

ABSTRACT

INVESTIGATING LEARNERS' SELF-EFFICACY AND RISK-TAKING IN WRITING

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The present study is aimed to find out (i) the difference of writing performance between learners with high and low self-efficacy, (ii) the difference of writing performance between learners with high and low risk-taking, (iii) the difference between learners with high and low self-efficacy in writing learning strategies, (iv) the difference between high and low risk-taking in writing learning strategies. The subjects of this research were the first-grade learners of SMKN 1 Kalianda. This study is quantitative research. It uses criterion group research and descriptive designs. The data were obtained from writing test and questionnaires. The results show that the differences of writing performance between learners with high and low from self-efficacy and risk-taking groups are not statistically significant. It is revealed from t-value which is lower than t-table with the significance level of plus than 0.05 ($0.703 < 2.004$), ($0.485 > 0.05$), and ($0.127 < 2.004$), ($0.900 > 0.05$). As a result, the hypotheses are rejected. It indicates that the writing performances between learners with high and low from self-efficacy and risk-taking groups are equal. Nevertheless, the other result reveals that the difference between learners with high and low self-efficacy in writing learning strategies is not significant. In fact, the responses of writing learning strategies between learners with high and low self-efficacy are similar regardless of their levels of self-efficacy. Hence, learners with high risk-taking significantly differ from low risk-taking in writing learning strategy in writing content. When they were writing content, high risk-takers used a strategy that involves interaction with their peers for suggestions. In contrast, low risk-takers favored a strategy that involves recalling and elaboration. In short, the writing performances between learners with high and low from self-efficacy and risk-taking groups is almost the same. Additionally, the responses of writing learning strategies between learners with high and low self-efficacy are not significantly different. On the contrary, learners from high and low risk-taking groups have different preferences of writing learning strategies in writing content.

Keywords: *writing performance, writing learning strategy, self-efficacy, risk-taking*