

**THE CAUSAL RELATIONSHIP BETWEEN EFL STUDENTS'
SELF EFFICACY AND EFL STUDENTS' WRITING ABILITY
IN PARAGRAPH WRITING CLASS AT ENGLISH DEPARTMENT
OF UNIVERSITAS NEGERI PADANG**

THESIS PROPOSAL



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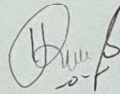
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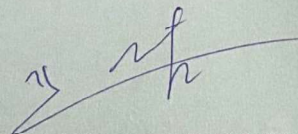


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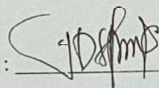
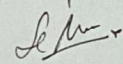
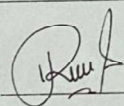
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ABSTRACT

The aim of this research was to determine the causal relationship between self-efficacy, including each dimension of EFL students', and EFL students' writing ability in paragraph writing classes at the English Department of Universitas Negeri Padang. This research was conducted as a causality and quantitative descriptive study. The research population consisted of all English language education students in the class of 2022 at Universitas Negeri Padang. The sample included 57 students selected using cluster random sampling. In data collection, researchers employed two techniques: questionnaires to measure students' self-efficacy and tests to assess their writing skills. Multiple regression analysis via SPSS 25 was used to analyze the data. The research results showed sig (2-tailed) values of (0.003), (0.007), (0.069). It can be stated that the sig (2-tailed) value of two variables was smaller than 0.05, and one variable was greater than (0.05 > 0.069). This implies that the hypotheses (Ha1, Ha2, and Ha3) were accepted, while the hypothesis (Ha4) was rejected. The correlation coefficient (r) value was 0.222. In conclusion, there was a significant relationship between student self-efficacy, each dimension of self-efficacy, and students' writing ability in the paragraph writing class at Universitas Negeri Padang.

Keywords: Self-Efficacy, writing, writing ability

Dian pratiwi (2024) *Hubungan Sebab-Akibat antara Keyakinan Diri Mahasiswa EFL dan Kemampuan Menulis Mahasiswa EFL dalam Kelas Penulisan Paragraf di Departemen Bahasa Inggris Universitas Negeri Padang.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui hubungan sebab akibat antara efikasi diri, termasuk masing-masing dimensi kemampuan menulis siswa EFL, dan kemampuan menulis siswa EFL di kelas menulis paragraf di Jurusan Bahasa Inggris Universitas Negeri Padang. Penelitian ini dilakukan sebagai penelitian deskriptif kausalitas dan kuantitatif. Populasi penelitian ini adalah seluruh mahasiswa pendidikan bahasa Inggris angkatan 2022 di universitas negeri padang. Sampelnya berjumlah 57 siswa yang dipilih menggunakan cluster random sampling. Dalam pengumpulan data, peneliti menggunakan dua teknik: kuesioner untuk mengukur efikasi diri siswa dan tes untuk menilai keterampilan menulis mereka. Analisis regresi berganda melalui SPSS 25 digunakan untuk menganalisis data. Hasil penelitian menunjukkan nilai sig (2-tailed) sebesar (0,003), (0,007), (0,069). Dapat dinyatakan nilai sig (2-tailed) kedua variabel lebih kecil dari 0,05, dan satu variabel lebih besar dari (0,05 > 0,069). Artinya hipotesis (Ha1, Ha2, dan Ha3) diterima, sedangkan hipotesis (Ha4) ditolak. Nilai koefisien korelasi (r) sebesar 0,222. Kesimpulannya, terdapat hubungan yang signifikan antara efikasi diri siswa, masing-masing dimensi efikasi diri, dan kemampuan menulis siswa pada kelas menulis paragraf di Universitas Negeri Padang.

Kata Kunci: Efikasi diri, menulis, kemampuan menulis

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Finally, the author realizes that this thesis is still far from perfect. So, the author expects criticism and suggestions for improving this thesis.

Padang, 2024

The Researcher

TABLE OF CONTENT

| | |
|---|------------|
| ABSTRACT | i |
| ABSTRAK..... | ii |
| ACKNOWLEDGMENT..... | iii |
| TABLE OF CONTENT | v |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of problem..... | 1 |
| B. Identification of the Problem | 6 |
| C. Limitation of the Problem..... | 6 |
| D. Formulation of the problem..... | 6 |
| E. Purpose of the Research..... | 7 |
| F. Significance of the Research | 7 |
| G. The Definition of the Key Terms..... | 7 |
| 1. Writing | 8 |
| 2. Writing Ability | 8 |
| 3. Self-Efficacy..... | 8 |
| CHAPTER II RIVIEW OF LITERATURE..... | 9 |
| A. Review of Related Theories | 9 |
| 1. Writing | 9 |
| 2. Self-efficacy | 101 |
| B. Relevant Research..... | 154 |
| C. Conceptual Framework | 176 |
| D. Research Hypothesis | 17 |
| CHAPTER III RESEARCH METHOD | 19 |
| A. Research Design..... | 19 |
| B. Population and Sample | 210 |
| C. Instrumentation | 221 |
| 1. Questionnaire | 221 |
| 2. Test | 242 |

| | |
|--|------------|
| D. Validity and Reability | 253 |
| 1. Validity | 253 |
| 2. Reliability..... | 253 |
| E. Technique of Data Collection | 264 |
| 1. Preparation..... | 275 |
| 2. Data Collection and Processing | 275 |
| F. Techniques of Data analysis..... | 275 |
| 1. Test | 275 |
| 2. Questionnaire | 286 |
| CHAPTER IV FINDINGS AND DISCUSSION..... | 29 |
| A. Data Description | 29 |
| 1. Classification of Students' Writing Test Score | 31 |
| 2. Classification of Students Self-Efficacy Questionnaire Score..... | 31 |
| B. Data Analysis Results | 312 |
| a. Normality Test | 312 |
| b. Linearity Test..... | 313 |
| c. Multicollinearity Test | 315 |
| d. Heteroscedasticity Test | 316 |
| e. Multiple Linear Regression Measurement Result..... | 317 |
| f. F Test | 318 |
| g. T Test | 319 |
| h. Coeficient of Determination (R ²) | 31 |
| C. Discussion..... | 41 |
| CHAPTER V CONCLUSSION AND SUGGESTION..... | 474 |
| A. Conclusion..... | 474 |
| B. Suggestion..... | 475 |
| APPENDIXES..... | 552 |

CHAPTER 1

INTRODUCTION

A. Background of Problem

One of the demands of English education students to complete their studies is to write a thesis. One of the four English skills that affects a student's ability to finish their thesis is writing. According to Dalman (2015), writing is a kind of communication that entails sending messages (information) to other people via written. Students can express and relate to their own thoughts and feelings through writing exercises. In addition, writing can help students encourage their creativity and exploration. Students must develop their writing abilities since they can utilize them to communicate with others and convey their thoughts or feelings in writing.

Paragraph writing was a required course in the English Education Study Program at Universitas Negeri Padang. In paragraph writing classes, students learned the theory and practice of writing effective paragraphs. Students were introduced to strong paragraph ideas, including the construction of powerful topic sentences, supporting sentences, and concluding sentences. Students also acquired knowledge of concepts, unity, and cohesion. At the conclusion of this paragraph writing course, students wrote an essay to assess their writing skills obtained throughout the course. Large classroom sizes frequently prevented professors and students from engaging in sufficient interactions to improve

their writing abilities. Thus, students had to practice composing paragraphs independently outside of class.

Studying writing for EFL students was important and an excellent tool for learning vocabulary, spelling, and sentence patterns. Excellent skill in putting together sentences into written English was essential for improving students' writing performance, which resulted in academic success. Despite its significance, writing in English could be difficult, frustrating, and challenging for many learners because their writing was usually lacking in vocabulary, structure, substance, and linguistic aspects (Liao and Wong, 2010).

Despite being important, writing in English was challenging for students. Writing in English was hard for students because it was a tricky process. Setyowati (2017) said that even though writing was important for learning the language, many people found it the toughest and least-liked skill. To tackle this, students should focus on having a clear main idea, as Nasser (2019) pointed out. Problems like using grammar and punctuation wrong, misspelling words, and messy handwriting were common issues for Iraqi students learning English. Making sure each paragraph was clear and had cohesion together was super important for good communication. But, keeping things consistent could be a challenge for students, as found by Nur Faradhibah's study in 2017. The study revealed that students found writing difficult because they needed to think of the best ideas, express them correctly, and organize them into sensible paragraphs. Even though it was tough, understanding and getting good at the basics of writing was crucial for doing well in English writing.

In contrast, students' writing problems were determined by both their own efficacy beliefs and their cognitive abilities. Some students felt worried when they had to write an essay. They felt a kind of tension, worry, and discomfort as they wrote. They found it difficult or confusing when they had thought of ideas to make good content for writing. They also felt that their vocabulary, grammar, and linguistics were poor. They thought that the writing they produced would be difficult for readers to understand. With practice, individuals needed to become more confident that they could write effectively. Additionally, this was what was meant by self-efficacy—getting students to believe in their own skills and try to take action to get what they wanted. Bandura (2016, p. 2) said that “belief in one’s capacity to plan and take the required steps to handle potential problems.” Before beginning their essays, writers needed to prepare well and boost their confidence. Self-efficacy, according to Magogwe et al. (2015), “related to an individual’s personal evaluations and ideas regarding their capacity to do a task, such as writing an essay.” Students could assess their talents with self-efficacy, which affected the accomplishment of the objectives they established.

While based on previous research that explained that self-efficacy writing had three-dimensional models (Zumbrun, 2013), Ideation, which was the process of generating ideas and was typically connected to the semantic domain and schematic knowledge, was the first dimension of the self-efficacy writing model (Schraw, 2006). The second was writing conventions, which were a collection of acknowledged guidelines for putting thoughts in writing in

a specific language (Hayes, 2012). The authors' conviction that they could successfully orient themselves through the several aspects and subtasks of writing reflected the third dimension, which was writing self-regulation (Kitsantas, 2007).

Self-efficacy and writing were the subject of numerous studies. Rayner (2016) compared the self-efficacy and writing skills of pupils who were native English speakers. This study examined students' perceptions of their writing-related competency in Australia (native English speakers) and Malaysia (non-native English speakers) using a self-assessment survey design. On Monash University campuses in Australia and Malaysia, these impressions were then compared to the results of particular writing projects. Australian students scored higher on the literature review because they exhibited higher self-efficacy across all six abilities. The grades for assignments requiring annotated bibliographies were the same.

In the context of Iranian EFL students, Khosravi (2017) explored the connection between writing methods, self-efficacy, and writing ability. This study first looked at the connection between writing methods and self-efficacy before examining the connection between those two variables and writing skill. The findings of the Pearson correlation test revealed a substantial link between self-efficacy and writing techniques and self-efficacy and writing talents.

The impact of writing attitudes and writing self-efficacy beliefs on students' summary accomplishment was covered by Bulut (2017). The established hypothesis was confirmed by the current study's examination of the

impact of self-efficacy and writing attitudes on writing achievement using a structural equation model. In other words, writing attitudes and self-efficacy had a favorable and significant impact on writing abilities. In her 2014 study, Kauffman looked at many aspects of writing self-efficacy. This examination was regarded as a correlational research study. These results pointed to a resemblance between self-efficacy to control the cognitive and metacognitive aspects of writing that was more closely related to feelings about writing than self-belief in one's capacity to follow conventions.

Self-efficacy and its relationship to students' writing abilities were the subject of numerous research studies. The research object, processing, and data analysis were different between this study and prior studies. In the previous research conducted by Rayner (2016), the research object was native English-speaking students, as opposed to Khosravi's (2017) study, which focused on Iranian EFL students. In contrast, this study was carried out on EFL students enrolled in the English Department's paragraph writing course at Universitas Negeri Padang. Additionally, the earlier studies looked at the connection between students' talents and their overall self-efficacy. In the meanwhile, this study examined the causal relationship between all aspects of self-efficacy, ideation, convention, self-regulation, and writing ability.

As a result, there were still few research studies that looked at the causal relationship between each dimension of self-efficacy. The goal of this study was to determine how each dimension of self-efficacy factors affected students' writing abilities.

B. Identification of the Problem

It was clear from the discussion of the research backdrop given above that students had trouble writing in English. When they had to write an essay, some students became anxious. While they wrote, they experienced a certain level of anxiety, worry, and discomfort. They were therefore less effective writers. When they had ideas for making quality content for writing, they found it challenging. Additionally, they believed that their linguistics, grammar, and vocabulary were lacking. As a result, they believed that the reader wouldn't understand their writing, and they doubted their ability to write in English effectively.

The researcher was interested in finding out more about EFL students' self-efficacy with each dimension and their writing ability. The researcher was interested in determining whether self-efficacy and writing ability were causally related in EFL students.

C. Limitation of the Problem

The main focus of this study was to examine the relationship between EFL students' self-efficacy and EFL students' writing ability in paragraph writing class at the English Department of Universitas Negeri Padang. This aligns with the identified problem.

D. Research Questions

The researcher created a particular question based on the previous background explanation of the issue:

1. Is there any significant causal relationship between EFL students' self-efficacy and EFL students' writing ability in paragraph writing class at the English Department at Universitas Negeri Padang?"
2. Is there any causal relationship between EFL students' *Ideation* and EFL students' writing ability in paragraph writing class at the English Department at Universitas Negeri Padang?"
3. Is there any causal relationship between EFL students' *Convention* and EFL students' writing ability in paragraph writing class at the English Department at Universitas Negeri Padang?"
4. Is there any causal relationship between EFL students' *Self-regulation* and EFL students' writing ability in paragraph writing class at the English Department at Universitas Negeri Padang?"

E. Purpose of the Research

This research aims to accomplish the following objectives:

1. Determine the positive relationship of EFL students' self-efficacy variable on EFL students' writing ability in paragraph writing class at English Department of Universitas Negeri Padang.
2. Determine the positive relationship of EFL students' ideation variable on EFL students' writing ability in paragraph writing class at English Department of Universitas Negeri Padang.
3. Determine the positive relationship of EFL students' convention variable on EFL students' writing ability in paragraph writing class at English Department of Universitas Negeri Padang.

4. Determine the positive relationship of EFL students' self-regulation variable on EFL students' writing ability in paragraph writing class at English Department of Universitas Negeri Padang.

F. Significance of the Research

Theoretically, this research provided information about the causal relationship between students' self-efficacy and their writing abilities. So, practically this research provided benefits for many people. First, it was hoped that the findings of this research would be useful and valuable, especially for students and lecturers at Universitas Negeri Padang, for their future learning process. Secondly, the researcher hoped that the findings of this research would provide useful and beneficial information, especially for people who were interested in learning English as a foreign language. Lastly, this research was also expected to contribute to supporting the development of research in the field of teaching English as a foreign language, especially for academic writing. In particular, for someone who wanted to conduct research on writing ability or the causal relationship between self-efficacy and other English language skills, they could use this research as a reference to add information. In addition, this research offered students a writing self-efficacy test to determine their own level of writing self-efficacy. Furthermore, this research aimed to deepen the researcher's understanding of the key elements that influenced students' level of writing ability.

G. The Definition of the Key Terms

1. Writing

Writing is the process of expressing thoughts and ideas in an easily understood way by using symbols (alphabetical letters, punctuation, and spaces).

2. Writing Ability

Writing ability is the capacity of someone to produce a written message from words, into sentence, into text, into coherence where the readers can understand the meaning.

3. Self-efficacy

Self-efficacy is a person's belief in their ability to successfully accomplish tasks and achieve goals.