 17 |
| Student 20 | 4 | 4 | 3 | 4 | 4 | 19 |
| Student 21 | 4 | 4 | 3 | 4 | 4 | 19 |

| | | | | | |
|---|---|---|---|---|---|---|
| Student 22 | 3 | 3 | 4 | 3 | 4 | 17 |
| Student 23 | 3 | 3 | 4 | 4 | 5 | 19 |
| Student 24 | 3 | 3 | 4 | 3 | 3 | 16 |
| Student 25 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 26 | 4 | 3 | 3 | 3 | 3 | 16 |
| Student 27 | 4 | 4 | 3 | 3 | 4 | 18 |
| Student 28 | 4 | 4 | 1 | 1 | 3 | 13 |
| Student 29 | 3 | 3 | 3 | 5 | 3 | 17 |
| Student 30 | 3 | 4 | 3 | 3 | 3 | 16 |
| Student 31 | 3 | 4 | 3 | 3 | 3 | 16 |
| Student 32 | 4 | 4 | 3 | 3 | 2 | 16 |
| Student 33 | 5 | 5 | 3 | 3 | 4 | 20 |

**Appendix 3: Students' Self-Regulation in Writing Questionnaire Conversion**

| Subject | Statement Number | | | | | | Score |
|---|---|---|---|---|---|---|---|
| | **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | |
| Student 1 | 5 | 5 | 3 | 4 | 4 | 5 | 21 |
| Student 2 | 4 | 4 | 3 | 4 | 4 | 5 | 19 |
| Student 3 | 4 | 4 | 3 | 3 | 4 | 3 | 18 |
| Student 4 | 4 | 3 | 3 | 5 | 3 | 4 | 18 |
| Student 5 | 3 | 4 | 2 | 3 | 3 | 4 | 15 |
| Student 6 | 3 | 5 | 3 | 3 | 4 | 2 | 18 |
| Student 7 | 4 | 3 | 4 | 4 | 5 | 4 | 20 |
| Student 8 | 2 | 3 | 3 | 2 | 3 | 3 | 13 |
| Student 9 | 4 | 4 | 3 | 2 | 4 | 3 | 17 |
| Student 10 | 4 | 4 | 2 | 5 | 3 | 5 | 18 |
| Student 11 | 2 | 3 | 4 | 4 | 4 | 4 | 17 |
| Student 12 | 3 | 4 | 4 | 2 | 4 | 4 | 17 |
| Student 13 | 5 | 3 | 3 | 4 | 4 | 3 | 19 |
| Student 14 | 3 | 4 | 3 | 4 | 3 | 2 | 17 |
| Student 15 | 2 | 3 | 2 | 1 | 3 | 4 | 11 |
| Student 16 | 4 | 3 | 3 | 2 | 4 | 4 | 16 |
| Student 17 | 4 | 4 | 5 | 4 | 4 | 3 | 21 |
| Student 18 | 4 | 3 | 5 | 2 | 2 | 4 | 16 |
| Student 19 | 4 | 4 | 2 | 2 | 4 | 3 | 16 |
| Student 20 | 3 | 3 | 4 | 4 | 4 | 4 | 18 |
| Student 21 | 3 | 4 | 3 | 2 | 3 | 3 | 15 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Student 22 | 2 | 2 | 4 | 4 | 1 | 5 | 13 |
| Student 23 | 4 | 3 | 3 | 4 | 4 | 1 | 18 |
| Student 24 | 2 | 3 | 4 | 3 | 3 | 4 | 15 |
| Student 25 | 3 | 1 | 3 | 2 | 3 | 3 | 12 |
| Student 26 | 2 | 3 | 5 | 3 | 3 | 3 | 16 |
| Student 27 | 4 | 2 | 3 | 4 | 4 | 4 | 17 |
| Student 28 | 2 | 2 | 4 | 3 | 3 | 5 | 14 |
| Student 29 | 2 | 2 | 3 | 5 | 2 | 1 | 14 |
| Student 30 | 5 | 2 | 4 | 2 | 3 | 4 | 16 |
| Student 31 | 3 | 3 | 3 | 2 | 3 | 4 | 14 |
| Student 32 | 4 | 3 | 4 | 3 | 5 | 3 | 19 |
| Student 33 | 4 | 5 | 4 | 3 | 5 | 3 | 21 |

## Appendix 4: Interview Transcript

Question: Within an hour, are you still able to concentrate on writing English?

*I find it difficult to stay focused. often, I'm tempted to check social media or something else, which makes me lose momentum in writing (Student 3).*

*Yes, I am. I was still able to concentrate on writing in one hour because, when I was writing, I played my favorite music and my favorite idol, so that always gave me the spirit to keep on writing (Student 4).*

*Several times I experienced a decrease in concentration. I think one of the main factors is fatigue. Many college students have busy schedules, and when they sit down to write for an hour, physical and mental exhaustion can cause concentration to suffer (Student 7).*

*One of the problems I often experience is interference from electronic devices, such as cellphones or laptops. Sometimes it's hard to resist the temptation to check messages or social media for an entire hour (Student 8).*

*of course, if writing only takes one hour, of course you can. If the sentences we write are not too many, it is most likely easy enough for us to concentrate on thinking (Student 13).*

*Yes, if I am in good concentration, I can able to write in one or two hours (Student 21).*

*Yes, within an hour I can concentrate on writing; more than that, I can't concentrate anymore (Student 23).*

*So, difficulty concentrating when writing is actually a common thing among students. One factor is the many distractions around (Student 33).*

Question: How long does it take you to do your English writing assignment?

*About 1 hour more, but using pauses or breaks (Student 15)*

*I need 5 hours to finish my assignment in writing (Student 17).*

*I usually do writing assignments, for example, essays, that take up to one day (Student 24).*

*Two hours or more, depending on the level of difficulty (Student 33).*

Question: What kind of distractions can hinder you from writing English? And how do you avoid these distractions?

*When there are many tasks at once. I find it difficult to prioritize and often get caught up in procrastination (Student 1).*

*One of my main distractions is social media. often I feel tempted to open Instagram or Twitter when I should be focusing on writing. Apart from that, notifications from chat applications also often break my concentration. But I try to time my social media usage and turn off notifications for a few hours while I'm writing. So, I focus more on work without distractions (Student 3).*

*I lacked concentration, and I tried my best to concentrate and focus again (Student 5).*

*My biggest distraction is my own laziness, so we have to fight the laziness within us and read more. If I'm writing, I'll play music according to the feelings I'm experiencing (Student 10).*

*I'm a person who gets bored easily, so the way I deal with it or ignore it when I write is to turn on my favorite music (Student 16).*

*I think what bothers me the most is the pressure of part-time work and other responsibilities outside of studies. often, my mind is divided between completing tasks and thinking about other work I need to complete (Student 23).*

*I feel gadgets and technology are the biggest distractions. Be it text messages, calls, or even game applications that make it difficult for me to focus. I usually use the "no disturb mode" feature on my phone when I'm writing. Apart from that, storing the device in a place out of reach of hands also helps (Student 27).*

*Sometimes I lose my concentration. To overcome these distractions, I will do other activities (Student 30).*

*Feeling lazy and unfocused (Student 31)*

Question: When in a writing assignment there is a theme that is difficult to work on, are you confident and keep writing with that theme? Why?

*Yes, there is nothing I can do because it is a task. Like it or not, I have to try to finish it. In this era, there are many applications or websites that can help us and make writing tasks easier, so don't worry (Student 7).*

*So, when I'm faced with a difficult theme, I don't always feel very confident. Sometimes, complicated themes can make me feel intimidated or even demoralized. However, usually I still try to continue writing with that theme (Student 11).*

*Yes, I have to be confident with that. And I keep writing with them confidently because it's important. I don't mind if it's right or wrong; what matters is that the job is done (Student 8).*

*Yes, I will continue to write confidently on that theme because of the task at hand. Confidently writing difficult assignments will feel light and a little easy (Student 18).*

*I believe that writing is a learning process and challenges are part of it. Even though at first I may feel difficult or doubtful, by continuing to write, I can deepen my understanding of the theme. I saw it as an opportunity to develop my skills and overcome the discomfort of exploring new things (Student 19).*

*I don't always feel confident when faced with difficult themes. However, I believe that writing on this theme is an opportunity to develop my understanding and improve my writing skills. Continuing to write is an important step in understanding and overcoming difficulties (Student 33).*

Question: How do you increase your confidence when doing difficult English writing assignments?

*I think the main key is to improve my understanding of the material. So, I usually start by doing deeper research to gather additional information to support my writing (Student 2).*

*By reading a lot of information about my topic, I'm sure that my writing will be good, and then don't forget to check the grammar on Grammarly (Student 3).*

*By exercising regularly and multiplying fun activities yourself (Student 17).*

*I increase my confidence when doing difficult English writing assignments. Do not ever think that your writing is correct or not. Because if you still think of that, it'll make you doubtful of your work. Ask your friends (bila perlu) to check if your writing is right; maybe it can help. With the validation from your friends, it'll make me feel more confident (Student 19).*

*By properly understanding what is required in the assignment, I feel more confident in developing arguments and organizing my ideas (Student 31).*

*I believe that seeking feedback from lecturers or peers is key. often, I share early drafts of my writing to get external perspectives and suggestions for improvement. Additionally, taking time to revise and edit my writing helps improve the quality and confidence in the final product. By taking such*

*steps, I feel more prepared and able to face difficult English writing assignments with greater confidence (Student 33).*

**Appendix 5 : Expert Validation for Self-Efficacy In Writing Skill**

## Appendix 5 : Expert Validation For Self Efficacy In Writing Skill

**Questionnaire**

Name :

Class :

Instruction: Below is a question with 5 choices. Choose one of the answers that best matches the situation by putting a cross (√) on the available statements.

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

| No | Factor and Item | SD | D | N | A | SA |
|----|-----------------|----|---|---|---|----|
| | **Ideation** | | | | | |
| 1 | I can think of many ideas for my writing | | | | | |
| 2 | I can put my ideas into writing | | | | | |
| 3 | I can think of many words to describe my ideas | | | | | |
| 4 | I can think of a lot of original ideas | | | | | |
| 5 | I know exactly where to place my ideas in my writing | | | | | |
| | **Conventions** | | | | | |
| 6 | I can spell my words correctly | | | | | |
| 7 | I can write complete sentences | | | | | |
| 8 | I can punctuate my sentences correctly | | | | | |
| 9 | I can write grammatically correct sentences | | | | | |
| 10 | I can begin my paragraphs in the right spots | | | | | |
| | **Self-regulation** | | | | | |
| 11 | I can focus on my writing for at least one hour | | | | | |
| 12 | I can avoid distractions while I write | | | | | |
| 13 | I can start writing assignments quickly | | | | | |
| 14 | I can control my frustration when I write | | | | | |
| 15 | I can think of my writing goals before I write | | | | | |
| 16 | I can keep writing even when it's difficult | | | | | |

Note: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

Adopted from (Bruning, Dempsey,& Kauffman, 2013)

# Interview

## *Ideas*

1. How is your ability to generate ideas in writing? Please Explain!
2. How is your ability to order your ideas in writing? Please Explain!
3. Is determining the idea to write is a difficult thing? Why?
4. Are you confident in putting ideas into writing? Why?
5. Do you have good ideas to write about something? Please Explain!
6. How do you find the right words to express your ideas? Please Explain!
7. How do you keep writing when your idea is stuck in the middle of writing process?

## *Conventions*

8. Are you able to choose the right sentences in writing English?
9. Are you sure your writing uses good writing? How can you find out if your writing is using the correct grammar?
10. How do you generate complete sentences and use a language's markers, for example, capitalization?
11. How do you use punctuation to express what is meant clearly in your writing?
12. Can you use the correct spelling of the words in your writing?

## *Self-Regulation*

13. Within an hour, are you still able to concentrate on writing English?
14. How long does it take you to do your English writing assignment?
15. What kind of distraction can hinder you in writing English? And how do you solve these distractions?
16. When a writing assignment has a theme that is difficult to work on, are you confident and keep writing with that theme? Why?
17. How do you increase your confidence in doing difficult English writing assignments?
18. How do you motivate yourself to write even when a topic is not interesting?
19. How do you manage your frustrations when your progress is slow in writing?
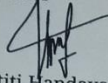
**Notes from Validator:**

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue color words or statements mean the validator's additional point for your instrument.

The red color means something that you need to revise or delete.

Curup, 24th of July 2023

Validator

Nastiti Handayani, M.Pd

## Appendix 6 : SK Pembimbing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI CURUP**
**FAKULTAS TARBIYAH**
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 721 Tahun 2022

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

| | | |
|---|---|---|
| Menimbang | : a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | 5. | Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | 7. | Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : 1. | Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 064/FT.2 /PP.00.9/TBI/2022 |
| | 2. | Berita Acara Seminar Proposal Pada Hari Kamis, 24 November 2022 |

**M E M U T U S K A N :**

| | | |
|---|---|---|
| Menetapkan Pertama | : 1. | Dr. Eka Apriani, M.Pd     19900403 201503 2 005 |
| | 2. | Hadi Suhermanto, M.Pd     19741113 199903 1 003 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

| | | |
|---|---|---|
| N A M A | : | **Lifmi Izatu Radiah** |
| N I M | : | **18551030** |
| JUDUL SKRIPSI | : | **An Analysis of EFL Student's Self Efficacy in Writing Skill at IAIN Curup** |

| | | |
|---|---|---|
| Kedua | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing 1 dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ; |

Ditetapkan di Curup,
Pada tanggal 20 Desember 2022
Dekan,

**Hamengkubuwono**

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

**Appendix 7 : SK Penelitian**

## SURAT PERMOHONAN PENELITIAN REKOMENDASI PENELITIAN

Assalamualaikum wr.wb
Salam Hormat
Saya yang bertanda tangan di bawah ini:

N a m a : Lifmi Izatu Radiah
No. Induk Mahasiswa : 18551030
Program Studi : Tadris Bahasa Inggris

Bersama dengan surat ini bermaksud mengajukan judul penelitian yang telah disetujui oleh dosen pembimbing 1 dan 2 untuk memenuhi tugas penelilitian dan karya tulis ilimiah (Skripsi).

Dengan judul penelitian sebagai berikut :

**EFL STUDENTS' SELF EFFICACY IN WRITING SKILL AT IAIN CURUP**

Maka dari itu, saya selaku mahasiswa program studi tadris bahasa inggris ingin mengajukan surat PENERBITAN REKOMENDASI IZIN PENELITIAN tepatnya di IAIN CURUP tahun 2022/2023.

Curup, 29 Desember 2022
**Mahasiswa**

**Lifmi Izatu Radiah**
NIM: 18551030
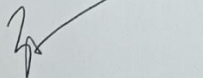
Mengetahui

Pembimbing 1

Pembimbing 2

**Dr. Eka Apriani, M.Pd**
NIP : 19900403 201503 2 005

**Hadi Suhermanto, M.Pd**
NIP : 19741113 199903 1 003

**Appendix 8 : Kartu Konsultasi**



**IAIN CURUP**

**KARTU KONSULTASI PEMBIMBING SKRIPSI**

NAMA : Litmi Bartu Radiah
NIM : 18551030
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : An EFL Students' Self Efficacy In Writing Skill At IAIN Curup

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

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**IAIN CURUP**

**KARTU KONSULTASI PEMBIMBING SKRIPSI**

NAMA : Litmi Bartu Radiah
NIM : 18551030
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : An EFL Students' Self Efficacy In Writing Skill At IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Dr. Eka Apriani, M.Pd
NIP. 19900403 201502 2 005

Pembimbing II,

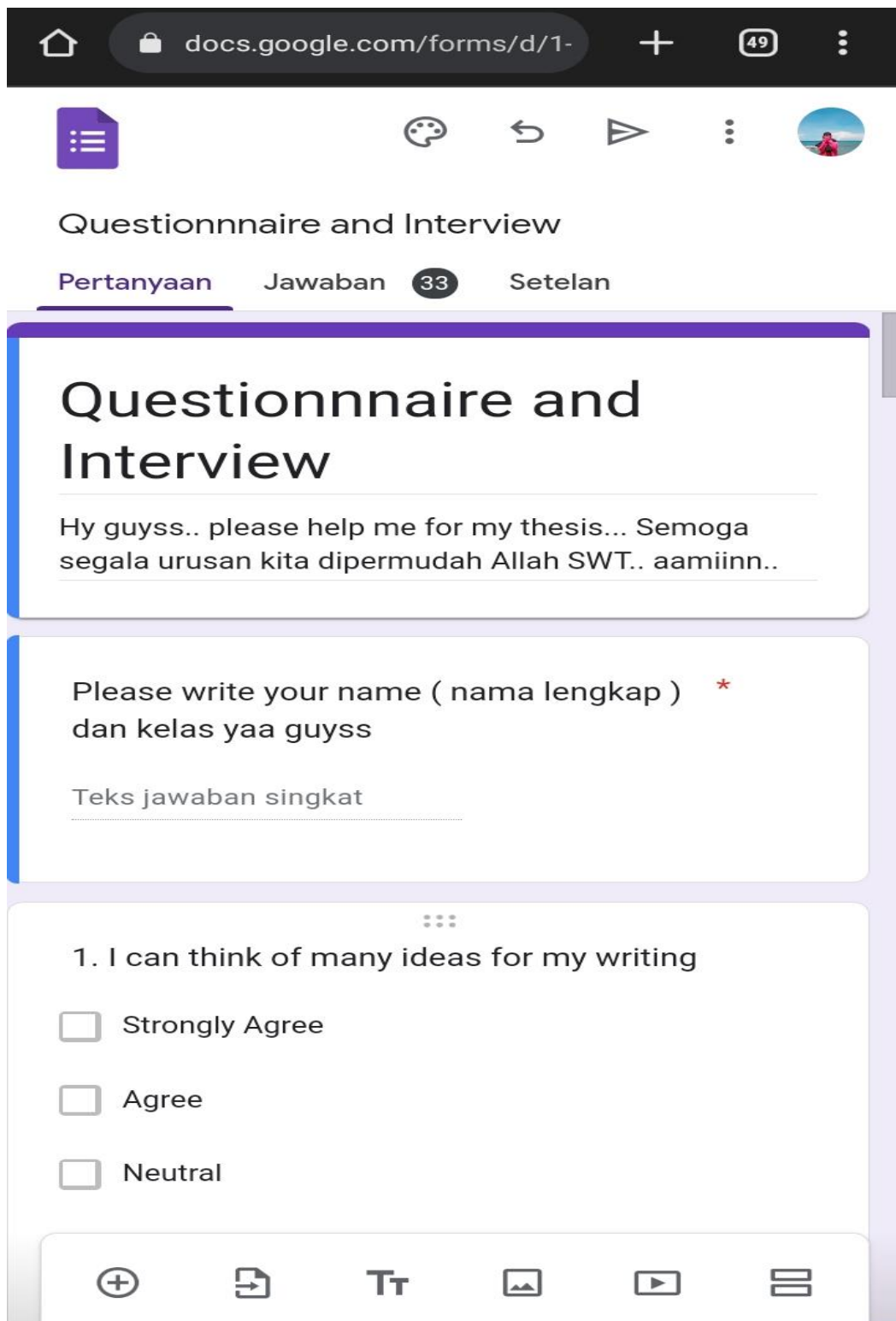Hadi Suhermanto, M.Pd
NIP. 1974 1113 199903 1 003

## IAIN CURUP

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|----|---------|--------------------------|--------------------|-----------------|
| 1 | 20/12 2022 | Menambah beberapa point di bab III. | | |
| 2 | 29/12 2022 | Merubah data analysis menjadi Questionnaire & Interview. | | |
| 3 | 05/01 202 | Seminar Proposal | | |
| 4 | 20/01 202 | Revisi Proposal | | |
| 5 | 26/10 | Revisi mengenai hasil penelitian | | |
| 6 | 21/11/23 | Revisi bab 4. | | |
| 7 | 18/12/23 | Revisi research question | | |
| 8 | 08/01/24 | Acc for Munaqasah | | |

## IAIN CURUP

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|---------|--------------------------|---------------------|-----------------|
| 1 | 20/12 2022 | Memperbarui references | | |
| 2 | 29/12 2022 | Memperbaiki penulisan yang belum rapih | | |
| 3 | 05/01 202 | Seminar Proposal dan memperbaiki Proposal | | |
| 4 | 23/01 23 | Revisi Proposal | | |
| 5 | 27/10 23 | Revisi Bab 3 dan 4. | | |
| 6 | 22/11/23 | Revisi hasil penelitian. | | |
| 7 | 19/12/23 | Revisi Bab 4. | | |
| 8 | 08/01/24 | Acc for munaqasah | | |

**Appendix 9 : Students' Test Sheet**

docs.google.com/forms/d/1-

Questionnnaire and Interview

Pertanyaan     Jawaban  33     Setelan

## 33 jawaban

Menerima jawaban

Ringkasan        Pertanyaan        Individual

Please write your name ( nama lengkap ) dan kelas yaa guyss

33 jawaban

ahlun naza

Andri Padli

Anassyah Ramadhani

Aprillia Mutmainatun Khasanah 19551009

Bimantara Hutama Putra

Aulia yurika 8c

Angga Dwio Mainata

Rania atiyah nabilla TBI 8A

# Questionnnaire and Interview

**Pertanyaan** **Jawaban** 33 **Setelan**

## 1. Is determining the idea to write is a difficult thing? Why ?

32 jawaban

In my opinion, determining the idea to write is an easy thing. Because i am often write down my own experience or my daily life in diary book, and i also have some stories that i make it by myself, that's why determining an idea to write is an easy thing.

no because if we have previously determined what ideas we will write, maybe that will make it easier for us to write the paragraphs we will work on

For some reason i think determine the idea is the difficult one ,cause sometimes we need some inspiratiom

no, as long as there is a will to think

Neutral, dont have many vocab

## 2. Are you confident in putting ideas into writing? Why ?

32 jawaban

# Questionnnaire and Interview

Pertanyaan     Jawaban  33     Setelan

## 2. Are you confident in putting ideas into writing? Why ?

32 jawaban

Yes, because when I write there I feel I can express the ideas that are in my head, which are related to what is in my heart, and related to the knowledge that I know so that I can convey these ideas through writing.

Yes, because everyone has a different side in their writing and has confidence in writing

Yes, because if we have many time, we can our ideas correctly

just be confident because we have to learn, it's okay if it's wrong.

Not really, coz i think my idea is not that great

yes, because that's my ideas

## 3. How do you keep on writing when your idea stuck in the middle of the road ?

32 jawaban