THE CONTRIBUTION OF STUDENTS’ SELF-EFFICACY AND GRAMMATICAL COMPETENCE TO STUDENTS’ WRITING SKILL

Arbintara Adi Putra Nugraha, Abdul Asib, Ahmad Dahlan Rais
English Education Department
Sebelas Maret University

Email: bin_tara@ymail.com

Abstract

This research is aimed to find out the contribution of: (1) students’ self-efficacy to students’ writing skill; (2) students’ grammatical competence to students’ writing skill; and (3) students’ self-efficacy and students’ grammatical competence, to students’ writing skill. This correlational study involved 31 students at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015. The technique of choosing the sample was cluster random sampling. Data were collected through questionnaire and test. Single Correlation and Multiple Linear Regressions were used to analyze the data. The research findings show that: (1) self-efficacy brings 2.90% contribution to writing skill; (2) grammatical competence brings 73.40% contribution to writing skill; and (3) self-efficacy and grammatical competence simultaneously bring 76.30% contribution to writing skill. Based on the study, it can be implied that self-efficacy and grammatical competence are important factors that give contribution to writing skill.

Keywords: contribution, self-efficacy, grammatical competence, writing skill

Penelitian ini bertujuan untuk memberi kontribusi: (1) efikasi diri siswa terhadap ketrampilan menulis siswa, (2) kemampuan tata bahasa siswa terhadap ketrampilan menulis siswa, (3) efikasi diri siswa dan kemampuan tata bahasa, terhadap ketrampilan menulis. Penelitian korelasional ini melibatkan 31 siswa kelas sebelas SMA Negeri 1 Karanganom, Klaten tahun ajaran 2014/2015. Teknik yang digunakan untuk pemilihan sample adalah sample kelompok acak. Data dikumpulkan dengan menggunakan angket dan tes. Korelasi tunggal dan korelasi ganda digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa: (1) efikasi diri 2.90% berpengaruh terhadap ketrampilan menulis, (2) kemampuan tata bahasa 73.40% berpengaruh terhadap ketrampilan menulis, dan (3) efikasi diri dan kemampuan tata bahasa 76.30% berpengaruh terhadap ketrampilan menulis. Berdasarkan penelitian ini, dapat disimpulkan bahwa efikasi diri dan kemampuan tata bahasa adalah faktor penting yang memberikan kontribusi terhadap ketrampilan menulis.

Kata kunci: pengaruh, efikasi diri, kemampuan tata bahasa, ketrampilan menulis
Writing is one of important skills that should be mastered by the students to be able to use English for communication in their daily life. Writing is not a natural skill because one does not acquire this skill automatically and easily. To acquire writing skill the students should get sufficient writing practice and experience in expressing their ideas in the writing form. Through writing, the students are able to express their thoughts, communicate ideas and views to the others. The importance of writing can be seen in people daily activities when they need to write personal letters, invitation, formal letters, articles, books and the other product writing activities.

There are several factors influencing writing skill such as self-efficacy and grammatical competence. Students with high self-efficacy in writing will succeed in their writing because they believe that they can write something and then they have more effort and persistence about the writing. Grammar is one of the elements of writing. Thus, self-efficacy and grammatical competence can give benefit to writing skill.

Writing is an important basic skill, which helps students master the other skills. Harmer (1998: 79) states that writing is a basic language skill, just as important as speaking, listening, and reading. Learning writing is not a simple case. According to Harris (1993: 10), writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. It means that the writers need a lot of time to write something. Sometimes they stop writing to think what their write, they pause, think, write, pause, think, revise and so on. Harris also states that writing is full of starts and stops, punctuated by long pauses for reflection or by the need to regenerate concentration. So, it may also require a lot of reworking or revising before we feel at all satisfied with the result of the writing. Writing itself
is a skill, which meant that it could be improved by practice. From Langan (2012) points of view:

“Writing is a skill, like driving or word processing that you can master with hard work. If you want to learn to write, you can. It is as simple as that. If you believe this, you are ready to learn how to become a competent writer. Some people hold the false belief that writing is a natural gift that some have and others do not. Because of this belief, they never make a truly honest effort to learn to write—so they never learn” (p. 10).

Writing language is very important, because if the language in writing is not good, so the result of writing is not good too. There are five elements of writing, they are: content, organization, grammar, vocabulary, and mechanics. Grammar is one of aspects that can influence the writing. Writing without grammar would certainly leave us seriously handicapped. It would be impossible to produce a good writing without having knowledge on grammar. Hegarty (2000: 5) states that writing is talk written down; it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation.

Other than linguistic features that influence writing skill, psychological aspect also influence someone to improve writing skill. There are many psychological aspects; one of psychological aspect is self-efficacy. According to Bandura in Ormrod (2003: 346), people’s sense of self-efficacy affects their choice of activities, their effort and persistence, and their learning and achievement. Self-efficacy is belief that one can master a situation and produce positive outcome (King, 2008: 426). Writing is a skill; we can improve our writing skill by practice and hard work.

In the other hand, writing is influence by self-efficacy, the students with high self-efficacy in writing will succeed in their writing because they belief that they can write something and then they have more effort and persistence about the writing. So, if students have high self-efficacy and they hard work to learn about writing they can improve their writing skill.
Although there are many factors that contribute to writing skill, the researcher highlights the link of self-efficacy, grammatical competence and writing skill in this research. Therefore, the following hypotheses in this research were outlined and examined: (1) There is a positive correlation between students’ self-efficacy and students’ writing skill at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015), (2) there is a positive correlation between grammatical competence and writing skill at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015), (3) there is a positive correlation between students’ self-efficacy and grammatical competence and writing skill at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015).

Based on the hypotheses above, the purpose of this research is to investigate the contribution of: (1) self-efficacy to writing skill; (2) grammatical competence to writing skill; and (3) self-efficacy and grammatical competence simultaneously to writing skill.

Research Method

This research used correlation method. Creswell (2012: 338) states correlational research design is a statistical test to measure the relationship between two (or more) quantitative variables. This research is one of quantitative researches that measures on two or more variables. The reason of choosing this method is that the research wants to know about the relationship between two or more quantitative variables based on the correlation coefficient. A correlation
coefficient is a number that can range from -1 and 1, with zero standing for no correlation. If the number is greater than zero, it will be positive correlation and if the number is less than zero, it will be negative correlation (Johnson and Christensen, 2000: 27). There are two kinds of variables in this research, independent variable and dependent variable. This research has three variables, namely: 1) the independent variables (students’ self-efficacy and grammatical competence); and 2) the dependent variable: students’ writing skill. The researcher examined the correlation between students’ self-efficacy and students’ writing skill. Then he examined the correlation between students’ grammatical competence and students’ writing skill. Finally, he examined the correlation between students’ self-efficacy, grammatical competence and students’ writing skill.

Moreover, the writer chose all of the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015) as population. There are ten classes.

The sample of this research consists of 31 students. The students come from class XI MIA 2. The writer uses cluster random sampling to choose the sample. In cluster random sampling, the writer subdivides the population into subgroups called cluster. The writer then randomly selected a sample of cluster and then randomly selects members of the cluster sample to serve as the population sample. (The tests were administered at SMA Negeri 1 Karanganom, Klaten. The researcher used a test to measure students’ grammatical competence.
and writing skill. The tests were objective test in the form of multiple choices for grammatical competence test and essay for writing test.

After collecting the data, the next step is testing the hypotheses. Below are the statistical hypotheses of the correlation between student’s self-efficacy ($X_1$) and student’s writing skill ($Y$); student’s grammatical competence mastery ($X_2$) and student’s writing skill ($Y$); and between student’s self-efficacy ($X_1$), student’s grammatical competence mastery ($X_2$) and student’s writing skill ($Y$).

The first analogy of the hypothesis formula is when the value of $r_{xy}$ students’ self-efficacy and writing skill is 0, it means that there is no correlation between students’ self-efficacy and writing skill. When the value of $r_{xy}$ students’ self-efficacy and writing skill is lower than 0, it means that there is negative correlation between students’ self-efficacy and writing skill. On the contrary, when the value of $r_{xy}$ students’ self-efficacy and writing skill is higher than 0, it means that there is positive correlation or it has correlation between students’ self-efficacy and writing skill. The null hypothesis will be rejected and the alternative hypothesis will be accepted if the value of $r_{xy}$ or $R_o$ students’ self-efficacy and writing skill is higher than $r_t$. Meanwhile, the alternative hypothesis will be rejected and the null hypothesis will be accepted if the value of $r_{xy}$ or $R_o$ students’ self-efficacy and writing skill is lower or the same as $r_t$.

The second analogy of the hypothesis formula is when the value of $r_{xy}$ students’ grammatical competence and writing skill is 0, it means that there is no correlation between grammatical competence and writing skill. When the value of $r_{xy}$ students’ grammatical competence and writing skill is lower than 0, it means
that there is negative correlation between students’ grammatical competence and writing skill. On the contrary, when the value of $r_{xy}$ students’ grammatical competence and writing skill is higher than 0, it means that there is positive correlation or it has correlation between students’ grammatical competence and writing skill. The null hypothesis will be rejected and the alternative hypothesis will be accepted if the value of $r_{xy}$ or $R_o$ students’ grammatical competence and writing skill is higher than $r_t$. Meanwhile, the alternative hypothesis will be rejected and the null hypothesis will be accepted if the value of $r_{xy}$ or $R_o$ students’ grammatical competence and writing skill is lower or the same as $r_t$.

The last analogy of the hypothesis, the three of data of students’ self-efficacy, the data of students’ grammatical competence and the data of students’ writing skill are analyzed by using Product Moment Formula and Multiple Linear Regressions. Product Moment Formula is used to test the first and second hypothesis, whether there is positive correlation between students’ self-efficacy and student’s writing skill; student’s grammatical competence and student’s writing skill. Besides, Multiple Linear Regressions is used to test the third hypothesis which says that there is a positive correlation between student’s self-efficacy and student’s grammatical competence and student’s writing skill.

**Research Findings and Discussion**

In this part of the research, the correlation between students’ self-efficacy and writing skill, the correlation between students’ grammatical competence and writing skill and the correlation between students’ self-efficacy and grammatical
competence simultaneously, and writing skill were presented. Before analysing the data using Product Moment Formula and Multiple Linear Regressions, the researcher tests the normality of the data. The results showed that the data of participants' self-efficacy, grammatical competence, and writing skill are normally distributed. So, the next statistical tests in this research could be applied. The result shows that the regression is linear and significant. Therefore, the rise and the fall of students’ self-efficacy and grammatical competence are followed linearly by the rise and the fall of student’s writing skill.

The first finding came from the correlation between students’ self-efficacy and writing skill. Based on the computation of linearity and significance of regression test of students’ self-efficacy (\(X_1\)) and writing skill (\(Y\)), the result is linear and significant. The computation showed that the value of \(F_0\) (F-obtained) is 0.291. The value of \(F_t\) for df 12 and 17 at the level of significance \(\alpha = 0.05\) is 2.38. Because \(F_0\) (0.291) is lower than \(F_t\) (2.38), it can be concluded that the regression is linear. Meanwhile, the computation showed that the value of \(F_0\) is 6.847. The value of \(F_t\) for df 1 and 29 at the level of significance \(\alpha = 0.05\) is 4.17. Because \(F_0\) (6.847) is higher than \(F_t\) (4.17), it can be concluded that the regression is significant. It is also showed that the value of coefficient \(a = 13.097\) and \(b = 0.490\). Because the equation is linear and significant so, it can be used to predict the correlation between students’ self-efficacy (\(X_1\)) and writing skill (\(Y\)); it showed that the mean of writing skill (\(Y\)) would increase 0.490 if the students’ self-efficacy (\(X_1\)) increased one score in the constant score of 13.097.
When examining the simple correlations associated with the regressions, the researcher noted that performance of students’ self-efficacy was significantly related with performance of writing skill \((r = 0.437, p = 0.05)\). Then, this value is compared to \(r\)-table at the significance level of 5% for \(N = 31\), it is 0.355. It means that \(r_{x1y}\) is higher than \(r_t\). It means that the correlation is significant; so, there is a positive correlation between students’ self-efficacy (\(X_1\)) and writing skill (\(Y\)). Based on the analysis above, it can be concluded that the null hypothesis (\(H_0\)) is rejected and the alternative hypothesis (\(H_a\)) is accepted. The conclusion is that there is a positive correlation between students’ self-efficacy (\(X_1\)) and writing skill (\(Y\)).

The second finding came from the correlation between grammatical competence and writing skill. Based on the computation of linearity and significance of regression test of grammatical competence (\(X_2\)) and writing skill (\(Y\)), the result is linear and significant. The computation showed that the value of \(F_o\) (\(F\)-obtained) is -1.506. The value of \(F_t\) for \(df\) 9 and 20 at the level of significance \(\alpha = 0.05\) is 2.37. Because \(F_o\) (-1.5-6) is lower that \(F_t\) (2.39), it can be concluded that the regression is linear. The computation showed that the value of \(F_o\) is 91.491 The value of \(F_t\) for \(df\) 1 and 29 at the level of significance \(\alpha = 0.05\) is 4.17. Because \(F_o\) (91.491) is higher than \(F_t\) (4.17), it can be concluded that the regression is significant. It is also showed that the value of coefficient \(a = 10.938\) and \(b = 0.841\). Because the equation is linear and significant, it can used to predict the correlation between grammatical competence (\(X_2\)) and writing skill (\(Y\)); it
showed that the mean of writing skill (Y) would increase 0.841 if the grammatical competence (X₂) increased one score in the constant score of 10.938.

The result showed that the correlation coefficient is \( (r = 0.871, p = 0.05) \) considered as a positive correlation. Then, this value is compared to r-table at the significance level of 5% for \( N = 31 \), it is 0.355. It means that \( r_{X_2Y} \) is higher than \( r_t \). It means that the correlation is significant; so, there is a positive correlation between grammatical competence (X₂) and writing skill (Y). Based on the analysis above, it can be concluded that the null hypothesis \( (H_o) \) is rejected and the alternative hypothesis \( (H_a) \) is accepted. The conclusion is that there is a positive correlation between grammatical competence (X₂) and writing skill (Y).

From the multiple correlation analysis, it is found that the multiple correlation coefficients (R) is 0.873. then F-obtained which is 45.041 is higher than F-table at 5% level of significance for \( N = 31 \) which is 3.32. So, it can be said that the multiple correlation coefficient is significant. Based on the analysis above, it can be said that the null hypothesis \( (H_o) \) is rejected, and the alternative hypothesis \( (H_a) \) is accepted. The conclusion is that there is positive correlation between students’ self-efficacy (X₁) and grammatical competence (X₂) simultaneously writing skill (Y).

From the testing of the first hypothesis, it is known that the first hypothesis, saying that there is a positive correlation between students’ self-efficacy and students’ writing skill is accepted. The result of the computation shows that the coefficient correlation \( (r_{X_1Y}) \) between students’ self-efficacy (X₁) and students’ writing skill (Y) is 0.437 and after being consulted to the r-table, \( r_o (0.437) > r_t \).
(0.355). It means that there is a significant, positive correlation between students’ self-efficacy and students’ writing skill at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015. It is also found that the value of $r^2$ (coefficient determination) is 0.1910. It means that 19.10% variance of Y is determined by $X_1$ and 80.90% variance of Y is determined by other factors. Bandura in Jalaludin, Yamat and Yunus (2013), stated that to improve the students’ writing skill, self-efficacy is important, influences the course of action people choose to pursue, how much effort they put forth in given endeavors. Based on Bandura and Schunk in Schunk and Zimmerman (2007), Self-efficacy is hypothesized to influence choice of activities, effort expenditure, persistence, and achievement. From the theory above it can be concluded that the students’ self-efficacy influences writing skill, the students can choose their activities. In addition, the relative contribution of students’ self-efficacy toward students’ writing skill is 3.81% while the effective contribution is 2.90%. Therefore, it can be concluded that 2.90% of students’ writing skill is determined by students’ self-efficacy.

From the testing of the second hypothesis, it is known that the second hypothesis, saying that there is a positive correlation between students’ grammatical competence and students’ writing skill, is accepted. The result of the computation shows that the correlation coefficient ($r_{x2y}$) between students’ grammatical competence ($X_2$) and students’ writing skill ($Y$) is 0.87139 and after being consulted to the $r$-table, $r_o (0.87139) > r_t (0.355)$. It means that there is a significant, positive correlation between students’ grammatical competence and
students’ writing skill of the sixth semester students at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015. It also found that the value of $r^2$ (coefficient determination) is 0.7593. It means that 75.93% variance of $Y$ is determined by $X_2$ and 24.07% variance of $Y$ is determined by other factors. Then, it means that the increase of students’ grammatical competence will be followed by the increase of students’ writing skill. Grammar is one of aspects that can influence the writing. Writing without grammar would certainly leave us seriously handicapped. It would be impossible to produce a good writing without having knowledge on grammar. Hegarty (2000: 5) states that writing is talk written down, it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation. Graham and Perin (2007: 21) state that teaching grammar is important, alternative procedures, such as sentence combining, are more effective than traditional approaches for improving the quality of students’ writing. The relative contribution of students’ grammatical competence toward students’ writing skill is 96.30% while the effective contribution is 73.40%. Therefore, it can be concluded that 73.40% of students’ writing skill is determined by students’ grammatical competence.

From the testing of the third hypothesis, it is known that the third hypothesis, saying that there is a positive correlation between students’ self-efficacy and students’ grammatical competence simultaneously and students’ writing skill is accepted. The result of the computation shows that the correlation coefficient ($R_o$) between students’ self-efficacy ($X_1$) and students’ grammatical
competence ($X_2$) simultaneously and students’ writing skill ($Y$) is 0.873 and after being consulted to the F-value, $F_0 \ (45.041) > F_t \ (3.32)$. It means that there is a significant, positive correlation between students’ self-efficacy and students’ grammatical competence simultaneously and students’ writing skill at the eleventh grade students of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015. According to Bandura and Schunk in Schunk and Swartz (1993), students who believe they are learning a useful strategy experience greater control over learning and self-efficacy for skill improvement. According to Rajabi and Dezhkam (2014), grammar training actually had some positive impacts on the participants’ writing accuracy. Then, it means that the increase of students’ self-efficacy and students’ grammatical competence will be followed by the increase of students’ writing skill. Amin in Rajabi and Dezhkam (2014) stated that to determine the effectiveness of teaching grammar in context to reduce grammatical errors in students' writing. The result showed that students taught by teaching grammar in context make less grammatical errors in writing than those who are taught by teaching grammar conventionally. The total effective contribution of the two independent variables to the dependent variable is 76.30%. Therefore, it can be concluded that 23.70% of students’ writing skill is contributed by other factors.

**Conclusion and Suggestion**

The empirical analysis shows that there is a positive correlation between students’ self-efficacy and students’ writing skill, there is a positive correlation between students’ grammatical competence and students’ writing skill, and there is a positive correlation between students’ self-efficacy, students’ grammatical
competence simultaneously and students’ writing skill at the eleventh grade of SMA Negeri 1 Karanganom, Klaten in the academic year of 2014/2015). The grammatical competence brings more contribution (73.40%) to writing skill than self-efficacy to writing skill (2.90%). With regard to the result, the self-efficacy and grammatical competence simultaneously brings the contribution to writing skill (76.30%).

The first suggestion, for the teacher, they should not make students feel discouraged by giving bad feedback. Besides, should make good environment in classroom. A Teacher should help the students to master their grammatical competence in order to help them achieve good writing. Teacher should give more practice in writing.

For Students, they should develop their self-efficacy by reducing their stress, controlling their emotional, and being confidence in doing a task. Students should improve their grammatical competence to support their writing skill. They can do some exercises, read international newspaper, watch movie with English subtitle and so on.

The last suggestion would be directed to other researchers. The findings of the research can be used as reference to conduct better researches which are related to students’ writing skill.

**Bibliography**


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