



Students' Writing Ability In Narrative Text According To Students' Writing Self-Efficacy Level

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Abstract

This article explores students' writing ability in narrative texts in terms of their level of writing self-efficacy categories. Using a qualitative research approach with a case study design, this study was conducted in a high school located in Karawang. Two participants were selected based on predetermined categories from 30 students. The research instruments included questionnaires, written tests, interviews, and documentation. The findings of this study indicate that students' narrative writing ability can be seen from their level of self-efficacy. This study highlights the interaction between students' perceptions of their writing ability and their actual performance in narrative writing tasks. The insights gained from this study contribute to a deeper understanding of the dynamics of students' writing skills and self-efficacy beliefs, which offers valuable implications for teaching and learning practices in the context of narrative writing education.

Keywords: Writing, Narrative Text, Self-Efficacy, Writing Self-Efficacy

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INTRODUCTION

Writing skills are one of the language skills taught to students at school. Writing is one of the most essential language skills. Writing is an important language skill because it means to learn, discover, develop, and improve language skills (Astuti et al., 2020). Writing is important because it is commonly used in various aspects, especially in education. According to Amhar et. al. (2022), students' writing ability has become an essential element for student success and may be influenced by the student and teacher's skills. Writing is also a medium for students to express their ideas, thoughts, and opinions. There are various texts studied in school, such as text, report descriptive text, recount text, analytical text, procedure text, and many more. In this study, the researcher used narrative text. A narrative text tells a story by representing a sequence of events. According to Barbara as cited in Khusnul (2017), the purpose of narrative text are to entertain, to express the feelings, to inform and to persuade the readers. It also has another function that is about to deal with actual or various experiences in different ways.

Students' writing ability can be reviewed and seen from various factors, such as students' self-efficacy level. In social cognitive theory, Bandura (1986) stated self-efficacy as a person's belief about his/her abilities. Self-efficacy is people's judgment of their capabilities to organize or execute courses of action required to attain designated types of performances Bandura (1986). Writing self-efficacy has been reported to be a significant predictor of the writing performance for students at different academic levels. There are several previous studies on students' writing ability in terms of students' self-efficacy level. Research study by Ida (2019) stated that result showed social inducements and physiological conditions are also

influential in the writing process, concludes that self-efficacy has an important role in students' writing ability.

According to a brief observation conducted by the author, several problems were found that can be addressed as material in this study. One of the issues that can be identified is the low level of students' writing self-efficacy in writing narratives. This can be caused by various factors, such as previous negative experiences in writing, fear of failure, lack of support and positive feedback, and feelings of inability to produce good writing results. Students who have low levels of self-efficacy tend to have low motivation in writing narratives. In particular, they may be discouraged from trying new things, have difficulty in generating creative ideas, or feel anxious about their language and grammar skills. They may not have a sufficient knowledge of developing a coherent story, developing characters, building a plot, or using descriptive language. Understanding these issues can help educators and mentors design effective strategies to improve students' self-efficacy and their narrative writing skills.

Based on the background that the researcher has described above, in this study the researcher will discuss the students' writing ability in narrative text in terms of students' self-efficacy level. Students' writing ability can be categorized as good, medium, or low, by focusing on their self-efficacy level. This research aims to contribute to the existing literature and provide practical implications for educators in improving students' narrative writing skills.

METHODS

This study used a qualitative approach upon a case study design because it deals with the study of an individual language learner as affirmed by Nunan and Duff (Duff, 2008; Nunan, 1992). A qualitative case study was used in this study to discover meaning, investigate the processes, and to gain in-depth understanding of an individual, group, or situation (Lodico, Spaulding, Voegtler, 2006). Thus, a case study is to focus on a particular situation or phenomenon; in this case, the event is students' writing ability that based on their level of writing self-efficacy.

a. Place and Time of Research

This research was conducted at a senior high school in Karawang from July to August 2023.

b. Participants

To specify the participants of this research, the researcher purposely picked two students of a senior high school in Karawang, like Cohen & Manion affirmed that the researcher handpicks purposive subjects on the basis of his/her estimate of their typically (Nunan, 1992).

c. Instrumentation

This study used three kinds of instruments. They are a questionnaire, a writing test, and an interview.

RESULTS & DISCUSSION

Results

After following the process of data analysis using data analysis model according to Robert K. Yin (1984), researcher came to the final stage, which presents the final data in the form of articles. In this chapter, the researcher explains

and describes more about the final results that have been obtained. The detailed findings are presented below.

1. Students' Level of Writing Self-Efficacy

a. Data from Questionnaire

Based on the research that has been conducted, 30 students filled out the Students' writing Self-efficacy questionnaire, which then selected 2 students to become research subjects. The results show that students' writing self-efficacy is in the high category with a percentage of 87%. According to the table above, there are also students who have writing self-efficacy in the low category with a percentage of 13%. After the students' questionnaire results are identified and grouped based on the writing self-efficacy level category, the research subjects for each category are determined by looking at the results of the students' writing self-efficacy scores who have the highest score and the lowest score are able to communicate well based on the recommendations of the English subject teacher.

2. Students' Writing Ability in Narrative Text

a. Data from Writing Test

After conducting a narrative text writing test to the two selected subjects. The S1 in the high writing self-efficacy category, confirmed that he followed the instructions such as, content, structure, vocabulary, grammar, and also mechanics. He understood and has good writing ability in narrative texts. The S2 in the poor category showed that he did not follow the instruction, he has made several mistakes in the text that he has written.

Content: Topic Development

In this aspect, the students got the interested topic to write about fairy tale in narrative text. In this aspect there were 4 criteria, each of criteria have different score. From the criteria, subject 1 who has a high category of writing self-efficacy in the criteria through development of topic who got score 10, and the subject 2 who has a low category of writing self-efficacy in the criteria does not show knowledge of topic who got score 7.

Organization: Paragraph Structure

In this aspect, subject 1 in the criteria the paragraph of structures is correctly that got score 5 in very good category. Then, the subject 2 in the criteria the paragraph structures is correctly that got score 2 in poor category.

Vocabulary: Word Choice Diction

In this aspect, subject 1 in the criteria vocabulary got score 9 in good category or in the accurate in diction but not effective criteria. It means that he used right topic for the text, but not used wide vocabularies. Then, the subject 2 in the criteria vocabulary got 7 score in the poor category or in the errors in diction, word, and meaning criteria. It means that the subject 2 had choose difficult topic, mistype, forgot to use capital in first sentence or they did not open dictionary.

Grammar: Sentence Structures/Construction

In this aspect, both of the subjects did not reach the very good category or use proper grammar. Perhaps because they little inaccurate to write about the sentences or the words. The subject 1 in the grammar criteria got 9 score or in the good category or in the several errors of grammar, and the meaning obscured criteria. It means that he used pretty good grammar in the writing. Then, the subject 2 in the poor category or in dominated errors, and poor sentence construction

criteria. It shows that the subject 2 did not pay good attention in grammar when his writing or just did not know enough about that.

Mechanics: Spelling, Punctuation, and Capitalization

In this aspect, subject 1 in the mechanic's criteria who got score 4. It shows that his writing almost perfect, the researcher thought that they were careful to write their writing. The, the subject 2 in the poor category or dominated by errors of mechanic's criteria. Because he paid no attention in his writing, or when completed writing he did not reexamine the results, thereby being dominated by errors and inaccuracy.

Based on the reason above, the subject 1 interest in learning is particularly good, especially in writing narrative text. The subject 1 are predicted to remain conscious of learning significances, therefore the student who already understand become more understanding, and for the subject 2 who do not yet understand can understand.

b. Data from Interview

This data would be connected with the results of participants' close-ended questionnaires and writing test. There were ten questions, and for each question was based on sources of students' writing ability.

Content/Developing Idea

1. When you are given a topic, how do you come up with interesting idea to write about?

The results on the first question indicated that subjects have different habits and ways of developing topics in a story.

2. How do you develop the ideas you have thought of into a story that can be understood and enjoyed?

The results in this question showed that subject 1 demonstrate on understanding topic, meanwhile subject 2 is unable to develop an idea.

Organization: Paragraph Structure

1. How do you organize the structure of your writing so that it is in the right order and makes sense to others?

The results on this questions indicate that subject 1 with a high writing self-efficacy category shows a strong understanding of the organization structures, while subject 2 with a low writing self-efficacy suggest a need for further guidance and instruction

2. What are some ways you make sure your paragraphs are connected and your writing moves smoothly from one idea to the next?

The results on this question indicate that subject 1 with a high writing self-efficacy category demonstrates an understanding of how use transitions and maintain logical coherence to create a more engaging and readable story. Meanwhile, subject 2 with a low writing self-efficacy category does not prioritize the smooth flow of the paragraphs.

Grammar: Sentence Structure

1. Describe a grammar rule that used to confuse you but you now understand well. How do you apply it in your writing?

This results of this question indicated that all subjects have difficulties in the use of grammar, the only difference is the way they overcome their difficulties.

2. Can you talk about how you fix sentences that do not sound quite right? What do you pay attention to when making these improvements?

This results can be conclude that subject 1 demonstrates a comprehensive understanding of the elements that contribute to sentence improvement, leading to more polished and effective writing. Thus, subject 2 approaches sentence improvement with minimal effort and consideration.

Vocabulary: Word Choice diction

1. How do you discover and learn new words to make your writing more interesting? Any favorite resources or methods?

This results of this question indicated that subject 1 demonstrates an active effort to explore, understand, and apply new words, resulting in more sophisticated and captivating narrative texts. Thus, subject 2 dismisses the importance of expanding vocabulary for writing and relies on a limited approach to encountering new words.

2. How do you choose the right vocabulary for your writing text?

The result of this question can be concluded that subject 1 shows a thoughtful approach to selecting vocabulary that enhances the narrative, making it more engaging and enjoyable for readers. Then, subject 2 demonstrates a lack of consideration for the impact of vocabulary in her writing.

Mechanics: Spelling, punctuation, and capitalization

1. What steps do you take to make sure your writing is free of spelling errors?

The result of this question can be summarized that subject 1 demonstrates a thorough and proactive approach to addressing spelling errors, resulting in a more polished and credible piece of writing. Meanwhile subject 2 does not prioritize the importance of spelling accuracy in writing. Relying solely on spell check and downplaying the significance of spelling errors can lead to a lack of professionalism in the final writing.

2. Do you pay a lot of attention to your writing or otherwise? Why?

The result of this question can be conclude that subject 1 with a high writing self-efficacy demonstrates an understanding of the value of attentive writing and how it contributes to effective communication and personal growth. Then, subject 2 with a low writing self-efficacy category downplays the importance of paying attention to writing and its impact. This approach can result in unclear, unorganized, and ineffective communication.

Discussion

Based on the study that has been conducted, it can be concluded that students' writing ability in narrative text can be viewed from the category of their writing self-efficacy level. It is proven that subjects with high self-efficacy categories have very good and satisfactory scores. The capability of applying in several existing indicators shows that subjects with a high level of writing self-efficacy are able to achieve maximum outcomes. A high level of writing self-efficacy leads him to believe in his ability to write narrative texts, so that subjects with a high category of writing self-efficacy are aware of their strengths and weaknesses, and continue to try to focus on what is lacking in their writing and develop what they have mastered.

In contrast, a subject with a low self-efficacy level category showed a lack of ability in writing narrative texts, he obtained low and unsatisfactory scores. In

some of the indicators, there are many errors and mistakes that are not addressed. His low level of writing self-efficacy made him not believe in his writing ability and did not try to improve and try to find ways to overcome it so that his ability could improve and develop even better.

CONCLUSION

Taken together, these findings emphasize the pivotal role of writing self-efficacy in shaping students' narrative writing skills. The study underscores the significance of fostering and nurturing a sense of writing self-efficacy to enhance the overall quality of narrative writing among students. Furthermore, it underscores the need for targeted interventions to support students with lower self-efficacy, focusing on bolstering their attention to detail and refining their writing processes. Ultimately, this research contributes to the broader understanding of the interplay between writing self-efficacy and narrative writing competence, providing valuable insights for educators, curriculum designers, and policymakers seeking to elevate students' writing proficiencies.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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