

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

(A Thesis)

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ABSTRACT

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

By:

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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*

Investigating Learners' Self-Efficacy and Risk-Taking in Writing

**By:
Faradina Primarini Noorhaya Sari**

A Thesis

**Submitted in a Partial Fulfillment of
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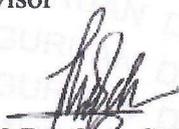
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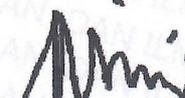


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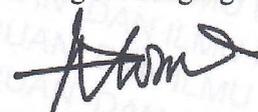
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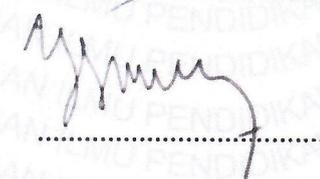
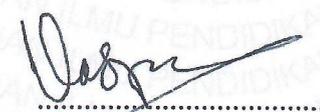
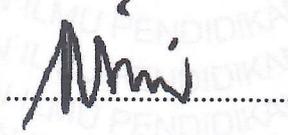
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CURRICULUM VITAE

The writer, Faradina Primarini Noorhaya Sari was born on August 17th, 1995 in Pringsewu. She is the only daughter of Edy Supratman, S.E., M.Si., and Dra. Yurita Rosada, M.M. She has one brother, Fadliqa Primaraya Aldha Fakhri.

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DEDICATION

I'd proudly dedicate this thesis to:

My beloved parents
Edy Supratman, S.E., M.Si. and Dra. Yurita Rosada, M.M.

My beloved brother
Fadliqa Primaraya Aldha Fakhri

My kind-hearted friends, MPBI 2019

My almamater, Lampung University

MOTTO

“So be patient. Indeed, the promise of Allah is truth.”

(Surah Ar-rum: 60)

“Forget what hurt you but never forget what it taught you”

- Faradina Primarini Noorhaya Sari

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It is important to be known that this research would never come into existence without any supports, encouragement, and guidance from several generous people. Therefore, the writer would like to express her sincere gratitude and deep respect to Prof. Dr. Cucu Sutarsyah, M.A. as her first advisor, for his ideas, revision, and suggestions for the writer during the thesis process. Her appreciation is also due to her second advisor, Dr. Ari Nurweni, M.A. who gave her best valuable input, suggestions, and revision in finishing this research. The writer also would like to express her deep gratitude to the examiners, Mahpul, M.A., Ph.D., and Hery Yufrizal, M.A., Ph.D. who has given suggestions and criticism as well as constructive ideas in improving the content of this thesis. Her grateful appreciation is also extended to Dr. Flora, M.Pd. as the Head of Master Degree at English Language Teaching Study Program for patiently giving much time, supports, inputs, and help.

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Finally, the writer realizes that this thesis still has some weaknesses. Therefore, criticism and suggestions are invited for its improvement. Hopefully, this thesis can give benefits to the readers and those who want to carry out further research.

Bandar Lampung, Desember 2021
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I. INTRODUCTION

This chapter discusses the background, research question, objectives, research uses, and definitions of terms. The explanation of the subtopics are presented as follows:

1.1 Background

In recent years, English language has had a unique status as it plays around the world and is regarded as an ‘international’ or ‘world language.’ It has been depicted as the world’s *lingua franca*. For some people around the world, English language is acquired at school, and be crucial for professional and academic success. In this position, English is defined as a second language. Second language acquisition itself covers the subconscious or conscious processes by which a language other than the mother tongue is acquired in a natural or educational setting.

Meanwhile, the study of second language acquisition has become the subject of exploration for many years. Several researchers and theorists have focused on explaining the ability of learners to acquire a second language and all the issues or factors that might facilitate or hinder the process of language acquisition. Hence, the affective domain is considered as one of the factors that hinders or facilitates language acquisition. It is recognized as having some relevance for language learning. The affective domain is the emotional side or feeling of human behavior and learning achievement is greatly influenced by this feature or depends on how people feel about themselves. It is relevant with Hui (2012) that affective variable is defined as the area of emotion and feeling, which at the same time it can contribute or

inhibit language learning achievement. On the other hand, Dewaele; Valdivia, McLoughlin, & Mynard in Harbart (2018) claim that affective factors are vital in accounting for individual differences in second language achievement. This factor strongly affects the learners' input and the proportion that is transformed into intake. They can be supportive or debilitating either at a personal or practical level, depending on their nature and weight. In fact, in second language acquisition, every learner has a set of cognitive and affective states, but the weight and outcome that result from the interaction between these states and other factors may differ significantly.

For many psychologists, personality traits make a difference in how people perform and what they learn. Richards and Schmidt (2002) defined personality as those aspects of an individual's behavior, attitude, beliefs, thoughts, actions, and feelings that are seen as typical and distinctive of that person and recognized as such by that person and others. Personality traits are considered as an important element of individual differences since every individual is frequently judged depending on his or her personality. Wright and Taylor as cited in Zafar and Meenakshi (2012) state that personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time, form the basis of our predictions concerning his future behavior. In short, an individual's personality distinguishes a person from others.

Several personality traits have been identified such as self-efficacy (Bandura, 1997) and risk-taking (Ely, 1986) and they are assumed as predicting variables of success in second language acquisition. In this case, self-efficacy for academic

achievement exerts a notable influence on learning, grades, and career choices as they sustain effort, persistence, and aspirations (Caprara et al., 2011). It was introduced by Bandura (1997) as a belief in one's capabilities to organize and execute the courses of action required to produce given attainment. Self-efficacy is a personality trait that contributes or impedes success in second language acquisition since it influences the courses of action learners choose to pursue during the task. Self-efficacy has two levels, namely high and low. High self-efficacy is high sense of belief in one's capabilities to perform the assigned task well. On the contrary, low self-efficacy is the lack of belief in one's capabilities to perform the assigned task. Many researchers have shown that self-efficacy predicts learners' achievement and affects the primary decision to take on an action, the amount of perseverance shown, and the capability to control affective influences during the task. As stated by Bandura in Yusuf (2011), self-efficacy stressed that human action and success depend on how deep the interactions between one's personal thoughts and given task.

In relation to self-efficacy, several previous studies have been done by Rahimi and Abedini (2009), Lee and Reid (2016), and Leeming (2017). They pointed out that the achievement of language skills differed significantly across the learners with high self-efficacy and those with low self-efficacy. Learners with high self-efficacy performed better in language skills and tasks assigned to them than those with low self-efficacy. In short, self-efficacy perhaps is a strong predictor of achievement in different language skills and tasks.

Another personality trait that has been assumed as a predictor variable of success in second language acquisition is risk-taking. Risk-taking is identified as one

of the important characteristics of successful learning in a second or foreign language (Brown, 2000). It is viewed as a willingness to make a decision something new and different without putting the primary focus on success or failure (Bem as cited in Youngjoo, 1999). Learners have to be able to gamble a bit, to be willing to try hunches about the language and take the risk of being wrong in performing several tasks. It should be done by the learners since learning is the reward for taking risks. In line with the statement before, according to Youngjoo (1999), there is the risk of making mistakes and probability of loss or failure, however there is the gain of learning through trial, mistake, or error. In risk-taking, it has two levels, specifically high and low. High risk-taking is high sense of doing something that involves risk. Learners with high risk-taking are believed to be more reckless in their use of the language (Cervantes, 2013). On the other hand, low risk-taking refers to low sense of doing something that involves risk. Learners with low risk-taking are highly concerned with editing their language performance and have characteristics of “cautiousness.”

In terms of language skills and second language acquisition, most of the literature regarding risk-taking has focused on speaking skill and it has been explored by some researchers, namely Tavakoli and Ghoorchaei (2009), Wang and Lin (2015), and Suryani and Argawati (2018). Much research there examined risk-taking in oral performance in EFL classroom and it is identified that high risk-taker or risk-taker tends to achieve better result in language learning and being a risk-taker leads learners to develop communicative competence. Additionally, risk-taking students have more access to comprehensible input, which is a crucial element for the successful acquisition of a second language.

Regarding language skills, writing is one of four language skills and it is identified as a productive skill whose goal is to assist learners in expressing their idea in written form. It is a fundamental importance to learning, development of the person in each learner, and success in the educational system. As a result, writing has become a main basis upon that one's learning, one's work, and one intellect will be judged in university, in community, and the workplace (Khalifa, 2016).

Writing has largely attracted the attention of researchers as being a crucial skill that contributes to learning any language. Hence, writing itself is a process of thinking to invent ideas, how to express the ideas into good writing, and how to arrange it all into paragraphs properly and clearly (Nunan, 1991). Nonetheless, as learners learn to write inside or outside the classroom settings, they encounter difficulties that hinder their writing proficiency. The writing difficulties are commonly shared among English native speakers and even students who are learning English both as a second or foreign language (Aragón, Baires & Rodriguez, 2013). This issue may be traced back to the components of a good piece of writing (Raimes, 1983) that students need to take into account while composing in English.

Learners' writing performance is often influenced by their personality traits since it might tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis (Geramian et al., 2012). According to Zafar et al. (2012), personality traits can be facilitative or debilitating. In other words, it might contribute to academic achievement in some situations; however, personality traits might impair achievement.

Precisely, self-efficacy and risk-taking are personality traits that have been found important in predicting educational success.

Regarding self-efficacy, in school, for example, the beliefs that learners develop about their academic capabilities help determining what they do with their knowledge and skills. Consequently, other influences on their academic achievements are in large part the result of what learners believe they can accomplish. This is relevant with Pajares and Valiante (1997) that self-efficacy beliefs affect what learners do by influencing the choices they make, the effort they expend, the persistence and perseverance they exert in the face of adversity, and the anxiety they experience. In relation to writing, believing that learners are capable writers might create interest in writing, more sustained effort, and perseverance and resiliency when obstacles get in the way of the task. Thus, it is assumed when learners believe in their capabilities to write; they will feel less apprehensive about writing the task. The eventual success that learners achieve in a writing task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task.

Meanwhile, risk-taking is also shown to be related to success in language learning, and according to Rubin in Samaranayake (2015), good language learners are supposed to be risk-takers. They are willing to guess, willing to appear foolish, and willing to try out new structures about which they are unsure. Brown (2000) also claims that learners have to be able to gamble a bit, to be willing to try out hunches of the language and take the risk of being wrong. Besides, learning is the reward of taking risks. On top of that, this current study assumes that writing involves risk-

taking and this assumption is based on some statement from Khalifa (2016). Writing helps students to communicate, learn, and express. When the students write, they have the opportunity to be adventurous with the language, to go beyond what they have to say, and to take risks. In short, writing is a process in which the students have some chance to venture with the language, convey the ideas better than what they can say orally, and take risks of being wrong in using the language. Thus, it can be assumed that writing involves risk-taking since it is not merely putting down word to form a sentence, it provides opportunity for the students to try new language and take risk of being wrong.

In recent decades, there has been an increasing interest in language learning strategies as they are found to facilitate second language learning. According to Cook (1996) learning strategy is defined as a choice that the learner makes while learning or using the second language that affects learning. It is assumed that learners who are good at languages might tackle L2 learning in differently from those who are less good or they might behave in the same way but more efficiently. Therefore, it is important to investigate the learners' strategies particularly in writing, since writing is concerned with product and process. The different strategies might lead to different achievements.

In accordance with the explanation above, the author is mainly interested in investigating the difference of writing performance between learners with high and low self-efficacy and risk-taking. This research also investigates how learners with high self-efficacy differ from those with low self-efficacy in writing learning

strategy. Another focus is investigating how learners with high risk-taking differ from those with low risk-taking in writing learning strategy.

1.2 Research Questions

Based on the background above, some research questions are formulated to explain specifically what this study will attempt to learn or study. The formulation of research questions is as follows:

1. Is there any significant difference of writing performance between learners with high and low self-efficacy?
2. Is there any significant difference of writing performance between learners with high and low risk-taking?
3. How do the learners with high self-efficacy differ from those with low self-efficacy in writing learning strategies?
4. How do the learners with high risk-taking differ from those with low risk-taking in writing learning strategies?

1.3 Objectives

Objectives are set to ensure that the data of this study are relevant to research question. The objectives of the research are as follows:

1. To find out whether there is a significant difference of writing performance between high and low self-efficacy.
2. To find out whether there is a significant difference of writing performance between high and low risk-taking.
3. To examine the difference between learners with high and low self-efficacy in writing learning strategies.

4. To examine the difference between learners with high and low risk-taking in writing learning strategies.

1.4 Uses

The finding of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the previous theory about self-efficacy and risk-taking as predictor of variables of success in second language acquisition mainly in writing. Additionally, this research might contribute to learning strategy especially in writing and it might verify the previous findings of writing learning strategies.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as a guideline in enhancing self-efficacy and risk-taking in order to optimize learners' writing.

1.5 Scope

This current research was limited in finding whether there is a significant difference of writing performance between learners with high and low self-efficacy and whether there is significant difference of writing performance between learners with high and low risk-taking. Other focuses are examining how learners with high self-efficacy differ from those with low self-efficacy in writing learning strategy, and how learners with high risk-taking differ from those with low risk-taking in writing learning strategy. This research was conducted at SMKN 1 Kalianda and the subject of this study was the learners selected in this school. This study used two classes as the sample. The learners' self-efficacy, risk-taking, and writing

learning strategy were found out through questionnaires distributed to them whereas learners' writing would be evaluated by using a writing test.

This study separately examined the levels of self-efficacy and risk-taking in writing. Learners' self-efficacy levels were not combined with their risk-taking levels and vice versa. Each personality would only consist of two groups, namely self-efficacy (high and low) and risk-taking (high and low).

1.6 Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Writing is one of language skills in which the students learn how to get ideas and express the ideas in written form by applying vocabulary, organization, grammar, and mechanics.
2. Self-efficacy is learners' beliefs about their abilities to accomplish a task.
3. Risk-taking is willingness of the learners to make a decision involving something new and different without putting the primary focus on success or failure.
4. Writing learning strategies are techniques or deliberate actions that a learner consciously takes in order to solve problem or optimize learning during process of writing.

II. LITERATURE REVIEW

This chapter discusses several theories related to the topic of this research, such as review of the previous research, concept of writing, concept of self-efficacy, self-efficacy and writing, concept of risk-taking, language learning strategy, theoretical assumption, and hypothesis.

2.1 Review of the Previous Studies

Personality is one of the important factors that influences the success of second language acquisition. Learners' personal variables or factors are of crucial importance in accounting for individual differences in learning outcomes. Then, this part discusses some previous researches related to personality factors such as self-efficacy and risk-taking in second language acquisition context.

Concerning risk-taking as personality traits in learning a language, the newest research was conducted by Argawati and Suryani (2018). They investigated the correlation of speaking skill especially with their level of risk-taking. This study was quantitative research with co-relational design and the sample of the study was class A3 with 30 students. The researchers used two instruments; risk-taking questionnaire and speaking test. The questionnaire used consisted of 26 questions. The result showed that the sig. 2-tailed both risk-taking and speaking are 0.000 lower than the level of significant (0.05). By this calculation, Null hypothesis (Ho: there is no correlation between Students' level of risk-taking and their ability on Speaking) was rejected. It meant that there was a correlation between Risk-taking and

Speaking ability. Then, if the Pearson correlation was among 0.50-1.0, we could say that the correlation between those two variables was large.

In conclusion, the students with high level of risk-taking would have more opportunity to improve themselves in forming sentences and increased their confidence in expressing their ideas in form of words and sentences. Shortly, students with high level of risk-taking would have a good speaking ability.

Additionally, Wang and Lin (2015) conducted a study on correlation of risk-taking and the oral production of English majors in China. The study aimed to investigate the general situation of English majors' risk-taking in oral production; how does risk-taking of English majors correlate with fluency, accuracy and complexity in oral production; what is the difference between high risk-taking and the low risk-taking of English majors in the oral production: fluency, accuracy and complexity? And if there exists some differences, how these related to risk-taking? The 35 full-time undergraduate English majors who are randomly selected from 3 natural classes are in their third year of the Foreign Languages College of Jiangxi Normal University. Their ages are almost between 19 and 22. Among these 35 subjects, there are 6 male (17.2%) and 29 female (82.8%). The study adopted the quantitative methodology, including risk-taking questionnaire to test risk-taking and methodology to measure oral production.

The results showed that the English majors' risk-taking was at a relatively low level; there was a positive and strong correlation between risk-taking of English majors and the two aspects of oral production: fluency, accuracy, and there was no correlation between risk-taking and complexity; there existed difference between

high risk-taking and low risk-taking in oral fluency and accuracy for English majors. The higher risk-taking subjects were able to produce more fluent and accurate sentences than the low risk-taking subjects. However, no difference had been found between high risk-taking and low risk-taking in the oral production of complexity.

Research conducted by Tavakoli and Ghoorchaei (2009) focused on finding the relationship between risk-taking and self-assessment of speaking ability. This study investigated the role of risk-taking (as a personality factor) in students' self-assessment of speaking ability and the relationship between teacher's rating and students' self-assessment of speaking ability. The participants of the study were 79 first year undergraduate EFL students aged 18-26 at the University of Isfahan. There were two instruments that were used for collecting the data: speaking test and questionnaire. Concerning the relationship between teacher's rating and students' self-assessment of speaking ability, the result revealed that there was no relationship between students' self-assessment of speaking ability and teacher's rating in the picture description task. The second result of this study showed that there was no relationship between risk-taking and students' self-assessment.

On the other hand, some researches related to self-efficacy have been explored by some researchers. Rahimi and Abedini (2009) investigated the interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. This study aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance. A group of 61 freshmen undergraduate learners of English consented to participate in the present study. Data on the learners' self-efficacy were collected through an author-designed

questionnaire. The listening proficiency was quantified and extracted based on the students' answers to a listening test performance. The results of statistical analyses indicated that listening comprehension self-efficacy was significantly related to listening proficiency.

Additionally, another research that concerned with self-efficacy was investigated by Leeming (2017) entitled "A longitudinal investigation into English speaking self-efficacy in a Japanese language classroom." This research set out three questions; how does English speaking SE change over the course of an academic year? What individual difference variables predict changes in SE? To what do students attribute changes in SE? The data reported in this paper is part of a larger mixed-methods, longitudinal study investigating small group work in the language classroom. The participants ($n = 77$, 23 female and 54 male) were enrolled in a compulsory first-year oral English course in the science department of a private university in Japan. This longitudinal mixed-method study set out to address this, by developing a questionnaire to measure students' English speaking self-efficacy, which was then given to first-year university students on eight occasions over an academic year. Changes in self-efficacy were modeled using Hierarchical Linear Modeling, and potential predictors of change were assessed.

The result showed that there was significant growth in speaking self-efficacy over the year. Acclimatization to both the university context and the teacher were factors leading to increases in SE. Additionally, English ability, extroversion, and gender were identified as significant predictors of growth in self-efficacy. Hence, many attributed the increase in self-efficacy over the semester or academic year to

familiarization with the university, the course, and the group that the students were in.

The last previous research concerning self-efficacy was done by Lee and Reid (2016). This study explored (a) whether academic self-efficacy appears to be associated with reading achievement among children in urban elementary schools in primary grades, (b) whether one can differentiate between concepts of self-efficacy and self-concept within this age group, and, if so, which has more predictive power for reading achievement, and (c) whether students' motivation and classroom behavior mediate the relationship between self-efficacy and reading. The final sample size used in the analysis was 881. The sample consisted of first graders (41 %), second graders (36 %), and third graders (23 %). Fifty-one percent of students were male, and 49 % were female. This study applied two instruments in collecting the data namely reading test and questionnaire.

Findings from random-effect multi-level modeling show that children in primary grades can differentiate between self-efficacy and self-concept, and it was task-specific self-efficacy that significantly influenced reading achievement. Of the two possible mediators, students' motivation significantly mediated the relationship between self-efficacy and reading achievement. Implications for the role of school social workers in enhancing achievement among young, vulnerable children are discussed.

Since this study also focuses on learning strategies, reviewing some previous researches is needed to justify the difference between this current study and

previous ones. Previous researches that investigated learning strategies were done by Fajrina et al. (2021) and Baker and Boonkit (2004).

Baker and Boonkit (2004) investigated learning strategies employed by undergraduate students at a Thai university studying English for Academic Purpose (EAP) reading and writing courses. Their research aimed to identify the most frequently used strategies and different strategies use between “successful” and “less successful” learners. The total number of subject was 149. They used questionnaire, learning diary, and interview as instruments. The results revealed metacognitive, cognitive, and compensation as the most frequently used strategies overall. Hence, differences in strategy use for successful and less successful readers and writers were also demonstrated. Students in the high group used some strategy types such as metacognitive, cognitive, and compensation strategies more frequently than those in low group. In contrast, the low group used strategies such as translation, and highlighting and taking notes more often than the high group.

On the other hand, Fajrina et al. (2021) focused on investigating the writing strategies used by 135 Indonesian EFL undergraduate students with different English proficiency and the relationship between their English proficiency. Writing strategies questionnaire was used to analyze participants’ use of strategies. The results of the data analysis showed that most of the students applied 15 of the 38 strategies referred to in the questionnaire. Results also indicate no significant differences in the choice of strategies between students with high versus low English proficiency levels. However, participants’ vocabulary size had only a weak positive correlation with their writing quality.

Many previous researches that are mentioned above have contributed to this current research yet the results and conclusions from those previous researches can be viewed as tendencies and not absolute. Nevertheless, most previous researches there clarified that there was positive and significant correlations between self-efficacy and risk-taking towards language skills. On the contrary, those researches have not explored the difference of writing performance between learners with high and low self-efficacy or risk-taking and the difference between learners with high and low self-efficacy or risk-taking in writing learning strategies. Thus, this current research is intended to find out that difference of writing performance and writing learning strategies between learners with high and low self-efficacy or risk-taking.

2.2 Concept of Writing

Writing is considered as a mean of communication since through this skill, someone might pass his or her knowledge to others and they can receive the same message for generations. In education, it can facilitate learners to learn, express their ideas creatively, and communicate. Hence, there are many researchers who have defined writing and this sub-chapter review some definitions of writing.

Archibald (2001) defines writing as a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task. According to Bell and Burnaby in Nunan (1989), they define writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, sentence structure, vocabulary, punctuation,

spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate ideas into cohesive and coherent paragraph and text.

McLeod in Pajares and Johnson (1993) defines writing as much an emotional as a cognitive activity and affective components strongly influence all phases of the writing process. First, some definition, cognitive refers to the processing of information or invoking knowledge, conscious and unconscious, deliberative and automatic. The term “affective” refers to the domain of emotional and feelings. A writer involves two aspects primarily cognitive and affective when he/she writes. In short, it is assumed that at no level, at no state, even in adult, a behavior or a state which is purely cognitive without affect nor a purely affective state without a cognitive element involved. More recently, researchers have pointed out that the relationship between students' cognitive skills and the manner in which they engage text is mediated by self-efficacy and risk-taking as a mediating mechanism of personal agency –mediating between the prior influences that are the sources of its creation and subsequent behavior.

In conclusion, writing is a complex cognitive activity that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task; however, at no state, even in adult, a behavior or a state which is purely cognitive without affect nor a purely affective state without a cognitive element involved. Affective component influences all phases in writing.

Hence, there are principles in writing that should be taken into account by all writers. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and

vocabulary). It can be said that a writer is successful if his writing contains the aspects of writing. According to Jacob et al. (1981), there are five aspects of writing needed taking into serious attention as follows:

a. Content

It refers to the substance of writing, the expression of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. This term is related with the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted.

b. Organization

It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another.

c. Grammar/Language use

It refers to the use of correct grammatical forms and syntactical patterns. It is identified from the construction of well-formed sentences. This aspect deals mainly with the use of grammatical and syntactic patterns on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationships in paragraphs.

d. Vocabulary

It refers to the selection of words which are suitable with the content. Vocabulary begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words that express the meaning correctly is considered much.

e. Mechanics

It refers to the use of particular conventions in written language. Mechanics include spelling, punctuations, capitalization. Mechanics can determine whether or not writing is good. Improper application of mechanics can make readers misunderstand about the message of the text.

From the explanation above it can be concluded that in the process of making a good written text there are some aspects that should be considered by the writer i.e. content, organization, grammar or language use, vocabulary, and mechanics. Those aspects of writing are the foundation of students' writing correction in this research.

Hence, writing has some types of genres and one of them is recount. Recount text is used to tell the experience in the past, obviously recount text uses past tense form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and re-orientation. Derewienka (1992) asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It is focus on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was

involved, where it happened and when it happened. Then, the recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on we call it re-orientation. The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
2. Events – recount of the events as they occurred, for example, *I saw a vase....* these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text).

The language features that are usually used in recount text are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, " *this great tennis player will no doubt win many more tournaments.*"
2. A range of conjunction (because, although, while) is used to link clauses within sentences.
3. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into cohesive whole text.

4. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example, " *the land was worked by the peasants from sunrise to sunset.*"
5. Adverbs (yesterday, outside) and adverbial phrases. For example, " *in 1991, on top of the hotel*", is used to indicate specific times and places.

One of five types of recount text is personal recount text and personal recount is used in this current practice as an instrument to test writing performance of the learners. Personal recount text tells past experience whereas writer is involved in it and the learners as the writer can explore their idea freely since they are involved in it. Based on curriculum 2013, recount text has been taught to the first grade of senior high school. Recount text is assumed to have simple language features thus the learners will have not be burden in performing the task.

Personal recount text tells about activities whereas the writer or speaker involves or do by him or her (i.e., oral anecdote, diary entry). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

MacMillan & McGraw (2007, p.9) define a personal narrative as a story that tells an individual's experience. It is also a way of sharing a particularly memorable event of the writer and it tells the reader how the writer felt about an experience. Further, they describe a good personal narrative is the one which expresses the writer's feeling about a personal experience, uses the first person point of view, has a beginning, middle, and end, place events in a logical sequence, and uses time-order words to show the sequence of events and to make transitions from one idea to the next.

In short, there are five aspects in writing: content, organization, vocabulary, language use, and mechanic according to Jacobs et al. (1981). All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively. Furthermore, personal recount is used in this study as an instrument to test writing.

2.3 Concept of Self-Efficacy

Self-efficacy has been broadly studied and assumed as a predicting variable to success in English language learning. It is an individual's belief in his ability to perform certain task successfully and it can be said that this personality trait might predict or influence learners' performance. Nevertheless, several concepts about self-efficacy are explained in this sub-chapter in order to give an insight.

According to Bandura (1997), self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Self-efficacy views how people behave can often be better predicted by the beliefs they hold about their capabilities, than by what they are actually capable of accomplishing, for this help determine what individuals do with the knowledge and skills they possess. Additionally, efficacy beliefs influence level of effort, persistence, and choice of activities. Such beliefs influence the courses of action people choose to pursue, how much effort they put forth in the given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize.

A number of unique properties of the construct of self-efficacy are implicit in the assessment methodology. First, self-efficacy involves judgments of *capabilities to perform* activities rather than personal qualities such as one's physical characteristics or psychological traits. Learners judge their capabilities to fulfill given task demands, not who they are as people or how they feel about themselves in general. Second, efficacy beliefs are *multidimensional* rather than a single disposition. Consequently, efficacy beliefs are linked to different domains of functioning. For example, efficacy beliefs for mathematics may differ from efficacy beliefs for English.

Thirdly, 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.

If learners possess high self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal or perform better in the task. Furthermore, the learners with high self-efficacy that tend to set and keep up with challenging goal are more likely to apply rigorous effort, seek out new solutions and persevere when they face difficulties. On the contrary, the learners with low self-efficacy feel that they do not have the power and abilities to

learn a language, thus admitting failure from the start (Bernhardt in Rahimi and Abedini, 2009). Moreover, the learners with low self-efficacy also either employ little effort to difficult task or avoid them altogether, have low aspiration and weak commitment to goals.

The following are the differences between high self-efficacious learners and low self-efficacious stated by Pajares in Ayoobiyan and Soleimani (2015).

2.1 The Differences between High Self-Efficacious Learners and Low Self-Efficacious

| No | High Self-Efficacious Learners | Low Self-Efficacious Learners |
|----|---|--|
| 1. | Do not see complex activity as a threat to evade rather they move toward it as a demanding activity to be mastered. | See complex activity as a threat to evade. |
| 2. | Their inherent interest in doing tasks is superior, their goals are more demanding, and they keep up their attempt even in the face of difficulties. | Their inherent interest in doing tasks is inferior, their goals are undemanding, and they tend to give up their attempt in the face of difficulties. |
| 3. | They would recover their self-belief rapidly after failures, and would see failures due to their own inadequate attempts or their own lack of knowledge or skill; in fact they do not look for external elements. | The recovery of their self-belief is slow after failures and would see failures due to external elements |
| 4. | They are not nervous and calmer in accomplishing the task. | They are nervous in doing the task and this will increase anxiety, tension, depression, and give them weaker view for solving the problem. |
| 5. | They will credit their achievement to their own capabilities. | They will credit their achievement to external factors. |
| 6. | They tend to behave strongly and in control since they already know what to do. | They tend to behave weakly even though they know what to do. |

Efficacy beliefs vary in three key areas namely level, generality, and strength. Level refers to variations across different levels of tasks, such as increasingly complex math problems; generality pertains to the transfer of self-efficacy beliefs across activities, such as different academic subject matters; strength of perceived efficacy is measured by degrees of certainty that one can perform given tasks.

Self-efficacy has several sources, the most influential of which is personal experience, described enactive mastery experience by Bandura in Leeming (2017, p.80). If an individual relates to the task in question and has succeeded in completing similar or identical tasks then self-efficacy will be high. Vicarious experience is the second greatest source of influence. Self-efficacy (SE) arises when people watch peers whom they deem to be similar to them, successfully perform the task in question. A third source of Self-efficacy is peer influence through encouragement. The final source of Self-efficacy is affective and comes from our mental and emotional states.

In short, self-efficacy has been shown to predict performance and influences the initial decision to undertake an action, the amount of perseverance shown, and the ability to control affective influences during the task.

2.3.1 Self-Efficacy towards Writing

Self-efficacy is described as a good predictor of learners' success in performing task, including writing. As stated by Pajares (2003), a person's performance is better predicted by his or her judgment about personal ability than his or her actual ability or previous experience. Judgment of his or her personal efficacy influences the choices he or she makes, the effort he or she expends, the persistence and perseverance he or she exerts when obstacles arise, and through patterns and emotional reactions he or she experiences. In other words, self-efficacy influences how the learners put the effort in the writing task.

In fact, a strong sense of self-belief in the writing task is called writing self-efficacy. Writing self-efficacy means to learners' beliefs in their ability to perform

written English task successfully, for example according to Pajares (2003), it may serve the learners well when writing because it stimulates greater interest in and attention to writing, stronger effort, and greater determination and resiliency in the face of difficulty. In this case, self-efficacy mediates between the prior influences that are the sources of its creation and subsequent behavior.

It is important to note that self-efficacy has both negative and positive effects on learners' perception towards their ability in learning certain task particularly writing. If the learners believe they can do a writing task, whether they are excellent or poor writers, it is likely that they will try harder to cope with obstacles that may arise during the time they perform the task. In the face of frustrations and difficulties, self-efficacy encourages learners' self-commitment to a pursuit of strategies until they achieve the task. Thus, it is fair to state that the learners' writing performance can be explained by writing self-efficacy.

2.3.2 Self-Efficacy towards Aspects of Writing

Writing is an important skill, in which it becomes the primary basis upon which ones work and ones learning will be judged particularly in college. Additionally, the quality of composition in writing has become essential in determining how far learners have mastered this skill and aspects of writing turn out to be a set of criteria and main basis in judging the quality of composition in writing. The aspects of writing include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary) and these aspects of writing are used by teachers to assess learners' writing performance.

On the contrary, the learners' self-efficacy contributes or impedes their success in writing since it refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Self-efficacy beliefs can often better predict performance than actual capabilities, because those self-perceptions will determine whether individuals use the skills and knowledge that they possess (Pajares, 2003). In this case, self-efficacy influences learners' ability to perform written English task successfully such task includes aspects of writing typically content, organization, vocabulary, grammar, and mechanic. This assumption is in line with Pajares and Jhonson (2003) that the learners' writing self-efficacy affects their ability to successfully perform grammar usage, composition, and mechanical writing skills such as correctly punctuating a one page passage or organizing sentences into a paragraph so as to clearly express a theme. Latif (2007) also states that the writing self-efficacy as the individual's evaluation of her or his writing performance as a whole and of her or his specific writing skills. Moreover, when a learner is unwilling to express his or her idea in writing, lacks belief in his or her ability to write, or feels apprehensive about writing, then the learner is unlikely to be proficient at writing composition (Pajares, 2003). Thus, writing self-efficacy can affect quality of writing.

Besides, learners' ability to express their thoughts effectively in their writings is related to how they perceive their belief in their writing (Erkan & Saban, 2011; Shah et al., 2011; Woodrow, 2011 as cited in Hetthong and Teo, 2013). Learners with high self-efficacy are believed that they can complete written task at required standard or higher standard. As stated by Hashemnejad and Amini (2014), learners with higher writing self-efficacy have been found to complete writing tasks at a

higher standard. Furthermore, writers who have high beliefs about their writing performance tend to possess sound knowledge of vocabulary and grammar. They expect to do well when they are assigned writing tasks (Latif, 2007). Shah et al. (2011) further state that learners with high self-efficacy perform better in their writing in terms of organization and mechanics. The criteria group of ‘mechanics’ in his study contained quite a range of sub-skills including using correct tenses, writing a coherent paragraph, punctuating correctly, spelling correctly, using an adequate range of vocabulary for the task, using correct transitions and coordinators to link ideas. The organization area covered some aspects such as organization of ideas, the presence of topic sentences, supporting details, and concluding the essay in a good paragraph.

On the contrary, learners with low self-efficacy or those who evaluate themselves as poor writers tend to perform poor by making brief or incomplete writing task. Latif (2007) confirms that learners with low self-efficacy and judge themselves as poor writers are likely faced with difficulties in producing effective and coherent writings, as they worry about their lack of language-related writing. These low self-beliefs keep them from starting to write in English. In other words, learners who evaluate themselves as poor writers are reluctant to engage in writing works and making brief or incomplete piece of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard. It means that students who have high self-efficacy will get higher mark in writing tasks, and vice versa.

According to Bandura (1997), the beliefs the individual holds about her or his learning capabilities can determine what she or he does with the knowledge and

skills she or he has. Self-efficacy beliefs influence one's behavior by determining her or his achievement goals, how much effort she or he will devote to performing the task, the perseverance she or he exerts when facing difficulties and challenges, and her or his thought patterns and emotional responses. In other words, self-efficacy beliefs might impact learners' perceptions towards their ability in learning a particular task or skill. It mediates the students' judgment whether to try more or avoid doing the task. Self-efficacy allows students to formulate a sense of competence when they are faced with difficult tasks (Pajares, 1996) and leads students to further engage themselves in that learning task. On the other hand, in case of students with low self-efficacy, tasks are believed to be harder than they actually are. This eventually causes a decrease in effort and persistence.

Based on the explanation above, it can be concluded that learners' difficulties and proficiency in constructing paragraphs concerning aspects of writing might be related to their self-efficacy. This will depend on their level of self-efficacy whether they have high or low self-efficacy.

2.3.3 Self-Efficacy and Risk-Taking

Self-Efficacy and risk-taking are personality traits that are considered as predicting variables of success in second language acquisition. While self-efficacy concerns with individual judgments of their capability in accomplishing certain task, risk-taking focuses on decision making situation in which the alternative choice are characterized by a lack of certainty and the prospect of loss or failure. Precisely, in education risk-taking can be defined as engaging adaptive behaviors (e.g. attempting to do and learn new things) that place the learners at risk of making

mistakes or appearing less competent than others (Beghetto, 2009). It is also considered as a desirable trait because its potential benefits, such as advances in personal knowledge, outweigh the risks. In fact, it is assumed that self-efficacy is associated with risk-taking. Individuals with high self-efficacy can give a person confidence needed to engage in risk-taking. According to Beghetto (2010), learners with high self-efficacy are better able to perceive risks as challenging opportunities, more willing to actually take risks and more persistent when difficulties appear.

In conclusion, self-efficacy is associated with risk-taking since learners with high self-efficacy for example can encourage them to engage in a situation in which the outcome is uncertain. Since learners with self-efficacy perceive risks as challenging opportunities even though the outcome is uncertain they would only focus on the benefits.

2.4 Concept of Risk-Taking

Individuals possess a set of cognitive and affective elements that can define who they are and influence the way they live, socialize with others, perceive things, and engage in a process of learning. In fact, Individual differences are “characteristics or traits in respect of which individuals may be showed to differ from each other” (Dornyei, 2005). Yet, according to Hilgard as cited in Brown (2000) purely cognitive theory of learning will be rejected unless a role is assigned to affectivity.

In second language acquisition, personality factor within a person is undeniable that it contributes in some way to the success of language learning. A number of personality traits have been proposed such as; self-esteem, introversion/extroversion, anxiety, empathy, learner beliefs, and attitudes towards the target language. In

relation to personality traits, learners' willingness to take risks appears as an important individual difference, which has been considered as a predicting variable of success in second language learning.

Risk-taking itself is defined as a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure (Beebe as cited in Cervantes, 2013). Furthermore, Bem as cited in Cervantes (2013) recognizes the importance of choices and further considers risk-taking a process of constant selection of actions which can lead the learner to a "worse position." In short, every risk-taker has to decide what is regarded as the preeminent option at the moment of making a decision. Briefly, risk-taking embroils uncertainty not only of the outcome but also of the action or procedure selected to perform several tasks including oral or written. It is viewed as willingness to make a decision involving something new and different without putting the primary focus on success or failure (Bem in Youngjoo, 1999).

There are three basic concepts related to risk-taking: expected-value, expected utility, and subjective probability. Expected-value is related to the object to be bet. Expected-utility is attached to the gambling situation. While the subjective probability concerns the individual's beliefs, expectations, or fears about a bet situation.

In regard to the requirements that learners have to meet in order to be considered risk-takers, one of the most powerful reports corresponds to Ely's dimensions in Alshalabi (2003). Four dimensions of the construct are posited: a lack of hesitancy about using a newly encountered linguistic element; a willingness to use

linguistic elements perceived to be complex or difficult; a tolerance of possible incorrectness or inexactitude in using the language; and an inclination to rehearse a new element silently before attempting to use it aloud.

There are two characteristics of risk-taker and specifically they are categorized as high risk-taker and low risk-taker. Fossilized structures tend to be less common for high risk-takers. Since they are willing to try out new linguistic items and constantly look for opportunities to learn the language, they become “more resistant to fossilization.” On the contrary, the timidity and inhibition which characterize low risk-taking can lead to the development of erroneous patterns. Furthermore, when the foreign language and culture to be learned are in sharp contrast, Jorden and Walton’s as cited in Luft (2007) “truly foreign” languages—these risks are compounded, particularly the risk of “alienation” and “loss of identity”. They view some of people are afraid of changing the language they speak, which is to say, of learning a foreign language. There is a sense that language is a scary thing, and that they were lucky to have gotten through learning it the first time. This fear leads to that prevalent style of trying to learn a foreign language without changing or disturbing anything that is already in place.

The following are the differences between high risk-taker and low risk-taker stated by Cervantes (2013).

Table 2.2. The Differences between High Risk-Taker and Low Risk-Taker

| No | High Risk-Taker | Low Risk-Taker |
|----|---|--|
| 1 | They are willing to try out new linguistic items and constantly look for opportunities to learn the language. | They are timid to try out new linguistic items and constantly lead to erroneous pattern or fossilized structure. |
| 2 | Fluent, lack of accuracy | Accurate, lack of fluency |
| 3 | High level of fear | Low level of fear |

| | | |
|----|--------------------|--------------------------|
| No | High Risk-Taker | Low Risk-Taker |
| 4 | Tolerate ambiguity | Intolerance to ambiguity |

Several factors are assumed that can influence risk-taking. Factors influencing risk-taking behavior in ESL/EFL classroom can be divided into three categories – the situation, the individual, and the social setting.

a. Individual Factors

- Locus of control: learners who display internal locus of control believe that what happens to them is caused by internal reasons (their actions).
- Age: it is accepted older learners are more conservative in their risk-taking behavior than younger learners.
- Gender: men do not have high risk-taking levels however Kogan and Wallach in Takkaroucht (2016) claimed men and women can tolerate risk-taking situation.

b. Situation Factors

- The Degree of Skills or Chance Affecting the Outcome

When people depend on skills, they tend to have a moderate level of risk-taking; but when they attribute events to chance, they are likely to be extremely conservative or risky. Additionally, Cervantes (2013) states that a “chance context” appears to be particularly risky, especially for low risk-taking students who often try to be in control of the learning situation. An extremely risky situation would prompt those students to remain silent or not to take the risk at all.

- Influence of Prior Experience

This means that individuals' risk-taking behavior will be affected by previous successful or failed experiences.

- The Value of the Reward

Learners may change their behaviors when they have to make risky decisions if the situation provides them with a reward. On the one hand, feedback or an actual prize can influence the decision-making process of risk-taking learners, and eventually, this type of rewards may act as the motivators for the risk-taking behavior.

- Teacher's Attitude

According to Lee in Youngjoo (1999), the teacher's behavior is a crucial component in teacher-student classroom interaction. Teachers are influential in creating the classroom environment, and it is this environment that either encourages or discourages learners' risk-taking behavior.

c. Social Factors

- Group or Individual

Groups tend to embark on greater risks than students usually do when they are alone. On the other hand, Madaras and Bem in Takkaroucht (2016) claimed that individuals may also be conservative in group decisions; because of group pessimism phenomenon, or a feeling or responsibility to others for possible failure.

- Cultural Value for Risk

The way individuals perceive risk-taking varies in line with their social and cultural backgrounds. In this vein, risk-taking can be perceived as either a gain\loss or a competitive\cooperative deal.

In conclusion, there are many factors that influence risk-taking behavior in classroom namely situation, individual, and social setting.

2.4.1 Risk-Taking towards Writing

Risk-taking has been considered as a personality trait which has great role to play in language learning. Additionally, good language learners are supposed to be risk-takers such as willing to guess, willing to appear foolish, and willing to try out new structures about which they are unsure (Samaranayake, 2015). Risk-taking is defined as a situation where a person has to make a decision comprising choice between alternatives of different merit; there is possibility of failure since the result of the choice is uncertain. Hence, risk-taking may correlate with language skills and one of them is writing.

Writing is described as a productive skill which is more complicated compare to other skills and also regarded as the most difficult of the skills since it has several aspects to take into account. Additionally, since this skill is considered as a continuous process of finding the most effective language for communicating feeling and thought, during the process there is a situation in which learners have to make choice using the language from different possibilities and the outcome is uncertain; there is possibility of failure. According to Khalifa (2016), the learners have opportunity to be adventurous with the language when they write, to go beyond what they have just to say, and to take risks. It can be concluded that risk-taking personality is involved in writing.

Ely (1986) further pointed out that risk-taking in foreign language acquisition refers to the tendency of taking risk when using foreign language. Their four

concrete behaviors are: using new linguistic elements without hesitancy; trying to use the intricate or difficult linguistic elements; be tolerant enough to use less accurate or precise language; do not practice secretly before using new language elements. In summary, risk-taking is believed as an important characteristic of successful language learner in learning second language because the learners have to be willing to try out hunches about the new language and take a risk of being wrong in using it.

2.4.2 Risk-Taking towards Aspects of Writing

Among EFL learners, writing is assumed as a difficult language skill to master and demanding one. It is since learners should concern with aspects of writing particularly content, vocabulary, organization, grammar, and mechanic in order to write a good piece of writing. In fact, during the writing process there is possibility for learners to take risks in applying each aspect of writing since according to Bello in Khalifa (2016), writing is the continuous process of discovering how to find the most effective language for communicating one's feeling and thought and the learners have opportunity to be adventurous with the language, and to take risks of being wrong.

In this case, whenever learners decide to write something in foreign language, particularly in the early stages of learning, the outcome is uncertain and there is a possibility of failure and this uncertainty is related to risk-taking. Risk-taking is defined as being prepared to have a go at saying or writing something without worrying that you might get it wrong (Nicolson et al., 2005, p. 56). In writing, it is assumed that high risk-taker learners tended to write complicated structures and

inaccurate in other aspects meanwhile low risk-taker learners tended to be more accurate. As stated by Kiany and Pourina and Tamimy and Sabuse in Luft (2007), high risk-taker have bigger chance to produce complicated sentence and inaccurate writing compare to low risk-taker.

Additionally, high risk-takers tend to accept more errors; consequently, they have a tendency to be less accurate in their productive skills (Jonassen and Grabowski in Kiany and Pourina, 2006). This inaccuracy can be seen from grammar, vocabulary, and convention. On the contrary, low risk-takers are presumed that they produce good piece of writing compare to high risk-takers in which their writing is more accurate in terms of grammar, mechanics, and vocabulary. In fact, according to Beebe in Cervantes (2013) they become very concerned users of the language and there is possibility before being uttered, they are edited. Thus, when their thought is expressed, they are accurate. Meanwhile, high risk-takers are willing to make mistakes and tolerate them along with ambiguity; in short, there is possibility that their writing is inaccurate.

Richard and Renandya (2002) claim that writing is not merely putting down word to form a sentence or writing one sentence beside the other to form paragraph and the difficulty lies in generating and organizing ideas as well as in utilizing these ideas in writing English language. Furthermore, the substance of writing (content) must have unity in which each sentence in a paragraph should relate to the topic and develop controlling idea. If a sentence does not relate to the idea, then it should be omitted. Every step of writing might give opportunity for the learners to be adventurous with the language and to take risks even though the steps are

considered difficult. In fact, when the learners are familiar with the topic of the task, this situation encourages high and low risk-takers to prepare and express themselves effectively. According to Youngjoo (1999), when a familiar topic comes up, the learners both high risk-takers and low risk-takers are willing to express their idea more effectively and confidently. Furthermore, when they are given enough time to think about the topic, they can plan their ideas well. In short, both high risk-takers and low risk-takers are assumed that they both have no difficulty in expressing their idea and maintaining the unity when they are familiar with the topic.

In fact, the learners' choice of using the language and proficiency in constructing paragraphs concerning aspects of writing might be related to risk-taking. This will depend on the learners' risk-taking personality and level of risk-taking whether they have high or low risk-taking.

2.4.3 Risk-Taking and Self-Efficacy

Learners' ability to take risks appears as an important personality trait that contribute to success in second language acquisition. This variable involves decision making situation in which the outcome of the choice is uncertain and there is possibility of failure. According to Cervantes (2013), risk-taking is correlated with self-efficacy. Bandura further (1997) hypothesizes that people take risks and challenge themselves because they believe themselves capable of coping with the situation, and have feelings of self-efficacy. Self-efficacy refers to an individual's "belief in one's capabilities to organize and execute the courses of action required to produce given attainments." Additionally, risk-taking is domain specific in which individual

is more likely to take risks in certain subject areas or situation. This is likely a reflection of the dependence of risk-taking on self-efficacy since the degree of self-efficacy tend to differ by domain or subject area. For example, a person may be more likely to share tentative ideas and ask questions about subjects in which they feel relatively competent.

Thus, risk-taking is associated with self-efficacy since learners will not take risks in any subject or situation when they do not believe in their ability.

2.5 Learning Strategies

During the process of language learning, learners use certain strategies consciously in completing or doing a task assigned by teacher in order to facilitate or enhance their learning. It is assumed that learning strategies are regarded as deliberate actions, steps, or technique to achieve certain goals. In this case, learning strategies refer to specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford in Macaro, 2001). Stern as cited in Himasnoglu (2000) stresses that the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies are regarded as broadly conceived intentional directions and learning techniques.

Language learning strategies are used by all of the language learners. They use it either consciously or subconsciously in getting new information and carrying out tasks in their classroom. Language classroom is just like a problem-solving situation in which language learners are expected to face new knowledge and difficult

assignments given by their teachers, learners' attempts to discover the quickest or easiest method to complete it so that they use language learning strategies (Himasnoglu, 2000). That is why learning strategies have significant part in language process and academic achievement.

The learning strategies that are employed by certain learners might differ from other learners and some strategies might be used more frequently and effectively depending on some factors. According to Nunan (1999), age and proficiency of the learners, the skills being focused on, and the needs of the individual learner are identified as factors in which influencing some strategies are used more frequently than others. Meanwhile, Oxford (1990) points out that there are some factors affecting the choice of strategies: degree of awareness, stage of learning, task requirements, teacher's expectation, age, sex, nationality, general of learning style, personality traits, motivation levels, and the purpose of the language learning.

Referring to the explanation above, learning strategies are specific actions, steps or techniques employed consciously by the learners when they are faced by new knowledge and difficult task and attempt to make learning easier, faster, and effective. Some strategies might be used more frequently by the learners depending on some factors and there is possibility that each learner uses different learning strategies.

2.5.1 Types of Learning Strategies

In education especially in second language acquisition, some researchers have defined types of learning strategies used by second language learners and among them are O'Malley and Chamot (1990). They have carried out extensive research

that goes much deeper into learning strategies within an overall model of L2 learning based on cognitive psychology. Three main types of strategy used by L2 learners have been defined by O'Malley and Chamot as follows:

1. *Metacognitive* strategies involve planning and thinking about learning, such as planning one's learning, monitoring one's own speech or writing, and evaluating how well one has done.
2. *Cognitive* strategies involve conscious ways of tackling learning, such as note-taking, resourcing (using dictionaries and other resources), and elaboration (relating new information to old).
3. *Social* strategies mean learning by interacting with others, such as working with fellow students or asking the teacher's help.

To conclude, there are three types of learning strategies used by second language learners, such as metacognitive strategies, cognitive strategies, and social strategies.

2.5.2 Language Learning Strategies and Writing

Writing is not merely just putting down the word to form a sentence or writing one sentence beside the other to form a paragraph. It concerns with process and product (Nunan, 1991). He points out that a process approach emphasizes more on the various activities that are believed to support the development of the language learners. In contrast, product approach focuses on the end result of the learning process. According to Hyland (2002), writing is a series of decisions which involves setting goals and selecting strategies to achieve them. Thus, it is assumed that the product is regarded as the goal that covers each aspect of

writing such as content, vocabulary, organization, language use, and mechanics. Meanwhile, the process of writing here involves various decisions such as selecting and using strategies.

Oxford (2017) states that second language writing strategies are teachable, dynamic thoughts and behaviors that learners consciously select and employ in specific contexts to improve their self-regulated, autonomous L2 writing development for effective task performance and long-term proficiency. Hence, it is still not clear which strategy is the best one for writing but it is possible to find out which ones are more or less effective. Furthermore, some strategies might be used more frequently than others depending on age and proficiency of the learners, the skills being focused on, and the needs of the individual learner.

2.6 Theoretical Assumption

Writing is considered as a difficult skill for learners to master, the difficulties lie in generating, organizing ideas, and in translating these ideas into readable text. The learners also have to consider five components of a good piece of writing namely content, grammar, vocabulary, organization, and mechanic.

Self-efficacy is one of predicting variables that influences learners' writing performance. It is judgment of capabilities to organize and execute courses of action required to attain designated types of performance. When learners believe that they are capable writers it might create interest in writing, more sustained effort, and perseverance and resiliency when obstacles get in the way of the task. Learners feel less apprehensive about the task when they believe they are capable. On the

contrary, when learners do not believe in their capabilities as a writer, they tend to have low performance and fail.

Meanwhile, risk-taking is viewed as a willingness to make a decision involving something new and different without putting the primary focus on success or failure. Since learning is reward for taking risks, making mistakes and probability loss or failure might occur but there is the gain of learning through trial and error. In this case, risk-taking is involved in writing when the students write, they have the opportunity to be adventurous with the language and take risks of being wrong in using the language in their writing. In other words, the students are not merely putting down word to form a sentence, it provides opportunity for them to try new language in expressing ideas and take risk of being wrong in using the language.

Furthermore, self-efficacy influences learners' ability to perform written English task successfully such task includes aspects of writing, typically content, organization, vocabulary, grammar, and mechanic. Learner who possesses high self-efficacy perhaps tend to successfully perform grammar usage, composition, and mechanical writing skills such as correctly punctuating a one page passage or organizing sentences into a paragraph so as to clearly express a theme. On the contrary, learner with low self-efficacy tends to evaluate himself or herself as a poor writer and perform poor by making in complete writing task or do not apply aspects of writing well. Thus, there is difference of writing performance between learners with high and low self-efficacy.

Another personality trait which influences learners' writing is risk-taking and there are differences of learners' writing performance between learners with high

risk-taking and learners with low risk-taking in terms of content, organization, vocabulary, grammar, and mechanic. Precisely, it is assumed that learner with high risk-taking tends to write complicated structures and inaccurate in other aspects including vocabulary, mechanic, and organization. Learner with high risk-taking focuses on fluency and this makes them ignore mechanics, proper vocabulary, and organization of his or her writing. On the other hand, learner with low risk-taking produces good piece of writing since he or she might edit what have been written first. Thus, this might lead to accurate grammar, appropriate vocabulary, mechanic, and well-organized writing. Hence, when both high risk-takers and low risk-takers are familiar with the topic, they can express their ideas effectively. There is possibility both high risk-takers and low risk-takers can maintain the unity of their writing and the content is suitable with the topic. Nevertheless, the overall writing performance between learners with high and low risk-taking would be different since learners with low risk-taking concern more on correctness of the product while the high ones do not.

Writing is a kind of language skill that is concerned with process and product. The process here focuses on various activities that concerns with selecting strategies and using strategies in order to support the development of learners' writing. On the contrary, product emphasizes on learners' writing in which it covers aspects of writing namely content, vocabulary, organization, language use, and mechanics. It means that in the process of writing, various writing strategies might be applied by the learners in order to write a good piece of writing consisting of five aspects of writing namely content, vocabulary, organization, language use, and mechanics. In fact, it is assumed that each learner might apply different strategies depending on

their personality traits. In this case, learners who possess high self-efficacy and risk-taking differ from those with low self-efficacy and risk-taking in using writing learning strategy.

2.7 Hypotheses

Based on the theoretical assumption above, the researcher formulated the following hypothesis:

1. There is a significant difference of writing performance between learners with high and low self-efficacy.
2. There is a significant difference of writing performance between learners with high and low risk-taking.

Nevertheless, the researcher formulated different hypotheses regarding the third and fourth research questions. The hypotheses were firstly “writing learning strategies of learners with high self-efficacy differ from learners with low self-efficacy” and secondly “writing learning strategies of learners with high risk-taking differ from learners with low risk-taking.”

Briefly, those are the explanation about this chapter that are about review of previous researches, concept of writing, aspects of writing, concept of self-efficacy, self-efficacy towards writing, self-efficacy towards aspects of writing, self-efficacy and risk-taking, concept of risk-taking, risk-taking towards writing, risk-taking towards aspects of writing, risk-taking and self-efficacy, learning strategies, types of learning strategies, language learning strategies and writing, theoretical assumption and hypotheses.

III. RESEARCH METHOD

This chapter discusses about the methods of the research and they are research design, population and sample, variables, instruments, validity and reliability, data collecting technique, research procedures, learners' groups based on the results of questionnaires, data analysis, and hypothesis testing.

3.1 Research Design

This research was a quantitative and relied on Ex post facto design. Ex post facto means systematic empirical enquiry in which the writer had no direct control of independent and dependent variables. The designation ex post facto, from Latin for "after the fact," indicates that ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events (Ary et al., 2010, p. 332). In other words, the subjects are not randomly assigned - they are grouped based on a particular characteristic or trait.

Another ex post facto design is criterion group design. This research used criterion group design and it focused on comparing two groups as independent variables on dependent variable. Hence, this research modified the design by involving two independent variables in which each variable had two levels. The independent variables were personality traits i.e., self-efficacy and risk-taking, and each personality had two levels i.e. high and low. There was no treatment on the subject since this research only focused on comparing two groups namely self-efficacy and risk-taking on writing.

The table below represents a criterion group design in which two independent variables are personality (self-efficacy and risk-taking) and its level (high and low), and the dependent variable (writing).

Table 3.1. Research Design in Table

| Independent Variables | | | Dependent Variable |
|-----------------------|---------------|-----------|--------------------|
| | | | Writing (Y) |
| Personality | Self-Efficacy | High (X1) | X1Y |
| | | Low (X2) | X2Y |
| | Risk-Taking | High (X3) | X3Y |
| | | Low (X4) | X4Y |

This research used descriptive as the design in order to answer the third and fourth research questions. According to Dulock (1993), descriptive research is used to provide an accurate portrayal or account of characteristics of a particular individual, situation, or group; these studies are a means of discovering new meaning, describing what exists, determining the frequency with which something occurs or categorizing information. In this case, this research focused on portraying of how the difference between learners with high and low self-efficacy or risk-taking in writing learning strategy. In conclusion, this research applied criterion group design and descriptive.

3.2 Population and Sample

This section consists of explanation of population and sample of the research.

3.2.1 Population

Population is a complete set of individuals, objects, or scores that the investigators is interested in studying (Pagano, 2013). The population taken as a source of

this research was first-year learners of SMKN 1 Kalianda in academic year 2021/2022. There were 8 classes of first-year students in this school. Each class consisted of 30-40 learners. The total number of the-first-year students in this school was about 105 learners.

3.2.2 Sample

According to Pagano (2013), sample refers to a subset of population. This research would take sample as the representative of the population. In determining the sample, this research used random sampling so that those all the first-year classes got the same chance to be the sample and this research used two classes as the sample of the research. Two classes were taken as the sample of this research AKL 1 and AKL 2 and the total numbers of participants in this research were fifty-seven. The learners from both classes (AKL 1 and AKL 2) were considered homogenous since they were from the same level and the previous data showed that they had average ability in writing.

3.3 Variables

In this research, there were 3 variables: 2 independent variables and 1 dependent variable.

a) Independent Variables

Self-efficacy and risk-taking were classified as independent variables (X_1 and X_2).

b) Dependent Variables

Writing (Y) was classified as the dependent variable in this study since it was assumed that writing was influenced by self-efficacy and risk-taking.

3.4 Instruments

This study employed a quantitative research method using questionnaires and a writing test.

3.4.1 Questionnaire

Perry (2011, p.135) states that there are two advantages of using a questionnaire: 1) they are useful for collecting data from larger numbers of people in a comparatively short amount of time, and 2) they are economical to use. Considering the purpose and scope of the study, questionnaires were utilized as the instruments to collect data from a large group of participants in a fairly short amount of time. There were three questionnaires used in this research: self-efficacy questionnaire, risk-taking questionnaire, and writing learning strategy questionnaire.

In identifying the differences between high and low self-efficacy along with high and low risk-taking in writing learning strategies as the third and fourth objectives, this research applied two open-ended questionnaires. The questionnaires were designed following certain principles of higher order thinking typically evaluation.

a) Self-Efficacy

Self-efficacy questionnaire that was used in this study was adapted from Hetthong and Teo (2013), Chea and Shumow (2014), Khojasteh et al. (2016), and Latif (2007). The questionnaire was arranged based on 5 dimensions: content, vocabulary, grammar, organization, and mechanics. In relation to personality, the result of the learners' answer separated them into high self-efficacy and low self-efficacy. Items of the questionnaire were worded in terms of *can*, a judgment of

capability, rather than of *will*, a statement of intention as suggested by Pajares (2003). The questionnaire was in Bahasa Indonesia to minimize misinterpretation and it was close-ended type with four options using *Likert* scale started at strongly agree up to strongly disagree towards the statement of each item.

b) Risk-Taking

The questionnaire was in Bahasa Indonesia in order to avoid misinterpretation and it was adapted and developed based on Ely (1986), Mclain (1993), and Luft (2007). The questionnaire consisted of 21 items and it adapted 3 dimensions from Ely in order to identify the degree of learners' risk-taking, namely a lack of hesitancy about using a newly encountered linguistic element; a willingness to use linguistics elements perceived to be complex, new, or difficult; and a tolerance of possible incorrectness. The dimensions that those researchers used were based on factors influencing risk-taking. The adaptation was done since the questionnaire used by them focus on speaking while this present study focused on writing. Additionally, the development of questionnaire was carried out by arranging each item based on aspects of writing typically content, vocabulary, organization, language use, and mechanics.

c) Writing Learning Strategies

Open-ended questionnaire was designed in order to identify writing learning strategies. There were five questions in which each of them covered five aspects of writing: content, organization, vocabulary, grammar, and mechanic. The type of question in open-ended questionnaire was *how* and there were four options and one of them in which the respondent might write their own strategy. The writing

learning strategy questionnaire that was used in this research was developed by referring to theories from O'Malley and Chamot (1990) about types of learning strategies (metacognitive, cognitive, and social strategies) and Jacobs et al. (1981) for aspects of writing.

3.4.2 Writing Test

The second instrument was writing test and the purpose of the test was for gaining the data of the learners' writing scores. Yet, the text that was used in this research was recount text. In writing recount text, learners should write their past experience based on the time sequence.

3.5 Validity and Reliability

Hatch and Farhady (1982) states that a test can be considered valid if the test measures the object to be measured and suitable with the criteria. Since there are writing tests and questionnaire as instruments, so there are validity of writing test and questionnaire. In short, validity refers to the extent to which the test measures what is intended to measure.

On top of that, reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982).

3.5.1 Self-Efficacy Questionnaire

a) Validity

The validity of questionnaire was measured to find out if the components were already suitable and related to the relevant theories of self-efficacy. For face

validity, it would be previously checked by the advisor to see whether the items in the questionnaire were clear, readable, and understandable to be responded by the learners.

For the construct validity, the questionnaire that was used in examining self-efficacy was the adaptation from the previous questionnaires by Hetthong and Teo (2013), Chea and Sumow (2014), Khojasteh et al. (2016), and Latif (2007). Their questionnaires had been used as a significant predictor of self-efficacy. In this case, the self-efficacy for writing questionnaire, a specific set of scales was arranged based on 5 dimensions: content, vocabulary, grammar, organization, mechanics. This study adopted some items on the self-efficacy for writing, only items which related to the aspects of writing proposed by Jacob et al. and the writer had adopted 21 items.

Table 3.2. Organization of Self-efficacy Questionnaire

| Aspect | Number | Total |
|--------------|------------------|---------|
| Content | 1, 2, 11, 20 | 4 items |
| Vocabulary | 6, 12, 19, 21 | 4 items |
| Organization | 3, 4, 15, 16, 18 | 5 items |
| Language Use | 5, 7, 8, 13 | 4 items |
| Mechanics | 9, 10, 14, 17 | 4 items |

Nevertheless, the writer also measured the validity of the questionnaire statistically by comparing R-value with R-table. If the R-value is higher than R-table, the items are valid. In this study, the numbers of participants are 46 the R-table is 0,291 and the R-value for each item is higher than R-table (see appendix 1); thus, all items in the questionnaire are valid.

b) Reliability

Since this current practice adapted the questionnaires from Hetthong and Teo (2013), Chea and Sumow (2014), Khojasteh et al. (2016), and Latif (2007), the reliability of the questionnaire needed to be found. In order to find out the reliability coefficient of the questionnaire, each items of questionnaire was analyzed by using Cronbach Alpha. The questionnaire was scored according to Likert scale whereas the reliability of the questionnaire was measured by using *Cronbach Alpha Coefficient*. It was done to indicate that the reliability coefficient of questionnaire was reliable and applicable for measuring the students' self-efficacy. According to Arikunto (1998: 260), the standard of reliability of the instrument were described as follows:

1. 0.80 – 1.0 : very high reliability
2. 0.60 – 0.79 : high reliability
3. 0.40 – 0.59 : medium reliability
4. 0.20 – 0.39 : low reliability
5. 0.0 – 0.19 : very low reliability

From the calculation of reliability analysis, the alpha point is 0.779. It can be concluded that the questionnaire has a high reliability. In short, the questionnaire is reliable and applicable for measuring self-efficacy in writing.

3.5.2 Risk-Taking Questionnaire

a) Validity

The validity of questionnaire was measured to find out if the components are already suitable and related to the relevant theories of risk-taking. For face validity, it was checked by the advisor to see whether the items in the questionnaire are clear, readable, and understandable to be responded by the learners first. Additionally, for the construct validity of learners' risk-taking questionnaire, it was adapted from Ely (1986), McLain (1993), and Luft (2007) and the adaptation was done since in those previous researches, the questionnaire was intended to measure risk-taking in speaking meanwhile this current study focused on writing.

The questionnaire was a specific set of scales based on 3 dimensions: a lack of hesitancy about using a newly encountered linguistic element; a willingness to use linguistic elements perceived to be complex or difficult; and a tolerance of possible incorrectness or inexactitude in using the language. The writer adjusted each item in the questionnaire by relating it with aspects of writing specifically content, grammar, vocabulary, organization, and mechanics. Then, the risk-taking questionnaire was 21 items.

The validity of each item in the questionnaire was also statistically calculated and the result of validity was achieved by comparing the R-value with R-table (see appendix 2). From the calculation, the R-value is higher than R-table 0,291; in short, all items in the questionnaire are valid.

b) Reliability

The questionnaire that was used in this research was the adaptation of previous questionnaires by Ely (1986), McLain (1993), and Luft (2007). Thus, the reliability of this questionnaire needed to be found in order to see whether the test was

consistent in its result when they are administered under similar condition. To judge the reliability of the instrument to accurately and consistently measure the target area was carried out using *Cronbach Alpha Coefficient*. From the calculation, the alpha point is 0. 858 and it means that the questionnaire has a very high reliability.

3.3. Table of Organization of Risk-Taking Questionnaire

| Aspects | Number | Total |
|--------------|-------------------|---------|
| Content | 8, 10, 11, 17, 18 | 5 items |
| Vocabulary | 2, 13, 16, 19 | 4 items |
| Organization | 5, 7, 14, 21 | 4 items |
| Language use | 1, 3, 9, 15 | 4 items |
| Mechanics | 4, 6, 12, 20 | 4 items |

3.5.3 Writing Learning Strategies

a) Validity

Open-ended questionnaire was designed in order to identify learners' preference of strategies when they were learning writing. The questionnaire had five questions with three options (a,b,c) and one option where respondents might write their own strategy.

For the face validity of the open-ended questionnaire, it was checked by the advisors and examiner to see whether the items in the questionnaire are clear, readable, and understandable to be responded by the learners. In case for the construct validity, the open-ended questionnaire was developed by referring to theories from O'Malley and Chamot (1990) about learning strategies and Jacobs et al.

(1981) for aspects of writing. Each question covered different aspects of writing and each option of the questions covered different types of writing strategy.

Nevertheless, the writer also measured the validity of the open-ended questionnaire statistically by comparing R-value with R-table. If the R-value is higher than R-table, the items are valid. In this study, the numbers of participants are 46 the R-table was 0,291 and the R-value for each item is higher than R-table (see appendix 6); thus, all items in the open-ended questionnaire are valid.

b) Reliability

The open-ended questionnaire that was used in this research was developed by referring to theories from O'Malley and Chamot (1990) about learning strategies and Jacobs et al. (1981) for aspects of writing. The reliability of this questionnaire needed to be found in order to see whether the test was consistent in its result when they were administered under similar condition. The data gathered from this questionnaire would be first computed using SPSS 16.0. To judge the reliability of the instrument to accurately and consistently measure the target area was carried out using *Cronbach Alpha Coefficient*. From the calculation, the alpha point for the open-ended questionnaire is 0.681 and it means that the questionnaire has a high reliability.

3.5.4 Writing Test

a) Validity

There were three basic types of validity specifically for test; face validity, content validity, and construct validity. The validity of the test in this research related to the face, the content and the construct validity.

To attain *face validity*, the instruction of writing test was previously examined by the advisors of this research to check whether it had been clear, readable, and understandable to do by the students or not.

To get the *content validity* of the writing test, the test was composed based on the syllabus taken from “2013 English curriculum” for the first grade learners of vocational high school in 2021/2022 academic year where learners had already learnt recount text and mastered in making simple recount text.

On the other hand, for *construct validity*, it concerned on whether the test was in line with the theory of writing. It meant that the test measured certain aspects based on the indicators. The researcher assessed it by referring to the aspects of writing (Jacob et al., 1981).

a) Reliability of the Writing Test

Since writing test was a subjective test, inter-rater reliability was occupied to verify that both the scoring between raters. The first and the second raters were teachers of SMKN 1 Kalianda. In achieving the reliability of writing test, the first and second raters discussed and put in mind of the criteria of writing in order to achieve the reliable result of the test. The researcher used a writing rubric adapted

from Jacobs et al. in Weigle (2002). The rubric provided four aspects of writing namely content, organization, vocabulary, language use and mechanics.

This research also used the statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability was as follows:

$$R = 1 - \left(\frac{6 (\sum d^2)}{N (N^2 - 1)} \right)$$

R = Reliability

N = Number of students

d = the different of rank correlation

1-6 = Constant number

(Shohamy, 1985)

After finding the coefficient between raters, the researcher would analyze the coefficient of reliability with the standard of reliability proposed by Arikunto. It is found that the reliability is 0.741 (see appendix 4). Referring to the criteria, the reliability belongs to high.

3.6 Data Collecting Technique

This present study aimed at gaining the data on the correlation between self-efficacy and risk-taking towards writing. Thus, personality traits and writing test represented the learners. The description of the questionnaires and writing test could be seen below:

- 1) Distributing Questionnaires

Distributing the questionnaires of self-efficacy, risk-taking, and writing learning strategy was firstly done before writing test was given to the learners. Spreading the questionnaire was intended to identify learners' levels of self-efficacy and risk-taking. Additionally, another questionnaire was distributed in order to identify learners' preference of writing learning strategy.

2) Writing Test

In data collecting technique, writing test was distributed to the learners after distributing the questionnaires. Writing test was used to identify the learners' writing. The test was in written form and the material for the test followed the curriculum in that school and it was suitable with their level.

3.7 Research Procedure

The researcher used the following procedures in order to collect the data:

1. Determining the Research Problem

The main concern of this research was to find out firstly whether there was a significant difference of writing performance between learners with high and low self-efficacy and secondly, to find out whether there was a significant difference of writing performance between learners with high and low risk-taking. Other concerns were to investigate the difference between learners with high and low self-efficacy in writing learning strategies and the difference between learners with high and low risk-taking in writing learning strategy.

2. Determining Population and Sample

The population of this research was the first grade students' of SMKN 1 Kalianda. The sample of this study was three classes from AKL 1 and AKL 2.

3. Selecting the Material

The materials of this research were taken from recount text as writing task and questionnaires of self-efficacy, risk-taking, and writing learning strategy.

4. Distributing Personality Traits Questionnaires to the Sample

Distributing the close-ended questionnaire was done to identify learners' self-efficacy and risk-taking.

5. Distributing Writing Learning Strategy Questionnaire to the Sample

Distributing open-ended questionnaire was done to identify learners' preference of writing learning strategies. By doing this, the difference of writing learning strategy between learners with high and low (self-efficacy and risk-taking) also would be identified.

6. Administering Writing Test

Distributing writing test was done in order to find out learners' writing. Learners were asked to write a recount text where each of them must write it based on past experience. The writing sheet that was given to the learners consisted of the elements of recount text.

7. Analyzing the Data (1)

The results of self-efficacy and risk-taking questionnaires and the result of writing were analyzed in order to find firstly the learners' level of self-efficacy and risk-taking and the difference of writing performance. In analyzing the difference, *Independent-Samples T Test* was used.

8. Analyzing the Data (2)

The results of writing learning strategy questionnaire were analyzed in order to obtain the learners' preference of writing learning strategies by using Microsoft Excel.

After obtaining the results of the learners' preference of writing learning strategies, the results were divided based on the learners' levels of two different personality traits typically self-efficacy and risk-taking.

These seven phases, starting from determining the research problem until analyzing the data, were the whole procedures in conducting this research.

3.8 Learners' Groups based on the Results of Questionnaires

This current study focused on investigating self-efficacy and risk-taking in writing separately in which these two personality traits were divided into two groups: self-efficacy (high and low) and risk-taking (high and low). Two different questionnaires were used to obtain information about the learners' levels of self-efficacy and risk-taking. Each questionnaire consisted of 21 statements and the result of the questionnaire was based on Likert Scale with range of score is 1 to 4. For every time the learners selected "agree" it would be scored "1" and "3" in "strongly agree" meanwhile "disagree" would be scored "2" and "4" in "strongly disagree." Every time they tended to select "agree" and "strongly agree", it meant they had high self-efficacy or high risk-taking. On the contrary, when they tended to fill "disagree" and "strongly disagree", it meant they had low self-efficacy or low risk-taking. The explanations of the results from the questionnaires were presented in the following points.

a) The Result of Self-Efficacy Questionnaire

The result of the questionnaire shows that most of the learners have high self-efficacy. It is proved by the percentage of the learners' responses in each questionnaire item. The following table shows the results of the calculation.

Table 3.4. The Result of Self-Efficacy Questionnaire

| No | Questionnaire Items Category | Average of Response | | | |
|----|---|---------------------|-------------|----------------|-------------------|
| | | Agree | Disagree | Strongly Agree | Strongly Disagree |
| 1 | Positive View of Self as A writer in writing content (Item 1, 2, 11, & 20) | 39 (68%) | 13 (23%) | 4 (7%) | 1 (2%) |
| 2 | Positive View of Self as A writer in choosing vocabulary (Item 6, 12, 19, & 21) | 36 (63%) | 15 (27%) | 4 (7%) | 2 (3%) |
| 3 | Positive View of Self as A writer in organizing ideas (Item 3, 4, 15, 16, & 18) | 40 (71%) | 10 (17%) | 6 (10%) | 1 (2%) |
| 4 | Positive View of Self as A writer in applying language use (Item 5, 7, 8, 13) | 31 (54%) | 20 (35%) | 5 (9%) | 1 (2%) |
| 5 | Positive View of Self as A writer in applying mechanics (Item 9, 10, 14, & 17) | 37 (65%) | 10 (17%) | 9 (16%) | 1 (2%) |
| | Average | 37 (65%) | 14 (24%) | 5 (9%) | 1 (2%) |

Table 3.4. shows the data of the learners' self-efficacy. It has been stated previously that there were 21 items in the questionnaire with 4 Likert scales. On the average, there are 65% who check 'agree', 24% who choose 'disagree', 9% who check 'strongly agree', and only 2% who check 'strongly disagree'. In short, it can be concluded that around 74% or 42 learners out of 57 have high self-efficacy and 26% or 15 learners have low self-efficacy.

On top of that, the same phase also was done for risk-taking groups in order to identify the learners' levels of risk-taking. The following table presents the result of risk-taking questionnaire.

b) The Result of Risk-Taking Questionnaire

The result of the questionnaire shows that most of the learners have low risk-taking. It is proved by the percentage of the learners' responses in each questionnaire item. The following table shows the results of the learners' level of risk-taking.

Table 3.5. The Result of Risk-Taking Questionnaire

| No | Questionnaire Items Category | Average of Response | | | |
|----|---|---------------------|-------------|----------------|-------------------|
| | | Agree | Disagree | Strongly Agree | Strongly Disagree |
| 1 | View of Risk-Taking in writing content (Item 8, 10, 11, 17, & 18) | 24 (42%) | 25 (44%) | 4 (7%) | 4 (7%) |
| 2 | View of Risk-Taking in choosing vocabulary (Item 2, 13, 16, & 19) | 21 (37%) | 31 (55%) | 2 (3%) | 3 (5%) |
| 3 | View of Risk-Taking in organizing ideas (Item 5, 7, 14, & 21) | 19 (33%) | 27 (48%) | 3 (5%) | 8 (14%) |
| 4 | View of Risk-Taking in applying language use (Item 1, 3, 9, & 15) | 21 (37%) | 31 (55%) | 3 (5%) | 2 (3%) |
| 5 | View of Risk-Taking in applying mechanics (Item 4, 6, 12, & 20) | 25 (44%) | 24 (42%) | 4 (7%) | 4 (7%) |
| | Average | 22 (39%) | 28 (49%) | 3 (5%) | 4 (7%) |

Table 3.5. denotes the data of the learners' risk-taking. On the average, there are 39% who check 'agree', 49% who choose 'disagree', 5% who check 'strongly agree', and 7% who check 'strongly disagree'. Since the average sum of 'disagree' and 'strongly disagree' reach 56%, it can be inferred that around 32 learners out of 57 have low risk-taking towards writing.

In short, the result of the self-efficacy questionnaire shows that 42 learners are considered as high self-efficacious learners and 15 learners are identified as low self-efficacious learners. On the contrary, the result of risk-taking questionnaire

shows that 32 learners are considered as low risk-takers and 25 learners are identified as high risk-takers.

3.9 Data Analysis

In analyzing the data obtained, the researcher used quantitative data analysis according to the types of data gathered. Data analysis of each instrument was described as follows:

a) Writing Test

In order to have same perception in assessing the learners' work, the writer explained the writing scoring rubric assessment used in the study to the first and second raters before they assessed the work. After that, the steps follow were conducted:

1. The raters scored the learners' writing Test.
2. The researcher calculated the students' total scores. These were two formulas that were used in calculating students' total scores:
 - Calculating the scores from 1st rater and 2nd rater

$$R1 = C + L + V + O + M$$

$$R2 = C + L + V + O + M$$

Notes:

R1 = Score from 1st rater

R2 = Score from 2nd rater

C = Content

O = Organization

L = Language use/grammar

V = Vocabulary

M = Mechanics

- Calculating the total score

$$TR = \frac{R1 + R2}{2}$$

R1 = Score from 1st rater

R2 = Score from 2nd rater

TR = Total Score

b) Questionnaires

The research collected the data of self-efficacy and risk-taking by calculating the results of self-efficacy and risk-taking. They were computed through the Microsoft Excel.

In order to answer the first and second research questions precisely: 1. Is there any significant difference of writing performance between learners with high and low self-efficacy? 2. Is there any significant difference of writing performance between learners with high and low risk-taking? Statistical analysis software SPSS 16.0 for Windows was used to conduct Independent-Samples T Test between the target variables. Independent-Samples T test was used to compare the means of two independent groups in order to determine whether there is a statistical evidence that the associated population means are significantly different.

In contrast, to answer the third and fourth research questions: 3. How do the learners with high self-efficacy differ from those with low self-efficacy in writing learning

strategies? 4. How do the learners with high risk-taking differ from those with low risk-taking in writing learning strategies? The data from open-ended questionnaires would be calculated using Microsoft Excel. The collected data would be presented using frequencies or percentage and described descriptively. The results would inform the difference of writing learning strategies between learners with high and low self-efficacy and risk-taking. Additionally, to find out whether there is a significant difference between learners with high and low self-efficacy or risk-taking in writing learning strategies, Chi-Square test was used. Chi-Square test was used since the data was nominal.

3.10 Hypothesis Testing

The following hypotheses were proposed in order to answer the stated research questions.

1. H₁: "There is a significant difference of writing performance between learners with high and low self-efficacy."
2. H₂: "There is a significant difference of writing performance between learners with high and low risk-taking."

Dealing with other hypotheses from the third and fourth research questions, this research used descriptive analysis and Chi-Square test in order to answer these research questions. The formulations of the hypotheses were "Learners with high self-efficacy differ from learners with low self-efficacy in writing learning strategy" and "Learners with high risk-taking differ from learners with low risk-taking in writing learning strategy."

In conclusion, those were design, population and sample, variables, instruments, validity and reliability of the instruments, data collecting technique, research procedures, learners' groups based on the results of questionnaires, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions and suggestions based on the results and discussions of the research.

5.1 Conclusions

The objectives of this research are to investigate (1) the difference of writing performance between learners with high and low self-efficacy, (2) the difference of writing performance between learners with high and low risk-taking, (3) difference between learners with high and low self-efficacy in writing learning strategy, and (4) the difference between learners with high and low risk-taking in writing learning strategy. By referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions:

1. The writing performance between learners with high and low self-efficacy is not much different. It means that the capabilities of writing between them are equal. The insignificant difference happened since levels of self-efficacy cannot predict the learners' actual capability of writing. Some learners with high level of self-efficacy are assumed that they overestimate their capability of writing whereas they are actually lacking in requisite knowledge and writing skills. This overestimation then can cause difficulty in writing the assigned task. On the contrary, learners with low self-efficacy who

underestimate their knowledge and capability of writing whereas they possess adequate knowledge and writing skills are unlikely to have difficulty in finishing the writing task.

2. The difference of writing performance between learners with high and low risk-taking is insignificant. It can be inferred that the ability of writing performance from these two groups is almost the same. The insignificant difference occurred since levels of risk-taking that the learners have do not affect their writing performance. Learners from both groups might depend on their actual knowledge and ability of writing when they write and can control risk-taking in expressing their ideas.
3. Learners with high self-efficacy do not differ significantly from learners with low self-efficacy in writing learning strategy. The responses of writing learning strategies between these two groups are similar regardless of the level of self-efficacy.
4. Learners with high level of risk-taking differ from learners with low level of risk-taking in writing learning strategy in content of writing. High risk-takers favor a strategy that involves interaction with their peers. Conversely, low risk-takers seem to choose a writing learning strategy that involves recalling existing information and elaboration.

5.2 Suggestions

Given the conclusions above, the following suggestions are put forward for teachers and further research:

1. Suggestions for English Teachers

- (a) The teachers are suggested to give feedback on learners' performance periodically that show their current level, strength, and weakness. By doing this, the teacher can have useful information about the learners' progress and this might encourage them to make a better learning environment. Furthermore, the teacher also can use feedback as a way in order to make the learners more familiar with their own capability and progress in learning.
- (b) The teachers are suggested to optimize the use of a writing learning strategy that involves interaction or discussion group. It is essential for the learners to interact with their friends in order to rehearse their thought and get more input. Additionally, the learners also should be taught how to generate ideas from their existing knowledge or past experience and relate it to what is being learnt. This strategy can help the learners to convey their ideas easier and they can develop it. Nevertheless, teachers must be aware of the difficulties learners face when writing and allow them to try out strategies that best work for them.

2. Suggestions for Further Research

- (a) Further research can examine the difference in aspects of writing between learners with high and low self-efficacy and risk-taking.

- (b) Interview and observation should be applied in order to find out the reason for learners' preference, the time, and situation of use regarding writing learning strategy. This might contribute to a deeper understanding about learning strategies that are used by learners.
- (c) Since this research examines the difference in learners' writing performance based on their levels of self-efficacy and risk-taking separately, further research can compare the writing performance of learners with more varied groups by combining the levels of self-efficacy with risk-taking.

To conclude, those statements above represent the conclusion and suggestions for this study. The suggestions can be considered to conduct better further research and for the teachers to understand and assist their learners.

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