CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes: (1) the concept of correlation study; (2) the concept of self-efficacy; (3) the concept of writing; (4) writing achievement; (5) self-efficacy and writing achievement; (6) previous related studies; (7) research setting; (8) hypotheses; and (9) criteria of hypotheses testing.

2.1. The Concept of Correlation Study

Based on Johnson and Christensen (2012, p. 44), in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Lodico, Spaulding, and Voegtle (2010, p. 340).

Interval Coefficient	Level of Correlation
0 – 0.19	No or Weak Relationship
0.20 – 0.34	Slight Relationship
0.35 – 0.64	Moderately Strong Relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source: Lodico, Spaulding, and Voegtle (2010)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 326). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

2.2. The Concept of Self-efficacy

The construct of self-efficacy is a topic that first was introduced by Bandura. According to Bandura (1995, p. 2), self-efficacy is the beliefs in one's

capabilities to organize and execute the courses of action required to manage prospective situation.

Baron and Byrne (2000) who argued that self-efficacy is an individual assessment of ability or competence to perform a task, achieve an objective, and produce something. In addition, Schultz (1994) defined self -efficacy as our feelings about the adequacy, efficiency and our ability to cope with life.

Based on the opinion of the experts, it can be concluded that self efficacy is an individual's beliefs or beliefs about his ability to organize, perform a task, achieve a goal, produce something and implement actions to display a certain skill.

Later on, Schunk (2000) stated that individuals with high efficacy beliefs about their ability to successfully complete given tasks will generally perform well on these tasks while others with lower efficacy beliefs for specific tasks tend to become idle or give up when faced with these tasks. This indicates that the higher the sense of efficacy, the greater the effort, persistence, and resilience.

Bandura (1997, p. 24) contends that self-efficacy affect how people think of themselves: their level of motivation, their affective state and actions determined by what they think they are capable of rather than the reality of what they actually are. Bandura also states self-efficacy beliefs are "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances." (1986, p. 391). Furthermore, he viewed self-efficacy as people's beliefs about their abilities to exercise control over events that are likely to affect their lives, and their beliefs in their capabilities to put together

the motivation, cognitive resources, and other action needed to control task demands.

Self-efficacy affects learning and performance in three ways (Bandura, 1982):

1. *Self-efficacy influences the goals that employees choose for themselves*. Employees with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs.

2. *Self-efficacy influences learning as well as the effort that people exert on the job*. Employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Employees with low self-efficacy may exert less effort when learning and performing complex tasks, because they are not sure the effort will lead to success.

3. *Self-efficacy influences the persistence with which people attempt new and difficult tasks.* Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, employees with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface. In an extensive literature review on self-efficacy, Albert Bandura and Edwin

Locke (2003) concluded that self-efficacy is a powerful determinant of job performance.

2.2.1. Processes of Self-efficacy

Self-efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective, and selection processes.

a. *Cognitive processes*

The effects of efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. In performing its academic tasks, individuals set goals and objectives of behavior so that individuals can formulate appropriate actions to achieve those goals. The setting of personal goals is influenced by the individual's assessment of his cognitive abilities. Cognitive function allows individuals to predict the daily events that will result in the future. The assumption that arises on this cognitive aspect is the more effective the individual's ability in analysis and in practicing expressing personal ideas or ideas, it will support the individual acting appropriately to achieve the expected goal.

b. *Motivational processes*

Efficacy beliefs play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily

by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures. They mobilize the resources at their command and the level of effort needed to succeed.

c. *Affection processes*

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Affection is directed by controlling anxiety and depressive feelings that hinder the right mindset to achieve goals. The affection process is related to the ability to cope with the emotions that arise on oneself to achieve the expected goals. The individual's belief in his ability to influence the level of stress and depression experienced when faced with difficult or threatening tasks. Individuals who believe they are capable of controlling the threat will not arouse an intrusive mindset. Individuals who do not believe in their abilities will experience the anxiety of not being able to manage the threat.

d. *Selection processes*

In this process, destinies are shaped by selection of environments known to cultivate certain potentialities and life-styles. People avoid activities and environments they believe exceed their coping capabilities. But they readily undertake challenging activities and

select environments they judge themselves capable of managing. By the choices they make, people cultivate different competencies, interests, and social networks that determine their life courses.

2.2.2. Sources of Self-efficacy

Bandura (1997, p. 149) has identified four principal sources of self-efficacy: past performance, vicarious experience, verbal persuasion, and emotional cues. These four sources of self-efficacy are shown in Figure 1.
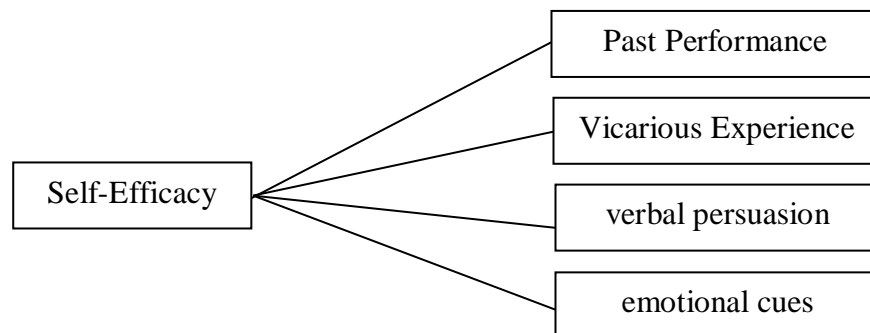

Figure 1. Sources of self-efficacy.

1. Past Performance

According to Bandura, the most important source of self-efficacy is past performance. Employees who have succeeded on job-related tasks are likely to have more confidence to complete similar tasks in the future (high self-efficacy) than employees who have been unsuccessful (low self-efficacy). Managers or supervisors can boost self-efficacy through careful hiring, providing challenging assignments, professional development and coaching, goal setting, supportive leadership, and rewards for improvement.

2. Vicarious Experience

A second source of self-efficacy is through vicarious experience. Seeing a co-worker succeed at a particular task may boost your self-efficacy. For example, if your co-worker loses weight, this may increase your confidence that you can lose weight as well. Vicarious experience is most effective when you see yourself as similar to the person you are modeling. Watching LeBron James dunk a basketball might not increase your confidence in being able to dunk the basketball yourself if you are 5 feet, 6 inches tall. But if you observe a basketball player with physical characteristics similar to yourself, it can be persuasive.

3. Verbal Persuasion

The third source of self-efficacy is through verbal persuasion. Essentially this involves convincing people that they have the ability to succeed at a particular task. The best way for a leader to use verbal persuasion is through the *Pygmalion effect*. The Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true.

4. Emotional Cues

Finally, Bandura argues that emotional cues dictate self-efficacy. A person who expects to fail at some task or finds something too demanding is likely to experience certain physiological symptoms: a pounding heart, feeling flushed, sweaty palms, headaches, and so on.

The symptoms vary from individual to individual, but if they persist may become associated with poor performance. Self-efficacy has been related to other motivation theories. Edwin Locke and Gary Latham suggest that goal-setting theory and self-efficacy theory complement each other. When a leader sets difficult goals for employees, this leads employees to have a higher level of self-efficacy and also leads them to set higher goals for their own performance

It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self-doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities. Bandura (1994, p. 71) states that

> People who have a heightened sense of self-efficacy
> see challenging problems as tasks to be mastered, rather than
> threats to be avoided. Such an efficacious outlook fosters
> intrinsic interest and deep engrossment in activities. They set
> themselves challenging goals and demonstrate a stronger
> sense of commitment to them. They quickly recover their
> sense of efficacy after failures or setbacks.

Self-efficacy has powerful effects on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe they will be able to perform successfully (Lunenburg, 2011, p. 1). Based on Bandura (1994, p. 71), people who have a low sense of self-efficacy they avoid difficult tasks and view them as personal threats. They have a weak

commitment to their goals and believe that difficult tasks and situations are beyond their capabilities. When they faced with difficult task, they dwell on personal failings and negative outcomes, rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties and easily develop depression and stress. The level of a person's self-efficacy beliefs can have a positive or negative effect on achievement. According to Tripathi (2013, p. 37), the students with low self-efficacy do not have self confidence that they can achieve any goals with their abilities, nor they expect to do well in any condition. They don't believe that they may complete any task well, consequently they don't try. Thus, students with poor self-efficacy have disappointing results in the learning process.

2.2.3. Dimensions of Self-efficacy

Bandura (1997, p. 203) argue that self-efficacy has three dimensions, they are *magnitude*, *strength*, and *generality*.

a. *Magnitude*, the level of task difficulty a person believes she can attain.

b. *Strength,* the conviction regarding magnitude as strong or weak.

c. *Generality,* the degree to which the expectation is generalized across situations.

2.2.4. Characteristic of High and Low Self-efficacy

People who have a heightened sense of self-efficacy (Bandura, 1994, p. 71;

a. They see challenging problems as tasks to be mastered, rather than threats to be avoided.

b. They set themselves challenging goals and demonstrate a stronger sense of commitment to them.

c. They quickly recover their sense of efficacy after failures or setbacks.

d. They believe they will be able to perform successfully (Lunenburg, 2011, p. 1).

People who have a low sense of self-efficacy (Bandura, 1994, p. 71);

a. They avoid difficult tasks and view them as personal threats.

b. They have a weak commitment to their goals.

c. They believe that difficult tasks and situations are beyond their capabilities.

d. When they faced with difficult task, they dwell on personal failings and negative outcomes, rather than concentrate on how to perform successfully.

e. They slacken their efforts and give up quickly in the face of difficulties and easily develop depression and stress.

2.3.The Concept of Writing

There are several definition of writing that can be studied, Harmer (2004, p. 3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning. Then, Mora-Flores (2009, p. 12) argue that writing is a process by which we transfer our thinking, our ideas, and our experiences into writen form. It is not

only the combination of letter, which relate to the sounds when people speak, but writing is more than production of these graphic symbols. Harmer (2001, p. 154) also states that writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities. While Meyers (2005, p. 2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping also revising them. In writing, the students are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007, p. 35)

According to Ghabool (2012, p. 134), writing is an intentional, social communication that involves literacy as well. Writing is also defined as a way of using letters and symbols to represent sounds and words of a language. It is also required to expressed, elaborate, and communicate thoughts, feelings, ideas, and information. Torrannce, Waes and Galbraith (2007, p. 2) define writing as a higher mental process involved in creating a permanent and extended text, which is adapted to an absent readers' needs and which satisfies the writer's communicative goals. Therefore, writing can be defined as an intentional social communication to express, elaborate, and communicate thoughts, feelings, idea and information that involves literacy by using letters and symbols to represent sounds and words of a language. Moreover, Haynes & Zacarian (2010, p. 91) states that learning to write involves being able to communicate and convey ideas meaningfully. Based on the definition above, it can be said that writing is process transferring idea into the paper and as tools of communication in written form.

A students's writing is not only used to evaluate the English proficiency, but also to assess the understanding of other subjects such as social studies, law, economics, and physical and natural sciences. Moreover, writin has been considered as a supporting skill which was previously done to reinforce the grammar acquisition, support the memorization of language structures and emphasize, lately, on even oral proficiency as in grammar-translation, audio lingual and communicative methods respectively (Laqaei, 2015, pp. 179-180). Writing is also considered as an important part of almost all university level courses (Razaei & Lovorn, 2010, p. 19).

2.3.1. The Importance of Writing

Based on Richards and Rinandya (1996, p. 303), writing allows people to express themselves personally and publicly, to communicate with others, to gather and clarify information, to explore our thoughts and feelings, to document and transmit our findings and to exercise our rights and duties as citizens. It means that Writing allows students to express their ideas, develop essential critical thinking skill, and enhance their cognitive functioning. Lee and Tajino (2008, p. 3) argue that academic writing not only develops the writing skills of students but also turns students into more critical and perspective readers of their own work and the work of other. There is no doubt that writing is the most difficult skill to be mastered for learners. Besides that, writing ability is more demanding than other language skills.

2.3.2. Stages in Writing

There are some stages in writing process. Harmer (2004, pp. 4-5) suggests that the process of writing has four main elements:

1. Planning

   Experienced writers plan what they are going to write. The writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of writing (how it is laid out, paragraphs, structure, etc). Thirdly, writers have to consider the content structure of the piece, facts, ideas, or arguments which they have decided to include.

2. Drafting

   In this stage, the students write the rough draft or the first draft with a hope it can be revised later to make it better and well organized. We can refer to the first version of a piece of writing as a draft.

3. Editing

   Once writers have produced a draft they than, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear and written is confusing or ambiguous meaning from the sentences, and they can check the structure of the sentences.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing process. But the writer is now ready to send the written text to its intended audience.

2.4. Writing Achievement

Achievement is something which becomes the studennts' target and goal that can be reached at a good level at the end of learning (Yuliana, 2014, p. 21). Achievement in the second language learning means the reached target that can be achieved by the learner in certain skill, for example writing, writing achievement is the ability in combining some words become sentence by having writing test. Wijaya (2014, p. 35) argue that writing achievement is the students' ability in expressing their ideas, thoughts, and feeling in writing that is measured by a writing test. In this study, students' writing achievement is the result of writing achievement test of the eighth grade students of SMP Negeri 28 Palembang in the academic year 2016-2017.

2.5. Self-Efficacy and Writing Achievement

Flores (2013, p.2) states that self-concept and self-efficacy beliefs as constructs would have an equal impact on the students' writing performance because both involve students' belief in their capabilities and attitude required to

attain a given task. Moreover, Bandura (1994) mentions that students who evaluate themselves as poor writers tend to perform being reluctant to engage in writing works and making brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing task at a higher standard. It means that self-efficacy affect the performance of someone's writing.

Based on Pajares (1995, p. 15), students' self-efficacy perceptions were strong predictors of their writing performance. Bandura (1994) argue that students who evaluate themselves as poor writers tend to perform being reluctant to engage in writing works and making brief or incomplete pieces of writing while students with higher self-effcacy have been found to complete writing tasks at a higher standard. In addition, Maguire, Reynolds, & Delahunt (2013, p. 1112) state that a student who has high self-efficacy for academic writing is likely to try hard to improve his or her writing and to persist even in the face of setbacks.

Furthermore, Pajares (2003, p. 148) also states that writing self-efficacy, perceived value of writing, writing apprehension, self-efficacy for self-regulation, and previous writing performances correlated with the writing achievement of students from elementary school to college. Moreover, Pajares and Valiente (2001) also investigated students' writing self-efficacy and found that the students' self-predictions significantly predicted their writing performance; furthermore, they found that their self-efficacy beliefs directly influenced their anxiety about the task of writing.

Shah, Mahmud, Din, Yusof, & Pardi. (2011, p. 8) believes that individuals who hold positive perceptions of themselves as good writers are more likely to pursue opportunities to write, expend more effort during their writing process and demonstrate greater persistence in seeking writing competence generally; thus, a high sense of self-efficacy or agency is likely to contribute to the production of good-quality writing, as opposed to low-efficacy.

Pajares (2003) says that sometimes, self-efficacy belief can be low and over inflated levels which can disturb the learning process. Students with low self-efficacy will have the problem in their learning if they do not apply effort to believe that they can master the task. Students with over inflated levels of self-efficacy have the risk of being overconfident and not employing the appropriate means needed to be successful, such as they may not take time to learn proper structure, format, and rules for their writing tasks.

Moreover, Lavelle (2006) states that students with a high level of writing self-efficacy possess strong confidence in writing ability. Those who have a reduced or low level of writing self-efficacy do not have sufficient confidence in the writing skill. Therefore, individual with high level of writing self-efficacy view difficult writing tasks a challenge and work accordingly to resolve the problems that they face.

So, it is almost imperative to ensure the cognitive, behavioral and motivation engagement of students which is facilitated by increased writing self-efficacy in teaching of writing skill.

Pajares (2003, p.143) argue that there are three ways of measuring writing self-efficacy:

1) Assessing students' confidence that they possess specific writing skills such as their grammar usage, composition, and mechanical writing.

2) Assessing students' confidence in completing writing tasks such as writing term paper, authoring a short fiction story, or writing a description about something.

3) Using items providing a rating of students' belief in form of A, B, C, and D according to their language class.

In this research, the researcher asks the students to describe people, something, and animal in form of descriptive text.

2.6. Previous Related Studies

Williams (2012) investigated third grade students' writing attitudes, self-efficacy beliefs, and achievement. The first objective of this research is an investigation of the effectiveness of an intervention designed to improve writing attitudes, self-efficacy beliefs, and achievement. The second objective is an examination of the relation between those constructs. Participants were given the Writing Attitude Survey, a writing skills self-efficacy scale, and a short writing assessment. Further, 50% of the participants participated in an intervention designed to increase positive writing attitudes, self-efficacy beliefs, and achievement. The study found a significant positive relation between writing self-

efficacy and attitudes. The intervention was found to have no effect on the self-efficacy, attitudes, or performance of participants.

Furthermore, Mahyudin, Elias, Cheong, Fauzi, Noordi and Abdullah (2006) . A descriptive-correlational study was conducted on 1,146 students from eight secondary schools in the Petaling district, Selangor. The instruments used to measure self efficacy were the Self Efficacy Scale developed by Bandura (1995) and the Self Efficacy Scale developed by Kim and Park (1997). The findings showed that 51 percent of students had high self efficacy while 48 percent showed low self efficacy. Correlational analysis showed positive correlations between several dimensions of self efficacy that is, academic achievement eficacy (r = 0.48, p = 0.001); other expectancy beliefs; and self assertiveness with academic performance in English language. In conclusion, achievement in English language will improve when students have high self efficacy in the language. The implications are discussed in relation to teaching and learning within the school settings.

Hindi (2015) conducted a the correlation between law college students' self-efficacy and their writing achievement in English language. This study investigated, the correlation between law college students self-efficacy and their writing achievement in English language. The sample of 40 students are randomly chosen from forth stage, law department, college of law and political sciences, Diyala university, in addition to 30 students who represent the pilot study. The students asked to answer the self-efficacy scale for writing and to be compared with their writing achievement. By using certain statistical methods, such as t-test

formula, Pearson correlation coefficient, Alpha Cronbach correlation coefficient, and spss. According to the study results above, first, there is a significant positive correlation between law students' self-efficacy and their achievement in writing. The second, there is no significant difference as for self- efficacy and writing achievement between male and female students. The last, when comparing the mean score of self-efficacy grades with the theoretical mean, it shows that law students have efficacy beliefs in their writing capabilities.

Wening (2016) conducted a the correlation between students' self-efficacy and their writing achievement of second grade at SMAN 1 Kalirejo. The sample of this study numbering of 28 students was taken by intact group technique. The research was done in two meetings. In the first meeting, the students were asked to fulfill the questionnaire related to their self-efficacy. In the second meeting, the researcher asked them to make a recount text about their personal life. The result of this research showed that there was a positive correlation between students' self efficacy and their writing performance. It could be seen that the coefficient correlation is higher than critical value of r-table (0.495>0.374). Therefore, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is a significant correlation between students' self-efficacy and their writing performance. From the data, it can be concluded that there was a positive correlation between students' self-efficacy and their writing performance.

Ere (2013). conducted a the correlation between students' writing self-regulatory efficacy and their writing achievement in English. In addition, it is

aimed to examine whether students' department, gender and type of high school they graduated have a role in their writing self-regulatory efficacy and writing achievement in English. This study was design as a quantitative research. The participants of the study were 171 Preparatory Class students of English Translation and Interpretation (ETI) and English Language Teaching (ELT) Department at The School of Foreign Languages, Trakya University in 2011-2012 Academic Year. The study discussed a moderate positive relationship, which was statistically significant, was revealed between students' writing self-regulatory efficacy and their writing achievement in English. This result indicated that writing achievement is related to writing self-regulatory efficacy, and students with higher writing self-regulatory efficacy tend to have better writing achievement. It was positive relationship between sefl-efficacy and writing achievement.

Chea (2014), examined writing self-efficacy, writing goal orientation, and writing achievement among (N = 244) Cambodian university students studying English as a foreign language. Most studies of the relationships among these motivational constructs have been conducted in western contexts, and the findings of those studies might not be generalizable to Asian students. The study investigated the relationships between writing self-efficacy, writing goal orientation, and writing achievement. Pearson Product-Moment Correlations showed that writing self-efficacy was related to writing mastery and performance-avoidance goal orientations. All writing goal orientation measures were related

positively. Both writing self-efficacy and writing mastery goal orientation were shown to have positive correlations with writing achievement.

2.7. Research Setting

2.7.1. History of SMP 28 Palembang

SMP Negeri 28 Palembang was exist on 20th of November 1984. Then, In November 2011, thus school got the certificate A from Badan Akreditasi Sekolah Nasional.

2.7.2. Location

SMP Negeri 28 Palembang is located on Jalan T.P.H Sofyan Kenawas, RT 16 RW 5, Gandus, Kota Palembang, South Sumatera 30149.

2.7.3. Vision and Mission

Vision :

To realize a achiever school, have a character, virtuous, and have environmental insight.

Mission :

1. Implementing an effective, innovative and fun in learning process based on the environment.

2. Encourage the students to improve their academic and non academic achievement.

2.7.4. Teachers' Condition

There are 41 schools' member in SMP Negeri 28 Palembang which consist of 34 teachers, 12 men and 22 women and 6 administration staff and 1 security. The details shown below :

No.	Name	Position	Subject
1.	Tugiyo, S.Pd.,M.Sn	Head Master	Art
2.	Aradi, S.Pd.	Curriculum Vice	Mathmatic
3.	Desi, S.Pd.	Teacher	Indonesia
4.	M. Ade Rizki, S.Pd.	Teacher	Art
5.	Eko Imanto, S.Pd.	Teacher	Sport
6.	Margi Sri Rahayu, S.Pd.	Teacher	History
7.	Afriawansyah, S.Pd.	Teacher	Sport
8.	Aprida, S.Pd.	Teacher	History
9.	Laswita , S.Pd.	Teacher	Al-Islam
10.	Periandi, S.Pd.	Teacher	Mathmatic
11.	Wildah, S.Pd.	Teacher	Art
12.	Nurlaili, S.Pd.	Teacher	English
13.	Dwi Fitrianti, S.Pd.	Teacher	Biologiy
14.	Yeni Citra Uci, S.Pd.	Teacher	English
15.	Noprianti, S.Pd.	Teacher	Mathmatic
16.	Catur Adi Wardana, S.Pd.	Teacher	Physics
17.	Kartini, S.Pd.	Teacher	Al-Islam/BTQ
18.	Irian Herman, S.Pd.	Teacher	Sport
19.	Aminah Nurhasanah, S.Pd.	Teacher	English
20.	Tri Sumarjawati, S.Pd.	Teacher	Biology
21.	Usaman, S.Pd.	Teacher	Civics
22.	Leni Yuliana, S.Pd.	Teacher	English
23.	Patimawati, S.Pd.	Teacher	Economy/Akunt.
24.	Ana Zakia, S.Pd.	Teacher	English
25.	Ma'anah, S.Pd.	Teacher	Art
26.	Tina Hariani, S.Pd.	Teacher	Indonesia
27.	Imam Sofwan, S.Pd.	Teacher	English
28.	Hurusteti, S.Pd.	Teacher	Biology
29.	Ratnawati, S.Pd.	Teacher	Mathmatic
30.	Fera Yulianti, S.Pd.	Teacher	History
31.	Susmala, S.Pd.	Teacher	Indonesia
32.	Nelly Mahmudah, S.Pd.	Teacher	Indonesia
33.	Muhammad Yudianto, S.Pd.	Teacher	History
34.	Elvis Pusley, S.Pd.	Teacher	BK
35.	Indah Lestari, S.Pd.	Teacher	Biology
36.	Achmad Dairobi	administration staff	-

37.	Parlindungan Sinaga	administration staff	-
38.	Shelly Novriana	administration staff	-
39.	Sri Atika	administration staff	-
40.	Fitri Anggraini	administration staff	-
41.	Hajarni	Security	

2.7.5. Students' Condition

There are 643 students in SMP Negeri 28 Palembang divided in 3 levels and 17 class, shown below :

Table 1. Students in SMP Negeri 28 Palembang

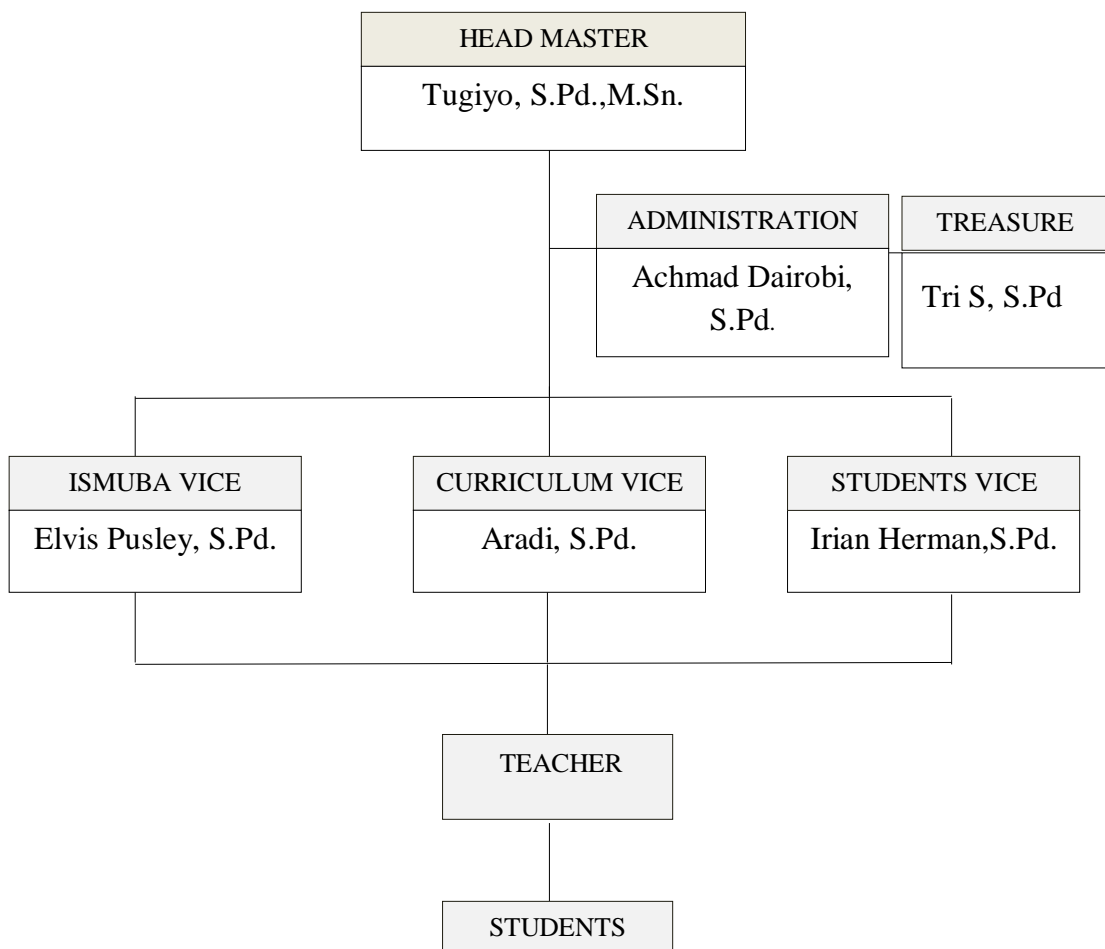| No | Class | Total Class | Number of students | | Total |
			Male	Female	
1	VII	6	112	109	221
2	VIII	6	115	113	228
3	IX	5	105	89	194
	Total	17	332	311	643

2.7.6. Infrastructure

The infrastructure in SMP Negeri 28 Palembang is complete enough. There are 17 class, 1 lab, 1 library, 1 extracurriculr room, 1 canteen, 1 headmaster office, 1 teachers' office, mosque, 2 mens' toilet, 2 womens' toilet, and 1 Multimedia class.

2.7.7. Curriculum

In academic years 2016/2017, SMP Negeri 28 Palembang use KTSP Curriculum as their reference. School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is a curriculum which gives the schools independency in designing, developing, and implementing the curriculum based on their own situation, condition and potential. There are principles that should be considered in developing curriculum based on KTSP (1) oriented in potential , development,

needs and importance of students (2) varied and integrated (3) responsive to science, technology and art (4) relevant to life needs (5) general and continued (6) long life learning (7) balanced with national and local needs. In developing curriculum and syllabus, the school should refer to the guidance which is conducted by The Committee of Educational National Standard or BNSP (Badan Nasional Standar Pendidikan) . BNSP develops Content Standard (Standar Isi) and Graduate Competence Standard (Standar Kompetensi Lulusan) which includes basis framework and curriculum structure as the principle in developing the curriculum.

2.7.8. Organization Structure

HEAD MASTER
Tugiyo, S.Pd.,M.Sn.

ADMINISTRATION	TREASURE
Achmad Dairobi, S.Pd.	Tri S, S.Pd

ISMUBA VICE	CURRICULUM VICE	STUDENTS VICE
Elvis Pusley, S.Pd.	Aradi, S.Pd.	Irian Herman,S.Pd.

TEACHER

STUDENTS

2.8. Hypotheses

The hypotheses of this study are proposed in the form of null and research hypotheses below:

1. H_0: There is no significant correlation between self-efficacy and writing achievement of eighth grade students of SMP Negeri 28 Palembang.

   H_1: There is significant correlation between students' self-efficacy and their writing achievement.

2. H_0: There is no significantly influence of self-efficacy to writing achievement of eighth grade students of SMP Negeri 28 Palembang.

   H_1: There is significantly influence of students' self-efficacy to their writing achievement.

2.9. Criteria of Hypotheses Testing

To test the hypothesis above, the researcher used these criterions by Creswell (2012, p. 188-189):

1. - If p-value is higher than 0.05 ($p > 0,05$), the level of significance is 5%, H_o is accepted and H_a is rejected.

   - If p-value is lower than 0.05 ($p > 0,05$), the level of significance is 5%, H_o is rejected and H_a is accepted.

2. - If the significant coeficient correlation is equal to 0.49, H_o is rejected and H_a is accepted.

   - If the significant coeficient correlation is not equal to 0.49, H_o is accepted and H_a is rejected.