THE CORRELATION OF SELF-EFFICACY TOWARD STUDENTS' WRITING SKILL AT ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 JAMBI CITY

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education

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JAMBI

2023

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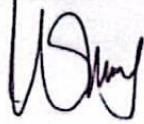
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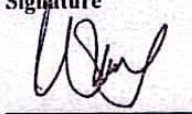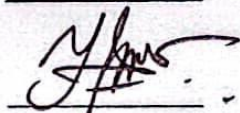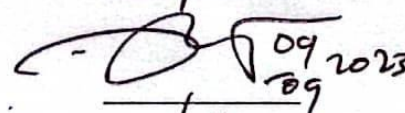Head of English Language
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i

LETTER OF RATIFICATION

This thesis entitled "The Correlation of Self-efficacy Toward Students' Writing Skills at Elevent Grade Students of Senior High School 9 Jambi City" has been defended before the examiners of English Education Study Program, Faculty of Teacher Training and Education, University of Batanghari Jambi, on August, 9th 2023.

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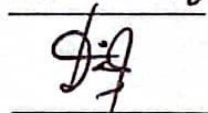Head of English Language
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DECLARATION

I honestly declare, this research entitled "The Correlation of Self-efficacy Toward Students' Writing Skills at Elevent Grade Students of Senior High School 9 Jambi City" is my own work. I am completely aware that I have taken some statements as well as theories from several expert and journals, however they are properly acknowledged in the text.

Jambi, August 2023

The Researcher,

Niken Dwi Naila

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MOTTO

"Life is tough, and things don't always work out well, but we should be brave and go on with our lives."

- **Min Suga**

DEDICATION

I praise to Allah SWT, for the blessing given to me so I can finish thish thesis entitled, "The Correlation of Self-efficacy Toward Students' Writing Skills at Elevent Grade Students of Senior High School 9 Jambi City".

The first, I'm dedicating this thesis for my parents, Budi Hartoyo and Susi Agustina. Thank you for all the love, supports, prayers and everything you have given to me, it means a lot for me and I will never forget it. I love you Pak, Buk, you are the best in my whole life.

Secondly, thanks to my grandfather and grandmother, who always cheer me and never get angry no matter what I do, I love you Mbah. Then thanks to my brother, Adam, even though we have never get along but he is a 'good brother' for me.

Last but not least, I dedicated this thesis to my friends who always supported me, I love you guys. And I also thanks to myself, who never give up in completing this thesis, even though there are many things happen, but you did it!

ABSTRACT

Naila, N. D. (2023). The Correlation of Self-efficacy toward Students' Writing Skills at Eleventh Grade Students of Senior High School 9 Jambi City. A Thesis. English Language Education Program. Faculty of Teacher Training and Educational. University of Batanghari. First Advisor: Dra. Hj. Wennyta, M.Pd. Second Advisor: Dr. Yurni, SS, M.Si.

The purpose of this research was to find out whether there is any correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City. This research used quantitative method with correlational research as the design. The population in this research was all the eleventh grade students of Senior High School 9 Jambi City with total 240 students and the sample in this research was 71 students taken by using simple random sampling technique. The technique data collection in this research using questionnaire of self-efficcay and writing test. The data were analyze by using person product moment correlation coefficient by SPSS 21. The result of the correlation coefficient (r) was 0.690 and that was higher than the r_{table} 0.230 on significant level 5%. The result of hypothesis test was $0.000 < 0.05$. It means that Ho was rejected and Ha was accepted because the value of Sig. is less than the 0.05. In conclusion, there is significant correlation of self-efficacy towards students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

Keywords: *Self-efficacy, Writing Skills.*

ACKNOWLEDGMENT

First of all, praises to Allah SWT, the lord of the universe and Propet Muhammad SAW, who has blessed and given the researcher abundant grace, help, guidance, and mercies to completed this thesis. The researcher realized that this thesis is far from being perfect and without defect. Therefore, the researcher would like to express her deepest gratitude and appreciation to:
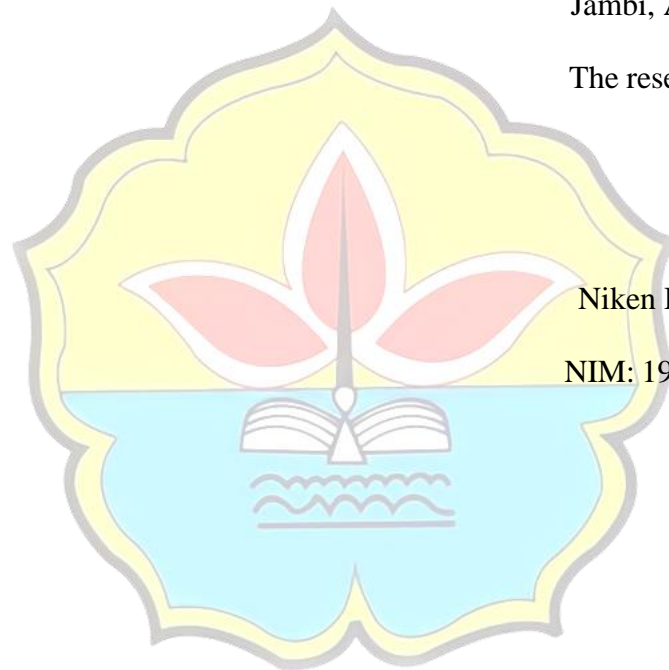
1. Prof. Dr. Herri, SE., MBA as the Rector of University of Batanghari Jambi.

2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Faculty Teacher Training and Educational Sciences University of Batanghari Jambi.

3. Ridho Praja Dinata, M.Pd. as Head of English Language Education Study Program at University of Batanghari Jambi.

4. Dra. Hj. Wennyta, M.Pd. as the first advisor who always provides advice, guidance and help in completing this thesis.

5. Dr. Yurni, SS, M.Si. as the second advisor who always provides advice, guidance and help in completing this thesis.

6. All of the lecturers of English Language Education of the Faculty of Teacher Training and Education at University of Batanghari Jambi who have given advice and knowledge to the researcher.

7. Werdayati, S.Pd. as the guide teacher during this research and allowing to take her class at Senior High School 9 Jambi City as the sampl of this research.

8. My beloved parents, Budi Hartoyo and Susi Agustina, who always given their love, supports and prayers to the researcher.

9. My brother, Adam and my grandparents who always supports the researcher.

10. All the member of A1 class, especially Annisha, Dara, Fenny, Rimeira, Riska, Syarah, and Windi who always given supports, suggestions and help to the researcher.

The researcher realizes there are many mistakes and not perfect. Criticism or suggestion of the readers are very welcome for the perfection of this research.
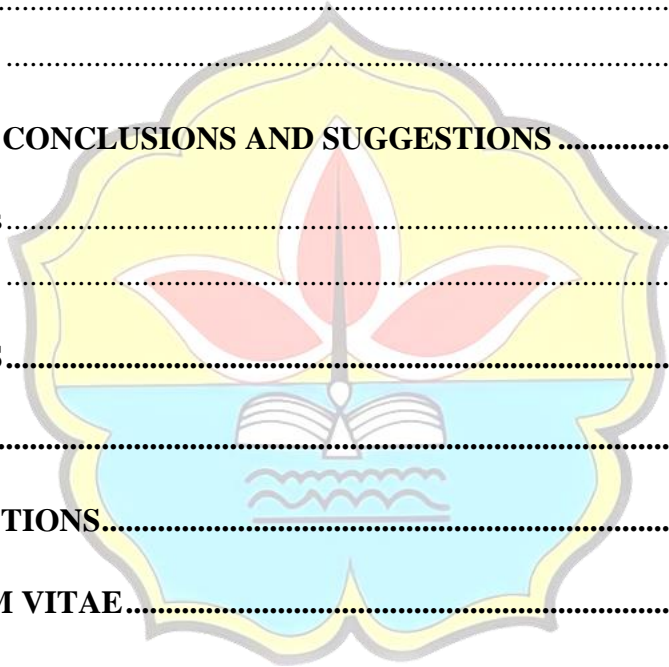
Jambi, August 2023

The researcher

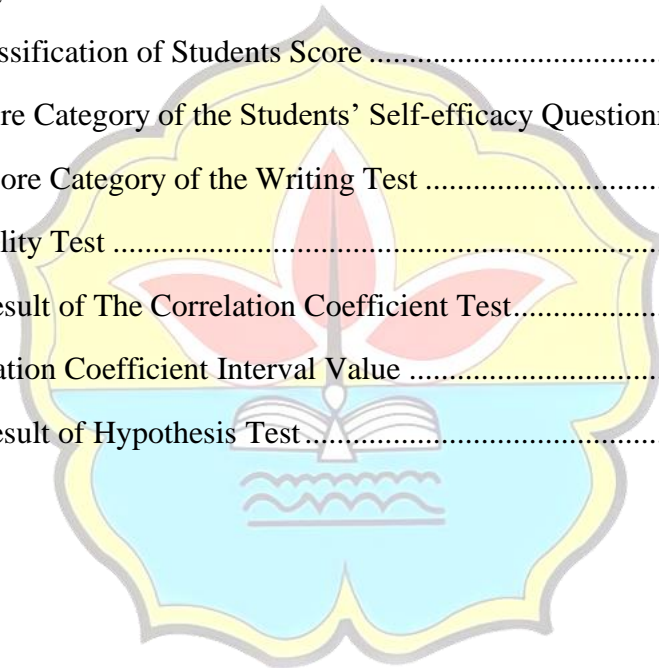Niken Dwi Naila

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CHAPTER I

INTRODUCTION

1.1   Background of The Problem

In learning language, English is one of the most crucial language, because it is a global language that is used all parts of the world. English in Indonesia is use as a foreign language and as second language for students. English is the most widely taught as foreign language in more than 100 countries including Indonesia (Crystal 1997). Learning foreign languages can be useful for students' future and the ability to use English will also be an added value in finding a job and supporting a career. English is also a subject that exists at several school levels according to the curriculum used. In Indonesia, English as a subject has been applied since junior high school.

There are four different aspects of skills that students need to master in English, these are reading, writing, speaking, and listening. These four aspects are the basis that must be fulfilled in order to have good English competence. From these four aspects, writing skill is an important aspect for students. It is important to learn and practice writing as a skills. Writing is a great tool for learning vocabulary, spelling, and sentence structures, making it an crucial component of language learning. Writing well allows students to evaluate their level of language skills, especially writing in English. According to Abbas (2006), writing skills is the ability to express ideas, opinions, and feelings to other parties through written language. By writing we can express ideas, opinions, and feelings that we have

into something that is more useful for us or for others. Writing can encourage students' interest in reading. Students should read a lot of existing references if they want to write well and make it more interesting.

In writing we also have to believe in ourselves that we can write our idea, opinios, or feeling with confidence. Believing in ourselves that we can do or complete a task such as writing with our skills is called self-efficacy. According to Bandura (1997), self-efficacy is person's belief to his or her ability to achieve certain goals. Bandura (1997) also states high and low self-efficacy can determine someone's success and failure in carrying out a task. Therefore, self-efficacy for writing is important for students, because if students' self-efficacy is high then when writing it will be very easy for them to write. They tend put more effort to avoid possible failures. Otherwise, low self-efficacy make it difficult for students to write. They avoid the assignments because they are afraid to fail. They do not make an effort to increase their self-efficacy and give up easily before they begin.

Based on the experience of researchers when observation during PPL in Senior High School, the researcher discovered some problem on students when writing in English, namely, level of understanding and English vocabulary of students is still limited, especially when students are face with assignments that require them to write in English they always ask the teacher what and how to write a word. When write a word in English their spelling is still has a lot of mistakes. Most of them also do not know how to express their ideas in order to write well, especially writing descriptive text. So when writing sometimes the ideas they have are not conveyed properly.

On contrary, the researcher also discovered some students who have high self-efficacy, it can be seen from their confidence in writing, especially writing descriptive texts. It is because they already have write before and they get good result. When they get the assignment to write they immediately do it easily. Lavelle (2006), states that students with high self-efficacy will regard the hard writing task as challenge to be execute and try their best to finish the task by making productive use of their strategy. High self-efficacy they have makes them not give up easily and are not afraid of fail. The success of someone in writing is also a reference and learning for students to build self-efficacy. Students will feel confident that they can do the assignment when they see others can do the same assignment. Observing or seeing people who get good results when doing assignments is one fast way to build students' self-efficacy.

Students' emotional and physical health have a significant impact on their skills to learn, that is why it is important to take care of this issue. If students have an unstable physical condition, such as being sick, stress, or tired, they usually have low self-efficacy and become an obstacle for them in doing assignments. If self-efficacy is low, the emotional state of students is also low. The low emotional state of students such as they are not excited, sad, or disappointed. Therefore they need positive energy that can influence and increase their self-efficacy, such as get positive comments from the teacher on their writing or get praise from their friends.

Based on the background that has been described above, the researcher are interested to conduct a research with the title "The Correlation of Self-efficacy

Toward Students' Writing Skill at Eleventh Grade Students of Senior High School 9 Jambi City".

1.2 Identification of The Problem

Based on the background of the research that has been described above, the researcher identified the problem as follows:

1. The students have lack on vocabulary.
2. The students have difficulty to develop their ideas into writing, especially in English.

1.3 Limitation of The Problem

The limitation of the problem in this research only focuses on the correlation of self-efficacy toward students' writing skill especially at eleventh grade students of Senior High School 9 Jambi City.

1.4 Formulation of The Problem

Based on the background of the research that has been described above, the formulation of this research is there any correlation of self-efficacy toward students' writing skill at eleventh grade students of Senior High School 9 Jambi?

1.5 Objective of The Problem

Based on the problems that have been stated above, the objective of this research is to find out the correlation of self-efficacy toward students' writing skill at eleventh grade students of Senior High School 9 Jambi City.

1.6   The Significance of The Reasearch

The results of this research are expected to provide benefits. There are two kinds of benefits in this research:

1. Theoretically

The results of this research are expected to give contribution to the theory about correlation of self-efficacy toward students writing skill, also to provide information to improve the efectiveness of English learning in schools.

2. Practically

    a. For students, this research can be used to encourage the learning English in the classroom and help them to improve their English writing skill.

    b. For teachers, this research provides information and guidance to develop students' writing skills by providing better learning.

    c. For schools, this research provides information and input for improvements related to programs to support students' English writing skills.

    d. For the other researcher, this research may offer and provide details for the future researchers who are interested in researching a related subject in a different context.
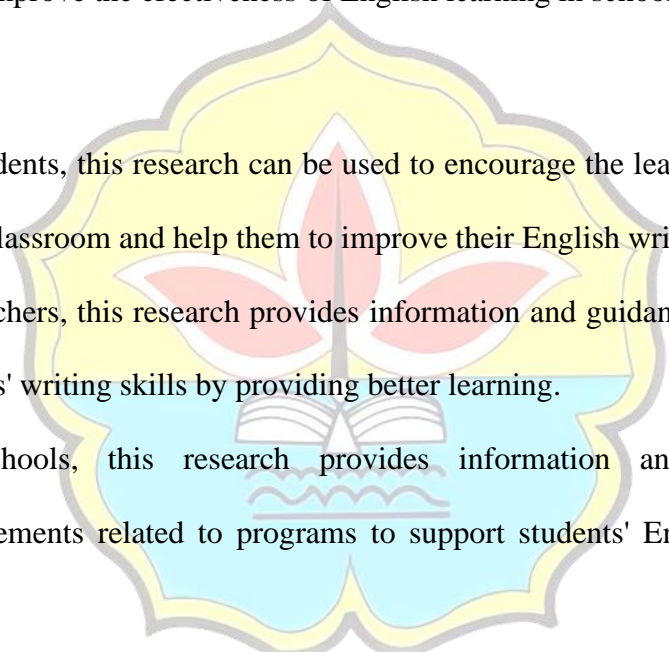
1.7 Definition of Key Terms

In order to avoid misunderstanding and achive a thorough understanding, the terms used in this research need to be defined in the following ways below:

1. Self-efficacy

Kinicki (2008) states Self efficacy is a person's belief about his or her chances of successfully accomplishing a specific task. In this research self-efficacy is about how students can believe in their own skills when to do a task. To know the student's self-efficacy, the researcher offered the students a questionnaire to find out their self-efficacy.

2. Writing skills

Iskandar Wassid (2010) states Writing skills as one of the productive language skills encourages a person to convey ideas, thoughts, desires and feelings to others through written language. The students will take a test on writing to see whether or not they believe in their own skills to achive their target in writing.

1.8 Basic Assumption

In this research, the researcher states the assumption, as follows:

1. The students have lack on confidence when writing because their vocabulary is limited.
2. The students' mastery experience is limited so their self-efficacy is low, especially writing descriptive text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1   Definition of Self-Efficacy

Bandura (1997) defined self-efficacy is a person's belief in their capabilities to carry out an action or complete a given task. Bandura (1997) also describes self-efficacy as a determinant of how people feel, think, motivate themselves, and behave. It means self-efficacy is our belief in our own skills, especially in doing something we need to believe that we can do it and finish what we do. Self-reference is one important things in self-efficacy. One's self-perception of self-efficacy in writing will influence the growth of subsequent writing. Self-efficacy also determines our success or failure in doing a task.

Nuzulia (2010), said that basically self-efficacy is a result of cognitive processes in the form of decisions, beliefs or expectations regarding the extent to which individuals evaliate their own skills to carry out certain tasks or behaviors required to achieve the goals that want to achieve. Decisions, beliefs or expectations affect a person in estimating individual abilities when carrying out tasks, especially to achieve the results that have been set at the beginning by individuals.

In the opinion of best-selling author and educator Kathy Kolbe (2009), argues that self-efficacy is believing in one's own abilities which can be vital in measuring cognitive strength. As a result, self-efficacy involves a person's skills

to overcome difficulties that will stop them from using their intrinsic strenghts to achieve goals.

Self-efficacy ccording to Gist and Mitchell (1992), can lead to varied actions or behaviors among people with the same skills because it influences goals, choices, problem solving, and persistence in trying. It means someone who has self-efficacy believes that he or she is able to do something to change his or her previous behavior, which always feels unable to do something around him or her.

Based on the definitions provided by the experts above, it is possible conclude that self-efficacy is important, especially in everyday life because with self-efficacy they believe in their skills when doing something. Those who have self-efficacy do not easily give up when facing with something that they think it's difficult, instead they try more and don't care about failure. Even if they are fail, they keep on trying until they can.

2.1.1 Aspects of self-efficacy

Bandura (1997), a psychologist who initiated the theory of self-efficacy, stated that there are three aspects of self-efficacy in humans, as follows:

1. Level

This aspect is related to the difficulty level of a task. If students are given questions that are arranged depending on their level of difficulty, then the self-

efficacy of students may be limited based on the perceived ability to fulfill the behavioral requirements necessary at each level.

2. Strenght

This aspect is related with how strongly a person believes in his or her own ability. Compared to students who have a low self-efficacy, those with high self-efficacy tend to persevere through difficulties and persistently increase their efforts despite the challenges. This aspect is usually has a direct relationship to the level aspect, which mean that the perceived confidence to perform the work decreases as the task's difficulty level increases.

3. Generality

This aspect is related to how much students are confident in their abilities when faced with varied task conditions. This student's self-efficacy might only extend to a few subjects, while the other students might cover a number of subjects simultaneously.

2.1.2   The Sources of Self-Efficacy

The sources of self-efficacy is stimulation that help generate and develop self-efficacy in students. According to Bandura (1997), self-efficacy can develop through four main sources. The four sources of self-efficacy can come from the following.

a. Mastery Experience

Mastery experience is an achievement that has already achieved in the past. Good achievements increases students' self-efficacy, while unsuccessful achievements reduces self-efficacy of students. If self-efficacy of sudents is strong, then the negative impact of unsuccessful decreases by itself and can even be overcome by strengthening self-motivation if you continue to experience difficulties. People who are used to success when doing something, if they fail once it does not affect their self-efficacy.

b. Vicarious Learning

Vicarious learning or studying other people's experiences can also be a way to build self-efficacy in students. In this experience, when sudents watch others succeed, their self-efficacy rises, but when they see others with the similar skills to themselves fail, their self-efficacy falls.

c. Social Persuasion

Social persuasion is a way of building self-efficacy that is purely obtained from others. The key to social persuasion is how to give confidence to students that they are capable of doing something.

d. Physical and Emotional Conditions

Students' physical and emotional condition can be something that influences their self-efficacy. Students who are sick, strees, or tired usually have lower self-efficacy because they do not have enough energy to achieve success. Positive
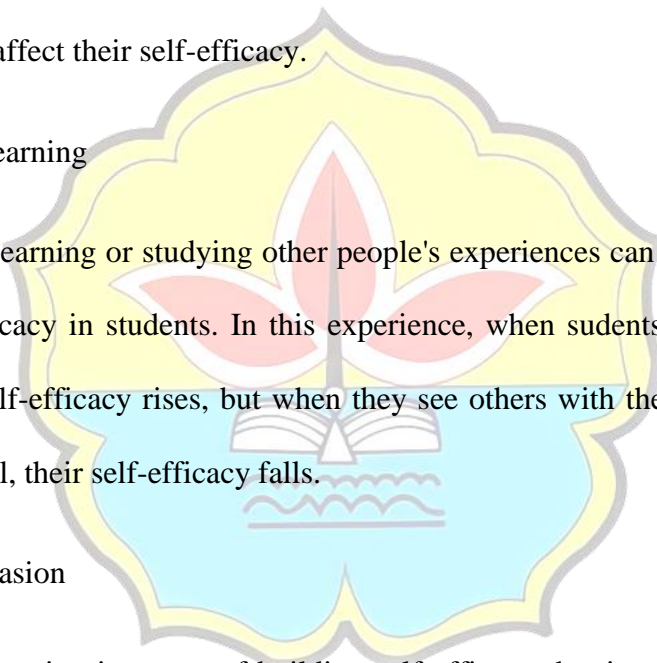
emotions around students can increase their self-efficacy. This positive emotion can come from the students themselves or from other people, such as from teachers, friends, or parents.

2.2 Definition of Writing

According to Oshima and Hogue (1997), writing is a progressive activity. This indicates that when we start to write something, we have already considered what we wan to convey and how to express it. After finishing writing, then look at what we have written, check for the errors and make modifications as necessary. Writing is an expression of thinking, compiling, and revising that need special skills in how to organize the ideas, use discourse markers and rhetorical conventions to incorporate them cohesively into written texts, revise the text for a clearer meaning and use appropriate grammar to produce good writing and it was proved by Brown (2004).

Among four skills in English, the complex skills for students are writing skills. Heaton (1975) stated, writing skills is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Writing involves more than just expressing our thoughts, it also involves structuring ideas, editing for the grammar, spelling, developing vocabularies and other skills in addition to expressing what we think. Hugley et al (1983) explain that writing is a communicative act. It depends on how we undertand the social expectation. It implies that because writing is an instrument of communication, writing can build social relationships and social expectations.

Based on the definition about writing above, it can concluded that writing can be used to express people's thoughts, opinions, realities, and points of view. Writing also can help people to build a social relationship. Writing is a complex skills, which must be properly taught and learned to be able to make a good writing. When writing we have to pay attention to the grammar, used varied and appropriate vocabulary, spelling and the ideas must be conveyed properly to prevent readers from getting confused while reading.

2.2.1 Purpose of Writing

Writing is one of the four skills, along with speaking, reading and listening. The most challenging skill of the four skills for students to master is writing skills. Penny (1991) say that to express the idea and convey the messages to the reader is the primary purpose of writing. There are three purposes of writing by Grenville (2001), as follows:

a. To Entertain

Generally, writing for entertainment takes the shape of imaginative or creative writing. It implies that the writer must be creative when writing. Creativity is one of the most important things for writers, with creatifity writer can make a good writing that can make readers feel and understand what the writer meant when writing it.

b. To Inform

The purpose of writing to inform is to inform the reader about the facts contained in the writing. This focus of this kind of writing may be on people, objects, events, and processes. It appears in newspapers and magazines, articles, business and scientific reports, and even college and high school essays.

c. To Persuade

Writing to persuade is the writer used fact or truths to persuade reader that a point of view is valid and wants them to act on it, for example in poster or advertisements.

2.2.2 Writing Skill

Writing skill is important since it enables people to communicate without being physically present. Writing is one of the skills that are taught to students. Students' ability to communicate in English is determined by their writing ability. Nunan (1999) explains that the most difficult macro skills for all language users whether it is first, second, or foreign language learner is learning to write fluently and expressively.

Writing is a language skill that is used to communicate or express our ideas and thoughts through writing that others can read. Writing skill is not a natural talent. This is a skill that must be learned. It means writing skills can be improved with consistent practice. If we practicing our writing regularly especially with setting our intentions and goals it will definitely help more.

According to the description of writing skills provided above, it can be said that writing skill is a complicated process. Writing skills are the ability to process thoughts into understandable text and express ideas and feelings through written language. Writing skills have an important role in education and influences student' learning achievement. In this research, writing skills was measured with writing descriptive text.

2.2.3 Writing Descriptive Text

There are many types of text in English, but in this research, the researcher focused on students' skills in writing descriptive text. Descriptive text is a text that gives readers or listeners a detailed description of particular thing, person, animal, place and or event. The act of describing is carried out categorizing and dealing with their characteristics, behaviors, functions, and other features beginning with identifying them.

According to Cavanagh (1998), description focus out attention on the characteristic feactures of particular things. The description of a specific thing might appear as 'stand alone' writing, which is frequently a component of lengthier text, such as the description of a character or setting in a story. This means that while describing a character or setting in a story, descriptives focus on qualities and information that will emerge as 'stand alone' language. Pardiyono (2007) a description paragraph is a sort of written text paragraph that has the special purpose of describing about an object (living or non-living things) and has the goal of offering the reader a clear description of the object.

According to the explaination of descriptives above, descriptive text is text that describes something, whether it is a person, thing, event, or location. Descriptive text also includes a lengthy explanation to ensure that the reader comprehends the information object provided in the text.

2.2.4 Generic Stucture of Descriptives Text

In descriptive text, the generic structure is divided into two components, namely:

a. Identification

Identification is a opening paragraph or the first paragraph in the text. Identification is usually appears in the first paragraph that contain the subject of the text. Identification introduces and identify anything that appears in text.

b. Description

Following the introduction, the subject's parts or character are described in a series paragraph of paragraph called the description. The subject is like person, animal, place or even things. In description section there are two components, as follow:

1) Identification are to describe an object or phenomenon that we are going to explain before we tell about the object in the next paragraph.

2) Language features are focus on particular induviduals, the employment of attributional and identification process, extensive use of ephitets and
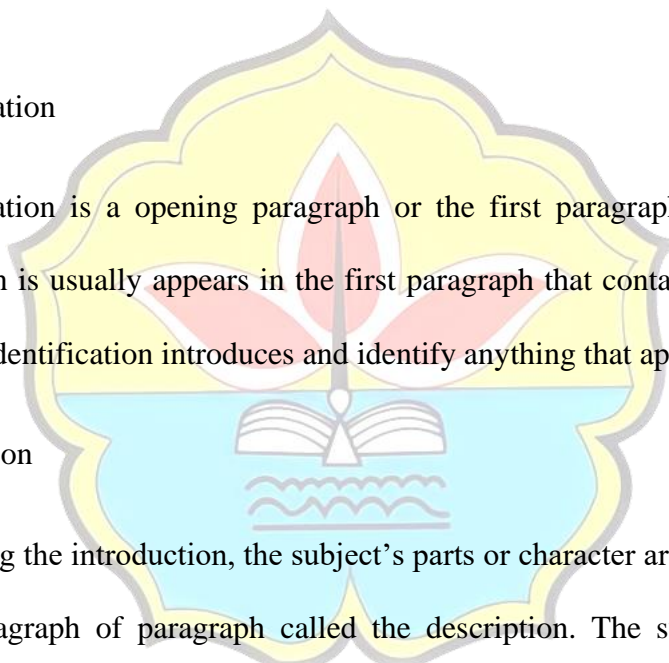
classifiers in nominal groups and when write the text must use of simple present tense.

Language features in descritives text are:

a. Use of a noun.

b. Use of a various adjectives.

c. Use of action verb.

d. Use of metaphors, similes and other figurative language.

2.2.5 Indicators of Descriptive Text

Before write a descriptive text, there are indicators that must be known. Brown (2001) divides indicators of descriptive text as follows:

a. Content

Content is the main topic that the writer chooses to include in their descriptive writing. In this section, the writer must select an appropriate topic for the text. Additionally, the topic's specifics are important while creating descriptive text. The writer must provide every detail in a descriptive text that is suitable for the topic.

b. Organization

Organization is how to arrangement an descriptive text. In this section contain the generic structure of descriptive text, namely identification and description. In identification we have to describe the subject that will be

appear in the first paragraph. While description we have to explain in detail the subject that will be describe.

c. Grammar

The grammar that are use in the descriptive text focus on the is simple present tense, uses the adjective to clarify the noun and action verbs.

d. Vocabulary

According to Johnson et al. (2013), the vocabulary that are use in writing English descriptive text should have an effective option to express the subject and should pay attention to picking the correct word that suited for the circumstance It means when write a descriptive text we shoud be able to convert the subject and choose the right vocabulary that fits the context.

e. Mechanic.

Mechanic is important because in writing we have to focus to the spelling of the vocabulay, capitalization, and punctuation in the paragraph. If the spelling, punctuation, and capitalization are not clear it will confuse the readers when read the text.

Based on the explaination above, there are five indicators that we have known before writing. In the following, the researcher attaches an example of descriptive text that includes all the indicators with the title "Muaro Jambi Temple".

Muaro Jambi Temple

Muaro Jambi Temple is one of historical buildings in Indonesia and it is the largest Hindu-Buddhist temple in Southeast Asia. Muaro Jambi Temple has an area of 3,981 hectares or eight times the area of Borobudur Temple. It is estimated that the Muaro Jambi Temple built between the 7th and 12th centuries. Muaro Jambi Temple is a world heritage and included in the UNESCO list in 2009. The location of the Muaro Jambi Temple in the Muaro Jambi Village, in the district of Maro Sebo, Muaro Jambi Regency. From Jambi City, the tempe is less than 40 km and can be reach by transportation, such as, car or motorcycle.

In the Muaro Jambi Temple that has an area of 3,981 hectares, there are at least 82 ruins of ancient buildings made of brick constructions. Seven of these ancient temples have given intensive conservation care. The seven temples are Gumpung Temple, Tinggi I Temple, Tinggi II Temple, Kembar Batu Temple, Astano Temple, Gedong I Temple and Gedong II Temple, and Kedaton Temple. Besides, visit the temples, we can also do various activities, such as taking a walk to enjoying the scenery. If we do not want to get tired from walking, we can also cycle around the Muaro Jambi Temple complex, by cycling we can enjoy the atmosphere of the temple more freely and more relax. After enjoying the atmosphere we can try the foods available around the temple because many food stands in the Muaro Jambi Temple.

Source: Internet

2.3 Previous Study

There are some previous studies which have same subject to this research. First, Sri Wulandari (2019), conducted a research entitled "The Correlation between Students' Self-Efficacy and Their Writing Ability at State Vocational High School 1 Tandun." This study was aimed to determine the correlation between self-efficacy and their writing ability at State Vocational High School 1 Tandun. The population in this research is all the students of tenth grade, the total is 196 students and 49 students were selected as the sample using simple random sampling. The researcher employed two technique in this study to gather the data using questionnaire and writing test. In this research, the Person Product Moment correlation coefficient with SPSS 23.00 was used to analyze the data. The result shows that the sig.(2-tailed) value 0.0047. It can be said sig.(2-tailed) value less than 0.05 (0.047<0.05). It means the Ha is accepted whereas Ho is rejected. Correlation coefficient (r) value is 0.285. In conclusion there is significant correlation between students' self-efficacy and their writing ability. The differences between this research and this study were the subject and the location of the research. Senior High School 9 Jambi City are the location for this research, while State Vocational High School 1 Tandun is the location for this previous research.

Second, Khosravi et al (2017) conducted research entitled "The Relationship between Writing Strategies, Self-Efficacy and Writing Ability: A Case of Iranian EFL Students". The purpose in this study is to investigate the relationship between self-efficacy beliefs, writing strategies, and writing abilities

of Iranian EFL learners. There were 120 students who taking classes at the Iran Language Institute in Gorgan, Iran. Questionnaire of writing strategies self-efficacy and self-efficacy belief questionnaire were used in this study, and an IELTS writing task were used to gather the data. According to the results of Pearson correlation tests, there is a significant relationship between self-efficacy and writing strategies on the one hand, and self-efficacy and writing ability on the other hand. The Findings have some effects on how writing is taught in an EFL environtment. The differences between this research and this previous research are the subject of research. High School 9 Jambi City were the subject of the this research while this previous research were 120 students learning English in Iran Language Institute in Gorgan, Iran. Writing descriptive text was used to test students' writing skills this research, while test in this previous research was used IELTS writing task.

Third, Fatemi and Vahidnia (2013) conducted a research entitled "An Investigation into Iranian EFL Learners' Level of Writing Self-efficacy". This research was sets out to investigate the relationship between EFL learners' sense of self-efficacy and their writing achievement. Two self-efficacy questionnaires namely, general self-efficacy and English self-efficacy were used to investigate the subject. This research included 93 Iranian EFL students from four different universities in north-eastern part of Iran's north-east. ANOVA and Pearson product moment correlation coefficient were used to examine the data that was gathered. The results showed a significant relationship between learners' writing performance and their General self-efficacy beliefs, as well as to their English

self-efficacy beliefs. It is important to note that, in contrast to General self-efficacy and English self-efficacy beliefs showed stronger relationship with learners' writing performance. The differences between this research and this previous research is the subject of research. The participant of the this research were the students of Senior High School 9 Jambi City while this previous research were ninety-three Iranian EFL learners from four different universities in north-eastern part of Iran. In this previos research used ANOVA while this research did not used ANOVA but only Pearson Product Moment.

2.4 Conceptual Framework

The conceptual framework serves as an overview of the research, and in this research focus only on the correlation of self-efficacy toward students' writing skills especially writing descriptives text. The first approach was to make observations first, and then after the observation the researcher found problems that students faced when writing descriptive text. Then, the researcher use a test and questionnaire to gather data. The test and questionnaire will be filled out by the respondents, namely, eleventh grade students Senior High School 9 Jambi City. The researcher use questionnaire English Self-efficacy from Jamileh Rahemi (2007) and the test will be a writing test, the test is students will write a descriptive text. After that, the researcher will analyze the test and questionnaire result and then determine the results from the test and questionnaire.

2.5   Hypothesis of the Research

The following are the hypothesis in this research that researcher refers:

Ha (Aternative Hypothesis) : There is significant correlation of self-efficacy towards students' writing skill at eleventh grade students of Senior High School 9 Jambi City.

Ho (Null Hypothesis)   : There is no significant correlation of self-efficacy towards students' writing skill at eleventh grade students of Senior High School 9 Jambi City.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher applied quantitative research. Creswell (2013), stated that quantitative research is concerned with gathering numerical data and applying it to comprehend a specific occurrence or generalize it across groups of people. Quantitative research gathers data from current and future respondents using sampling techniques and the distribution of online surveys, online polls or questionnaire.

Correlational research was used as the design in this research According to Creswell (2008), Correlational research is a quantitative research process in which researchers quantify the degree of association (related) between two or more variables or sets of scores. Students' self-efficacy act as the independent variable or X variable and students' writing skill act as the dependent variable or Y variable.

The population in this research was the entire eleventh grade students at Senior High School 9 Jambi City. XI IPS 3 and XI IPS 4 were selected as samples for the research using a simple random sampling method. Questionnaire and test are used in this research to collect data.

3.2 Population and Sample

3.2.1 Population

Creswell (2012) defines population as the set of people who the researcher may identify and investigate as having the same feature or some other shared identifying attribute. Based on the explanation above, the population in this research consisted of everyone who was suitable subject with the appropriate quality. The population in this research was all of the eleventh grade students Senior High School 9 Jambi City. The total member of the population are 240 students, shown in the table:

Table 1.

Population of the Research

Class	Population
XI IPA 1	35
XI IPA 2	35
XI IPA 3	29
XI IPS 1	35
XI IPS 2	35
XI IPS 3	36
XI IPS 4	35
Total	**240**

Source: Senior High School 9 Jambi city

3.2.2 Sample

According to Creswell (2012), The sample is a part of the target population chosen from individuals who represent the entire population that the researcher intends to examine in order to generalize about the target population. The sample method used in this research is simple random sampling method.

According to Creswell (2012), in simple random sampling, the researcher chooses participants (or units, such as schools) for the sample so that each individual has an equal chance of being chosen from the population.

Table 2.

Sample of the Research

Class	Students
XI IPS 3	36
XI IPS 4	35
Total	71

Source: Senior High School 9 Jambi city

3.3 Technique of Data Collection

3.3.1 Questionnaire

Questionnaire is a method of data collection that allows researchers to get information from a large number of people. A questionnaire, according to Creswell (2012), is a form used in a survey design that study participants complete and return to the researcher. Questionnaires also an efficient techniques data collection to know certainty the variables to be measured and knows what is the respondents expected. There are two types of questionnaire, as follows:

a. Open-ended (unstructured) survey questions allow respondents to provide responses that reflect their complete knowledge, sentiment, and comprehension.

b. Close-ended questions (structured) are questions that can only be answered by choosing from a limited number of possibilities, typically multiple-choice questions with a single-word answer, 'yes' or 'no,' or a rating scale.

A closed-ended questionnaire was used in this research, allowing respondents to only select the options that the researcher has provided. The assessment in this questionnaire uses a Likert scale where this scale was used to measure the questionnaire in this research. The researcher used questionnaire English Self-efficacy by Jamileh Rahemi (2007). The questionnaire consist 10 item use a five point likert scale, but in the questionnaire by Jamileh Rahemi (2007) does not have information about the blueprint. Therefore, the researcher arrange the blueprint according to aspects of self-efficacy by Bandura (1997) namely, level, strength, and generality.

Table 3.

Blueprint of Self-efficacy English Questionnaire Test

No.	Aspects	Indicators	Item Number	Total
1	Level	Individual's believe in his or her skills to a task.	1, 5, 8, 9, 10	5
2	Strength	Individual's believe in level of strength his or her skills to a task	2, 4, 7	3
3	Generality	Individual's believe in his or her skills to complete a task in a variety of activities or conditions	3, 6	2

3.3.2 Test

Writing test was given to measure students' writing skills. Descriptive text was used by the researcher as the text that students have to write. The researcher will give one topic for the students, the topic is 'Muaro Jambi Temple'. The test will be done by handwriting and the time are 30 minutes.

3.4 Validity and Reliability

3.4.1 Validity

Creswell (2012) defines validity is the production of sound evidence to indicate that the test interpretation (of scores about the concept or construct that the test is intended to assess) is correct. Validity is thus a required for both quantitative research and qualitative research. It mean that validity is important without this the research can not be said valid. The researcher tested the validity used SPSS 21 with the following criteria:

1. If $r_{value} > r_{table}$ on significant $\alpha = 0.05$, then the item is valid.
2. If $r_{value} < r_{table}$ on significant $\alpha = 0.05$, then the data is not valid.
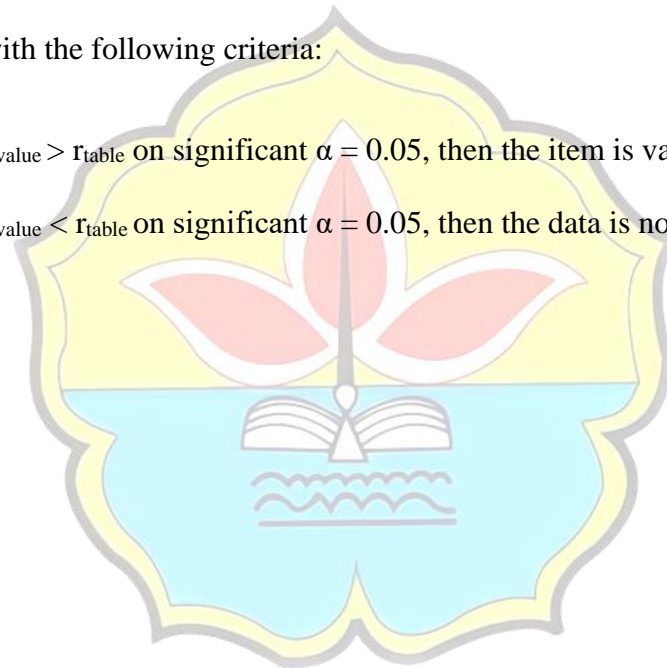
The result of the validity test as follows:

Table 4.

The Result of Validity Test

No.	Item	Value	r_table	Descripion
1.	Item 1	0.566	0.233	Valid
2.	Item 2	0.556	0.233	Valid
3.	Item 3	0.434	0.233	Valid
4.	Item 4	0.576	0.233	Valid
5.	Item 5	0.256	0.233	Valid
6.	Item 6	0.607	0.233	Valid
7.	Item 7	0.256	0.233	Valid
8.	Item 8	0.573	0.233	Valid
9.	Item 9	0.701	0.233	Valid
10.	Item 10	0.622	0.233	Valid

Based on the result of validity test above, all the item of the questionnaire is valid proven by SPSS 21. Therefore, the questionnaire for students' self-efficacy can be used for research.

3.4.2 Reliability

According to Cresswell (2012), Reliability means that the consistency and stability of the score of an instrument. The consistency and stability of the research' findings are reffered to as reliability. In order to evaluate the quality of

the research, reliability is important. Findings from a research that are truthful or correct are frequently dependable. SPSS 21 was used to test the reliability and the criteria as follows:

1. If $r_{value} > r_{table}$ on the significant $\alpha = 0.05$, then the item is reliable

2. If $r_{value} < r_{table}$ on the significant $\alpha = 0.05$, then the item is not reliable

The result of reliability test for the research instrument was 0.691. It means the item is reliable because $r_{value} > r_{table}$ (0.691>0.233).

3.5 Technique of Analyzing Data

The researcher will analyze the data obtained after the data collecting is finished. The data that will be entered comes from the tests given to the students who were sampled in this research.

1. To analyze the correlation between students' self-efficacy and students' writing skill, pearson product moment correlation coefficient (r) by SPSS 21 program for windows.

   Then, the index score 'r' is interpreted based on the coefficient correlation interval value by Ridhuwan (2010) in the table bellow:

Table 5.
Correlation Coefficient Interval Value

Coefficient Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Strong Enough
0.20-0.399	Weak
0.00-0.199	Very Weak

Source: Ridhuwan (2010)

2. Scoring the students' questionnaire use likert scale adopted from

   Cresswell (2012).

Table 6.
Likert Scale

Option	Favorable	Unfavorable
Absolutely Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Absolutely Disagree	1	5

Source: Creswell (2012)

3. Scoring the students' writing test by the writing rubric score.

Table 7.
Writing Rubric Score

Item Analysis	Score	Criteria of Scoring
Content	20-18	**Excellent to Very Good**: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	17-14	**Good to Avarage**: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks Detail.
	12-10	**Fair to Poor**: Limited knowledge of subject, little substance, Inadequate development of topic.
	9-7	**Very Poor**: Does not show knowledge of subject,non-substantive, not pertinent.
Organization	20-18	**Excellent to Very Good**: Fluent expression-ideas clearly stated
	17-14	**Good to Avarage**: Somewhat choppy-loosely organized but main idea stand out
	13-10	**Fair to Poor**: Not fluent, ideas confused or disconnected, lacks logical sequencing and Development.
	9-7	**Very Poor**: Does not communicative,

		no organization
Vocabulary	20-18	**Excellent to Very Good**: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	**Good to Avarage**: Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	**Fair to Poor**: Limited range-frequent errors of word/idiom form, choice, and usage
	9-7	**Very Poor**: Essentially translation little knowledge of English vocabulary, idioms, and word form.
Language Use	20-18	**Excellent to Very Good**: Effective complex constructions, view errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	17-14	**Good to Avarage**: Effective but simple constructions, minor problems in complex, constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	13-10	**Fair to Poor**: Major problems in simple/complex Construction. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and /or fragments, run-ons, deletions.
	9-7	**Very Poor**: Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate or not enough to evaluate.
Mechanics	20-18	**Excellent to Very Good**: Demonstrates mastery of conventions, view errors of spelling, punctuation, capitalization, paragraphing.
	17-14	**Good to Avarage**: Occasional errors of spelling, punctuation,

	13-10	capitalization, paragraphing but meaning not obscured. **Fair to Poor**: Frequent errors of spelling, punctuation, capitalization, paragraphing, pure hand writing, meaning confused or obscured.
	9-7	**Very Poor**: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible
Total	100	

Source: Jacobs et al. (1981)

Notes:

1. Content

   In the content the text must be relevant to the topic, for example if the text about temple, the writer must pay attention to the knowledge or history abouttemple, clarity, and logic of the topic.

2. Organization

   In organization, the writer must describe his or her ideas clearly, the ideas must be well organized and must have a logical sequence.

3. Vocabulary

   In vocabulary, the writer must choose an effective vocabulary and must pay attention when choose the vocabulary, whether the vocabulary is appropriate to the topic.

4. Language Use

   In language use, it is very important to use language that is suitable for the purpose. The use of inappropriate language can ruin the writing. When writing please pay attention to the use of the tense, especially when

writing descriptive text. The tenses usually use when writing descriptive

text is Simple Present Tense.

5. Mechanics

In mechanics, the writer also must pay attention to the spelling,

punctuation capitalization, and paragpraphing because that are very

important. If the spelling, punctuation capitalization and paragraphing are

not clear it will confuse the reader when read the text.

4. The researcher used Arikunto's (2006) classification of student scores to

assess students' self-efficacy and writing skills.

Table 8.
The Classification of Students Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Sources: Arikunto (2006)

5. Normality Test

Normality test is a test to determined the data from a research is

normally distributed or not. The researcher used SPSS 21 and used one

sample kolmogorov-smirnov to test the normality. The criteria for

normality test as follows:

1. If the value of significant Kolmogorov-smirnov > α (0.05), then the

data is normally distributed

2. If the value of significant Kolmogorov-smirnov $< \alpha$ (0.05), then the data is not normally distributed

6. Hypothesis Test

   To tested the hypothesis the researcher used t-test by using SPSS 21.

   The criteria for the hypothesis test can be seen as follows:

   1. Ha was accepted if Sig. $< \alpha$ (0.05)

   2. Ho was accepted if Sig. $> \alpha$ (0.05)
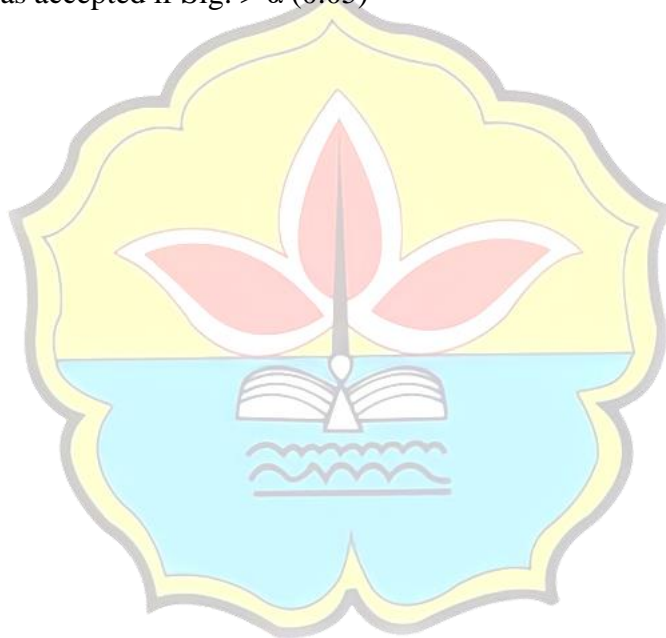
CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

This study's findings were based on the data collected. Eleventh grade students from Senior High School 9 in Jambi City participated in this study. The researcher collected the data at class XI IPS 3 (36 students) and XI IPS 4 (35 students). The researcher used a questionnaire of self-efficacy and writing test as a tool to collected the data.

4.1.1 The Result of Questionnaire Self-Efficacy

In the table below, the researcher presented the Score of the questionnaire of students' self-efficacy.

Table 9.
The Score Category of the Students' Self-efficacy
Questionnaire Test

Frequency	Score	Category	Percentage
23	100-80	Very Good	32.39%
41	79-66	Good	57.74%
7	65-56	Enough	9.85%
0	55-40	Less	0%
0	39-30	Fail	0%
Total			100%

From the table above, it can concluded the result of the students' self-efficacy with the most percentage was 57.74% in category 'Good' and the lowest was 9.85% in category 'Enough'.

From 71 students as the respondents, the researcher found varied results. The questionnaire consist 10 questions with 5 options namely, Absolutely Agree, Agree, Undecided, Disagree, and Absolutely Disagree. In the first question 'I have got a special ability for learning English', there were 6 students chose the option Absolutely Agree (8.5%), 34 students chose the option Agree (47.9%), 21 students chose the option Undecided (29.6%), and 10 students chose the option Disagree (14.1%). In the second questions 'I believe I have the power to get my desired grade in English final exam.', there were 18 students chose the option Absolutely Agree (25.4%), 36 students chose the option Agree (50.7%), 14 students chose Undecide (19.7%), and 3 students chose Disagree (4.2%).

In the third questions 'I think that some day I will speak English very well.', there were 22 students chose Absolutely Agree (31.0%), 37 students chose Agree (52.1%), 9 students chose Undecided (12.7%), and 3 students chose Disagree (4.2%). In the question number four 'I am sure I can solve any problems I face in learning English because I've got the power to do it.', there were 10 students chose Absolutely Agree (14.1%), 32 students chose Agree (45.1%), 23 studedents chose Undecided (32.4%), and 6 students chose Disagree (8.5%).

In the question number five 'Personally, I'm satisfied with my current level of English proficiency.', there were 8 students chose Absolutely Agree (11.3%), 33 students chose Agree (46.5%), 22 students chose Undecided (31.0%), 6 students chose Disagree (8.5%), and 2 students chose Absolutely Disagree (2.8%). In the question number six 'I'm definitely sure that I can improve my English by trying more.', there were 23 students chose Absolutely Agree (32.4%),

33 students chose Agree (46.5%), 14 students chose Undecided (19.7%), and 1 student chose Disagree (1.4%).

In the question number seven 'If I do not do well in this lesson, it is only because I do not exert enough effort.', there were 21 students chose Absolutely Agree (29.6%), 37 students chose Agree (52.1%), 12 students chose Undecided (16.9%), and 1 student chose Disagree (1.4%). In the question number eight 'Generally speaking, my self -confidence in English classes is high.', there were 8 students chose Absolutely Agree (11.3%), 21 students chose Agree (29.6%), 30 students chose Undecided (42.3%), and 12 students chose Disagree (16.9).

In the question number nine 'Learning English is a very easy task.', there were 12 students chose Absolutely Agree (16.9%), 24 students chose Agree (33.8%), 22 students chose Undecided (31.0%), 9 students chose Disagree (12.7%), and 4 students chose Absolutely Disagree (5.6%). In the las question 'I try to study English to reach the highest level of ability in it.', there were 20 students chose Absolutely Agree (28.2%), 34 students chose Agree (28.2%), 14 students chose Undecided (19.7%), and 3 students chose Disagree (4.2%).

From decription above, it can concluded from 71 students as the respondents, the option Absolutely Agree has 148 frequencies, the option Agree has 321 frequencies, the option Undecided has 181 frequencies, the option Disagree has 54 frequencies, the option Absolutely Disagree has 6 frequencies and the total were 710 frequencies.

4.1.2 The Result of Writing Test

Students were given a writing test to assess their writing skills. The writing assignment was to compose a descriptive text about the 'Muaro Jambi Temple'. The table below shows the results of the students' writing test.

Table 10.

The Score Category of the Writing Test

Number of Students	Score	Category	Percentage
22	100-80	Very Good	30.98%
44	79-66	Good	61.97%
5	65-56	Enough	7.04%
0	55-40	Less	0%
0	39-30	Fail	0%
Total			100%

From the table above it can concluded the result of the students' writing with the most percentage were 61.97% in the category 'Good' and the lowest percentage were 7.04% in the category 'Enough'.

4.1.3 Normality Test

Normality test is a test to determined the data is normally distributed or not. SPSS 21 was used to calculated the normality test in this reserach. The data can be concluded normally distributed if the value of the Significant Kolmorov-Smirnov > α (0.05). Otherwise, if the value of the significant Kolmorov-Smirnov < α (0.05), the data is not normally distributed. The result can be seen in the following table:

Table 11.

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		71
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.25302452
Most Extreme Differences	Absolute	.061
	Positive	.050
	Negative	-.061
Kolmogorov-Smirnov Z		.518
Asymp. Sig. (2-tailed)		.951

a. Test distribution is Normal.

b. Calculated from data.

Source : SPSS 21

Based on the results of the normality test, the value of Kolmogorov-Smirnov is 0.951. Because the result of Significant Kolmorov-Smirnov is $0.951 > (0.05)$, the data is regularly distributed.

4.1.4 Correlation of Students' Self-efficacy and Writing Skills

To determine whether there is a correlation between students' self-efficacy and their writing abilities, the researcher analyzed the data using the Pearson Product Moment Correlation Coefficient (r) by SPSS 21. The result of correlation coefficient (r) can be seen in the table bellow:

Table 12.

The Result of The Correlation Coefficient Test

Correlations

		Self-efficacy	Writing Skills
Self-efficacy	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	71	71
Writing Skills	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	71	71

**. Correlation is significant at the 0.01 level (2-tailed).

Source : SPSS 21

Based on the table above, the r_{xy} or the correlation of students' self-efficacy and writing skills, was 0.690. and that was highest than the r_{table} 0.233 on significant level 5%. After get the result the researcher used the table of interpretation of correlation coefficient by Ridhuwan (2010) which consist 5 category, namely 'Very Strong' with scores 0.80-1.000. The second is 'Strong' with scores 0.60-0.799. The third is 'Strong Enough' with scores 0.40-0.599. The fourth is 'Weak' with scores 0.20-0.399. The last is 'Very Weak' with scores 0.00-0.199. According to Ridhuwan (2010), the result of the correlation coefficient 0.690 was in the category 'Strong', it mean that self-efficacy has a strong correlation to students' writing skills.

Table 13.

Correlation Coefficient Interval Value

Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Strong Enough
0.20-0.399	Weak
0.00-0.199	Very Weak

Sources : Ridhuwan (2010

4.1.5 Hypothesis Test

A hypothesis is a statement made by the researcher to describe the relationship between two variables. The hypothesis in this research were, Ha was accepted if Sig. $< \alpha$ (0.05) and Ho was accepted if Sig. $> \alpha$ (0.05). To tested the hypothesis, the researcher used SPSS 21. The result of the hypothesis test can be seen in the following table:
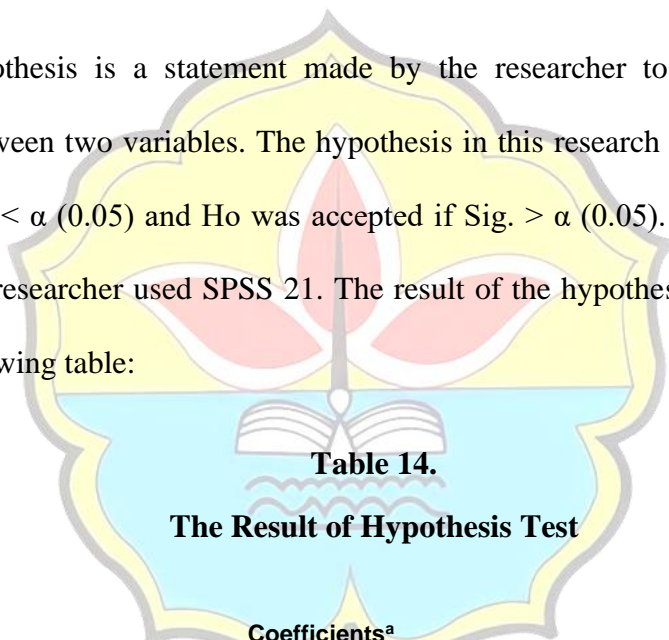
Table 14.

The Result of Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
I	(Constant)	32.313	5.472		5.905	.000
	Self efficacy	.569	.072	.690	7.910	.000

a. Dependent Variable: Writing Skills

Source : SPSS 21

Based on the table above, the result of Sig. = 0.000. It can be concluded that Ho was rejected Ha was accepted because the value of Sig. 0.000 less than

the α (0.05). It means there is there is significant correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

4.2   Discussions

In this section, the researcher wants to discuss about the findings of the research. Tests and questionnaires were employed in this study to gather data. A writing test was included in the questionnaire, which had 10 questions and 5 possible answers. Senior High School No. 9 in Jambi City served as the research site.The result of the questionnaire has a total of score 5362. The highest score for the questionnaire test was 92, the lowest score was 56 and the mean was 75.52. From the result that has been obtained, the researcher calculated the percentage and the most percentage was 57.74% in the category 'Good' and the lowest percentage was 9.85% in the category 'Enough'. In the previous chapter, the researcher described the blueprint for self-efficacy questionnaire which consist 3 aspects, namely Level (50%), Strenght (30%), and Generality (20%). The result of the aspect level was higher than the other aspect because their mastery experience when learning English was good which made their self-efficacy get a good result.

Then, rubric score by Jacobs et al. (1981) was used to assess the writing test. which consist 5 items, namely, Content, Organization, Vocabulary, Language Use and Mechanics. The result of the writing test has a total of score was 5347. The highest score for the writing test was 88, the lowest score was 56 and the mean was 76.31. From the result that has been obtained, the researcher calculated

the percentage and the most percentage was 61.97% in the category 'Good' and the lowest percentage was 7.04% in the category 'Enough'. In the result of the writing test, the researcher found many students did not follow intructions when writing. The instructions was "The topics are about one the tourist spot, namely Muaro Jambi Temple. Write into descriptive text! (2 paragraph)". In the instructions students were asked to write a descriptive text with the topic Muaro Jambi Temple in 2 paragraphs, but there were some students who only made 1 paragraph. There were 15 students out of 71 students from the sample who made 1 paragraph of the descriptive text. Based on the sources of self-efficacy, that was related to the students' mastery experience. Students' mastery experience is low makes them not write well.

The researcher then used pearson product moment correlation coefficient by SPSS 21 to find the correlation of students' self-efficacy and their writing skills. The reseracher get the result of the correlation coefficient was $r_{xy} = 0.690$ and r_{table} on significant level 5% = 0.233, which means that $r_{xy} > r_{table}$ (0.690 > 0.233). From the table of correlation coefficient interval value by Ridhuwan (2010), the result was in the 0.60-0.7999 with the category 'Strong' and based on the result, there is positive correlation of the variable X (self-efficacy) and variable Y (writing skills).

Then, to know there is any significant correlation of self-efficacy and writing skills, the researcher test the hypothesis with SPSS 21. The result of hypothesis test was 0.000, which means that Ho was rejected and Ha was accepted because the value of Sig. < α (0.05). Based on the result of hypothesis test showed

there is significant correlation of self-efficacy toward students' writing skill at eleventh grade student of Senior High School 9 Jambi City.

Self-efficacy is one of important thing for students, because self-efficacy is belief in one's skills to perfom a task. In writing, self-efficacy also have an important role for students, for example, if a student have low self-efficacy, it can affect the result of the student's writing and for the students who have high self-efficacy, they will keep trying and will not give up lightly. With self-efficacy also will help them in make a good choices to move forward, gain the persistence to achive their targets, especially to achieve their targets in writing.

The researcher drew to the conclusion that students' sense of self-efficacy can have an impact on their learning, particularly in writing, based on the research findings displayed above. The researcher came to the additional conclusion that students in Senior High School 9 in Jambi City, who were in the eleventh grade, had a favorable correlation between their own writing abilities and their sense of self-efficacy.
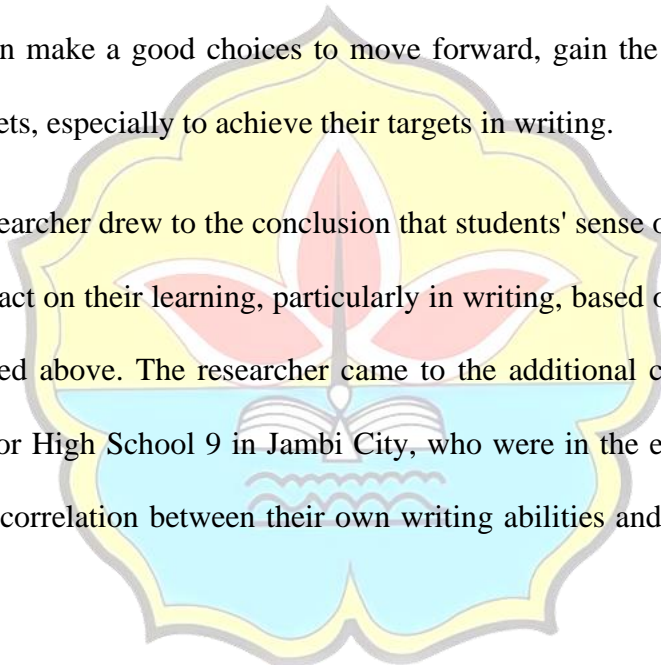
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

After get the result in the finding, the researcher made a conclusion. The result of the self-efficacy questionnaire, from 71 respondents the researcher found varied results. The highest score was 92 and the lowest score was 56 and the mean was 75.52. For the writing test, the highest score was 88 and the lowest score was 56 and the mean was 76.31. After that, to know the correlation of students' self-efficacy and their writing skills, the researcher used pearson product momen and find out that there was a positive correlation of self-efficacy and writing skills. The result of coefficient correlation was 0.690 and it was bigger than the r_{table} on significant level 5% (0.227). Based on the table of correlation coefficient interval value the $r_{xy} = 0.689$ was in the category Strong. Then, the result of hypothesis testing was $t_{value} = 7.890 > t_{table}$ 1.995. It means the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted and it can be concluded that there is significant correlation of self-efficacy toward students' writing skills at eleventh grade students of Senior High School 9 Jambi City.

5.2   Suggestions

According to the conclusions above, the researcher would like to offer some suggestions, as follows:

1. For Students

Writing self-efficacy is important because it will assist students reach their writing goals and produce better writing results if they have a high level of self-efficacy. Students need to be able to express themselves properly in their writing, utilize suitable terminology, and pay attention to the punctuation and spelling in addition to having a high level of self-efficacy..

2. For Teacher

In writing, self-efficacy is crucial for students. According to this study, there is a 57.74% correlation between students' writing skills and self-efficacy. As a result, teachers should pay close attention to their students' needs and provide them with a variety of incentives to do well in school. Aside from helping kids learn more, awarding them will also make them feel more capable of achieving their goals, especially when it comes to writing in English.

3. For other Reseacher

The purpose of this research was to determine whether students' self-efficacy correlated with their writing abilities, particularly their ability to write descriptive texts. If other researchers are interested in conducting research that

is relevant to this study, they may use other types of text, such as narrative, report, procedure, or other variables, such as speaking or reading.

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LESSON PLAN

Sekolah   : SMA Negeri 9 Kota Jambi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/Genap
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 2 x 35 Menit (1 Pertemuan)

A. Kompetensi Inti

- **KI-1 :Menghayati dan mengamalkan** ajaran agama yang dianutnya.
- **KI-2 :Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI-3 :** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menganalisis, membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya.	• Mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskripsis baik lisan dan tulisan. • Menjelaskan fungsi sosial pada teks deskripsi. • Menceritakan teks deskripsi lisan dan tulisan.

4.1 Menyusun teks khusus dalam bentuk teks deskripsi terkait tourist spot secara lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	• Menyusun tulisan yang memaparkan terkait dengan topik yang ada. • Mendemonstrasikan teks deskripsi terkait topic yang ada.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi beberapa fungsi sosial terkait descriptive text.
- Mengidentifikasi struktur descriptive text.
- Mengidentifikasi unsur kebahasaan terkait descriptive text.
- Membuat teks deskripsi sesuai dengan struktur dan unsur kebahasaan.

D. Media Pembelajaran

Worksheet atau lembar kerja (siswa), buku pelajaran, penghapus, spidol, papan tulis.

E. Sumber Belajar

- ❖ Buku paket kelas XI dan sumber lain yang relevan.
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

F. Langkah-Langkah Pembelajaran

1. Pertemuan I

Kegiatan Pendahuluan
• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
• Memeriksa kehadiran peserta didik sebagai sikap disiplin.
• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
Kegiatan Inti
• Menjelaskan apa itu teks deskripsi.
• Menjelaskan jenis dan perbedaannya.
• Meminta peserta didik untuk mengidentifikasi atau menebak jenis teks yang telah di berikan ke peserta didik.
• Menjelaskan secara singkat mengenai pertemuan selanjutnya.
Kegiatan Penutup

• Memberikan umpan balik terhadap proses pembelajaran.
• Menyimpulkan materi yang dipelajari hari ini.
• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

2. Pertemuan II

Kegiatan Pendahuluan
• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
• Memeriksa kehadiran peserta didik sebagai sikap disiplin.
• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
Kegiatan Inti
• Mengulas kembali materi yang dipelajari saat pertemuan sebelumnya.
• Menanyakan peserta didik ada berapa jenis yang mereka ketahui tentang teks deskripsi untuk mengetahui kemampuan mengingat peserta didik.
• Menjelaskan kembali apa itu teks deskripsi.
• Memberikan contoh teks deskripsi.
• Memberikan latihan kepada peserta didik.
• Menjelaskan secara singkat mengenai pertemuan selanjutnya.
Kegiatan Penutup
• Memberikan umpan balik terhadap proses pembelajaran.
• Menyimpulkan materi yang dipelajari hari ini.
• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3. Pertemuan III

Kegiatan Pendahuluan
• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
• Memeriksa kehadiran peserta didik sebagai sikap disiplin.
• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
Kegiatan Inti
• Mengulas kembali materi yang dipelajari saat pertemuan sebelumnya.
• Mengingatkan kembali tugas yang diberikan pada pertemuan sebelumnya.
• Mengambil satu contoh teks yang telah peserta didik kerjakan dan menjelaskan unsur kebahasaan dan struktur teks yang ada di dalam teks

tersebut.
• Menjelaskan apa saja yang benar dan salah dalam teks tersebut.
• Menjelaskan apa itu self-efficacy atau efikasi diri.
• Menjelaskan secara singkat mengenai pertemuan selanjutnya.
Kegiatan Penutup
• Memberikan umpan balik terhadap proses pembelajaran.
• Menyimpulkan materi yang dipelajari hari ini.
• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

4. Pertemuan IV

Kegiatan Pendahuluan
• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
• Memeriksa kehadiran peserta didik sebagai sikap disiplin.
• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
Kegiatan Inti
• Mengulas kembali materi yang dipelajari saat pertemuan sebelumnya.
• Memberikan test akhir kepada peserta didik, yaitu test menulis deskripsi teks dan mengisi angket tentang efikasi diri.
Kegiatan Penutup
• Memberikan umpan balik terhadap proses pembelajaran.
• Menyimpulkan materi yang dipelajari hari ini.

Mengetahui,   Jambi, 8 Juni 2023

Guru Mata Pelajaran   Peneliti

Werdayati, S.Pd   Niken Dwi Naila

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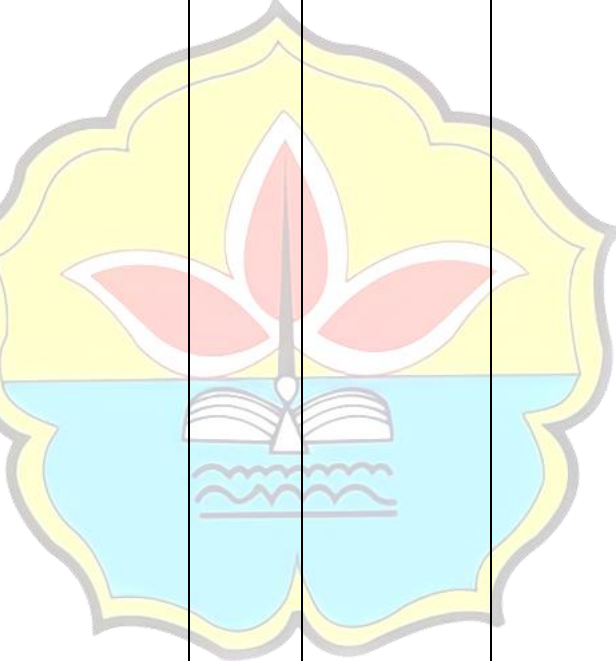
RESEARCH INSTRUMENT

QUESTIONNAIRE OF STUDENTS' ENGLISH SELF-EFFICACY

I.   *Give the mark (√) in the column based on your opinion to answer each statement!*

No	Statement	Absolutely Agree	Agree	Undecided	Dis-agree	Absolutely Disagree
1	"I have got a special ability for learning English." *"Saya memiliki kemampuan khusus untuk belajar bahasa Inggris."*					
2	"I believe I have the power to get my desired grade in English final exam." *"Saya percaya saya memiliki kekuatan untuk mendapatkan nilai yang saya inginkan dalam ujian akhir bahasa Inggris."*					
3	"I think that some day I					

	will speak English very well." *"Saya pikir suatu hari nanti saya akan berbicara bahasa Inggris dengan sangat baik."*					
4	"I am sure I can solve any problems I face in learning English because I've got the power to do it." *"Saya yakin saya bisa memecahkan masalah yang saya hadapi dalam belajar bahasa Inggris karena saya punya kekuatan untuk melakukannya."*					
5	"Personally, I'm satisfied with my current level of English proficiency."					

	"Secara pribadi, saya puas dengan tingkat kemahiran bahasa Inggris saya saat ini."					
6	"I'm definitely sure that I can improve my English by trying more." *"Saya sangat yakin bahwa saya dapat meningkatka n bahasa Inggris saya dengan mencoba lebih banyak."*					
7	"If I do not do well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang*					

	cukup."					
8	"Generally speaking, my self - confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."					
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."					
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai tingkat kemampuan tertinggi."					

Source: Jamileh Rahemi (2007)

THE STUDENTS' ANSWER OF SELF-EFFICACY ENGLISH QUESTIONNAIRE

RESEARCH INSTRUMENT

QUESTIONNAIRE OF STUDENTS' ENGLISH SELF-EFFICACY

I.   *Give the mark (v) in the column based on your answer to each statement!*

No	Statement	Absolutely Agree	Agree	Undecided	Disagree	Absolutely Disgree
1	"I have got a special ability for learning English." *"Saya memiliki kemampuan khusus untuk belajar bahasa Inggris."*		✓			
2	"I believe I have the power to get my desired grade in English final exam." *"Saya percaya saya memiliki kekuatan untuk mendapatkan nilai yang saya inginkan dalam ujian akhir bahasa Inggris."*	✓				
3	"I think that some day I will speak English very well." *"Saya pikir suatu hari nanti saya akan berbicara bahasa Inggris dengan sangat baik."*	✓				
4	"I am sure I can					

	solve any problems I face in learning English because I've got the power to do it." *"Saya yakin saya bisa memecahkan masalah yang saya hadapi dalam belajar bahasa Inggris karena saya punya kekuatan untuk melakukannya."*		✓		
5	"Personally, I'm satisfied with my current level of English proficiency." *"Secara pribadi, saya puas dengan tingkat kemahiran bahasa Inggris saya saat ini."*		✓		
6	"I'm definitely sure that I can improve my English by trying more." *"Saya sangat yakin bahwa saya dapat meningkatkan bahasa Inggris saya dengan mencoba lebih banyak."*	✓			
7	"If I do not do				

	well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang cukup."*		✓		
8	"Generally speaking, my self-confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."			✓	
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."		✓		
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai tingkat kemampuan tertinggi."	✓			

Source: Jamileh Rahemi (2007)

RESEARCH INSTRUMENT

QUESTIONNAIRE OF STUDENTS' ENGLISH SELF-EFFICACY

I. *Give the mark (v) in the column based on your answer to each statement!*

No	Statement	Absolutely Agree	Agree	Undecided	Disagree	Absolutely Disgree
1	"I have got a special ability for learning English." *"Saya memiliki kemampuan khusus untuk belajar bahasa Inggris."*			⌣		
2	"I believe I have the power to get my desired grade in English final exam." *"Saya percaya saya memiliki kekuatan untuk mendapatkan nilai yang saya inginkan dalam ujian akhir bahasa Inggris."*			⌣		
3	"I think that some day I will speak English very well." *"Saya pikir suatu hari nanti saya akan berbicara bahasa Inggris dengan sangat baik."*			✓		
4	"I am sure I can					

	solve any problems I face in learning English because I've got the power to do it." *"Saya yakin saya bisa memecahkan masalah yang saya hadapi dalam belajar bahasa Inggris karena saya punya kekuatan untuk melakukannya."*			✓		
5	"Personally, I'm satisfied with my current level of English proficiency." *"Secara pribadi, saya puas dengan tingkat kemahiran bahasa Inggris saya saat ini."*			✓		
6	"I'm definitely sure that I can improve my English by trying more." *"Saya sangat yakin bahwa saya dapat meningkatkan bahasa Inggris saya dengan mencoba lebih banyak."*			✓		
7	"If I do not do					

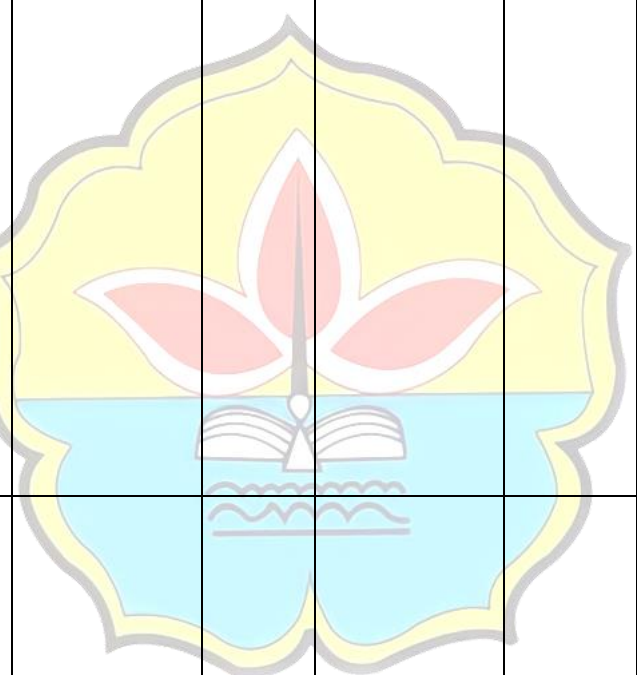|						
	well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang cukup."*		✓			
8	"Generally speaking, my self-confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."			✓		
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."			✓		
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai **tingkat kemampuan tertinggi.**"			✓		

Source: *Jamileh Rahemi (2007)*

RESEARCH INSTRUMENT

QUESTIONNAIRE OF STUDENTS' ENGLISH SELF-EFFICACY

I.   *Give the mark (v) in the column based on your answer to each statement!*

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2	"I believe I have the power to get my desired grade in English final exam." *"Saya percaya saya memiliki kekuatan untuk mendapatkan nilai yang saya inginkan dalam ujian akhir bahasa Inggris."*			✓		
3	"I think that some day I will speak English very well." *"Saya pikir suatu hari nanti saya akan berbicara bahasa Inggris dengan sangat baik."*			✓		
4	"I am sure I can					

	solve any problems I face in learning English because I've got the power to do it." *"Saya yakin saya bisa memecahkan masalah yang saya hadapi dalam belajar bahasa Inggris karena saya punya kekuatan untuk melakukannya."*		✓		
5	"Personally, I'm satisfied with my current level of English proficiency." *"Secara pribadi, saya puas dengan tingkat kemahiran bahasa Inggris saya saat ini."*		✓		
6	"I'm definitely sure that I can improve my English by trying more." *"Saya sangat yakin bahwa saya dapat meningkatkan bahasa Inggris saya dengan mencoba lebih banyak."*	✓			
7	"If I do not do				

	well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang cukup."*	√			
8	"Generally speaking, my self-confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."			√	
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."			√	
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai tingkat kemampuan tertinggi."		√		

Source: Jamileh Rahemi (2007)

RESEARCH INSTRUMENT

QUESTIONNAIRE OF STUDENTS' ENGLISH SELF-EFFICACY

I.   *Give the mark (v) in the column based on your answer to each statement!*

No	Statement	Absolutely Agree	Agree	Undecided	Disagree	Absolutely Disgree
1	"I have got a special ability for learning English." *"Saya memiliki kemampuan khusus untuk belajar bahasa Inggris."*				✓	
2	"I believe I have the power to get my desired grade in English final exam." *"Saya percaya saya memiliki kekuatan untuk mendapatkan nilai yang saya inginkan dalam ujian akhir bahasa Inggris."*			✓		
3	"I think that some day I will speak English very well." *"Saya pikir suatu hari nanti saya akan berbicara bahasa Inggris dengan sangat baik."*		✓			
4	"I am sure I can					

	solve any problems I face in learning English because I've got the power to do it." *"Saya yakin saya bisa memecahkan masalah yang saya hadapi dalam belajar bahasa Inggris karena saya punya kekuatan untuk melakukannya."*			✓		
5	"Personally, I'm satisfied with my current level of English proficiency." *"Secara pribadi, saya puas dengan tingkat kemahiran bahasa Inggris saya saat ini."*				✓	
6	"I'm definitely sure that I can improve my English by trying more." *"Saya sangat yakin bahwa saya dapat meningkatkan bahasa Inggris saya dengan mencoba lebih banyak."*			✓		
7	"If I do not do					

	well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang cukup."*			✓		
8	"Generally speaking, my self -confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."				✓	
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."			✓		
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai tingkat kemampuan tertinggi."				✓	

Source: *Jamileh Rahemi (2007)*

No	Statement					
	well in this lesson, it is only because I do not exert enough effort." *"Jika saya tidak berhasil dalam pelajaran ini, itu hanya karena saya tidak mengerahkan usaha yang cukup."*			✓		
8	"Generally speaking, my self-confidence in English classes is high." "Secara umum, kepercayaan diri saya di kelas bahasa Inggris tinggi."				✓	
9	"Learning English is a very easy task." "Belajar bahasa Inggris adalah tugas yang sangat mudah."			✓		
10	"I try to study English to reach the highest level of ability in it." "Saya mencoba belajar bahasa Inggris untuk mencapai tingkat kemampuan tertinggi."				✓	

APPENDIX 4

RESEARCH INSTRUMENT

WRITING TEST

Directions:

1. Write down your name and your class in the provided sheet! (Tulislah nama dan kelas anda pada kertas yang sudah disediakan!)
2. The topics is about one of the tourist spot, namely <u>Muaro Jambi Temple</u>. Write into descriptive text! (Topik nya tentang salah satu tempat wisata, yaitu <u>Candi Muaro Jambi</u>. Tulislah kedalam bentuk deskriptif teks!) (2 Paragraph)
3. The time allocation of the test is 30 minutes. (Waktu yang diberikan adalah 30 menit)

Name   :

Class   :

Topic   :
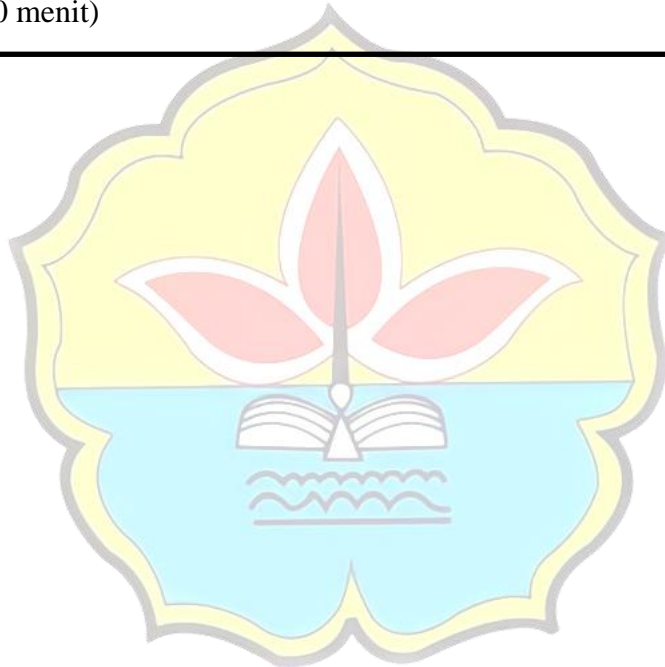
THE STUDENTS' ANSWER OF WRITING TEST

RESEARCH INSTRUMENT

WRITING TEST

Directions:

1. Write down your name and your class in the provided sheet! (Tulislah nama dan kelas anda pada kertas yang sudah disediakan!)
2. The topics is about one of the tourist spots, namely <u>Muaro Jambi Temple</u>. Write into descriptive text! (Topik nya tentang salah satu tempat wisata, yaitu <u>Candi Muaro Jambi</u>. Tulislah kedalam bentuk deskriptif teks!) (2 Paragraph)
3. The time allocation of the test is 30 minutes. (Waktu yang diberikan adalah 30 menit)

Name : Zahra Nabila

Class : XI MIPS 3

Topic : Muaro jambi temple

One day, my family and I took a walk to the muaro Jambi temple, to see see the beauty of uniqueness of the muaro Jambi temple. The next uniqueness is the area of the muaro Jambi temple, which reachs 3,981 hectares, with a length of 7.5 kilometers. With this area, it can be concluded that the muaro Jambi temple is 8 times wider than the Borobudur temple in central Java.

Around the temple there are many culinary stands selling a variety of typical Jambi and other archipelago foods that yo can sample on the sidelines. The muaro Jambi temple has many beautiful spots that you can use as a selfie bacuground. of course natural scenery and unique temple buildings will be the theme of the photos that you can only get here.

C = 16
O = 15
✓ = 13
m = 14

→ 72

RESEARCH INSTRUMENT

WRITING TEST

Directions:

1. Write down your name and your class in the provided sheet! (Tulislah nama dan kelas anda pada kertas yang sudah disediakan!)
2. The topics is about one of the tourist spots, namely <u>Muaro Jambi Temple</u>. Write into descriptive text! (Topik nya tentang salah satu tempat wisata, yaitu <u>Candi Muaro Jambi</u>. Tulislah kedalam bentuk deskriptif teks!) (2 Paragraph)
3. The time allocation of the test is 30 minutes. (Waktu yang diberikan adalah 30 menit)

Name : Dzaky Tri Atmaja

Class : XI IPS3

Topic : Candi Muaro Jambi

During school holidays, my friends and I went on vacation to the muaro Jambi temple, where there was still a lot of garbage, where there was still a lot of garbage piled up and.da maged bildings.

C = 10
0 = 10
V = 8
L = B
M = 9

= (45)

74

RESEARCH INSTRUMENT

WRITING TEST

Directions:

1. Write down your name and your class in the provided sheet! (Tulislah nama dan kelas anda pada kertas yang sudah disediakan!)
2. The topics is about one of the tourist spots, namely <u>Muaro Jambi Temple</u>. Write into descriptive text! (Topik nya tentang salah satu tempat wisata, yaitu <u>Candi Muaro Jambi</u>. Tulislah kedalam bentuk deskriptif teks!) (2 Paragraph)
3. The time allocation of the test is 30 minutes. (Waktu yang diberikan adalah 30 menit)

Name : Annisatur

Class : XI IPS 4

Topic : Muaro Jambi Temple

Muaro Jambi Temple is a Tourist spots in Jambi. Muaro Jambi is the largest Hindu - Buddhist temple complex in southeast Asia, with an area of 3981 hectares. Candi m muaro jambi Temple Probably come from the legacy of Sriwijaya Kingdom or Melayu Kingdom. Muaro jambi temple offer a lot of attraction from Tourist, for example, cyclying around Temple, Picnic with family, or Karaoke with friends.

Muaro jambi Temple has several uniqueness that cannot be found in other temples. the uniqueness relates to the function of the muaro jambi temples in the past as a centre of for international education.

C · 19
O · 18
V · 13 → 78
L · 15
M · 18

75

RESEARCH INSTRUMENT

WRITING TEST

Directions:

1. Write down your name and your class in the provided sheet! (Tulislah nama dan kelas anda pada kertas yang sudah disediakan!)
2. The topics is about one of the tourist spots, namely <u>Muaro Jambi Temple</u>. Write into descriptive text! (Topik nya tentang salah satu tempat wisata, yaitu <u>Candi Muaro Jambi</u>. Tulislah kedalam bentuk deskriptif teks!) (2 Paragraph)
3. The time allocation of the test is 30 minutes. (Waktu yang diberikan adalah 30 menit)

Name : NAZWA EllSANDY YASNYA

Class : XI IPS 4

Topic :

MUARO JAMBI TEMPLE

When shcool holidays, I visited muaro jambi temple with my friends. muaro jambi temple located in the district of maro sebo, muaro Jambi. we went to the muaro jambi temple ride a motocycle.

After 30 minutes, we finally arrived at the muaro jambi temple. muaro jambi temple is a very beautiful place. I can play a bisycle as long as I want. There is a lots of delicious food that I can eat.

C = 13
O = 14
V = 15 → (69)
LU = 14
M = 13

APPENDIX 6

THE RESULT OF SELF-EFFICACY ENGLISH QUESTIONNAIRE

No	Name	Questions										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	Student 1	2	4	4	4	2	4	5	2	3	3	33	66
2	Student 2	2	5	5	4	4	4	4	2	2	4	36	72
3	Student 3	4	5	4	2	2	5	5	2	4	5	38	76
4	Student 4	4	2	5	5	4	2	4	2	4	4	36	72
5	Student 5	2	5	4	2	5	4	4	2	5	5	38	76
6	Student 6	2	4	4	2	2	4	4	4	4	4	34	68
7	Student 7	4	4	5	5	4	4	4	5	4	4	43	86
8	Student 8	4	4	5	4	5	4	5	4	4	4	43	86
9	Student 9	4	4	5	4	4	5	5	3	5	5	44	88
10	Student 10	4	5	4	4	4	4	4	5	5	4	43	86
11	Student 11	4	5	4	4	4	5	4	5	4	5	44	88
12	Student 12	4	4	5	4	5	5	4	4	5	5	45	90
13	Student 13	4	5	4	4	4	4	4	4	4	4	41	82
14	Student 14	4	5	4	4	4	5	4	5	4	5	44	88
15	Student 15	2	2	5	2	4	4	5	4	5	2	35	70
16	Student 16	4	5	5	4	4	5	5	4	5	4	45	90
17	Student 17	4	4	5	5	5	5	4	3	3	4	42	84
18	Student 18	4	3	5	4	4	4	5	4	5	4	42	84
19	Student 19	4	4	5	5	4	5	5	4	5	5	46	92
20	Student 20	3	3	5	3	3	4	4	2	1	3	31	62
21	Student 21	3	3	3	3	3	3	4	2	2	3	29	58
22	Student 22	3	3	5	3	3	4	4	3	1	4	33	66
23	Student 23	4	5	5	4	4	5	4	3	4	5	43	86
24	Student 24	4	5	2	4	5	4	2	3	5	3	37	74
25	Student 25	3	3	3	4	4	5	5	3	4	4	38	76
26	Student 26	3	4	4	3	5	5	4	5	3	4	40	80
27	Student 27	3	3	3	4	3	4	4	3	2	3	32	64
28	Student 28	3	4	4	3	3	4	4	3	3	3	34	68
29	Student 29	3	3	4	3	4	5	5	2	2	5	36	72
30	Student 30	4	4	5	5	4	5	3	3	4	5	42	84
31	Student 31	4	4	5	5	4	5	3	3	4	5	42	84
32	Student 32	4	4	4	5	4	5	5	4	5	4	44	88
33	Student 33	3	5	4	3	4	4	3	4	3	4	37	74

No.	Name	Questions										Total	Score
		1	2	3	4	5	6	7	8	9	10		
34	Student 34	2	3	4	3	3	3	4	3	2	4	31	62
35	Student 35	2	3	4	4	3	5	4	2	3	4	34	68
36	Student 36	2	2	4	2	3	4	4	3	2	4	30	60
37	Student 37	3	4	4	4	3	4	4	3	3	3	35	70
38	Student 38	3	4	4	4	4	4	4	2	3	4	36	72
39	Student 39	5	4	3	4	5	3	3	5	2	4	38	76
40	Student 40	4	4	5	4	3	5	4	2	4	5	40	80
41	Student 41	3	4	4	3	3	5	3	4	4	4	37	74
42	Student 42	3	4	4	3	4	5	3	4	3	4	37	74
43	Student 43	3	4	4	4	3	4	5	3	3	4	37	74
44	Student 44	3	4	4	4	4	4	5	3	3	4	38	76
45	Student 45	4	3	3	3	4	3	3	3	3	3	32	64
46	Student 46	4	3	3	4	3	3	3	4	3	3	33	66
47	Student 47	4	4	4	4	3	4	3	3	3	4	36	72
48	Student 48	3	5	4	3	4	4	3	4	3	4	37	74
49	Student 49	4	4	4	5	4	5	5	4	5	4	44	88
50	Student 50	5	5	5	5	1	5	5	5	4	5	45	90
51	Student 51	5	5	5	5	1	5	5	5	4	5	45	90
52	Student 52	4	4	5	3	3	4	4	4	1	4	36	72
53	Student 53	4	4	5	3	4	3	5	4	2	5	39	78
54	Student 54	5	4	4	3	2	4	4	4	4	5	39	78
55	Student 55	3	4	4	3	3	4	4	3	3	3	34	68
56	Student 56	3	5	4	4	4	3	5	3	3	4	38	76
57	Student 57	4	5	4	4	3	3	4	4	4	5	40	80
58	Student 58	3	4	5	2	4	4	4	3	4	5	38	76
59	Student 59	4	5	4	4	4	5	4	4	5	4	43	86
60	Student 60	2	3	4	3	2	3	5	2	1	3	28	56
61	Student 61	5	4	2	3	5	3	4	3	3	2	34	68
62	Student 62	3	4	4	4	4	3	4	3	2	2	33	66
63	Student 63	4	3	4	3	3	4	3	3	4	3	34	68
64	Student 64	4	3	3	4	3	4	5	3	4	4	37	74
65	Student 65	5	4	3	4	2	4	5	3	4	5	39	78
66	Student 66	4	4	4	3	3	3	4	3	3	5	36	72
67	Student 67	2	4	4	3	4	4	4	4	3	4	36	72
68	Student 68	4	4	3	3	4	3	4	3	3	4	35	70
69	Student 69	4	4	2	4	4	3	3	3	4	3	34	68
70	Student 70	4	5	4	4	3	4	4	3	4	3	38	76

71	Student 71	3	4	4	3	3	4	4	3	3	4	35	70
Total		**249**	**282**	**291**	**259**	**252**	**291**	**291**	**238**	**244**	**284**	**2681**	**5362**
Mean		**3.51**	**3.97**	**4.10**	**3.65**	**3.55**	**4.10**	**4.10**	**3.35**	**3.44**	**4.00**	**37.76**	**75.52**
Median		**4.00**	**4.00**	**4.00**	**4.00**	**4.00**	**4.00**	**4.00**	**3.00**	**4.00**	**4.00**	**37.00**	**74.00**

APPENDIX 7

ANALYSIS ITEM OF SELF-EFFICACY ENGLISH

QUESTIONNAIRE

No.	Item	Value	r_{table}	Descripion
1.	Item 1	0.566	0.233	Valid
2.	Item 2	0.556	0.233	Valid
3.	Item 3	0.434	0.233	Valid
4.	Item 4	0.576	0.233	Valid
5.	Item 5	0.256	0.233	Valid
6.	Item 6	0.607	0.233	Valid
7.	Item 7	0.256	0.233	Valid
8.	Item 8	0.573	0.233	Valid
9.	Item 9	0.701	0.233	Valid
10.	Item 10	0.622	0.233	Valid

APPENDIX 8

DISTRIBUTIONS FREQUENCY OF SELF-EFFICACY ENGLISH

QUESTIONNAIRE

Item 1 : I have got a special ability for learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	14.1	14.1	14.1
	Undecided	21	29.6	29.6	43.7
	Agree	34	47.9	47.9	91.5
	Absolutely Agree	6	8.5	8.5	100.0
	Total	71	100.0	100.0	

Item 2 : I believe I have the power to get my desired grade in English final exam.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Undecided	14	19.7	19.7	23.9
	Agree	36	50.7	50.7	74.6
	Absolutely Agree	18	25.4	25.4	100.0
	Total	71	100.0	100.0	

Item 3 : I think that some day I will speak English very well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Undecided	9	12.7	12.7	16.9
	Agree	37	52.1	52.1	69.0
	Absolutely Agree	22	31.0	31.0	100.0
	Total	71	100.0	100.0	

Item 4 : I am sure I can solve any problems I face in learning English because I've got the power to do it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	8.5	8.5	8.5
	Undecided	23	32.4	32.4	40.8
	Agree	32	45.1	45.1	85.9
	Absolutely Agree	10	14.1	14.1	100.0
	Total	71	100.0	100.0	

Item 5 : Personally, I'm satisfied with my current level of English proficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	2	2.8	2.8	2.8
	Disagree	6	8.5	8.5	11.3
	Undecided	22	31.0	31.0	42.3
	Agree	33	46.5	46.5	88.7
	Absolutely Agree	8	11.3	11.3	100.0
	Total	71	100.0	100.0	

Item 6 : I'm definitely sure that I can improve my English by trying more.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Undecided	14	19.7	19.7	21.1
	Agree	33	46.5	46.5	67.6
	Absolutely Agree	23	32.4	32.4	100.0
	Total	71	100.0	100.0	

Item 7 : If I do not do well in this lesson, it is only because I do not exert enough effort.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Undecided	12	16.9	16.9	18.3
	Agree	37	52.1	52.1	70.4
	Absolutely Agree	21	29.6	29.6	100.0
	Total	71	100.0	100.0	

Item 8 : Generally speaking, my self -confidence in English classes is high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	16.9	16.9	16.9
	Undecided	30	42.3	42.3	59.2
	Agree	21	29.6	29.6	88.7
	Absolutely Agree	8	11.3	11.3	100.0
	Total	71	100.0	100.0	

Item 9 : Learning English is a very easy task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Disagree	4	5.6	5.6	5.6
	Disagree	9	12.7	12.7	18.3
	Undecided	22	31.0	31.0	49.3
	Agree	24	33.8	33.8	83.1
	Absolutely Agree	12	16.9	16.9	100.0
	Total	71	100.0	100.0	

Item 10 : I try to study English to reach the highest level of ability in it.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Undecided	14	19.7	19.7	23.9
	Agree	34	47.9	47.9	71.8
	Absolutely Agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

APPENDIX 9

THE RESULT OF WRITING TEST

No	Name	Aspect of Writing					Score
		C	O	V	LU	M	
1	Student 1	16	16	14	15	14	75
2	Student 2	14	13	14	14	19	74
3	Student 3	16	15	14	13	14	72
4	Student 4	15	16	14	16	16	77
5	Student 5	16	14	14	15	17	76
6	Student 6	15	16	14	16	14	75
7	Student 7	18	18	18	15	18	87
8	Student 8	19	18	15	10	19	81
9	Student 9	16	17	17	18	16	84
10	Student 10	16	15	17	16	18	82
11	Student 11	18	18	15	15	18	84
12	Student 12	19	18	15	15	18	85
13	Student 13	18	19	16	17	18	88
14	Student 14	18	18	16	15	16	83
15	Student 15	14	14	13	13	18	72
16	Student 16	15	16	15	16	18	80
17	Student 17	16	16	14	15	14	75
18	Student 18	14	13	14	14	19	74
19	Student 19	15	16	15	16	16	78
20	Student 20	12	13	14	14	12	65
21	Student 21	12	13	13	13	10	61
22	Student 22	16	14	14	14	13	71
23	Student 23	16	15	14	13	14	72
24	Student 24	15	14	13	14	14	70
25	Student 25	13	15	15	15	17	75
26	Student 26	18	18	18	15	18	87
27	Student 27	10	14	14	12	13	63
28	Student 28	16	15	14	13	16	74
29	Student 29	15	15	14	13	14	71
30	Student 30	19	18	17	16	17	87
31	Student 31	18	18	16	16	18	86
32	Student 32	18	18	17	16	16	85
33	Student 33	15	16	15	18	17	81

34	Student 34	13	12	14	13	13	65
35	Student 35	14	16	15	17	16	78
36	Student 36	10	10	11	12	13	56
37	Student 37	16	16	14	15	14	75
38	Student 38	16	15	14	14	13	72
39	Student 39	14	13	14	14	18	73
40	Student 40	18	18	16	16	17	85
41	Student 41	16	16	14	15	14	75
42	Student 42	15	15	16	14	15	75
43	Student 43	15	16	16	14	13	74
44	Student 44	14	14	15	14	14	71
45	Student 45	16	15	13	14	14	72
46	Student 46	14	13	12	15	13	67
47	Student 47	15	14	13	13	12	67
48	Student 48	16	13	12	13	12	66
49	Student 49	18	19	16	16	17	86
50	Student 50	18	18	16	16	15	83
51	Student 51	18	18	15	16	16	83
52	Student 52	14	14	15	14	14	71
53	Student 53	13	14	15	14	13	69
54	Student 54	14	12	15	13	12	66
55	Student 55	18	16	17	13	12	76
56	Student 56	16	15	14	13	13	71
57	Student 57	19	18	15	15	17	84
58	Student 58	18	17	14	15	13	77
59	Student 59	18	18	15	15	18	84
60	Student 60	12	13	13	14	14	66
61	Student 61	17	16	14	15	14	76
62	Student 62	19	17	16	14	16	82
63	Student 63	16	15	15	13	13	72
64	Student 64	15	12	14	13	13	67
65	Student 65	14	13	13	12	15	67
66	Student 66	15	14	12	14	13	68
67	Student 67	16	16	13	12	13	70
68	Student 68	18	17	17	15	15	82
69	Student 69	18	18	15	14	14	79
70	Student 70	19	17	15	14	14	79
71	Student 71	14	15	14	12	13	68
Total		**1120**	**1100**	**1039**	**1021**	**1067**	**5347**

Mean	15.77	15.49	14.63	14.38	15.03	75.31
Median	16.00	16.00	14.00	14.00	14.00	75.00

APPENDIX 10

THE RESULT OF STUDENTS' SELF-EFFICACY AND WRITING

SKILLS

Students Number	X	Y	X²	Y²	XY
Student 1	66	75	4356	5625	4950
Student 2	72	74	5184	5476	5328
Student 3	76	72	5776	5184	5472
Student 4	72	77	5184	5929	5544
Student 5	76	76	5776	5776	5776
Student 6	68	75	4624	5625	5100
Student 7	86	87	7396	7569	7482
Student 8	86	81	7396	6561	6966
Student 9	88	84	7744	7056	7392
Student 10	86	82	7396	6724	7052
Student 11	88	84	7744	7056	7392
Student 12	90	85	8100	7225	7650
Student 13	82	88	6724	7744	7216
Student 14	88	83	7744	6889	7304
Student 15	70	72	4900	5184	5040
Student 16	90	80	8100	6400	7200
Student 17	84	75	7056	5625	6300
Student 18	84	74	7056	5476	6216
Student 19	92	78	8464	6084	7176
Student 20	62	65	3844	4225	4030
Student 21	58	61	3364	3721	3538
Student 22	66	71	4356	5041	4686
Student 23	86	72	7396	5184	6192
Student 24	74	70	5476	4900	5180
Student 25	76	75	5776	5625	5700
Student 26	80	87	6400	7569	6960
Student 27	64	63	4096	3969	4032
Student 28	68	74	4624	5476	5032
Student 29	72	71	5184	5041	5112
Student 30	84	87	7056	7569	7308
Student 31	84	86	7056	7396	7224
Student 32	88	85	7744	7225	7480

Student 33	74	81	5476	6561	5994
Student 34	62	65	3844	4225	4030
Student 35	68	78	4624	6084	5304
Student 36	60	56	3600	3136	3360
Student 37	70	75	4900	5625	5250
Student 38	72	72	5184	5184	5184
Student 39	76	73	5776	5329	5548
Student 40	80	85	6400	7225	6800
Student 41	74	75	5476	5625	5550
Student 42	74	75	5476	5625	5550
Student 43	74	74	5476	5476	5476
Student 44	76	71	5776	5041	5396
Student 45	64	72	4096	5184	4608
Student 46	66	67	4356	4489	4422
Student 47	72	67	5184	4489	4824
Student 48	74	66	5476	4356	4884
Student 49	88	86	7744	7396	7568
Student 50	90	83	8100	6889	7470
Student 51	90	83	8100	6889	7470
Student 52	72	71	5184	5041	5112
Student 53	78	69	6084	4761	5382
Student 54	78	66	6084	4356	5148
Student 55	68	76	4624	5776	5168
Student 56	76	71	5776	5041	5396
Student 57	80	84	6400	7056	6720
Student 58	76	77	5776	5929	5852
Student 59	86	84	7396	7056	7224
Student 60	56	66	3136	4356	3696
Student 61	68	76	4624	5776	5168
Student 62	66	82	4356	6724	5412
Student 63	68	72	4624	5184	4896
Student 64	74	67	5476	4489	4958
Student 65	78	67	6084	4489	5226
Student 66	72	68	5184	4624	4896
Student 67	72	70	5184	4900	5040
Student 68	70	82	4900	6724	5740
Student 69	68	79	4624	6241	5372
Student 70	76	79	5776	6241	6004
Student 71	70	68	4900	4624	4760

APPENDIX 11

r TABLE PRODUCT MOMENT

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589

APPENDIX 12

RESEARCH LICENSE LETTER

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 69 /UBR-01/B/2023
Lampiran : -
Perihal   : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 9 Kota Jambi
di
   Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **NIKEN DWI NAILA**
NIM   : 1900888203001
Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE CORRELATION OF SELF-EFFICACY TOWARD STUDENTS' WRITING SKILL AT ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 30 Mei 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

APPENDIX 13

REPLY LETTER FROM SENIOR HIGH SCHOOL 9 JAMBI CITY

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 9 KOTA JAMBI
Jl. Berdikari Kel. Payo Selincah Kec. Paal Merah – Email: sman9_jambi@yahoo.co.id

SURAT KETERANGAN
Nomor : 422.1/ 208 /SKet/SMAN9-KJ/VI/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Negeri 9 Kota Jambi dengan ini menerangkan bahwa :

NAMA : NIKEN DWI NAILA

NIM : 1900888203001

Program Studi : Pendidikan Bahasa Inggris

Universitas : Universitas Batanghari

Telah melaksanakan penelitian di SMA Negeri 9 Kota Jambi yang dilaksanakan pada tanggal 08 Juni 2023 dengan judul penelitian :

"THE CORRELATION OF SELF-EFFICACY TOWARD STUDENTS' WRITING SKILL AT ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 JAMBI CITY".

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Jambi, 08 Juni 2023
KEPALA,

Dr. ZAMRONI, S. Ag., M. Pd. I.
Pembina, IVa
NIP. 19740505 200312 1 008

Tembusan.
1. Arsip

DOCUMENTATIONS

CURRICULUM VITAE

NIKEN DWI NAILA was born in Jambi on October 16th, 2000. She is the second of two children of Mr. Budi Hartoyo and Mrs. Susi Agustina. She has a brother, Adam Wibisono. She started her education at TK Pembina II Jambi City (graduated in 2006). Then formal education at Elementary School No. 65/IV Jambi City (graduated in 2012). Then, she continued to Junior High School No. 18 Jambi City (graduated in 2015). After that, she entered Senior High School Adhyaksa 1 Jambi City (graduated in 2018). Then, she continued to University of Batanghari Jambi (Entered 2019) as the student of English Language Education Study Program of Teacher Training and Education Faculty. During her study in Universitas of Batanghari Jambi, she joined in several organizations, such as English Students Association (HIMABING). Furthermore, she participated in practical teaching at Senior High School No. 9 Jambi City, until she completed her undergraduate thesis entitled *"The Correlation of Self-efficacy toward Students' Writing Skills at Eleventh Grade Students of Senior High School 9 Jambi City"*.