



The Correlation Between Self- Efficacy and Writing Skills of Fourth Grade Students at Elementary School 006 Batam

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ABSTRACT

The purpose of this study was to examine the correlation between student self-efficacy and writing skills of elementary school students of SD Negeri 006 Batu Aji. In this study, researchers used an ex post facto design, involving twenty-five 4th grade students of elementary school 006 Batu Aji who were selected through a simple random sampling technique. researchers used a likert scale questioner as a data collection instrument, and the data were analyzed using descriptive statistics. The results showed that there was no significant correlation between self-efficacy and students' writing skills, this result was evidenced by a significance value greater than 0,05. This finding is not in line with previous research that shows a significant relationship between the 2 variables. Despite the finding of no correlation between the two variables, the end result is that it can provide important insights for the development of writing methods and further understanding of the factors that influence students' writing skills.

Keywords: self-efficacy; writing skill; elementary school; correlation

Introduction

The four essential skills that students must master and teachers too teach in language learning, are speaking, reading, listening, and writing (Jaja, 2024). One of essential language skills that students must mastered is writing. It means that writing skills can convey emotions, ideas, and intentions through written expression in the form of text (Putri & Aminatun, 2021). Writing enable students to convey ideas, express stheir feelling, organize their thoughts, develop strong arguments, and edits their work. To enhance students' writing abilities, they need to focus on four key elements: generating ideas or content to express, building a strong vocabulary to effectively communicate those ideas, understanding structure to organize words properly, and mastering spelling to create error-free writing.

Most Indonesian students find writing, especially in English, very difficult and the learning process boring (Kemalsyah et al., 2022). The difficulties experienced by students can be seen when they must transfer ideas from Indonesian to English. The second difficulty is the student's inability to determine the meaning of words or phrases in a piece of writing. Apart from that, the learning process is still traditional, namely placing more emphasis on the results of students' writing than on the process that should be carried out.

By mastering these elements of writing, students can freely develop their ideas into sentences and paragraphs that they have created well and also they can ensure their writing can be understood by the audience easily. (Mairani, 2022).

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This case, students who have confidence in their own abilities will be more motivated to write, and they will also tend to have more opportunities to succeed in completing their writing tasks and meeting the demands. Therefore, self-efficacy is important in their writing skills (Setyowati et al., 2024).

- The term self-efficacy it self comes from Bandura's Social Cognitive Theory "people's beliefs in their ability to produce desired effects by their actions" (Bandura, 1997, p. vii), In the context of learning, individuals with agency have the ability to act to improve learning, values, or priorities that can provide motivation in a variety of factors and situations within themselves. low self-efficacy in writing, as well as difficulties in writing skills, is often the cause of delays in students' academic programs. through human agency, self-efficacy mediates knowledge transfer between the classroom and real-world practice. (Bandura, 2006; Jefferies et al., 2018; Mitchell, 2018).

In Indonesia itself, research on self-efficacy in English language learning is an interesting topic and is of concern to teachers, researchers, and practitioners. a recent study by (Anam & Stracke, 2020) examined the role of efficacy in learning English among elementary school students in Indonesia. The results showed a relationship between self-efficacy and student performance. In addition, there are still few studies that specifically examine the relationship between writing skills and self-efficacy in elementary school students.

Two hypotesis are the Null (H0) and the alternative hypotesis (Ha). Fr the (H0) is there is no significant correlation between self-efficacy and writing skills of fourth grade students at Elementary School 006 Batam. Meanwhile for the (Ha)

Methods

This study examines the correlation between students' level of self-efficacy and their writing skills. A quantitative approach with an ex post facto design was employed. The use of the ex post facto method aims to determine the relationship between self-efficacy and students' writing ability without manipulating any variables. At the time of the study, the students were not given any treatment; the researcher simply observed and analyzed existing data. The study involved 25 fourth-grade students from SD Negeri 006 Batu Aji. A simple random sampling technique was used to select the participants.

Data were collected through a Likert scale questionnaire and a writing test. The questionnaire measured students' level of self-efficacy using thirteen statements rated on

▪ a five-point Likert scale, ranging from “strongly agree” to “strongly disagree.” The writing test was adapted to the participants’ grade level and assessed using the writing scoring rubric developed by Brown. To ensure the validity of the instruments, the questionnaire and the writing test were reviewed and validated by experts in the field of education.

At the data analysis stage, the researcher applied descriptive statistics to describe the characteristics of the collected data, followed by correlational analysis to identify the relationship between students’ self-efficacy and their writing performance.

Findings and Discussion

The data analyzed was in the form of questionnaire self- efficacy and the results of writing test. In the data normality test conducted by researchers, the data tested is normally distributed, as shown in Figure 1 below:

Figure 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			25
Normal Parameters ^{a,b}	Mean		0,0000000
	Std. Deviation		5,17378755
Most Extreme Differences	Absolute		0,143
	Positive		0,143
	Negative		-0,094
Test Statistic			0,143
Asymp. Sig. (2-tailed) ^c			0,200
Monte Carlo Sig. (2-tailed) ^d	Sig.		0,201
	99% Confidence Interval	Lower Bound	0,191
		Upper Bound	0,211

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results of correlation regression using SPSS 27 for windows can be seen in figure 2 is the pearson correlation table

Figure 2.

Correlations

Pearson Correlation

above
correlation
significant
variable X

		KUESIONER	SKOR WRITING
KUESIONER	Pearson Correlation	1	-.051
	Sig. (2-tailed)		.808
	N	25	25
SKOR WRITING	Pearson Correlation	-.051	1
	Sig. (2-tailed)	.808	
	N	25	25

Based on the table using the Pearson test, there is no correlation between (self-efficacy) and

variable Y (writing skills). With these results, researchers also tested the correlation of variables using another test, namely the spearman correlation test, which can be seen in the following figure 3

Correlations

		KUESIONER	SKOR WRITING
Spearman's rho	KUESIONER	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	25
	SKOR WRITING	Correlation Coefficient	-.112
		Sig. (2-tailed)	.595
		N	25

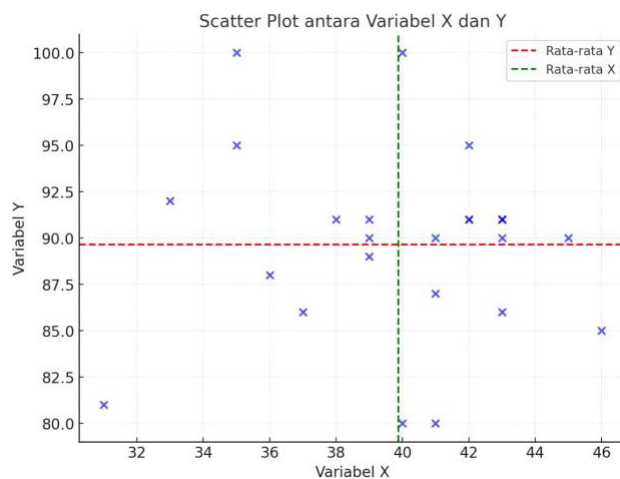
Figure 3. Spearman Correlation

In Figure 3, the Spearman correlation test also shows a very weak and negative relationship between the two variables. where the significance value is much greater than 0.05, which means that this relationship is not statistically significant. That is, there is insufficient evidence to state that there is a real relationship between the two variables in the sample presented by the researcher. Thus, the hypothesis that there is a relationship between X and Y cannot be supported by this data, so the hypothesis that can be used is H Null, where The HO is there is no significant correlation between writing skills and self-efficacy among elementary school students at SD Negeri 006 Batu Aji.

The end of this study is that there is no significant correlation between the writing ability of SD 006 Batu Aji students and self-efficacy that can be found by researchers. However, this result is not in line with previous research by (Anam & Stracke, 2020) which reports that there is a significant relationship between variables X and Y. This

▪ difference may be due to differences in population, sample size, or other factors that can influence which have not been identified by researchers. One of the reasons why researchers did not find significance between variables X and Y is because the relationship between X and Y is non-linear or can also be caused by other factors that have not been measured by researchers in this study. As in the scatter plot below, it can explain the results clearly, although it is not significant

Figure 4. scatter plot



Note:

- blue dots represent each variable data
- the red dashed line shows the average of variable y
- the green dotted line shows the average of the x variable

The main limitation in this study is the relatively small sample size that can limit the ability of weak relationships. the age category of respondents who are still relatively early (elementary school) is a challenge in this study, considering that the object of research discusses issues that require more mature experience or understanding. in addition, this study only uses the correlation method, so it cannot explain the causal relationship. therefore, future research is recommended to involve samples with a wider age range, and a larger sample size to get more representative and in-depth results.

Conclusion

This study still requires further research to determine the factors that influence the relationship between self-efficacy and student writing skills. with the results that have been presented by researchers, researchers suggest that future researchers consider a larger sample or include mediator variables in order to understand the relationship between variables X and Y comprehensively.

Although no significant relationship was found between X and Y, this study has taken a role in filling the gap in the literature regarding the relationship between the two variables. Thus these results highlight the need to consider other factors in future studies.

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