

**THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND
THEIR WRITING PERFORMANCE AT SMAN 1 KALIREJO**

(A Script)

By

Puspita Wening



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' SELF-EFFSICACY AND THEIR WRITING PERFORMANCE AT SMAN 1 KALIREJO

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The purpose of this research was to find out whether there was a correlation between students' self-efficacy and their writing performance. This research was conducted at SMA Negeri 1 Kalirejo in 2015/2016 academic year. The sample of this study numbering of 28 students of a second grade at SMAN in Kalirejo was taken by intact group technique.

This 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. It was their past experience according to time sequences.

The results 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 above, it can be concluded that there was a positive correlation between students' self-efficacy and their writing performance.

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A Script

**Submitted in a Partial Fulfillment of
the Requirements for S-1 Degree**

in

**The Language and Art Education Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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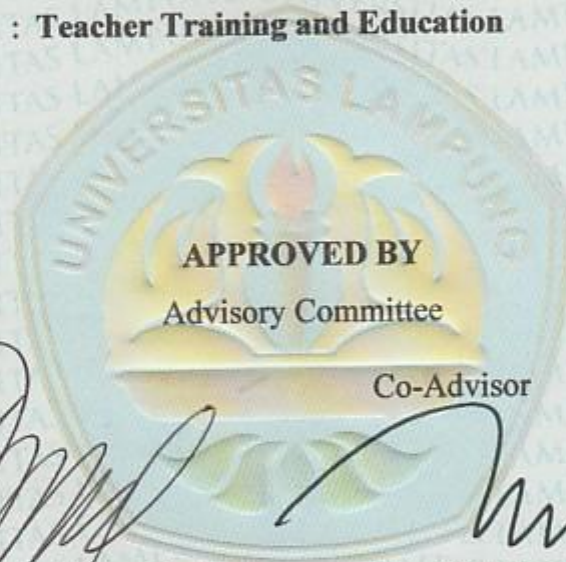
Student's Name : **Puspita Wening**

Student's Number : **1213042060**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

Prof. Ag. Bambang Setiyadi, Ph.D.
NIP 19590528 198610 1 001

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

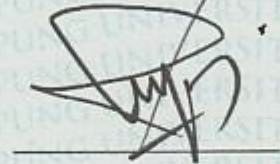
ADMITTED BY

1. Examination Committee

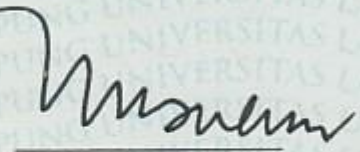
Chairperson : **Prof. Ag. Bambang Setiyadi, Ph.D.**



Examiner : **Ujang Suparman, M.A., Ph.D.**



Secretary : **Dr. Muhammad Sukirlan, M.A.**



The Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fusa, M.Hum.
NIP 19590722 198603 1 003

Graduated on : **July 26th, 2016**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

Nama : Puspita Wening
NPM : 1213042060
Judul Skripsi : The Correlation between Students' Self-efficacy and their Writing Performance at SMAN 1 Kalirejo
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Puspita Wening
NPM 1213042060

CURRICULUM VITAE

The writer was born in Kalirejo on February 14th 1993. She is the ninth child of Sutarno Sulistyio Utomo and Wasitah. She has four sisters and six brothers who are so fabulous.

She graduated from SDN 3 Kalirejo in 2005. Then, she continued her study at SMPN 1 Kalirejo and graduated in 2008. After graduating from junior high school, she continued her study at SMAN 1 Kalirejo and graduated in 2011. In the same year right after graduating, she tried to work in electronical company in Bekasi for almost a year.

In the same year, she registered as a freshman in English Education Study Program at Teacher Training and Education Faculty, Lampung University. From July to September, she did KKN at subdistrict of Belimbing Bengkumat and PPL program at SMA Negeri 1 Belimbing Bengkumat. She did her rsearch at SMA Negeri 1 Kalirejo.

DEDICATIONS

This script is fully dedicated to:

My beloved parents, Sutarno Sulistyono Utomo and Wasitah

My big family, brothers and sisters

My friends in English Education 2012 of Lampung University

My almamater, Lampung

MOTTO

God will not change the condition of people until they change what is in themselves

(Quran, 13:11)

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I would like to present my thanks to everyone who has helped me, especially in completing this script. *Alhamdulillah*, all honors are just for Allah Azza Wajala, the almighty.

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11. The last, this script is far from being perfect, but it is expected that this script will be useful not only for the researcher, but also the readers. For this reason, constructive thought which full of suggestions and critics are welcome to make this script better.

Finally, may Allah SWT receive all their works and kindnesses.

Bandar Lampung, 26 July 2016
The writer,

Puspita Wening

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1. INTRODUCTION

This chapter discusses introduction of the research used in this study, including background, research question, objective, uses, scope, and definition of terms.

1.1. Background

Writing is one of language skills that should be mastered in learning language after listening, speaking, and reading. It is important to master writing because language proficiency of learners is often measured by their writing performance. For example, generally it is assumed that a person who has a good writing ability automatically she or he has substantial language mastery. It is in line with Hashemnejad et al. (2014) who state that writing is the major tool by which learners show their knowledge in the target language. Besides, by mastering writing, the learners are able to sharpen their ability in language aspects such as vocabulary and grammar. Due to the fact that producing a good writing needs the mastery on language aspects.

However, in the process of writing, learners need two components namely linguistic and non linguistic. According to (Harris: 1974), there are five linguistic

components of writing namely content, form, grammar, style and mechanics. So, when the learners do their writing, five components above will guide them to produce a good piece of writing. Furthermore, the learners also involve non linguistic aspect. As stated by McLeod (1987) in Pajares and Johnson (1993) that writing is as much an emotional as a cognitive activity, affective components strongly influence all phases of the writing process. It means that in the process of writing, the writer involves not only the linguistic components but also the psychological factors to support the cognitive component in the outcomes of their writing.

One of the psychological factors that influences the students' achievement writing is self-efficacy. It is one of the components of social cognitive theory developed by Bandura in 1986. It is an individual's belief in his or her capability to achieve a specific goal (Bandura:1994). Furthermore, he says that self-efficacy affects human function such as cognitive processes. Since self-efficacy affects the cognitive process, it is believed that there is a relationship between knowledge and action. The individuals who believe that they can actually form the expected outcome, they will have the motivation and encouragement to develop a definite action. When people choose to take part in activities, these self-efficacy beliefs influence them. Moreover, these beliefs also affect the attempt that they extend and how they bear when facing the problems (Hashemnejad, 2014). Bandura (1992) believes that the learners with high self-efficacy feel confident about finding the solution to a problem because the learners have created an idea to problem solving that has been accomplished in the past. They believe that their

own competency will be better when they work harder, and they assign their success according to their own attempts and schemes. So, self-efficacy is believed as one of the psychology aspects affecting the way of people do their performance including writing performance.

There are three previous studies on the effect of self-efficacy in writing. Two of them agree that self-efficacy has the positive correlation with students' writing, and the another mentions that there is no correlation between them. Musthapa (2013) finds that most of the Arabic learners have strong beliefs that they are good readers, writers and able to use correct grammar in their communication. He concludes that those beliefs improve their writing performance. Another study by Pajares (2003) demonstrates that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school. The beliefs which students create, develop, and hold to be true about themselves are vital forces in their success or failure in school.

On the contrary, Hashemnejad (2014) in his finding shows that there is no significant relationship between male and female EFL students' self- efficacy and writing performance. Those different findings encourage the researcher to make this study. The researcher wants to confirm which theory will occur in this study. Besides, the reason that makes this study is different from the previous studies is that in this study, the researcher use Senior High School students as the sample while in the previous study, the use college students as the sample. As the result of researcher' observation about writing performance in Senior High School, they

are still lack of confidence in writing. They tend to avoid writing task because they think that writing is a difficult task.

Based on the explanation above, the researcher wants to find out which is there any correlation between students' self-efficacy and their writing performance. It is important to know whether there is a relation between self-efficacy and students' writing performance to support and verify the current theories. So, when it is proved that there is a strong relation between self-efficacy and students' writing performance, the teacher will be encouraged to stimulate their students' self-efficacy in order to maximize their writing performance.

1.2. Research Question

Based on the background above, the researcher tries to formulate the research question as the following:

Is there any correlation between students' self-efficacy and their writing performance?

1.3. Objective

This research aims at achieving the following objective:

To find out whether there is a correlation between students' self-efficacy and their writing performance.

1.4. Uses

The research has some benefits as the following:

1. Theoretically

The result of this research may be used as a reference for the next researchers and as the completion of the previous theory.

2. Practically

The result of this research may be useful as the reference in conducting teaching-learning process related to writing activities for the teachers.

1.5. Scope

This research was focused on the correlation of students' self-efficacy with their writing performance at XI grade of SMA N 1 Kalirejo. There are two variables in this study namely students' self-efficacy and their writing performance in personal recount text. The researcher uses Modified Indonesian Adaptation of the Writing Self-Efficacy Scale to measure their self-efficacy and writing test to see their writing performance.

1.6. Definition of Terms

The researcher includes some operational definitions of key terms to support the readers' understanding for this research. They are as follows:

Correlation is the relevance between two variables which affects one another.

Self-efficacy is students' belief that they can do their writing task based on the assumption of their ability.

Writing Performance is a skill in learning language acquired by an individual to write meaningful words or sentence grammatically correct and well organized without giving the teaching first.

Eleventh Graders are student aged between 17-18 and they study English as foreign language at SMA N 1 Kalirejo.

2. LITERATURE REVIEW

This chapter discusses the concepts and theories from related literature which are expected to contribute to the finding of the research.

2.1. Review of Previous Research

Several studies on self-efficacy have been resulted in finding out the relation between self-efficacy and writing performance.

The first research was done by Musthapa (2013) who finds that when Arabic learners believe that they are good readers, writers and able to use correct grammar in their communication, the effect of these beliefs is observed in the improvement of their performance. Positive reinforcement and motivation towards students' capabilities in learning, without focusing too much on their failure, will eventually ease the learning tasks such as writing and reading task.

Shah et al. (2011) do the study about self-efficacy in the writing of Malaysian ESL learners. Then their findings confirm that there is a significant positive correlation between writing self-efficacy and writing performance in English. However, the correlation between general self-effiacacy and writing performance is found to only have a medium positive correlation.

Other study was also done by Chea and Shumow (2014). They found that writing self-efficacy was significantly and positively correlated with writing achievement. The results reveal that writing self-efficacy was related to writing mastery goal orientation and to writing achievement.

Moreover, Pajares (2003) in his study demonstrates that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school. The assumption of beliefs which students create, develop, and hold to be true about themselves are vital forces in their success or failure in school. The thing that makes this study is different from these previous studies was that in this study, the correspondents were the senior high school students. Meanwhile, in the previous studies, the correspondents were university students. From this, the researcher assumes that this research will enrich the teachers' reference related to their students writing performance toward self-efficacy. Thus, the previous studies above prove that the assumption of someone's self-efficacy can affect his or her writing performance by having motivation, reinforcement, and confidence in their own writing ability

2.2. Review of Literature Review

Several concepts and theories from related literature are used in this study which are expected to contribute to the finding of the research.

2.2.1. Concept of Writing

Writing is one of language skills while in doing it the students need to gather the ideas then put them in form of written words. By performing writing, the students deliver their thoughts and show their language ability.

Raja (2013) states that writing is not a natural activity. Without formal schooling, or focused instruction, no human being would normally be able to write. According to Carroline (in Hami : 2011) writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

Kane (2000) mentions that there are three components in writing namely grammar, usage, and mechanics. Grammar means the rules which structure of the language. While usage is the way a writer designates the rules of less basic and binding sort, concerning how he/she should use the language in certain situations. Then, mechanics refers to the appearance of words to how they are spelled or arranged on paper. The rules gathered under the heading of mechanics attempt to make writing consistent and clear. Along with mechanics it includes punctuation. Meanwhile, according to (Harris: 1974) defines that there are some general components in writing process namely a) content: the substances of the writing; the idea expressed, b) form: the organization of the context, c) grammar: the employment of grammatical form and syntactic patterns, d) style: the choice of structure and lexical item to give a particular tone flavor to writing, and e) Mechanic: the use of the graphic convention of the language. In this study, the researcher uses the five aspects with the combination meaning from Kane and Harris for the guidance of making scoring rubric of writing.

Based on the theories above, writing is a complex process. There are some steps to produce a piece of writing. According to Sorenson (in Purna : 2014) states that there are four basic steps in writing anything: prewriting, writing, revising,

and proofreading. The prewriting process refers to the kinds of activity that students do to get ready to write something. The activities of prewriting usually help students to find a good topic, narrow topics that are too broad, and look at purpose. This is a warm-up activity in writing. The second step is writing. In this stage, students write a rough draft and ignore technical details like mechanics, grammar, and structure in order not to lose their ideas. Revising is an activity which needs a hard work to polish the writing such as improving the content, structure, emphasis, and continuity. When students revise, they review their text on the basis of the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. After revising, students should do proofreading. Proofreading is an activity which focuses on getting rid of the mechanical errors, like spelling, grammar, and punctuation. Students need to read their writing several times and pay attention on each sentence. Students may ask someone else to proofread. Those are the processes in writing.

In assessing writing outcomes, Hyland (in Utami : 2014) states that there are three types of rating scales generally used that is holistic, analytic, and trait-based scoring. The holistic scale is based on single, integrated score of writing behavior. A holistic judgement may be built into an analytic scoring rubric as one of the score categories. While the analytic scoring rubric, much like the checklist, allows for the separate evaluation of each of these factors. Each criterion is scored on a different descriptive scale and assigned a numerical value. Different from analytic and holistic scoring, trait-based scoring focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate

in writing. Trait-based instruments are designed to clearly define the specific topic and genre features of the task being judged.

Writing has some types or genres. According to Gerot (in Indah : 2015) he divides the genre into story genre and factual genre.

1. Story consist of :

- a. Narrative : to tell story as a means of making scenes of events happening in the world, it can be both entertaining and informing.
- b. New story : to inform reader the events of the day that are considered newsworthy or important.
- c. Exemplum : to deal with an incident that is in some respects out of the usual point to some general value in the cultural context.
- d. Recount : to reconstruct past experiences by retelling events and incidents in the order in which they have occurred.
- e. Anecdote : to share with others an account of an unusual or amusing incident.
- f. Spoof : to retell an event with humorous twist.

2. Factual genre consist of:

- a. Procedure : to show how something can be accomplished through a series of type or action to be taken.
- b. Explanation : to explain why things as they are or how things work.
- c. Report : to present factual information about a class of things usually by first classifying them and then describing their characteristic.

- d. Exposition : to advance or justify an argument or put forward a particular point of view.
- e. Discussion : to present factual information and opinion about more sides of an issue. It may with recommendation based on the evidence presented.
- f. Review : the critique and network or event for a public audience.
- g. News item : to inform reader the event of the day that is considered newsworthy or important.
- h. Commentary : to explain the processes involved in the information (evaluation) of a social cultural phenomenon or through a natural phenomenon.

In this study, the researcher used the recount text which is part of narrative text because based on 2013 Indonesian Curriculum. This text has been taught to the second grade of senior high school. Moreover, this text is considered having simple language features, so the students will not be burden in doing it.

According to Anderson (in Indah: 2010) a recount in speaking or writing tells about past events or a piece of text that retells past events, usually in the order how they happened. In exploring how text work Derewinka (in Indah: 2010) states that there are three types of recount namely:

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

Language features of personal recount are:

- 1) Use of first pronoun (I, we).
- 2) Personal responses to the events can be included, particularly at the end.
- 3) Details are often chosen to add interest or humor.

b. Factual Recount Text

Factual recount is a recount that recording the particular of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- 1) Use of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- 4) Mention of personal feelings is probably not appropriate.
- 5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- 6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- 7) The passive voice may be used (e.g. the breaker was filled with water).
- 8) It may be appropriate to include explanations and satisfactions.

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

In this research, the writer used personal recount as the writing task for the students because in personal recount students can explore their ideas freely and they can explore the ideas as much as they can since they are telling the events they've involved.

In making a recount text, there are some steps. According to Board (in Indah : 2010) the steps for constructing of written recount text are:

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which "rounds off "the sequences of events or retell about what happened in the end.

According to Board (in Indah: 2010) the language features usually found in a recount as follows:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or writer`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

2.2.2 Concept of Self-Efficacy

Bandura (1994) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. He says that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It is the reason why in the area of academic achievement, most researchers agree that academic self-efficacy beliefs are related to and predictive of academic performance (Pajares and Johnson : 1993).

Bandura (1982) states that judgment of self-efficacy determine people's behavior, thought patterns, the emotional reactions they experience in taxing situation, the expending of effort, the length of time to persist in the face of obstacles. People with high assurance in their capabilities approach of difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform

successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities.

According to Care et al. (2013) a greater sense of self-efficacy allows the students to be autonomous in their study and interested in what they learn, in contrast to the ineffectiveness that makes them passive and inattentive to the learning process.

More explanation about self-efficacy revealed from Zimmerman (2000). He says that self-efficacy measures focus on *performance capabilities* rather than on personal qualities, such as one's physical or psychological characteristics. Respondents judge their capabilities to fulfill given task demands, such as solving fraction problems in arithmetic, not who they are personally or how they feel about themselves in general. Self-efficacy beliefs are not a single disposition but rather are *multidimensional* in form and differ on the basis of the domain of functioning. For example, efficacy beliefs about performing on a history test may differ from beliefs about a biology examination. Self-efficacy measures are also designed to be sensitive to variations in performance *context*, such as learning in a noisy lounge compared to the quietude of the library. In addition, perceptions of efficacy depend on a *mastery criterion* of performance rather than on normative or other criteria. For example, students rate their certainty about solving a crossword puzzle of a particular difficulty level, not how well they expect to do on the puzzle in comparison to other students. Finally, self-efficacy judgments specifically refer to *future* functioning and are assessed before students perform

the relevant activities. This antecedent property positions self-efficacy judgments to play a causal role in academic motivation.

Efficacy beliefs vary in three key areas (Pajares : 2003), namely levels, generality, and strength. Levels refer to the varying degrees of difficulty in achieving a task. Those levels can be measured by giving the 'yes/no' questions which will have low accurate pictures, and by presenting a specific task and asking the students to rate their confidence in doing the task on a scale with multiple points, which will produce more accurate picture of efficacy belief itself. Generality refers to the level of people's efficacy when evaluating different tasks. Strength refers to the ferventness to which people believe in their ability.

Thus, self-efficacy is the important factor of a person in performing their task because by having self-efficacy, a person will have high motivation, confidence, control, commitment, and effort toward his or her capability.

2.2.3 Self-Efficacy and Writing

McLeod (in Pajares and Johnson: 1993) defines writing as much an emotional as a cognitive activity, affective components strongly influence all phases of the writing process. It means that in doing writing, a writer involves not only the cognitive aspects but also the affection and many practices to gather writers' ideas into a piece of writing. It means that in writing, students also involve their affection and emotion. Writing self-efficacy means to students' beliefs in their ability to perform written English task successfully. Such tasks include composition, correctly punctuating writing and creating grammatically correct

samples of writing (Hashemnejad, F et al. : 2014). Another definition about writing self-efficacy is proposed by Chea and Shumow (2014) who consider writing self-efficacy as students' ability to perform in writing tasks that can be form of paragraph. Therefore, writing self-efficacy would imply a high sense of efficacy and confidence for the task of writing. L2 learners are expected to have writing self-efficacy in terms of content, design, unity, and accuracy, punctuation (Kirmizi and Kirmizi : 2015).

Flores (2013) states that self-concept and self-efficacy beliefs as constructs would have an equal impact on the students' writing performance because both involve students' beliefs 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 tasks at a higher standard. It means that self-efficacy affect the performance of someone's writing.

Shah et al. (2011) believes that individuals who hold positive perceptions of themselves as good writers are more likely to persue opportunities to write, expend more effort during their writing process ans demonstrate greater persistence in seeking writing competence genereally; 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 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 (in Kirmizi and Kirmizi : 2015) 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) says 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' beliefs in form of A, B, C, or D according to their language class.

In this study, the researcher asks the students to author their own story in form of recount text and provides them a rating of their belief.

2.6. Theoretical Assumption

Self-efficacy is people's belief toward their ability to do something. A student who has self-efficacy tends to have high motivation, encouragement, confidence, and control about his or her capability. In this study, self-efficacy is correlated to writing performance in which in performing writing, students also include their belief in their writing ability so that they always motivated to produce a good writing outcome which consist of content, organization, grammar, vocabulary, and mechanism after having the process of writing including drafting, writing, and revising. So, by doing this research, it is hoped that the researcher can confirm whether there is correlation between both self-efficacy and students' writing performance.

2.7. Hypotesis

Based on the theories above, there is one hypothesis in this research, that is: There is correlation between self-efficacy and students' writing performance.

3. METHODS

This chapter discusses about design, data, data sources, instruments, data collecting procedure, data analysis, and hypothesis testing.

3.1. Design

The design of this research is the correlation study. In which there are two data that are correlated namely students' self-efficacy score and writing performance score. In analyzing the data, the researcher uses *Pearson Product-Moment Correlation Coefficient* to find out the correlation between students' self-efficacy and their writing performance. In this design, there are two measurement tests, that is self-efficacy and writing performance tests. The research design can be represented as follows:

$$X \rightarrow Y$$

Where:

X : Self-efficacy

Y : Writing performance

3.2. Data

There are two variables in this research, that is, students' self-efficacy and writing performance. Where self-efficacy is the independent variable and writing performance is the dependent variable. So, the data of this research are students' score of self-efficacy and writing performance.

3.3. Data Sources

The population of this research is the second year of SMA N 1 Kalirejo. The researcher takes one class to be the sample of the population. The sample class is selected by using intact group technique which is the sample is selected based on the consideration of their characteristics. They have had English as the subject since they were in junior high school. It is assumed that they have been in intermediate writing ability which means that they are able to be the sample of this research.

Before choosing the class as a sample, a thorough observation is conducted to find out learners' characteristics as the existing factors that might influence learners' performance, for example: language proficiency and the background of students. So, the class chosen for this research is expected to have relatively the same level of language proficiency among the students.

3.4. Instruments

The data of this research is collected using two instruments as follows:

3.4.1. Questionnaire

In order to collect the data about students' self-efficacy, the researcher uses questionnaire which consists of 15 items. They have 30 minutes to answer the questionnaire. It aimed to find out the score students' self-efficacy. To avoid misinterpretation by the students, the questionnaire is translated into Bahasa Indonesian.

The researcher uses the combined questionnaire which was previously constructed used by Magogwe et al. (2015), Chea et al. (2014) and Flores (2013). The reason to choose the questionnaire used by them is because there is a similarity of the present research and the one by both. In 2015 Magogwe et al. investigates the developing student's writers' self-efficacy beliefs. In 2014 Chea et al. investigate the relationship among writing self-efficacy, writing goal orientation, and writing achievement. The last, in 2013 Flores investigates self-concept and self-efficacy in predicting of writing performance. Meanwhile, present research is conducted to find out the correlation between students' self-efficacy and their writing performance. So, it can be concluded that the three researcher try to portray how self-efficacy correlate between self-efficacy and writing skill.

3.4.1. Validity and Reliability of Questionnaire

To measure the validity of the questionnaire, the researcher used content and construct validities. It was based on the theory of self-efficacy brought by Pajares (2003) which states that there are three key areas of self-efficacy namely levels, generality, and strength. The researcher counted on the validity of the questionnaire only based on this theory since it has been used by some previous studies.

To measure the reliability of this test, the researcher uses *Cronbach alpha* for the internal consistency of the 15-items scale. From the SPSS analysis, it is found that 15 items of the questionnaire are reliable (0.799). It is stated that if the cronbach's alpha score is >0.7 , it means that the reliability of the item is accepted and can be used (Setiyadi : 2006). (see **appendix 4**)

At the beginning, there are 20 items included in questionnaire, but after having the score of the questionnaire, the researcher decides to omit five items. It was done because by omitting five items of the questionnaire, it could heighten the reliability of the questionnaire. So, there are 15 items for self-efficacy questionnaire where for items number 1, 2, 3, 4, and 5 represent the level area of self-efficacy. While, the generality area of self- efficacy is represented by the items number 6, 7, 8, 9, and 10. Then, the items number 11, 12, 13, 14, and 15 represents the strength area of self-efficacy.

The table below is the writing self-efficacy consisting three areas:

Table 1. Writing Self-Efficacy Questionnaire Items

<p>Level</p> <ul style="list-style-type: none"> • I can write a recount text with the clear idea. • I can elaborate an idea in a recount text well. • I can write a recount text with complete generic structure. • I can write simple, compound and complex sentences in form of past tense correctly. • I can write using effective choice of words and words form.
<p>Generality</p> <ul style="list-style-type: none"> • I can do revision in writing independently or in group well. • I can plan my paragraph well. • I expect good grades on text I write. • I read to improve my writing. • I consider the reader when I write a text.
<p>Strength</p> <ul style="list-style-type: none"> • If I can't do my writing task at the first time, I keep trying until I can. • When I have something unpleasant to do in my writing task, I stick to it until I finish it. • Getting low score in my writing task just makes me try harder. • I can do writing assignments at the last minute and still get a good grade. • If the assignment calls for 250 words, I try to write just about that many.

Adapted from Magogwe et al. (2015), Chea et al. (2014) & Flores (2013)

3.4.2. Writing Task

In eliciting the data of students' writing performance, the researcher chooses recount text as the writing task because this task allows students to produce more writing outcome while doing the task. In writing recount text, each student must write their past experience based on the time sequences.

In this research, there are three steps of writing namely pre-writing, drafting, revising, and proofreading. The researcher is going to guide them about making outline and giving the short explanation related to the component of recount text. The researcher prepares the writing sheet which consists of the element of recount text. It eases the students to do their recount text. Thus, this type of writing task is chosen as an instrument in this research.

The scoring system applied in this research is as follow:

Table 2. The Rubric for Assessing Writing Recount Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% -The ideas of expressed -Details	4	The idea is complete and clear and the details are relating to the idea	3x
	3	The idea is complete and clear but the details are almost relating to the topic	
	2	The idea is complete and clear but the details are not relating to the topic	
	1	The idea is not clear and the details are not relating to the topic	
Form (O) 20% -Content -Generic structure	4	The content and generic structure are arranged with proper connectives	2x
	3	The content and generic structure are almost arranged with proper connectives	
	2	The content and generic structure are arranged with many misuses of connectives	
	1	The content and generic structure are not arranged with proper connectives	
Grammar (G) 20% -Agreement -Use past tense	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Few grammatical or agreement inaccuracies affecting on meaning	
	1	Numerous grammatical or agreement inaccuracies	
Style (V) 15% -Choice of words	4	Effective choice of words and words form	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanic (M) 15% -Capitalization -Punctuation -Spelling	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from (Harris: 1974)

$$\text{Total Score} = (3C + 2F + 2G + 1.5S + 1.5M) \times 10$$

3.4.2. Validity and Reliability of Writing Task

To measure the validity and reliability of writing task, the researcher uses content and construct validities. The content validity of the test is based on the Indonesia curriculum 2013 for senior high school where the second grade of senior high school has mastered in making simple recount text. It means that the writing task in this study has had content validity. While for the construct validity, the researcher sticks on writing theory of Kane and David who mentions that there are five aspects of writing should be fulfilled by a writer that is content, organization, grammar, vocabulary, and mechanism. So, their writing performance is assessed on those aspects in rating scale. To measure the reliability of the writing task, the researcher uses inter-rater to consider the content of the task item and to score students' writing performance. The scores of both raters are analyzed using Spearman Rank-Correlation Analysis of SPSS version 0.16 to see whether they have strong correlation. The value of this analysis as follows:

0,00 – 0,20 means that there is almost no correlation

0,21 – 0,40 means that there is a weak correlation

0,41 – 0,60 means that there is an average correlation

0,61 – 0,80 means that there is a high correlation

0,81 – 1,00 means that there is a perfect correlation

(see appendix 6)

3.5. Data Collecting Procedure

The procedures in this research consist of four steps. They are planning, implementation, data analysis, and reporting. Each of those steps will be explained as follows:

3.5.1. Planning

The planning is conducted into some steps bellow:

- a. The researcher does the observation to determine English proficiency of the subject of the research. This can be done through consulting the English teacher and consulting scores' record of the students.
- b. The researcher prepares the material. It is requires to select appropriate task for the participants of the research.
- c. The researcher distributes the questionnaire to the participants of the research in order to get their self-efficacy score.

3.5.2. Implementation

In eliciting the data by using writing task, the researcher takes the procedure as follows:

- a. Pre-writing: it is designed to activate students' interest in the topic and to give them a directive in the writing activity. It can be explaining what recount text is. In this step, the students are asked to make an outline of their recount text.

- b. Writing: this is the main part of writing activity in which the students are asked to write recount text. The time for each student to complete the task will be 90-120 minutes.
- c. Revising: it is the process on which the students review what they have written and done and make revision on it.
- d. Proofreading: it is an activity which focuses on getting rid of the mechanical errors, like spelling, grammar, and punctuation.

As mention earlier, this research is conducted in two meetings as follows:

First meeting : observing the class to determine the students' self-efficacy and distributing the questionnaire.

Second meeting : implementing writing task

In this research, the writer did not give the treatment or activity of teaching in the class. Thus, the observation and distributing the questionnaire are done at the first meeting, and the later is directly for writing task.

3.5.3. Data Analysis

In this research the of students' self-efficacy score and their writing performance score are correlated. Then, Person Product Moment correlation is obtained to explore the relationship between the two variables. The data is computed using SPSS vesrion 16.0. The hypothesis is analyzed at the correlation level (r) among $1 - 0$ in which hypothesis is approved if $r = 1$. The writing performance data is analyzed by referring the writing score based on criterion of writing adapted from Harris (1974). The score of writing performance is based on

criterion of writing in which for the content 30%, organization 20%, grammar 20%, vocabulary 15%, and mechanism 15%. In scoring students' writing performance, the writer also uses the inter-rater who is the English teacher in the school.

3.5.4. Reporting

This is the last step of the procedure which consists of reporting the result on the findings.

3.7. Hypothesis Testing

The hypothesis testing on this research is formulated as follows:

H_0 : There is no correlation between students' self-efficacy and their writing performance.

H_1 : There is a correlation between students' self-efficacy and their writing performance.

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the result and the discussion, the researcher comes to the following conclusion:

There is a significant correlation between students' self-efficacy and their writing performance which was shown by the result of r -value (0.495) $>$ r -table (0.374). From that result, the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted. Thus, their self-efficacy in writing will affect their writing performance.

In this research, the students believe that they have high capability in doing general activities in writing, such as doing revision and reading a lot to improve in which those activities indirectly affect their writing performance particularly in aspect of content. On the contrary, they have low belief in their capability in doing the specific activities related to the writing, such as, using past tense or the effective choice of words in which those beliefs affect their capability in writing particularly in grammar content. Thus, from the explanation above, the teacher should encourage the students to have high self-efficacy not only in generality area but also in the areas of level and strength, so that the students can perform their writing better.

5.2. Suggestions

Based on the conclusion above, the researcher proposes a suggestion concerning the research finding as follow:

- From this research, the next researcher is suggested to create more interactive writing task so that the students can produce more sentences such as using picture. So, the students are asked to elaborate their ideas based on the picture.
- Since in this research the researcher used report text for students' writing task, the next researcher is suggested to have the writing task in different type of text, such as narrative where the students in senior high school has been familiar with it. So, that their writing performance can be explored more
- Since this study finds that there is a correlation between students' self-efficacy and their writing performance, the next researcher is suggested to more explore how to increase students' self-efficacy so that their writing performance can be better. It can be done by giving the treatment on how increasing self-efficacy in the classroom, such as boosting their belief that they can perform their writing better.
- After having this research, it is found that students' self-efficacy and their writing performance correlate each other. So, it is suggested for the teacher to encourage students' self-efficacy in the classroom. It can be done by giving a regular writing assignment and assessment which can motivate the students to have a better writing.

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