

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) research problems, (3) research objectives and (4) research significances.

1.1. Background

In English, listening, speaking, reading, and writing are the four basic skills that are taught and learned as those skills are interconnected and cannot be learned independently. Dash and Dash (2007) mentioned that reading, speaking, listening, and writing were the four basic abilities that should be taught when studying English. One's language communicative proficiency in the target language would be determined by their mastery of language skills (Uma & Ponnambala, 2001). Therefore, all of those skills are very important, by learning and practice, students will know the difficulties they face in English to know the quality of their skill.

In addition, among the four skills, writing ability makes a significant contribution to the literary world. Brown (2004) stated that writing ability had become increasingly important in today's worldwide literature. In addition, writing is an activity carried out to communicate ideas or messages to others. Writing was the mental process of generating ideas, deciding how to convey them, and structuring them into coherent statements and paragraphs for a reader to understand (Nunan, 2003). Thus, writing is a method of communication that takes place through the written media, it means that people may successfully communicate their ideas, thoughts, opinions, and feelings through writing.

However, writing is often considered difficult by students. Hidayati (2018) writing difficulty is one of the biggest problems affecting native English speakers and many students who learn English as a foreign language around the world. The statement follows the theory from Hensel (2008) that the student's most challenging skill is writing skill. The most challenging skill for EFL students to master is collecting information because of it required not only the generation and organization of ideas, but also the translation of those ideas into readable text (Richards & Renandya, 2002). Therefore, students should work to enhance their writing skills and employ the necessary strategies to do so.

The realization of individual creativity cannot be separated from internal factors that can influence it. Self-efficacy or belief in one's ability to become one of the internal factors that affect individual creativity especially in writing. Bandura (1995) found that self-efficacy refers to one's belief in one's ability to plan and carry out the actions necessary to deal with a potential situation. However, self-efficacy is different from self-confidence. Bandura (1997) distinguished between self-efficacy and self-confidence, that the term confidence lacked a target of certainty, whereas self-efficacy targets perceived competence in a given behavior. In shorts, self-efficacy represents both “affirmation of capability and strength of that belief” while confidence reflects only strength of certainty about a performance or perception. Santrock (2007) mentioned that statement like *“I know that I can learn the material”* and *“I believe I can complete this activity well”* would be supported by people with strong self-efficacy. While students with weak self-efficacy tended to avoid the difficult situation and incompleted the

difficult task (Ahmed, et al., 2011). In short, students with strong self-efficacy beliefs are better able to encourage themselves and enhance their ability in organizing and completing writing tasks thoroughly, which helps them sustain good writing achievement.

Self-efficacy was a self-evaluation of one's ability to function in specific settings (Alwisol, 2006). In learning activities, self-efficacy is associated with the ability to overcome problems in learning related to learning achievements that have been achieved. If it tends to be successful, it can be said that they are capable in the learning process. Self-efficacy is very important, if self-efficacy is high, people will be able to maximize their potential. This is supported by the study from Yaman (2015) at Bahcesehir University Istanbul Turkey, the result indicated that students with low self-efficacy were inclined to believe that intelligence is inherent and cannot be changed. It also indicated that students with high self-efficacy preferred mastery goals, which entailed challenges and new knowledge, as well as performance goals that comprised good grades and surpassing others. Additionally, a hierarchical multiple regression analysis revealed that effort-regulation, self-efficacy, and help-seeking explained 21% of the variance in GPA. It was also found that the relationship between self-efficacy and GPA was partially mediated by effort-regulation. Additionally, on account of the fact that students with self-efficacy were able to analyze and control their impulses and thrive in the face of challenges, they excelled academically. Furthermore, the research conducted by Muhyadin, et al. (2006) entitled "*The Relationship between Students' Self efficacy and their English Language Achievement*" which indicated

that self-efficacy had a positive correlation with English achievement results. It can be concluded that the aspect of life that is influenced by self-efficacy is achievement.

Based on the preliminary study conducted at SMK Bina Karsa Sriwijaya Tugu Mulyo, by interviewing the tenth grade English teacher and also the students, the teacher claimed that students' writing achievement was not satisfying enough. They still had problems in writing such as in grammar and vocabulary. Meanwhile, from the interview the students, they mentioned that writing was very difficult. They did not know where to begin with their writing, because of lack in vocabulary so that the students did not know some words in English. In addition, the students were not confident about their writing. Both of the teacher and the students claimed that they did not know about self-efficacy. Thus, from the explanation above, it can be concluded that the problems in students' writing result might come from both of teacher and students that did not know about self-efficacy. The teacher did not pay attention of the students' self-efficacy and it was influence their writing achievement.

There are several studies that related to self-efficacy in writing achievement. The first study is from Wening (2016) entitled *The Correlation between Students' Self-Efficacy and Writing Achievement of Second Grade at SMAN 1 Kalirejo*. The purpose of this study was to find out whether there was correlation between students' self-efficacy and writing achievement of second grade at SMAN 1 Kalirejo. The second study was conducted by Simajuntak (2020) entitled *Correlation between Self-fficacy and Writing Achievement to*

Students of SMA Arinda Palembang. The purpose of this study was to find out whether there was significant correlation or not between self-efficacy and writing achievement. The third study is from Aldina (2022) who conducted a study at SMAN 1 Sumenep entitled *The Correlation between Students' Self-Efficacy in Writing Descriptive Text and Their Writing Performance*. The purpose of this study were to find out whether or not there was a significant correlation and influence between the students' self-efficacy in writing descriptive text and writing performance.

However, the previous studies showed different result. Not all researcher agreed that self-efficacy was significantly correlated on students' writing achievement. The study from Simajuntak (2020) and Aldina (2022) showed the result that there was no significant correlation between self-efficacy and writing achievement. While the study from Wening (2016) showed the result that there was significant correlation between students' self-efficacy and their writing achievement. In addition, in prevoius studies the research was conducted at the Senior High School level. While the current study will focus on conducting studies in Vocational High School, because the studies at Vocational High School are still rarely conducted.

From the explanation of the background of the study, preliminary study, and previous studies above, the researcher conducted study entitled "The Correlation between the Tenth Grade Students' Writing Self-Efficacy and their Writing Achievement at SMK Bina Karsa Sriwijaya Tugu Mulyo"

1.2. Research Problems

Based on the background of the study above, the researcher need to know the problems:

- A.** Is there any significant correlation between the tenth grade students' writing self-efficacy and their writing achievement at SMK Bina Karsa Sriwijaya Tugu Mulyo?
- B.** Does the tenth grade students' writing self-efficacy significantly influence their writing achievement at SMK Bina Karsa Sriwijaya Tugu Mulyo?

1.3. Research Objectives

Related to the problems of the study that has been formulated the researcher has found the objective of this study which is:

- A.** To find out the significant correlation between the tenth grade students' writing self-efficacy and their writing achievement at SMK Bina Karsa Sriwijaya Tugu Mulyo.
- B.** To find out whether the tenth grade students' writing self-efficacy significantly influences their writing achievement at SMK Bina Karsa Sriwijaya Tugu Mulyo.