THE CORRELATION BETWEEN PERCEPTION OF FEEDBACK ON WRITING AND WRITING SELF-EFFICACY LEVEL OF ENGLISH TEACHER EDUCATION DEPARTMENT STUDENTS AT UIN SUNAN AMPEL SURABAYA

THESIS

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ABSTRACT

Prahesti, D (2018). *The Correlation between Perception of Feedback on Writing and Writing Self-Efficacy Level of English Teacher Education Department Students at UIN Sunan Ampel Surabaya*. A thesis, English Education Department, Faculty of Tarbiyah and Teacher Trainning, UIN Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.E, Grad, Dip.TESOL, Fitriah, Ph.D.

Key Words: *students' perception, feedback on writing, writing self-efficacy.*

Feedback in writing is an important aspect since it is believed to be the factor of successful writing. Unfortunately, not all students have positive perception toward feedback on writing. Some previous studies found that feedback affected students' writing self-efficacy, which is students' judgement to their own capability in writing. This present study focuses on knowing and finding the correlation between students' perception of writing and their writing self-efficacy level. This study is a quantitative research, specifically a correlational study. The data were gathered using two questionnaire sets to measure perception of feedback on writing and writing self-efficacy level. The subject of this study are students of English Teacher Education Department at UIN Sunan Ampel Surabaya year 2014, 2015 and 2016 who have been enrolled in writing course. The findings indicate that majority of students have positive perception of feedback on writing. Furthermore, the results showed that most of students have high writing self-efficacy level. The total score from both variables are calculated with Pearson Product Moment Correlation, using SPSS 16 for Windows. The value of Pearson coefficient is found to be 0.470 which indicates the positive and moderate correlation between students' perception of writing and their writing self-efficacy level. Hence, the alternative hypothesis (H_A) of this study which states that there is a correlation between students' perception of writing and their self-efficacy level, is accepted. This correlation result indicates that the more positive the students perceive the writing feedback given, the more likely for them to have high writing self-efficacy level. Hence, teacher or lecturer of writing course needs to maintain the positive perception through giving positive feedback.

ABSTRACT

Prahesti, D (2018). *The Correlation between Perception of Feedback on Writing and Writing Self-Efficacy Level of English Teacher Education Department Students at UIN Sunan Ampel Surabaya*. Skripsi, Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.E, Grad, Dip.TESOL, Fitriah, Ph.D.

Key Words: *persepsi mahasiswa, komentar pada tulisan, efikasi diri dalam menulis.*

Komentar atau feedback dalam tulisan siswa adalah salah satu aspek penting dalam meningkatkan kemampuan menulis mahasiswa. Namun, tidak semua mahasiswa memiliki persepsi yang positif terhadap komentar pada tulisan mereka. Komentar pada tulisan mahasiswa berpengaruh pada efikasi diri mahasiswa dalam menulis, yaitu kepercayaan mahasiswa akan kemampuannya untuk sukses dalam menulis. Penelitian ini berfokus pada hubungan antara persepsi mahasiswa terhadap komentar pada tulisan dan efikasi diri mahasiswa dalam menulis. Pengumpulan data dilakukan menggunakan kuesioner untuk mengetahui persepsi mahasiswa dan efikasi diri dalam menulis. Subjek pada penelitian ini adalah mahasiswa PBI UINSA Surabaya angkatan tahun 2014, 2015 dan 2016 yang telah mengikuti mata kuliah menulis (*writing*). Dalam penelitian ini, mayoritas mahasiswa PBI UIN Sunan Ampel Surabaya memiliki persepsi yang positif terhadap komentar pada tulisan mereka. Selain itu, kebanyakan mahasiswa memiliki tingkat efikasi diri yang tinggi. Skor yang didapat dari korelasi Pearson dalam penemuan penelitian ini adalah 0.470 yang menunjukkan adanya hubungan yang positif dan sedang antara persepsi mahasiswa terhadap komentar pada tulisan dan efikasi diri dalam menulis. Sehingga, hipotesis alternatif yang menyatakan adanya hubungan antara persepsi mahasiswa terhadap komentar pada tulisan dan efikasi diri dalam menulis, diterima. Hasil ini menunjukkan bahwa mahasiswa yang memiliki persepsi positif terhadap komentar pada tulisan akan memiliki tingkat efikasi diri dalam menulis yang tinggi. Jadi, dosen perlu untuk menjaga persepsi positif mahasiswa dengan cara memberikan komentar atau feedback yang positif pula untuk tulisan mereka.

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CHAPTER I

INTRODUCTION

This chapter provides an overview about background of the study, research questions, objectives of the study, hypothesis, significance of the study, scope and limitation of the study, as well as definition of key terms.

A. Background of The Study

Writing is essentially seen as a product.[1] It means that writing skill is a productive skill in the term of language learning, alongside with speaking skill. As a product, writing is seen as the most challenging task that have to be done by the students. Especially for students who are demanded to do their writing in second or foreign language form. It will cause many errors and inaccuracy in students' writing.[2] Thus, one of the most common ways the writing teacher or lecturer can help the students to avoid those error in the future is through providing feedback to students' writing performance.

Feedback in students' writing works is something important to be considered as the key of successful writing especially in L2 context. It gives students an overview toward their writing skill and give the solution of how to improve their writing works.[3] Teachers play an important roles in order to make feedback on writing useful for students since teacher is considered as one of the agents that providing information regarding one's understanding in order to increase their performance in writing.[4] Through extended dialogue between teacher and student, the effective feedback may identify

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[1] Jack. C. Richards. "Second Language Writing". In Jack. C. Richards. *Guiding Concepts in L2 Writing Teaching*. (Cambridge: Cambridge Press, 2004), 4.
[2] Eric Ekholm, et.al., "The Relation of College Student Self-efficacy toward Writing and Writing Self-regulation Aptitude: Writing Feedback Perception as a Mediating Variable". *Teaching in Higher Education*. Vol. 20, No. 2, 2015, 197.
[3] Margit Reitbauer – Renate Vaupetitsch. (Eds.), *Feedback Matters: Current Feedback Practices in The EFL Classroom* (Frankfurt: Peter Lang, 2013),10.
[4] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Context* (Hong Kong: Springer, 2017), 53.

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the problematic aspects of students' writing. Beside, by giving effective feedback, teacher can help students to be aware of the problem after the teacher give them feedback, so that students can engage themselves in improving their written language competence.

Even though feedback can be seen as the sources of such useful input and information in order to improve students' writing works, unfortunately, not all students see and perceive feedbacks positively as the way to enhance their writing ability. The way how students' perceive and value teacher's feedback is called students' perception of feedback.[5] The important role of feedback in enhancing students' writing achievement will be unuseful if students perceived feedback negatively. Some previous studies related to perception of feedback of students showed various and different response and views for feedback by students. Some studies related to students' views toward feedbcak given have been conducted. Ferris and Hedgcock[6], for instance, assumed that students expected their teacher to give them error correction toward their grammar in writing and the absence of such feedback could raise students' anxiety, increase students' frustrations and cause students to lose confidence in writing. Hence, students perceived from that study perceived error correction feedback as useful for their writing.

Other research findings[7], for instance studies by Krashen and Truscott, on the other hand, showed that excessive attention to students errors in writing may be harmful and demotivating students to improve their writing because teacher only focus on their grammar mistakes and ignore other important aspects of writing such as process, development of ideas, and organization. Another research conducted by Redecki and Swales specifically asked about students' preference toward types of error feedback they think the most helpful for them, showed that students complained about the unclear feedback in written form the teacher

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[5] Margit Reitbauer – Renate Vaupetitsch. (Eds.), *Feedback Matters: Current Feedback Practices in The EFL Classroom* (Frankfurt: Peter Lang, 2013), 141.

[6] Ferris - Hedgcock, *Teaching ESL Composition: Purpose, Process &* Practice (New Jersey: Lawrence Erlbaum, 2005).

[7] Dana R. Ferris, *Treatment of Error in Second Language Student Writing* (The University of Michigan Press, 2011), 42.

made to their writing works. It then led them difficult to understand the teacher' error correction. Students also stated that they preferred cooperative approach to error feedback and valued the process approach in writing rather than simply copying and noting direct corrections from the teacher. That different results from different research implied that students know what they need for the effective feedback toward their writing in order to get better revision and enhance their writing ability.

Students' perception toward teacher's feedback for their writing can be positive or negative, depends on what they receive and how they value feedback based on their experinces with it. Those different result from the previous studies indicate that students have different perception and preference toward writing feedbacks based on their needs and goals of learning they believe. They will perceive feedback positively for their writing if they see feedback given by teacher as the thing that is in line with their learning goals. Positive feedback has been found to improve mood and satisfaction ratings in undergraduate students.[8] On the other hand, students who view feedback as unuseful and have negative perception toward feedback tend to be less motivated in improving their writing ability. That negative perception of feedback will lead them to be not too good or even poor in writing. Such studies also suggest that preferences for feedback are related to students' self–esteem, self-concept and self-efficacy.

A small number of study (by Magno and Amarles in 2011, Tadlock and Zumbrunn in 2012, Evans in 2013) suggest that students perception of the feedback they receive on their writing task may relate to various writing motivation factors. One of them is self-efficacy, which is someone's belief about their capabilities in doing certain task. Decades of studies illustrate the powerful role students self-efficacy belief have on their academic achievement as well as learning in general. Just as in general academic which stated that self-efficacy beliefs can influence student academic achievement, the students' writing self-efficacy can influence their

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[8] Anna D. Rowe – Leigh N. Wood, "Students Perceptions and Preferences for Feedback". *Asian Social Science*. Vol. 4, No. 3, March 2008, 79.

success in writing tasks, as found by Pajares (2003), Zimmerman (2007) and Jones (2008).[9]

Correlating the feedback matter and self-efficacy, a research done by Ruegg showed that feedback, specifically feedback from teacher, can increase students' writing self-efficacy. As well as Ruegg, Duijnhouwer et.al found that progress feedback did affect the students' self-efficacy belief. For this current study, the researcher will focus on what students think about feedback given by teacher and correlate it to their writing self-efficacy.

It was stated by Bandura that one of self-efficacy sources is through mastery experience, and it is considered as the most influential source of self-effciacy.[10] Receiving feedbacks is a part of students' experience while learning and practicing to write. Since feedback gives them the overview of how well they do the writing assignment, with some improvement input from the teacher as the feedback agent, it leads students to become aware of their level of mastery in writing through feedback given by teacher. As one might expect, past successes raise efficacy beliefs, while repeated failures, in general, lower them.

Moreover, perception of feedbacks may be closely related to student writing self-efficacy beliefs.[11] Students may be more willing to accept and do the suggestions from teacher or peers, and therefore more willing to view positively these suggestions, if they believe themselves are able to do so. Indeed, students often have trouble engaging with feedback if they have negative perceptions of the feedback, the usefulness of the feedback, or the provider of the feedback.[12] If this happen, students will not getting the advantages of writing feedback effectively in which the students will not be able to improve their writing ability. Thus, the researcher assumes that it is important to know the relationship

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[9] Eric Ekholm, et.al., "The Relation of College Student Self-efficacy toward Writing and Writing Self-regulation Aptitude: Writing Feedback Perception as a Mediating Variable". *Teaching in Higher Education*. Vol. 20, No. 2, 2015, 199.

[10] Albert Bandura. "Self-efficacy". In V. S. Ramachaudran (Ed.). *Encyclopedia of Human Behavior* (New York: Academic Press, 1994), Vol. 4, 72.

[11] Melanie R. Weaver, "Do Students Value Feedback? Student Perceptions of Tutors' Written Responses". *Assessment and Evaluation in Higher Education*. Vol. 31, No. 3, 2006, 379–394.

[12] Price, et.al., "Feedback: All that Effort, but What Is the Effect?" *Assessment and Evaluation in Higher Education*. Vol. 35, No. 3, 2010, 277–289.

between students' perception of feedback on writing given and their writing self-efficacy level.

Only few research about perception of feedbacks that may have relation to the writing motivation factors such as writing self-efficacy. Major previous studies are more likely about the effect of feedback toward students' writing self-efficacy. For instance is a study conducted by Rachael Ruegg entitled "The Effect of Peer and Teacher Feedback on Changes in EFL Students' Writing Self-Efficacy". This is a comparative study aimed to find which one between peer and teacher feedback that is more effective to increase students' writing self-efficacy. The second previous study is examining the correlation between students' writing self-efficacy and students' writing self-regulation aptitude, with perception of feedback is included in this study as the mediating variable. From those previous study, the researcher find the limitation of both studies and the link that may be happen between two variables examined in this recent study. Hence, the researcher conducts this research in order to find out the correlation between students' perception of feedback on writing and students' writing self-efficacy level.

The findings of this research is expected to give a brief and clear explanation about the relationship between students' perception of feedback on writing and their writing self-efficacy level, whether there is any relationship or not. The significance of this study is that the findings will be useful for educator who are teaching writing in second or foreign language context in knowing students' perception toward feedback on writing. Furthermore, the findings may become the reference for teacher or lecturer in determining what kind of feedback that will be given to students which is suitable for students' needs in writing course.

B.   Research Question

How is the correlation between perception of feedback on writing and writing self-efficacy level of English Teacher Education Department students at UIN Sunan Ampel Surabaya?

C.   Objectives of The Study

As the problem of study has been stated above, this study has an aim to give a brief and clear description about whether there is correlation between perception of feedback on writing and writing self-efficacy level of English Teacher Education Department students at UIN Sunan Ampel Surabaya.

D.   Hypothesis

In hypotheses, there are two probabilities. The first hypothesis is H_0: $r = 0$ which is meant to be having null correlation. It means that the researcher will not find any correlation between two variables concerned. The second hypothesis is H_A: $r \neq 0$ which is meant to be having correlation. It means that the researcher will find correlation between two variables studied in this research, whether it has positive or negative correlation. The hypotheses of the study can be described as shown in the statements below:

H_0: There is no correlation between students' perception of feedback on writing and students' writing self-efficacy level.

H_A: There is a correlation between students' perception of feedback on writing and students' writing self-efficacy level.

E.   Significance of The Study

This research is expected to be useful for both theoritical and practical benefits in the field of English Education:
1.   For Students

The findings of this study can inform them about their true perceptions of feedback on writing and how they perceive those feedbacks. In addition, it can give them a brief description about their level of writing self-efficacy as the predictor of their writing performance in the domain of university. Hence, they can be aware of their writing self-efficacy level so that they will have encouragement to find their clear goals in learning the target language and have more meaningful learning process.

2.   For Teachers or Lecturers

The findings of this study may inform teachers and lecturers about the perception of students toward feedbacks given by teacher or lecturer in writing course. Thus, it can be a beneficial informations for teachers or lecturers to give more effective feedbacks for students' writing in order to enhance the quality of teaching and learning writing in university level. Furthermore, the findings about the correlation between students' perception of feedback on writing course and their writing self-efficacy level may become references and ideas for teachers and lecturers in designing appropriate and effective approach in giving feedbacks to teach writing to students and enhance their writing self-efficacy to reach the goal of learning.

3.   For Readers and Other Researchers

The findings can inform them about the perception of university students toward feedback given in writing course. Beside, the findings may give the readers information about whether that perception has any correlation with students' writing self-efficacy. Moreover, the readers and other researchers can use the findings of this study as the references for further research related to perception of feedback and self-efficacy especially in writing, or it can be used for other skill in language learning.

F.   Scope and Limitation

1.   Scope of the study

The scope of this study are students' perception of feedback, specifically feedback on writing course, and students' self-efficacy, specifically writing self-efficacy. This study will investigate the relationship between students' perception of feedback on writing and their writing self-efficacy level, in which this study will focus on whether there is any correlation between those two variables of study.

2. Limitation of the study

The limitation of this study is within the students of English Teacher Education Department of UIN Sunan Ampel Surabaya who have taken and passed the writing course in this university, or it can be students from year 2016, 2015 and 2014. This study is a correlative study which is only looking for the relation between students' perception of feedback on writing and their writing self-efficacy level and describe the findings based on the result found during this research.

G. Definition of Key Terms

1. Perception of Feedback on Writing

Perception of feedback on writing is students' feelings and views toward the inputs from the teacher for their writing works which is used to improve their writing ability.

2. Writing Self-Efficacy Level

Writing self-efficacy is one factor that influence students' motivation in writing and can predict the students' writing performance.[13] Writing self-efficacy is someone's belief and judgment regarding to his/her own writing abilities.

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[13] Frank Pajares, "Self-efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature". *Reading and Writing Quarterly*. Vol. 19, No. 2, 2003, 145.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a brief explanation about theories which support the research including review of related literature and several previous studies related to the topic of this research. The theories related are including feedback on writing course, the definition of perception, students' perception of feedback on writing and its measurement, as well as self-efficacy, students' writing self-efficacy and its measurement.

A. Review of Related Literature

1. Feedback in Writing

In the matter of teaching foreign language, there are three essential stages.[14] The first stage is the teacher giving and providing the input of language using any kind of methods in teaching language. Next, students will be given the chance to produce the language. Finally, the students will get the feedback relating to the information of language they have produced. In writing course, feedback is a fundamental element to be given to students, as it is providing the information of writing components to the target language (L2 writing context).[15] This continued input through feedback from teacher as the reader of students' writing has the purpose that students will revise their writing based on that feedback in order to improve their ability in writing.

Feedback can have different types as the alternatives for teacher in implementing feedback on writing class. Beside, the different types of feedback may increase the interest of students so that they also can engage actively in the learning process. Here, the feedback on writing context is divided into three types, that are teacher feedback, peer feedback and technology-

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[14] Margit Reitbauer – Renate Vaupetitsch. (Eds.), *Feedback Matters: Current Feedback Practices in The EFL Classroom* (Frankfurt: Peter Lang, 2013), 9.
[15] Claudia L. Keh, "Feedback in The Writing Process: A Model and Methods for Implementation". *ELT Journal*. Vol. 4, 4 October 1990, 294.

enhanced feedback.[16] But, this study will only focus on feedback provided by teacher or lecturer during writing course.

Teacher is considered as the main sources of informations and knowledge for feedback giving to students. Teacher's feedback provides useful input for students to help them improving their writing in L2 context.[17] Teacher's feedback toward students' writing can be a form of written and oral feedback. But, it is found in many early and recent studies that the majority of feedback practices done by teacher is in the form of written feedback. This written feedback in EFL writing course is especially more focus on students' language form such as grammar and mechanics.[18] Those findings are not surprising since the ESL/EFL writing context in some schools is seen as a product, where the correct grammar is a must in the writing.

It is recommended by some researchers in this field to give feedback on students' writing not only focus on their grammar and other language form, but the feedback should also give them important information about the content and the organization of writing.[19] Beside, the feedback on writing is better to be delivered in several times and to multiple rather than single drafts.[20] In order to get the feedback more effective, teacher should do it continually.

It also has been pointed out that teacher written feedback is best followed up by oral feedback in face-to-face conferences, during which teachers can respond to individual student needs by clarifying meaning, explaining ambiguities, and allowing students to ask questions. From teacher oral feedback, students can also find out their strengths and weaknesses and get a better

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[16] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Context* (Hong Kong: Springer, 2017), 58.

[17] Ibid, 58.

[18] C. Furneaux, "Teacher Stance as Reflected in Feedback on Student Writing: An Empirical Study of Secondary School Teachers in Five Countries". *International Review of Applied Linguistics in Language Teaching.* Vol. 45, No.1, 2007, 69–94.

[19] K. Hyland - F. Hyland. (Eds.), *Feedback in Second Language Writing: Contexts and Issues*. (New York: Cambridge University Press, 2006), 90.

[20] D. R. Ferris, "Responding to Student Writing: Teachers' Philosophies and Practices". *Assessing Writing.* Vol. 19, 2014, 6–23.

idea about how best to revise their writing.[21] In a small class, the teacher can give feedback to students' writing in one-by-one conference so that the feedback will be more effective based on the needs of each students. However, it would be a little bit challenging to do the individual correction in a large class conference. As stated by William, from sociocultural perspectives, oral feedback delivered through the interaction between teacher and students can enable students to develop their writing abilities and also providing them with mediated learning experience.[22] Hence, it is needed to give feedback on students' writing in a balanced approach in order to gain the more meaningful learning.

2. Perception

In everyday situation, people is gathering information through their senses, including the five senses and other senses. This resulting information influences people' perception and behaviours in their everyday life and toward the surroundings. Perception is a cognitive process in which someone understand and interpret the sensation to produce a meaningful experience of the environment.[23] Everyone perceive the world around them differently. These different perceptions influence the current and future behaviour of people. Thus human behaviour is the function of how the way people consider their surroundings.

Perception has a set as an explanatory concept that explain why certain people perceive their surroundings in the way they do.[24] This set influences an individual towards particular perceptions. It may be influenced by emotional, motivational, and social or cultural factors. Its effects include:

1. Readiness: set involves an enhanced readiness to respond to a signal.

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[21] D. R. Ferris, "Responding to Student Writing: Teachers' Philosophies and Practices". *Assessing Writing.* Vol. 19, 2014, 18.

[22] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Context* (Hong Kong: Springer, 2017), 71.

[23] Knud Sinding - Christian Waldstrom, *Organisational Behaviour* (New York: McGraw Hill, 2014), 128-129.

[24] Tony Malim, *Cognitive Process: Attention, Perception, Memory, Thinking and Language* (London: MacMillan Press Ltd., 1994), 60.

2. Attention: set involves a priority processing channel. The expected stimulus will be processed ahead of everything else.
3. Selection: set involves the selection of one stimulus in preference to others.
4. Interpretation: the expected signal is already interpreted before it occurs. The individual knows beforehand what to do when the stimulus is picked up.

There are also factors that influence the set of perception which is divided into two points.[25] The first factor is the aspects of the stimulus from surroundings. This include, for instance, the context in which this stimulus occurs and any instruction that may have been given before. The second factor comes from the aspects relating to the individuals. The individual differences in personality or intelligence, past experience, motivation, emotional states and cultural factors are included in this aspects.

a. Perception of Feedback on Writing

Perception of feedback on writing is defined as students' openness and affective responses toward receiving feedback about their writing. Students' perceptions of writing feedback are measured using a spectrum ranging from very negative to very positive. [26] As stated before in the theory of perception, different person will have different perceptions toward the same thing within their surroundings. This also happen in the realm of feedback on writing. Each students perceive the feedback differently. A study conducted by Hounsell implicate that the value of feedback depends on the student's particular conception. Means that students who do not yet share a similar understanding of academic discourse as the tutor would have difficulty in understanding and using the feedback for improvement.[27] Thus, in order to make students

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[25] Tony Malim, *Cognitive Process: Attention, Perception, Memory, Thinking and Language* (London: MacMillan Press Ltd., 1994), 61.
[26] Eric Ekholm, et.al., "The Relation of College Student Self-efficacy toward Writing and Writing Self-regulation Aptitude: Writing Feedback Perception as a Mediating Variable". *Teaching in Higher Education*. Vol. 20, No. 2, 2015, 200.
[27] Melanie R. Weaver, "Do Students Value Feedback? Student Perceptions of Tutors' Written Responses". *Assessment and Evaluation in Higher Education*. Vol. 31, No. 3, 2006, 380.

take the benefits of feedback in their writing, they should have positive perceptions of it.

Students' perception toward feedback on writing will affect the students' response and attitude in the learning process. When students are able to understand the true purpose of feedback which is to enable them in improving their writing and not just as the judgment of their level of writing ability, it indicates that students have a positive perception toward teacher's writing feedback.[28] When the students' perception is positive, the acceptance information of the teacher's feedback will be effective but if the students' perception is negative, the acceptance information of the feedback will be disturbed. It means that students' perception will give a big influence to the success of feedback.

b. Measuring Perception of Feedback on Writing

The measuring tool is important to get the suitable data for the research, in this case is the measurement tool for students' perception of feedback on writing. In measuring the students' perceptions, many researchers used the questionnaire-type instrument. Some researchers developed their own questionnaire set through interviewing some students related to perception of feedbacks.[29] It was done to examine the underlying themes of students' perceptions of feedback. The results were then constructed become items for questionnaire. The respondents were asked to rate their agreement toward the statements in questionnaire ranging from Strongly Agree to Strongly Disagree.

A systematic literature review, item construction and expert review, and data reduction procedures that led to the development of the Student' Perception of Feedback on Writing scale (PFW) have been done by Marrs. The resulting PFW questionnaire comprised of four subscales: Writing

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[28] E. MacLellan, "Assessment For Learning: The Differing Perceptions of Tutors And Students". *Assessment and Evaluation in Higher Education.* Vol. 26, No. 4, 2001, 307–318.

[29] A. Lizzio & K. Wilson, "Feedback on Assessment: Students' Perceptions of Quality and Effectiveness." *Assessment & Evaluation in Higher Education,* Vol. 33, No. 3, 2008, 270.

Improvement, Positive Affect, Negative Affect, and Feedback Message.[30]

1) Writing Improvement: It refers to usefulness and value of feedback for helping students become better writers.
2) Positive Affect: It is students' positive feeling and value toward writing feedback given to their writing from teacher.
3) Negative Affect: The opposite of positive affect, it refers to the negative view and feeling the students get toward writing feedback.
4) Feedback Message: An indicator of the types of feedback students are receiving and what the feedback tells them about their writing.

3. Self-Efficacy

The construct of self-efficacy was firstly introduced by Bandura with the publication of the article *Self-efficacy: Toward a unifying theory of behavioral change,* and the book *Social Learning Theory.* Self-efficacy is defined as person' belief and judgment toward their capability in organizing and executing a certain task required to them.[31] Self-efficacy is a key element of social cognitive theory. Social cognitive theory, founded on a framework of triadic reciprocity or reciprocal interactions, highlights the importance of the dynamic interplay between behavioral, environmental variables and individual difference factors.[32]

McCombs explained self-efficacy judgments in reference to the learner's judgment of his or her competency for successful task completion.[33] People with high self-efficacy tend to perform

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[30] Sarah A. Marrs, Doctoral Dissertation: "*Development of the Students Perceptions of Writing Feedback Scale.*" (Virginia: Virginia Commonwealth University, 2016), 70.
[31] Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Michigan: Prentice-Hall, 1986), 391.
[32] Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Michigan: Prentice-Hall, 1986), 617.
[33] B. L. McCombs. "Self-regulated Learning and Academic Achievement: A Phenomenological View". In B. J. Zimmerman & D. H. Schunk (Eds.). *Self-regulated Learning and Academic Achievement: Theoretical perspectives* (2nd ed.) (Mahwah, NJ: Lawrence Erlbaum, 2001), 67.

a better result when they are required to do certain tasks. On the other hand, those who have low self-efficacy have a tendency in lack of good execution in doing their tasks. As stated by Schunk, individuals' beliefs in self-efficacy influence their capabilities and engagement in performing a task.[34] When people judge themselves capable of handling certain tasks, they are more likely to be confidently involved in and perform the related activities. Thus, beliefs of personal efficacy are often a better predictor of success than the skills, abilities, or knowledge.

According to Bandura, there are four main sources of self-efficacy/perceived ability:[35]

1) Enactive mastery experience

   Enactive mastery experience is considered the crucial source of self-efficacy as it is the personal experiences of success or failure. That is, experience of success would trigger to increase self-efficacy, while failure decreases it.

2) Vicarious experience

   Vicarious experience is the social comparability between the self and those enjoying the same capabilities. That is, if a person sees someone near to his/her capabilities succeed, she/he succeeds in similar tasks. Similarly, witnessing the failure of a similar person in spite of the effort, would lead to decrease in their self-efficacy.

3) Verbal persuasion

   Individuals verbally encouraged by explaining that they have the ability to make the given task, would do their best to demonstrate themselves and this will increase their self-efficacy.

4) Physiological and affective states.

   Bandura argues that psychological, affective, and mood states like anxiety, fatigue, and nervousness which can influence self-efficacy. Negative thoughts and emotions in someone's mind would double the stress and lead to the lack of performance and failure.

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[34] D. H. Schunk, "Self-Efficacy for Reading and Writing: Influence of Modeling, Goal Setting, and Self-Evaluation". *Reading & Writing Quarterly*. Vol. 19, 2003, 159-172.

[35] Albert Bandura. "Self-efficacy". In V. S. Ramachaudran (Ed.). *Encyclopedia of Human Behavior* (New York: Academic Press, 1994), Vol. 4, 72.

a. Writing Self-Efficacy

Writing is a process of conveying a person's thoughts, messages and feelings in the written form. The affective factors such as self-efficacy and motivation influence all the phases of the composing process in writing. Writing self-efficacy is someone's belief regarding their writing abilities. Writing self-efficacy is stated by Pajares as the one factor that influence students' motivation in writing and can predict the students' writing performance.[36] It can be said that a high perception of writing self-efficacy is critical for the development of writing skill and has both predictive and mediation effects on writing outcomes.

The role of self-efficacy becomes important when students write in an L2, during which they are often faced with more cognitive, emotional, and social challenges.[37] The differences between writing in L1 nd writing in L2 may generate the challenge for students who learn writing in English as second or foreign language. Silva pointed out that writing in L2 context is different in the terms of its strategy, rhetoric and linguistic.[38] This difference specifically and mostly talk about linguistic difference between L1 and L2 writing. This becomes the complex challenge faced by students in which it will lower their self-efficacy in L2 writing context. Therefore, it is necessary to help L2 learners develop positive self-efficacy in controlling their learning behavior and using course-related knowledge, which may contribute to better academic performance.

b. Measuring Writing Self-Efficacy

The strength of self-efficacy beliefs can be measured on a scale. Several methods to assess self-efficacy are used by

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[36] Frank Pajares, "Self-efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature". *Reading and Writing Quarterly*. Vol. 19, No. 2, 2003, 145.

[37] A. Hirvela, et.al. "Dimensions of L2 Writing Theory and Research: Learning To Write And Writing To Learn". In R. M. Manch - P. K. Matsuda (Eds.), *Handbook of Second And Foreign Language Writing* (Berlin: De Gruyter), 45–63.

[38] T. Silva, "Toward An Understanding of The Distinct Nature of L2 Writing: The ESL Research And Its Implications". *TESOL Quarterly*, Vol. 27, 1993, 669.

different researchers. Bandura designed a scale where the subjects are presented with items describing some task demands, and are asked to rate the strength of their beliefs in their ability to perform those activities.[39] The wording of the items includes the phrase "can do" instead of "will do" because "can" is a judgment of ability, and "will" is an expression of intention. In some recent studies, the subjects are asked to record their self-efficacy strength on a 5 or 7-point scale. The lowest number is 1, meaning that the subject is sure he cannot perform the task. The intermediate degrees of efficacy, such as 4, meaning that the subject is moderately certain he can accomplish the task. There is complete or absolute assurance, represented on the scale by 7, which means that the subject is completely certain he can succeed in performing the task.

The level of one's writing self-efficacy, as stated by Bandura, can be measured by computing the data using statistical method.[40] In order to measure the writing self-efficacy level, some recent studies include the subscales of writing self-efficacy for their self-reported questionnaire development. This because the there are many aspects that build the writing self-efficacy. There are three subscales of writing self-efficacy measurement developed by Lin, et.al. They are linguistic self-efficacy, self-regulatory efficacy and performance efficacy.[41] These subscales are the dimensions which are used to measure the writing self-efficacy.

1) Linguistic self-efficacy: It is students' judgments of their capability to do various lexical, syntactical, rhetorical, discourse, and mechanical skills required to write an effective essay that appropriate for their academic levels. (e.g., idea generation, the utility of linguistic and

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[39] Albert Bandura, *Self-efficacy: The Exercise of Control* (New York: W. H. Freeman and Company, 1997).

[40] Albert Bandura. "Guide for Constructing Self-Efficacy Scales". In Frank Pajares – Tim Urdan (Eds.). *Self-Efficacy Beliefs of Adolescents* (IAP – Information Age Pub, Inc., 2006), 313-314.

[41] Lin, et.al., "Conceptualizing Writing Self-Efficacy in English as a Foreign Language Context: Scale Validation Through Structural Equation Modeling". *TESOL Quarterly,* 2017, 22-24.

rhetorical knowledge, and the revision of written products).

2) Self-regulatory efficacy: This subscale assesses the perceived capability of the learners to execute metacognitive control with goal orientation in the learning-to-write process (i.e., planning, monitoring, and goal setting).

3) Performance self-efficacy: It investigates students' judgments of their capability to complete the course tasks or understand the knowledge of the writing course.

B. Previous Studies

Several studies related to the students' perception toward feedback have been conducted before this curent research. The first previous study is "Students' Perception Towards Teacher's Written Feedback Among 11th Grade Students at SMAN 1 Wedi Klaten" by Wahyu Dewi Pratiwi. This research is aimed at students' perception towards teacher's written feedback 11th grade students. The overall findings showed that students have positive perception toward teacher's feedbacks during writing session. The difference with the current study is that the previous study only examined the students' perceptions toward teacher's written feedback using qualitative method, while the current study is aimed to seek for the correlation between students' perception of feedback on writing and their writing self-efficacy level using quantitative method.

The second study is "Students' Perceptions Towards the Effective Feedback Practices in the Large EFL Writing Class Based on Participants, Gender, and English Proficiency Level" by Rini Susanti. This study was aimed to find out the students' perceptions towards the effective feedback practices in a large EFL writing class of undergraduates in Indonesia. The findings showed that based on participants, gender, and English proficiency level, the students had the same perception that feedback from their lecturers is effective when it is given in written for. While from their peers, it should be in oral form. This previous study examined the students' perception toward effective feedback on writing class specifically based on participant, gender and english proficiency level, which is it's different with this current study that only specify on the participants

who have passed the writing class and got the feedbacks during that class. Also, the previous study is a kind of survey study about students' perception towards feedback practice, while this current study is not only do the survey study, but also examine the correlation between those perception of feedback on writing and students' writing self-efficacy level.

The next research is "The Effect of Peer and Teacher Feedback on Changes in EFL Students' Writing Self-Efficacy" by Rachael Ruegg. This study was aimed to compare changes in self-efficacy over a period of one academic year between two groups of Japanese university students. One group received teacher feedback on every preliminary draft for the one-year period while the other group gave and received peer feedback on every preliminary draft over the same period. It was found that the teacher feedback group increased in writing self-efficacy significantly more than the peer feedback group. The difference between previous and current study is that the previous one is a comparative study that examine about the difference between teacher and peer feedback effect in increasing students' writing self-efficacy. Meanwhile, the present study is a correlative study which is aimed to find the correlation between students' perception toward feedback on writing and their writing self-efficacy level.

The last one is "The Relation of College Student Self-efficacy Toward Writing and Writing Self-Regulation Aptitude: Writing Feedback Perceptions as a Mediating Variable" by Eric Ekholma, Sharon Zumbrunn & Sarah Conklin. This previous study consisted many variables to be examined. This study tested the predictive and mediational roles of college student writing self-efficacy beliefs and perception of feedbacks on writing self-regulation aptitude. Results suggested that students' perceptions of the feedback they receive on their writing partially mediated the relationship between writing self-efficacy and writing self-regulation beliefs. Different with this previous study, the current study is looking for the direct relationship between students' perception of feedback on writing and students' writing self-efficacy.

CHAPTER III

RESEARCH METHOD

This chapter presents the components of the research method used in this study. Those components are research design, population and sample, research instrument, data collection technique, and data analysis technique.

A. Research Design

This research is designed as quantitative study using descriptive approach. Zornyei stated that quantitative study is a research method that requires numerical data collection procedures to look for the result which is analysed by the statistical method. [42] This research is a correlative study in which the aim of this study is describing the strength and direction of the relationship between two variables.[43] The first variable in this study is students' perception toward teacher' feedbacks in writing and the second variable is students' writing self-efficacy level.

Next, the analysis of Pearson Product Moment correlation is used in this research in order to look for correlation between two variables. Index that indicates both the direction of the correlation (positive or negative) and the degree of relationship between two variables is called correlation coefficient (usually represented by the symbol r).[44] The range of correlational coefficient is -1.00 to +1.00. The positive sign preceded the number is used to represent a positive relationship and negative sign before the number represents negative relationship. The Table 3.1 shows the correlation coefficient degree of the Pearson correlation.[45]

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[42] Zoltan Dornyei, *Research Methods in Applied Linguistics* (London: Oxford University Press, 2011), 24.

[43] Julie Pallant, *SPSS Survival Manual*. (Philadelphia: Open University Press, 2001), 109.

[44] Louis Cohen, et.al., *Research Methods in Education* (London: Routledge Falmer, 2005), 198.

[45] Sugiono, *Statistik untuk Penelitian.* (2007).

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Table 3.1 Correlation Coefficient Degree

Correlation Coefficient	Interpretation
0.00 – 0.20	Very weak
0.21 – 0.40	Weak
0.41 – 0.70	Moderate
0.71 – 0.90	Strong
0.91 – 1.00	Very Strong

B. Population and Sample

The research took the location in UIN Sunan Ampel Surabaya, specifically at English Teacher Education Department. The population were the students who have enrolled the writing class in previous semester and have gotten the feedback from the lecturer during that course. The objects taken for this research are all students of English Teacher Education Department at UIN Sunan Ampel Surabaya in academic year 2014, 2015, and 2016. The researcher administrated the questionnaire via online to those students selected start from August 21st until 25th 2018. The total of responses gotten for this research are 130 students who are willing to fill the questionnaire sets the researcher administrated through online form during that time.

C. Research Instrument

The instrument used in this study is questionnaire in order to get the data from both variable. Questionnaire is the list of questions in written form on a piece of paper related to the problems of research to be investigated.[46]

1. Perception of Feedback on Writing (PFW) Questionnaire

In order to collect the data of students' perception of feedback on writing course, the researcher use a questionnaire set related to perception of feedback on writing adapted from Sarah A. Marrs (see Appendix 1). Marrs divide those items into 4 factors ot subscales, they are Writing Improvement

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[46] Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT. Rineka Cipta, 2002), 128.

(WI), Positive Affect (PA), Negative Affect (NA), and Feedback Message (FM).

After some discussion with supervisor and expert, the items of questionnaire are reducted become 15 question items with 4 items are included into Writing Improvement subscale, 3 items are in Positive Affect subscale, 5 items are in Negative Affect subscale, and 3 items are loaded into Feedback Message subscale. These questionnaire items are designed with a 7-point Likert Scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

(Strongly Disagree)	(Strongly Agree)
1 2 3 4 5 6 7	

Table 3.2 Blueprint of Perception of Feedback on Writing Questionnaire

No.	Subscale	No. Item	Quantity
1.	Writing Improvement	1,2,3,4	4
2.	Positive Affect	5,6,7	3
3.	Negative Affect	8,9,10,11,12	5
4.	Feedback Message	13,14,15	3
		Total	15

As seen on the Table 3.1, items number 1-4 focus on the students' view about the usefulness of writing feedback which is labeled as Writing Improvement subscale. Next, items number 5-7 represent the Positive Affect subscale which is talking about students' positive feelings during and after the feedback giving in writing course. The Negative Affect subscale that focus on asking students' negative feelings toward writing feedback is represented by items number 8-12. Lastly, items number 13-15 stand for Feedback Message subscale which focuses on types of feedback the students got during the writing course.

2. Writing Self-Efficacy (WSE) Questionnaire

The questionnaire of writing self-efficacy questionnaire which is developed by Lin et.al is used as the instrument in this study (see Appendix 2). The scale was developed to evaluate L2 writers' self-efficacy beliefs in the use of linguistic knowledge, regulation of learning process and their classroom performance. Those three factors are then labeled as Linguistic Self-Efficacy (LS), Self-Regulatory Efficacy (SRE) and Performance Self-Efficacy (PS). The total items are 19 items with 6 items focus on Linguistic Self-efficacy, 6 items are Self-Regulatory Efficacy and 7 items are Performance Self-efficacy in writing. It is a 7-point Likert scale questionnaire where students' rate themselves in the term of writing self-efficacy start from 1 (totally cannot do) until 7 (Totally can do).

(Totally cannot do)						**(Totally can do)**
	1	**2 3 4 5 6**				**7**

Table 3.3 Blueprint of Writing Self-Efficacy Questionnaire

No	Subscale	No. Item	Quantity
1.	Linguistic Self-Efficacy	1,2,3,4,5,6	6
2.	Self Regulatory Efficacy	7,8,9,10,11,12	6
3.	Performance Self-Efficacy	13,14,15,16,17, 18,19	7
		Total	19

On the Table 3.3, there are six items that are items number 1-6 which stand for Linguitic Self-Efficacy subscale. This subscale is about students' belief toward their own linguistic ability in writing. The second subscale is Self-Regulatory Efficacy which is represented by items number 7-12. This subscale focus on students' judgment toward their regulatory strategies in writing. Lastly, Performance Self-Efficacy

subscale is about students' own judgment toward how well they can perform in writing course.

D. Data Collection Technique

The data collection technique used in this research is simply distributing the questionnaire to participants. It also can be called as survey technique. There are two sets of questionnaire given at once to the participants, they are perception of feedback on writing questionnaire which consists of 15 close-ended questions and writing self-efficacy questionnaire which consists of 19 close-ended questions. The researcher administrates the questionnaire sets through online form because it was a holiday season for college students, so it was difficult for the researcher to give the questionnaire sets on paper form directly to the respondents. Next, the data collected will be analyzed statistically using SPSS 16 for Windows and will be analyzed in several steps, that are testing the validity, reliability and normality of the data, classifying the data, interpreting the data and concluding the data in order to answer the research question stated on first chapter about introduction of research.

E. Data Analysis Technique

In this study, the researcher will analyse the data from the techniques mentioned above. Those are described as follow:

1. Content Validity Test

Contents validity is done for testing the questionnaire items whether those items are representative and relevant to certain domain which is going to be measured or not.[47] The researcher was testing the content validity of question items from two questionnaire sets by discussing each items with the expert as instrument validator that have proper knowledge dealing with the related topic. After discussion, in the resulted instrument named Perception of Feedback on Writing (PFW), there are 15 items in which it originally has 20 items, because

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[47] Sugiyono, *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2015), 150.

some statements are similar to each other so one of them is ignored and it causes the decreasing numbers of items. Next, the Writing Self-Efficacy (WSE) questionnaire consists of 19 items after 1 item removed because the statement is similar with other item based on the discussion with the instrument validator.

2. Reliability Test

In order to measure the reliability of instruments used in this research, the researcher firstly do the pilot test for both instruments. The pilot test is done by distributing both instruments to 30 participants in order to check the clarity and comprehension of the items. The Cronbach' Alpha is used to measure the reliability of questionnaire items of Students' Perception of Feedback on Writing (PFW) and Writing Self-Efficacy (WSE). Ideally, the minimum score of Cronbach' Alpha coefficient of a scale should be above 0.700.[48] The calculation using SPSS 16.00 for Windows has shown that the questionnaire sets are highly reliable with the score of Cronbach' Alpha is 0.864 for Students' Perception of Feedback on Writing questionnaire and 0.948 for Writing Self-Efficacy questionnaire.

3. Normality Test

The normality test is used to know if the distribution of the scores from respondents are normal or not. Here, the researcher use Kolmogorov-Smirnov statistic to measure the normality. The distribution of scores indicated as normal if the value of Sig is more than 0.05.[49] From the calculation using SPSS 16 for Windows, the Sig. value of Perception of Feedback on Writing questionnaire is 0.76 and the Sig. value of Writing Self-Efficacy questionnaire is 0.12 which indicates that the distribution of both data are normal. Hence, this study will use Pearson Product Moment Correlation in order to look for the correlation between students' perception of feedback

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[48] Julie Pallant, *SPSS Survival Manual*. (Philadelphia: Open University Press, 2001), 58.
[49] Ibid, 85.

on writing and their writing self-efficacy because the data distribution are indicated normal.

4. Classifying the data

In order to ease the analysis presentation, the Mean of each items on both instruments are divided into three categories. These three categories explain the students' level of agreement for items in perception of feedback on writing questionnaire and students' level of confidance for items in writing self-efficacy questionnaire. The categories are divided by subtracting the high value in Likert scale for this research which is 7.00 with the low value of the Likert scale which is 1.00, then divided into three levels.[50] So, the category can be described as on the Table 3.3.

Table 3.4 Rank of Mean (M)

Mean value	Rank
1.00 – 3.00	Low Mean
3.01 – 5.00	Medium Mean
5.01 – 7.00	High Mean

Low Mean indicates the low agreement or confidance of students toward each of statements which will be presented next in Chapter IV. Medium Mean indicates the medium level of agreement of the students. For the last, High Mean indicates the students are highly agree with the statements asked.[51] Before applying the categorization above, the researcher need to explain the score given for each questionnaire sets. The explanations can be seen as follow.

a. Perception of Feedback on Writing (PFW)

After the responses of perception of feedback on writing questionnaire is collected from participants, each responses will be given a score in order to get the total

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[50] Nowreyah A Al-Nouh, Muneera M Abdul Kareem, and Hanan A Taqi, "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment," *International Journal of Education.* Vol. 3 No. 1, 2014, 75.
[51] Ibid, 75.

score. The given scores for each statements are explained below.

Table 3.5 Score Description for PFW Questionnaire

Response	Score for each statements	
	Positive statement	**Negative statement**
Strongly Disagree	1	7
	2	6
	3	5
	4	4
	5	3
	6	2
Strongly Agree	7	1

For the "Negative Affect" subscale, the score is reversed because it is unfavorable or negative statements. The reversed code scores of unfavorable or negative statements are used to look for the correlation between two variables in this study.

To ease the reader, the researcher divided the perception toward feedback on writing from each students into some categories. According to Azwar, theoritic Mean (μ) and ideal Standard Deviation (σ) scores are calculated to categorize the kind of perception of students.[52] Before that, the researcher need to calculate the maximum and minimum score of the instrument.

Max score = (max scale score) x (total instrument items)
= 7 x 15 = **105**

Min score = (min scale score) x (total instrument items)
= 1 x 15 = **15**

The maximum score and minimum score of instrument which have been calculated above are used to

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[52] Saifuddin Azwar, *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Belajar, 2012), 146.

find the Mean (μ) and ideal Standard Deviation (σ) using formula as follow.

Mean (μ) $= \frac{1}{2}$ x (max score + min score)
$= \frac{1}{2}$ x (105 + 15) $= \frac{1}{2}$ x 120 = **60**

Standar Deviation (σ) $= \frac{1}{6}$ x (max score – min score)
$= \frac{1}{6}$ x (105 – 15) $= \frac{1}{6}$ x 90 = **15**

Based on the calculation above, the value of Mean (μ) and ideal Standard Deviation (σ) are substituted into the formula below to classify the total score (X) from each respondents. Finally, the students' total score for perception of feedback on writing questionnaire can be classified into 4 categories according to Azwar[53] as shown on the Table 3.6.

Table 3.6 Categories for Perception of Feedback on Writing

Formula	Interval	Score	Category
$X < (\mu - \sigma)$	$X < 45$	15 – 44	Very Negative
$(\mu - \sigma) \leq X < \mu$	$45 \leq X < 60$	45 – 59	Negative
$\mu \leq X < (\mu + \sigma)$	$60 \leq X < 75$	60 – 74	Positive
$X \geq (\mu + \sigma)$	$X \geq 75$	75 – 105	Very Positive

b. Writing Self-Efficacy (WSE)

In this research, the 19-item questionnaire is adapted from Lin et.al. using 7 point Likert scale to measure students' writing self-efficacy. The higher score indicates the higher level of students' writing self-efficacy.[54] The Mean (M) and Standar Deviation (SD) are used to explore and summarize the data from respondents for each

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[53] Saifuddin Azwar, *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Belajar, 2012), 146.
[54] Albert Bandura. "Guide for Constructing Self-Efficacy Scales". In Frank Pajares – Tim Urdan (Eds.). *Self-Efficacy Beliefs of Adolescents* (IAP – Information Age Pub, Inc., 2006), 314.

statements in questionnaire. The given scores for each statements are explained below.

Table 3.7 Score Description for WSE Questionnaire

Responses	Score
Totally cannot do	1
	2
	3
	4
	5
	6
Totally can do	7

In order to know the level of writing self-efficacy fom each students, the researcher uses the same calculation steps as in categorizing students' perception of feedback on writing above according to Azwar.[55] But here the researcher classifies the students' writing self-efficacy level into 3 levels or categories.

Max score = (max scale score) x (total instrument items)
= 7 x 19 = **133**

Min score = (min scale score) x (total instrument items)
= 1 x 19 = **19**

The maximum score and minimum score of instrument which have been calculated above are used to find the Mean (μ) and ideal Standard Deviation (σ) using formula as follow.

Mean (μ) = $\frac{1}{2}$ x (max score + min score)
= $\frac{1}{2}$ x (133 + 19) = $\frac{1}{2}$ x 152 = **76**

Standar Deviation (σ) = $\frac{1}{6}$ x (max score – min score)
= $\frac{1}{6}$ x (133 – 19) = $\frac{1}{6}$ x 114 = **19**

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[55] Saifuddin Azwar, *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Belajar, 2012), 146.

Based on the calculation above, the students' total score for writing self-efficacy questionnaire can be classified into 3 levels as shown on the Table 3.7.

Table 3.8 Categories for Writing Self-Efficacy

Formula	Interval	Score	Level
$X < (\mu - \sigma)$	$X < 57$	19 – 56	Low
$(\mu - \sigma) \le X \le (\mu + \sigma)$	$57 \le X \le 95$	57 – 95	Moderate
$X > (\mu + \sigma)$	$X > 95$	96 – 133	High

5. Interpreting the data

In order to interpret the data of this correlational study, Pearson Product Moment Correlation is used in this research. Based on the Normality test that have been done, it indicates that the data distribution in this study is indicated as normal, so the data will be correlated using parametric statistic. The Pearson Correlation test is done using SPSS 16 for Windows to look for correlation between two variables that are students' perception of feedback on writing and students' writing self-efficacy level. The level of significance (α) used in this study is 5% (α=0.05). Then, testing the hypothesis of the study is important to conclude the findings if there is any correlation between students' perception of feedback on writing and their writing self-efficacy level. The direction of correlation between two variables was also examined (positive or negative correlation).

6. Concluding the data

After the researcher interpreting the data using some statistic procedures and SPSS, the researcher can draw the conclusion related to the objectives of the study that are to know the students' perception of feedback on writing and students' writing self-efficacy level. Then, the researcher can find out the correlation between those two variables of the study referring to the interpretation of correlation coefficient and relationship degree described in Table 3.1.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In order to answer the research question of this study which is stated on the previous chapter, the researcher presents the findings of the study in this chapter. This chapter is divided into two sections; findings and discussion. The findings section shows the process of calculating and analysing the obtained data. The discussion section presents descriptions and interpretation of the findings and relate them to the existing theories.

A. Findings

The presentation of findings in this study are divided into three sections. The first section shows the data analysis of students' perception toward feedback on writing. The data were collected using Perception of Feedback on Writing (PFW) questionnaire set. The second section shows the data analysis of students' level of writing self-efficacy. The data were collected using Writing Self-Efficacy (WSE) questionnaire set. The last section presents the analysis of correlation between students' perception of feedback on writing and their writing self-efficacy level. Both of the questionnaire sets were distributed using online forms and the students were filling the questionnaire on $21^{st} - 25^{th}$ August 2018. The data obtained are presented below.

1. Students' Perception of Feedback on Writing

In order to find out the students' perception toward feedback on writing given during the writing course, the students were asked to give responses to the questions in the Perception of Feedback on Writing questionnaire. The results of the study are divided into two sections. The first one is Positive Perception which interpret the students' positive responses toward feedback on writing. There are three subscales of students' perception toward feedback on writing. They are Writing Improvement, Positive Affect/Emotion and Feedback Message. The second section is about Negative Perception which refers to the students'

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negative responses toward writing feedback items. There is only one subscale in this section, that is Negative Affect/Emotion.

According to Al Nouh, there are three mean ranks to divide the students' level of agreement for each items. Low mean rank, ranging from 1.00 until 3.00, refers to students' low agreement. Medium mean rank, ranging from 3.01 until 5.00 refers to students' medium or moderate agreement. High mean rank, ranging from 5.01 until 7.00 refers to students' high agreement.

a. Positive Perception

In the section of positive perception, there are total 10 statements administrated to the students asking about feedback as the way of students' writing improvement (4 statements), positive affects or emotions toward feedback (3 statements) and message of feedback delivered to the students (3 statements). The students responded to those questions by choosing one to seven Likert scales provided.

These 10 statements are classified into three subscales in this Positive Perception section. Statement P1, P2, P3, and P4 represent the Writing Improvement subscale. Statement P5, P6, and P7 refer to Positive Affect subscale. Statement P8, P9 and P10 stand for Feedback Message subscale. The Mean, Standar Deviation and Rank of each statements in positive perception are shown on the Table 4.1.

Table 4.1 Mean Rank of Positive Perception of Feedback on Writing

Item	Statement	M	SD	Rank
P1	I look forward to feedback given by lecturer on my writing.	5.97	1.317	High
P2	Feedback on my writing encourages me to do better next time.	6.34	.840	High
P3	Feedback on my writing is useful.	6.42	.834	High
P4	I use feedback to help me write better next time.	6.38	.809	High

P5	Feedback on my writing makes me feel proud.	5.30	1.230	High
P6	Feedback on my writing makes me feel confident.	5.35	1.167	High
P7	Feedback on my writing makes me feel happy.	5.34	1.309	High
P8	Feedback on my writing explains my grade.	5.34	1.297	High
P9	Feedback I get on my writing is very specific.	4.85	1.197	Medium
P10	Feedback tells me what I did well in my writing.	5.58	1.219	High

Note: M: Mean   SD: Standar Deviation

[   ]   : Writing Improvement items

[   ]   : Positive Affect items

[   ]   : Feedback Message items

It is found in this study that most of the statements for positive perception obtained high mean rank. It means that students mostly have positive perceptions toward writing feedback. Only one statement obtained medium rank mean. It indicates that students have medium agreement toward this statement.

The **Writing Improvement** subscale is highlighted in red color on the Table 4.1. It can be seen that statement P1 to P4 which represent this subscale are all categorized as high mean rank of agreement. Statement P3 which is asking about the usefulness of writing feedback obtained the highest Mean value (M=6.42) of all statements in this subscale. Statement P1 obtained the lowest Mean value (M=5.97) of this subscale. Statement P1 is about students' expectation of getting the

feedback from lecturer for their writing works. Even though statement P1 gained the lowest Mean value in this subscale, it is still categorized into high mean rank of agreement.

The second subscale is **Positive Affect** which is highlighted in blue color on the Table 4.1. In this subscale there are 3 statements represent the positive emotion of students toward writing feedback. All of the statements in this subscale are categorized as high mean rank. The highest Mean value for this subscale is obtained by statement P6 (M=5.35). This statement is about the students' feeling toward writing feedback they got that may make them confidence to write after getting that feedback. The lowest Mean value for this subscale is obtained by statement P5 (M=5.30). Statement P5 focuses on students' pride after getting the feedback.

The last subscale in Positive Perception section is **Feedback Message**. This subscale is higlighted in green color on the Table 4.1. The statement P10 which is about the feedback given may point out students' strength when doing their writing, obtained highest Mean value (M=5.58) of this subscale. For the lowest Mean value in this subscale is obtained by statement P9 (M=4.85). This statement focuses on students' experience when the feedback they got for their writing is very specific.

Students' Responses to Positive Statements

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
■ Strongly Disagree	1,5	0	0	0	0	0	0,8	0,8	1,5	0
■ Disagree	1,5	0	0	0	0	0	1,5	1,5	0,8	3,8
■ Slightly Disagree	0,8	0	0,8	0,8	6,2	5,4	3,8	4,6	9,2	0,8
■ Neutral	9,2	3,8	2,3	1,5	22,3	18,5	22,3	22,3	25,4	10,8
■ Slightly Agree	16,9	12,3	10,8	11,5	30,8	33,1	23,1	16,9	33,1	27,7
■ Agree	21,5	30	26,2	31,5	16,9	21,5	25,4	34,6	23,1	31,5
■ Strongly Agree	48,5	53,8	60	54,6	23,8	21,5	23,1	19,2	6,9	25,4

N = 130
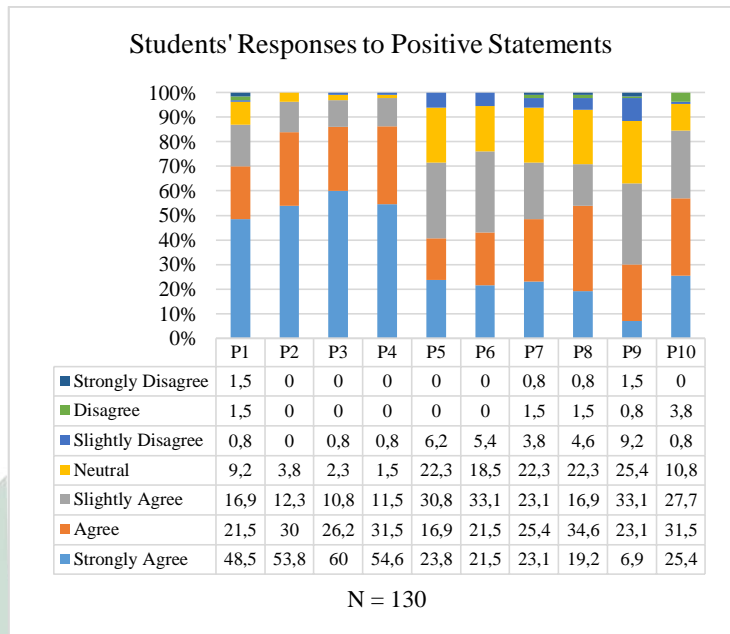
Chart 4.1 Responses toward Positive Perception of Feedback on Writing

The Chart 4.1 summarizes the detailed data of students' responses to each statements in Positive Perception of Feedback on Writing. This chart presents the data by showing the percentage of students' responses to the scale ranging from Strongly Agree to Strongly Disagree.

Statement P3 of **Writing Improvement** subscale obtained the highest mean value in this subscale. This is supported by the data of students' responses shown on Chart 4.1 that 97% of students are agree with this statement. In the **Positive Affect** subscale, statement P6 obtained the highest mean value of all statements in this subscale. It is evidenced by the data on Chart 4.1 which shows that 76.1% of total students are agree toward statement P6.

Statement P10 in **Feedback Message** subscale obtained the highest mean value of this subscale. This is evidenced

with the data of students' responses presented in Chart 4.1 that shows there are 84.6% of students who are agree with this statement. Whereas, the statement P9 obtained the lowest mean value of this subscale and of all the 10 statements in this Positive Perception section. It is proven by data which shows that 63% of students are agree toward this statement.

b. Negative Perception

In negative perception section, there are total 5 statements from the subscale called Negative Affect. This subscale focuses on students' negative feeling that may occur during and after they receive the writing feedback. The items in this topic is labeled as N1, N2, N3, N4 and N5. The students responded to those statements by choosing one to seven Likert scales provided.

Table 4.2 Mean Rank of Negative Perception of Feedback on Writing

Item	Statement	M	SD	Rank
N1	Feedback on my writing makes me feel like I am a bad writer.	3.07	1.556	Medium
N2	Feedback on my writing makes me want to give up.	2.45	1.520	Low
N3	Feedback on my writing makes me feel hopeless.	2.37	1.575	Low
N4	Feedback on my writing makes me feel nerveous.	2.84	1.513	Low
N5	Feedback on my writing makes me feel frustrated.	2.45	1.484	Low
Note:	M: Mean SD: Standar Deviation			

Based on the data presented in Table 4.2, almost all items reflecting negative perception toward feedback on writing are categorized as low mean rank, and only one statement is categorized as medium mean rank. It indicates that the students' agreement for these negative statements are low. Statement N1 obtained the highest Mean value (M=3.07) of all the statements in this negative perception section, so it is categorized into medium mean rank. This statement is asking about students' feeling if feedback makes them feel like a bad writer. The statements remained for this subscale are all categorized as low mean rank. But, the lowest mean value was obtained by statement N3 (M=2.37). This statement asks students about their emotion if writing feedback makes them feel hopeless.

Students' Responses to Negative Statements

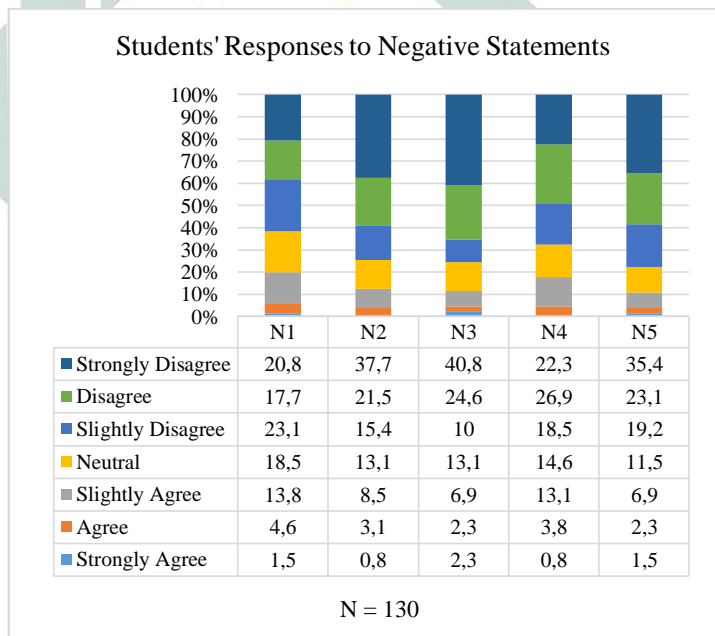|	N1	N2	N3	N4	N5
Strongly Disagree	20,8	37,7	40,8	22,3	35,4
Disagree	17,7	21,5	24,6	26,9	23,1
Slightly Disagree	23,1	15,4	10	18,5	19,2
Neutral	18,5	13,1	13,1	14,6	11,5
Slightly Agree	13,8	8,5	6,9	13,1	6,9
Agree	4,6	3,1	2,3	3,8	2,3
Strongly Agree	1,5	0,8	2,3	0,8	1,5

N = 130

Chart 4.2 Responses toward Negative Perception of Feedback on Writing

Chart 4.1 summarizes the students' responses to each statements in Negative Perception of Feedback on Writing. The data is presented in the percentage form. The medium mean value obtained for statement N1 indicates that students are moderately agree that feedback sometimes makes them feel like a bad writer. This is evidenced from the data on Chart 4.2 which presents that there are 19.9% of students who are agree with this statement. Meanwhile, statement N3 obtained the lowest mean value of all items on this subscale. It indicates that most of the students are not agree toward statement which says that feedback makes them feel hopeless. This is proven by the data of students' responses that there are only 11.5% of students who are agree with statement N3.

Next, in order to know the categories from students about their perception toward feedback on writing, the researcher classify the total score of students' responses toward the perception of feedback on writing questionnaire into 4 categories based on Azwar, as calculated previously in Chapter III.

Table 4.3 Categories for Perception of Feedback on Writing

Formula	Interval	Score	Category
$X < (\mu - \sigma)$	$X < 45$	15 – 44	Very Negative
$(\mu - \sigma) \leq X < \mu$	$45 \leq X < 60$	45 – 59	Negative
$\mu \leq X < (\mu + \sigma)$	$60 \leq X < 75$	60 – 74	Positive
$X \geq (\mu + \sigma)$	$X \geq 75$	75 – 105	Very Positive

The numbers of students from each categories of perception toward feedback on their writing are visually shown on the Chart 4.3.

Students' Perception of Feedback on Writing

	Frequency
Very Positive	102 (78.5%)
Positive	26 (20%)
Negative	2 (1.5%)

(Bar chart: x-axis labeled "Frequency" from 0 to 120; Very Positive = 102 (78.5%), Positive = 26 (20%), Negative = 2 (1.5%))
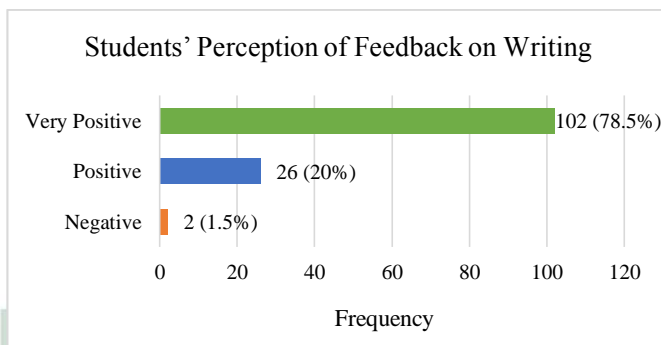
Chart 4.3 Frequency of Students' Perception of Feedback on Writing

From the total 130 respondents, there are 102 students (78.5%) who are categorized as having very positive perception toward feedback on writing. Next, 26 students (20%) are categorized as having positive perception of feedback on writing. There are only 2 students (1.5%) who tend to have negative perception toward feedback on writing given.

2. Students' Writing Self-Efficacy

The analysis of this variable named Writing Self-Efficacy (WSE) is based on the questionnaire items developed by Lin et.al. This section is divided into three section based on three subscales of Writing Self-Efficacy (WSE). They are labeled as Linguistic Self-Efficacy (LSE), Self Regulatory Efficacy (SRE) and Performance Self-Efficacy (PSE).

The rank of Mean is divided into three categories based on Al Nouh which indicate the students' confidence level toward the statements. Low mean rank, ranging from 1.00 until 3.00, refers to students' low confidence. Medium mean rank, ranging from 3.01 until 5.00 refers to students' medium confidence. High mean rank, ranging from 5.01 until 7.00 refers to students' high confidence.

a. **Linguistic Self-Efficacy**

There are six statements in the Linguistic Self-Efficacy subscale. This subscale focuses on students' judgments of their own linguistics ability in writing such as executing various lexical, syntactical, rhetorical, discourse, and mechanical skills in order to write a good essay. Each statements in this subscale are labeled as LSE1, LSE2, LSE3, LSE4, LSE5 and LSE6. The students responded to those statements by choosing one to seven Likert scales provided.

Table 4.4 Mean Rank of Linguistic Self-Efficacy

Item	Statement	M	SD	Rank
LSE1	I can correctly use parts of speech (e.g., nouns, verbs, adjectives) in writing.	5.30	1.016	High
LSE2	I can write a simple sentence with grammatical structure.	5.46	1.065	High
LSE3	I can write compound and complex sentences with grammatical structure.	5.05	.974	High
LSE4	I can write a composition with a clear organisation or structure.	5.28	.899	High
LSE5	I can revise wordy or confusing sentences of my writing.	4.90	.976	Medium
LSE6	I can revise basic grammar errors in my writing.	5.10	1.021	High
Note: M: Mean SD: Standar Deviation				

From Table 4.4, it can be seen that statement LSE2 obtained the highest mean value (M=5.46) of all statements in this subscale and categorized as high mean rank. Statement LSE2 is asking students to rate their own ability to write a simple sentence with correct grammatical structure. Whereas, statement LSE5 obtained the lowest mean value (M=4.90) in this subscale and it is categorized as medium mean rank. This statement is asking about students' self-efficacy to revise wordy or confusing sentences of their writing.

Linguistic Self-Efficacy

	LSE1	LSE2	LSE3	LSE4	LSE5	LSE6
■ Totally Cannot Do	0	0	0	0	0	0
■ Cannot Do	0	1,5	1,5	0,8	1,5	1,5
■ Possibly Cannot Do	6,2	3,8	4,6	1,5	9,2	6,2
■ Possibly Can Do	13,8	9,2	18,5	16,9	13,8	14,6
■ Basically Can Do	32,3	31,5	40,8	33,8	49,2	40
■ Can Do	39,2	40	31,5	43,1	24,6	33,1
■ Totally Can Do	8,5	13,8	3,1	3,8	1,5	4,6

N = 130
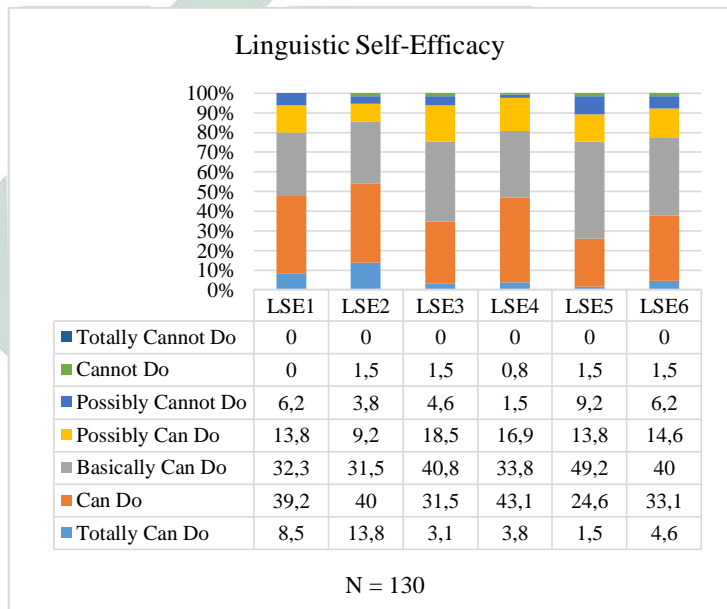
Chart 4.4 Responses toward Linguistic Self-Efficacy Statements

Chart 4.4 shows the summary of students' responses to each of questionnaire items reflecting Linguistic Self-Efficacy. This chart presents the data by showing the percentage of students' responses using seven-item Likert scale ranging from Totally Can Do to Totally Cannot Do.

The highest mean value obtained by statement LSE2 indicates that most of the students have high confidence to

write simple sentence using correct grammar. This is supported by the data in Chart 4.4 which shows that 94.5% of students said they can do that. Meanwhile, the medium mean value obtained by statement LSE5 indicates that some students are moderately confidence to revise the wordy and confusing sentences of their writing. It is supported by the data in Chart 4.4 that 89.1% of students are confident they can do.

b. **Self Regulatory Efficacy**

The Self Regulatory Efficacy subscale investigates learners' perceived capability to execute metacognitive control with goal orientation in the learning-to-write process, such as planning, monitoring, and setting goal in writing process. There are six statements in this subscale. Each statements are labeled as SRE1, SRE2, SRE3, SRE4, SRE5 and SRE6. The students responded to those statements by choosing one to seven Likert scales provided. The description of Mean, Standar Deviation and Rank of each statements in self regulatory efficacy are shown on the Table 4.5.

Table 4.5 Mean Rank of Self Regulatory Efficacy Statements

Item	Statement	M	SD	Rank
SRE1	I can realise my goal to improve my writing.	5.64	.987	High
SRE2	I can think of my goals before writing.	5.46	1.020	High
SRE3	I can think of different ways to help me to plan before writing.	5.09	1.081	High
SRE4	I can evaluate whether I achieve my goal in writing.	4.98	1.049	Medium
SRE5	I can evaluate my strength and weakness in writing.	5.03	1.033	High
SRE6	I can evaluate whether a composition is good	4.76	1.082	Medium

	or bad.			
Note:	M: Mean	SD: Standar Deviation		

As shown in Table 4.5, Almost all statements obtained high mean value which indicates that students are confident to do what the statements said in this subscale. Statement SRE1 obtained the highest mean value (M=5.64) of all statements in this self regulatory efficacy subscale and it is categorized as high mean rank. This statement focuses on asking students' self-efficacy in realising their goal in order to improve their writing. For the lowest mean value is obtained by statement SRE6 (M=4.76) and categorized as medium mean rank. This statement ask the students' self-efficacy belief in evaluating the essay or composition, whether that essay is good or bad.

Self Regulatory Efficacy

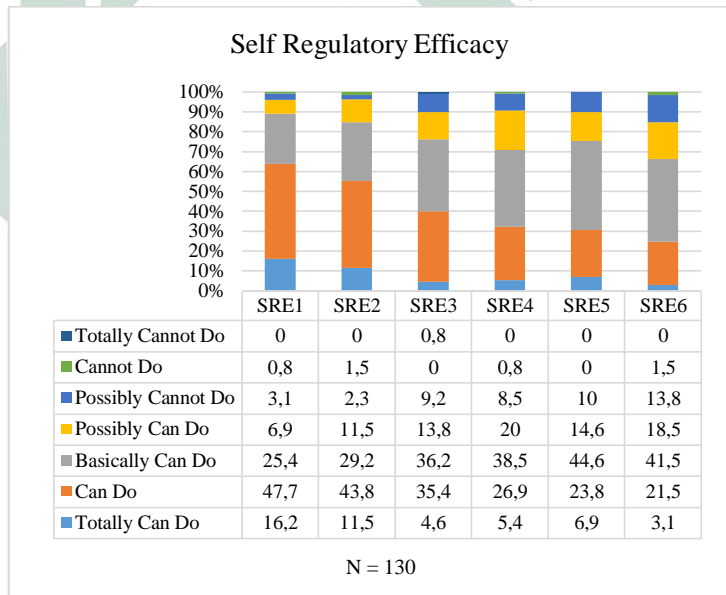|	SRE1	SRE2	SRE3	SRE4	SRE5	SRE6
Totally Cannot Do	0	0	0,8	0	0	0
Cannot Do	0,8	1,5	0	0,8	0	1,5
Possibly Cannot Do	3,1	2,3	9,2	8,5	10	13,8
Possibly Can Do	6,9	11,5	13,8	20	14,6	18,5
Basically Can Do	25,4	29,2	36,2	38,5	44,6	41,5
Can Do	47,7	43,8	35,4	26,9	23,8	21,5
Totally Can Do	16,2	11,5	4,6	5,4	6,9	3,1

N = 130

Chart 4.5 Responses toward Self Regulatory Efficacy Statements

Chart 4.5 shows the summary of students' responses to each of questionnaire items reflecting Self Regulatory

Efficacy. This chart presents the data by showing the percentage of students' responses. The highest mean rank is obtained by statement SRE1, which indicates that most of the students are confident that they can realise their goal to improve their study. This finding is proven by the data presented in Chart 4.5, which shows 96.2% of students stated that they can do that. The medium rank mean obtained by statement SRE6 indicates that some students are moderately confident that they can evaluate whether a composition is good or bad. This is evidenced by the data in Chart 4.5, 84.6% of students said that they can do that.

c. **Performance Self-Efficacy**

There are seven statements in Performance Self-Efficacy subscale. This subscale focuses on on students' judgments of their capability to complete the course tasks or to understand the knowledge delivered by the lecturer during the writing course. These seven statements are labeled as PSE1, PSE2, PSE3, PSE4, PSE5, PSE6 and PSE7. The students responded to those statements by choosing one to seven Likert scales provided.

Table 4.6 Mean Rank of Performance Self-Efficacy Statements

Item	Statement	M	SD	Rank
PSE1	I can understand the most difficult material presented in writing course.	4.66	1.066	Medium
PSE2	I can understand the basic concepts taught in writing course.	5.02	1.052	High
PSE3	I can understand the most complex material presented by the lecturer of writing course.	4.50	1.087	Medium
PSE4	I can do an excellent job on the	4.86	1.014	Medium

	assignments in writing course.			
PSE5	I can master the writing knowledge and strategies being taught in writing course.	4.70	.943	Medium
PSE6	I can use the writing knowledge and strategies being taught in writing course.	4.84	.991	Medium
PSE7	Considering the difficulty of the writing course, the lecturer, and my skill, I can perform well in writing course.	4.89	.958	Medium
Note: M: Mean SD: Standar Deviation				

As shown in the Table 4.6, most of the statements in the Performance subscale obtained the medium mean value. This findings indicate that some students are moderately confident toward the statements in this subscale. Statement PSE2 obtained the highest mean value (M=5.02) and it is the only statement that is categorized as high mean rank of all seven statements in this subscale. Statement PSE2 asked the students about their efficacy to understand the basic concepts taught in writing course. Statement PSE3 obtained the lowest mean value (M=4.50) of all statements in this subscale. Hence, this statement is categorized as medium mean rank. This statement is asking about students' efficacy in understanding the most complex material presented by the lecturer of writing course.
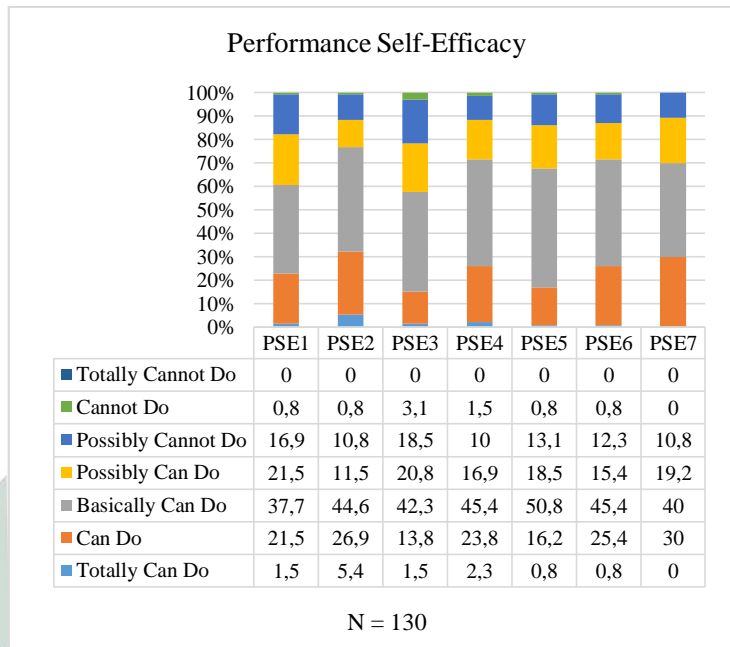
Performance Self-Efficacy

	PSE1	PSE2	PSE3	PSE4	PSE5	PSE6	PSE7
■ Totally Cannot Do	0	0	0	0	0	0	0
■ Cannot Do	0,8	0,8	3,1	1,5	0,8	0,8	0
■ Possibly Cannot Do	16,9	10,8	18,5	10	13,1	12,3	10,8
■ Possibly Can Do	21,5	11,5	20,8	16,9	18,5	15,4	19,2
■ Basically Can Do	37,7	44,6	42,3	45,4	50,8	45,4	40
■ Can Do	21,5	26,9	13,8	23,8	16,2	25,4	30
■ Totally Can Do	1,5	5,4	1,5	2,3	0,8	0,8	0

N = 130

Chart 4.6 Responses toward Performance Self-Efficacy Statements

The summary of students' responses to each of questionnaire items reflecting Performance Self-Efficacy is shown in Chart 4.6 by showing the percentage of students' responses using seven-item Likert scale. The high mean rank which is obtained by statement PSE2 indicates that most of the students are confident to understand the basic concepts taught in writing course. It is supported by the data on Chart 4.6 which shows that there are 88.4% of students who stated that they can do that. The medium mean rank obtained in this subscale, like on the statement PSE3, indicates that some students are moderately confident that they can understand the most complex material presented by the lecturer of writing course. This is proven by the data on the Chart 4.6 which shows that there are 78.4% of students who stated that they can do that.

In order to know the level of students' writing self-efficacy, the researcher classify the total score of students' responses toward the writing self-efficacy questionnaire into 3 categories based on Azwar.

Table 4.7 Levels of Writing Self-Efficacy

Formula	Interval	Score	Level
X < (μ – σ)	X < 57	19 – 56	Low
(μ – σ) ≤ X ≤ (μ + σ)	57 ≤ X ≤ 95	57 – 95	Moderate
X > (μ + σ)	X > 95	96 – 133	High

The writing self-efficacy level of each students in this study are visually categorized on the Chart 4.7 below to make the readers easily to interpret the data.
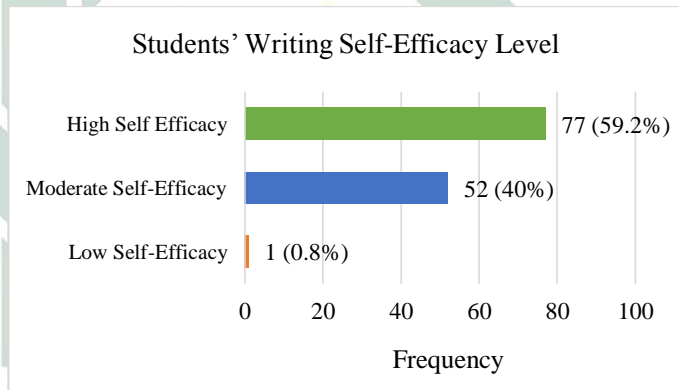
Students' Writing Self-Efficacy Level

High Self Efficacy — 77 (59.2%)
Moderate Self-Efficacy — 52 (40%)
Low Self-Efficacy — 1 (0.8%)

Frequency: 0, 20, 40, 60, 80, 100

Chart 4.7 Frequency of Students' Writing Self-Efficacy Level

It is found that there are 77 students (59.2%) who are categorized as students with high level of writing self-efficacy. Then, 52 students (40%) are categorized as students which have moderate self-efficacy in writing. Whereas, only 1 student (0.8%) who is categorized as having low self-efficacy in writing.

3. **Correlation between Students' Perception of Feedback on Writing and Their Writing Self-Efficacy**

After describing the results of the study based on the subscale from each variables as shown above, the researcher then calculate the total score of students' responses from both questionnaire sets. On the chapter III, it is stated that the researcher uses SPSS 16.00 for Windows to calculate the data gathered statistically in order to find the correlation between students' perception of feedback on writing and their writing self-efficacy.

Table 4.8 The Computation Result of Correlation between Students' Perception of Feedback on Writing (PFW) and Their Writing Self-Efficacy (WSE)

Correlations

		PFW	WSE
PFW	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	130	130
WSE	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

Table 4.8 shows the calculation result of correlation from total score of both variables in this research. It shows whether students' perception of feedback on writing has any correlation with their self-efficacy in writing or not. As shown on the Table 4.8, the Pearson Product Moment correlation coefficient between Perception of Feedback on Writing and Writing Self-Efficacy is 0.470 and Sig. (2-tailed) is 0,000. The value of positive (+) 0.470

Pearson Correlation indicates that there is a positive correlation between students' perception of feedback on writing and their writing self-efficacy. This means that students who have positive perception toward feedback on their writing are more likely to have high writing self-efficacy level. If we look at the Table 3.1 on Chapter III about the degree of Pearson Correlation, the value 0.470 is interpreted as moderate correlation, which means the strength of relationship between these two variables is enough or moderate.

B. Discussion

Based on the research findings obtained and described above, this section discuss the findings of study by analysing and reflecting on the review of related literature to get deeper understanding toward the research results. The researcher focuses on students' perception of feedback on writing, students' writing self-efficacy level and the correlation between them.

1. Students' Perception of Feedback on Writing

The data obtained in this study showed that students of English Education Department at UIN Sunan Ampel Surabaya gave various responses toward the questionnaire set which is intended to know their perceptions of writing feedback given during the writing course. From the data collected, it is found that the majority of students are waiting for feedback from lecturer for their writing. Moreover, most of the students in this research expect the feedback from their writing lecturer. The results of this study confirmed the previous studies which found that students who learn to write in second or foreign language context, expect and value the feedback from teacher or lecturer, and the absence of such kind of writing feedback may cause students to lose confidence of their writing works.[56] It is because they realized that they need feedback to know their mistakes in writing and use that to improve their essay.

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[56] Dana R. Ferris, *Treatment of Error in Second Language Student Writing* (The University of Michigan Press, 2011), 42.

The findings also showed that students perceive feedback as useful aspect to improve their writing. This results are in line with the previous study conducted by Lizzio and Wilson, that the college students view feedback as effective and helpful to improve their writing if the feedback is encouraging and give the clear suggestions to help students reach the learning goals.[57] From that responses, it can be seen that most of the students value feedback as a useful aspect to make them become better writer, even though there are some students who do not really perceive feedback as useful for them.

The next finding to be discussed is dealing with students' experience with feedback given in writing course. The finding showed that students are mostly experienced with receiving feedback which explain the grade of their writing ability. Even though this is not a totally bad thing, too often giving them this kind of feedback will make students only use feedback for getting good grade. One of the barriers to the usefulness of feedback may be related to students' tendency to focus on grades rather than on comments.[58] So, the lecturer in writing course need to give students feedback that is not only to grade their ability in writing, but also encouraging them to write better.

Next, there are findings dealing with the students' affect or emotion toward feedback given to their writing from teacher during the course. Värlander argued that emotions are the important roles for students' learning and achievement.[59] Thus, the research of students' perception of feedback should include not only students' cognitive belief toward the usefulness of feedback, but also their affective factors toward the feedback given. It is found in this study that most of the students are feeling the positive emotion during and after they got writing feedback from the lecturer. The students are agree that feedback on their writing makes them feel proud, confident and happy. Previous study showed that feedback makes students feel special

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[57] A. Lizzio & K. Wilson, "Feedback on Assessment: Students' Perceptions of Quality and Effectiveness". *Assessment & Evaluation in Higher Education,* Vol. 33, No. 3, 2008, 267.

[58] Carless, "Differing Perceptions in The Feedback Process". *Studies in Higher Education,* Vol. 31, No.2, 2006, 229.

[59] Värlander, "The Role of Students' Emotions in Formal Feedback Situations". *Teaching in Higher Education*, Vol. 13, No. 2, 2008, 145.

and proud because the teacher liked their writing works.[60] This positive comments from teacher evoked the students' positive view toward writing feedback.

For the negative affect or emotion in this study, the results indicated that most students are disagree toward negative statements, such as feedback makes them feel like a bad writer, feedback makes them feel nervous, frustrated and etc. Thus, it shows that most of the students in this research have positive perception toward the writing feedback given. Even so, few students may feel the negative emotions toward writing feedback. The findings showed that some students are agree with statement that said feedback makes them feel like bad writer. It may be caused by the teacher was too focus correcting their mistakes in writing. Teacher who only focus on pointing out students' error in their writing can make the students to be demotivated to write and cause more anxiety.[61] So, it makes students feel like they are poor in writing. Therefore, teacher need to encourage them more.

Overall, the findings of this study show that students mostly have positive perceptions toward writing feedback provided by lecturer. Students, especially college students, have been in the level where they perceive and value feedback as the way to help them improve their writing. These findings support the previous research by Rowe and Wood (2008) which revealed that students valued feedback and understood its importance in the learning process. [62]

2. Students' Writing Self-Efficacy Level

The first topic to be discussed in this section is Linguistic Self-Efficacy subscale. It is developed to investigate the students' judgments of their own linguistics ability in writing such as executing various lexical, syntactical, rhetorical, discourse, and

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[60] Sarah A. Marrs, Doctoral Dissertation: "*Development of the Students Perceptions of Writing Feedback Scale.*" (Virginia: Virginia Commonwealth University, 2016), 15.

[61] Dana R. Ferris, *Treatment of Error in Second Language Student Writing* (The University of Michigan Press, 2011), 42.

[62] Anna D. Rowe – Leigh N. Wood, "Students Perceptions and Preferences for Feedback". *Asian Social Science*. Vol. 4, No. 3, March 2008, 79.

mechanical skills in order to write an effective composition.[63] Linguistic cannot be separated by writing in other language context. One of the differences between first language (L1) writing and second or foreign language writing (L2) is on the linguistic term and many students are struggling with conveying their message effectively in L2 context writing because they have less knowledge of linguitic understanding to the target language.[64] This is related to the grammatical ability the students have.

The findings of this study show various responses of students toward the linguistic self-efficacy statements. Most of English Teacher Education Department students stated that they are highly confident to do the writing task dealing with grammatical term. For instance, they are able to use proper parts of speech in their writing, write a simple and complex sentence in their writing, and revise the basic error on their own sentences to make a better structured composition. It can be caused by the fact that the respondents of this study are students of English Teacher Education Department, in which they have learned about English grammar since their first year in college, even before they enrolled in English major. So, they have mastered those grammatical knowledge. As stated by Bandura, one of the source of self-efficacy is mastery experience. It is interpreted as someone's experience for success or failure in doing certain taks, in this case is writing task.[65] The students' high confidence of linguistic self-efficacy shown in this study can be caused by their success experiences when doing writing tasks relating with linguistic aspect. In conclusion based on the findings, the students of English Teacher Education Department at UIN Sunan Ampel Surabaya have high linguistic self-efficacy.

The second subscale is labeled as Self Regulatory Efficacy which investigates students' believe to execute metacognitive

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[63] Lin, et.al., "Conceptualizing Writing Self-Efficacy in English as a Foreign Language Context: Scale Validation Through Structural Equation Modeling". *TESOL Quarterly,* 2017, 22.
[64] T. Silva, "Toward An Understanding of The Distinct Nature of L2 Writing: The ESL Research And Its Implications". *TESOL Quarterly*, Vol. 27, 1993, 669.
[65] Albert Bandura. "Self-efficacy". In V. S. Ramachaudran (Ed.). *Encyclopedia of Human Behavior* (New York: Academic Press, 1994), Vol. 4, 72.

control with goal orientation in the learning-to-write process, including planning, monitoring, and goal setting in writing process. As stated by Schunk and Ertmer, a high level of self-efficacy for self-regulation have a positive correlation with students' engagement in learning activities, specifically in writing activities which give contribution to the improvement of their writing achievement.[66] Studies have found that effective self-regulated learning strategy of students can be beneficial for their learning achievement.[67] In this case, it influences their writing results. Thus, the self-efficacy on self-regulating efforts may guide students' learning-to-write process and their use of strategies to achieve certain learning goals.

As seen from the responses of students toward the statements of this subscale, most of them stated that they believe they can execute the writing learning process related to self regulation term. For instance, the students are highly confidence that they are able to think of the goals of their writing and can think of different ways to help them planning their writing. This positive belief of self regulatory efficacy evoke the students' effort to be more willing to engage in learning activities and make them become active students during the learning process.[68] This behaviour can contribute to the improvement of their writing performance. Based on the findings, the students are also confident to state that they are able to evaluate their strength and weakness in writing. Moreover, the finding showed that students are able to evaluate the achievement of their goals setting, and are able to evaluate their own composition whether it is good or bad one. Thus, it can be concluded that students mostly have a high belief of self regulatory efficacy for their writing.

The last subscale to be discussed is Performance Self-Efficacy. This subscale focuses on students' judgments of their

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[66] D. H. Schunk – P. A. Ertmer. "Self-Regulation and Academic Learning: Self-efficacy Enhancing Interventions". In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.). *Handbook of Self-regulation* (San Diego, CA: Academic Press, 2000), 639.

[67] Lin, et.al., "Conceptualizing Writing Self-Efficacy in English as a Foreign Language Context: Scale Validation Through Structural Equation Modeling". *TESOL Quarterly,* 2017, 4.

[68] D. H. Schunk – P. A. Ertmer. "Self-Regulation and Academic Learning: Self-efficacy Enhancing Interventions". In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.). *Handbook of Self-Regulation* (San Diego, CA: Academic Press, 2000), 640.

capability to complete the course tasks or understand the knowledge delivered by the lecturer during the writing course. This subscale reflects to Bandura's argument that the evaluation of writing self-efficacy should be correlated with the people's behaviour on how they execute the task with different level of difficulties.[69] Various responses from students toward the statements in this subscale are obtained. It was found that most statements in this subscale obtained medium mean rank, which indicates that students are moderately confidence of their performance in writing course. Only one statement which obtained high mean rank, which is about students' self-efficacy in understanding the basic concepts of writing taught in the course. It means that students are highly confidence when the difficulties of the task is on the basic level.

For the rest of the statements, some students are uncertain if they can do what the statements are saying. But, most of them are quite confident to say that they are able to do well in writing performance such as understanding difficult and complex writing materials presented by the lecturer during the course and mastering the writing knowledge and applying those knowledge into their writing. Moreover, the findings indicate that some students are moderately confident in performing well in writing tasks given, despite the task difficulties level. It is important to increase the students' self efficacy belief about their performance in completing different writing task from the easiest to the more complex one.[70] Students' performance self-efficacy is a critical factor to engage students to become an active writers.[71] Hence, examining performance self-efficacy can contribute the useful information for L2 writing lecturers to implement the effective writing instructions.

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[69] A. Bandura. "Guide for Constructing Self-efficacy Scales". In F. Pajares & T. Urdan (Eds.). *Self-Efficacy Beliefs of Adolescents* (Greenwich: Institute of Analysts and Programmers, 2006), 310.

[70] Pajares – Valiante, "Self-Efficacy Beliefs and Motivation in Writing Development". In C. A. MacArthur, S. Graham & J. Fitzgerald (Eds.). *Handbook of Writing Research*, pp. 158–170. New York: Guilford Press, 2006.

[71] Lin, et.al., "Conceptualizing Writing Self-Efficacy in English as a Foreign Language Context: Scale Validation Through Structural Equation Modeling". *TESOL Quarterly,* 2017, 24.

From the overall findings, this research come to the conclusion that the majority of the students of English Teacher Education Department at UIN Sunan Ampel Surabaya have quite high self-efficacy beliefs in writing. As stated by Bernacki et.al, high self-efficacy beliefs influence the result of positive learning outcomes included expecting challenging goals, having strong persistance in learning and reaching high academic achievement.[72]

3. **Correlation between Students' Perception of Feedback on Writing and Their Writing Self-Efficacy Level**

From the calculation, it is found that the value of Pearson Product Moment correlation is 0.470 and Sig. (2-tailed) is 0,000. Based on the correlation coefficient degree shown on the Table 3.1, the value of 0.470 is interpreted as moderate correlation. Thus, the alternative hypothesis (H_A) which states there is a correlation between students' perception of feedback on writing and students' writing self-efficacy level, is accepted. The positive (+0.470) value resulted from the calculation using SPSS indicates that it is a positive correlation between two variables. Positive correlation is the correlation when one variable increases, so does the other.[73] The result of this study means that students with positive perception would likely to have higher writing self-efficacy than those who perceive writing feedback negatively.

The finding of this correlation supports the statement by Weaver, that perception of feedbacks may be closely related to student' writing self-efficacy beliefs.[74] During the feedback giving session by teacher, some inputs are transfered from teacher to students. Students may be willing to perceive these inputs or suggestions positively if they believe their capability to do those suggestions and corrections. These beliefs are interpreted as students' self-efficacy.

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[72] M. L. Bernacki, T. J. Nokes-Malach & V. Aleven. "Examining Self-efficacy during Learning: Variability and Relations to Behavior, Performance, and Learning". *Metacognition and Learning*. Vol. 10. No. 1, 2015, 101.

[73] Julie Pallant, *SPSS Survival Manual*. (Philadelphia: Open University Press, 2001), 115.

[74] Melanie R. Weaver, "Do Students Value Feedback? Student Perceptions of Tutors' Written Responses". *Assessment and Evaluation in Higher Education*. Vol. 31, No. 3, 2006, 390.

This finding also supports the previous research conducted by Caffarella and Barnett that investigated the process of feedbacks/critiques the students received for their writing works. It was found that students who view the feedback they got as constractive element for their paper, had more positive views toward their writing abilities.[75] That is, the students with positive perception of feedbacks tend to become more self-efficacious writers than students who perceive negative perception of feedback. The results of this present research show that students mostly obtained the positive perception toward the writing feedback, as well as their high self-efficacy which is also found in this findings. This correlation between two variables is interpreted as positive correlation in which the more positive students perceive feedback for their writing, the higher their self-efficacy in writing are.

As stated by Bandura, one of the most influential source of self-efficacy is through mastery experience.[76] The experience of success would trigger to increase self-efficacy, while failure decreases it. Getting the feedback from teacher or lecturer is one kind of students' experiences in gaining the information about their capability. The writing feedback is interpreted as information provided regarding someone's performance in writing.[77] Hence, students who experience the success in writing or when they are told that they have good capability in writing, tend to have high writing self-efficacy. This experience cannot be separated with students' perceptions toward writing feedback given.

Moreover, teacher's encouraging feedback to motivate students also plays an important role in boosting their writing self-efficacy. The findings of this study revealed that students perceived feedback as the way which can encourage them to do better in writing. This is in line with Bandura's theory regarding

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[75] Rosemary S. Caffarella & Bruce G. Barnett. "Teaching Doctoral Students to Become Scholarly Writers: The Importance of Giving and Receiving Critiques". *Studies in Higher Education* Vol. 25. No.1, 2000, 39-52.

[76] Albert Bandura. "Self-efficacy". In V. S. Ramachaudran (Ed.). *Encyclopedia of Human Behavior* (New York: Academic Press, 1994), Vol. 4, 72.

[77] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Context* (Hong Kong: Springer, 2017), 53.

another source of self-efficacy beside mastery experience, which is called verbal persuasion. Students who are verbally persuaded that they are capable to do well in writing are more likely to give their greatest efforts in doing the writing tasks.[78] This persuasory efficacy information is often conveyed in the form of feedback.[79] Therefore, the teacher need to encourage the students more to write during giving the writing feedback in order to promote students' writing self-efficacy. Those can be some factors which indicate that students' perception of feedback on writing correlates moderately with their writing self-efficacy. Thus, there are some other possible factors which may influence the degree of correlation between these two variables.

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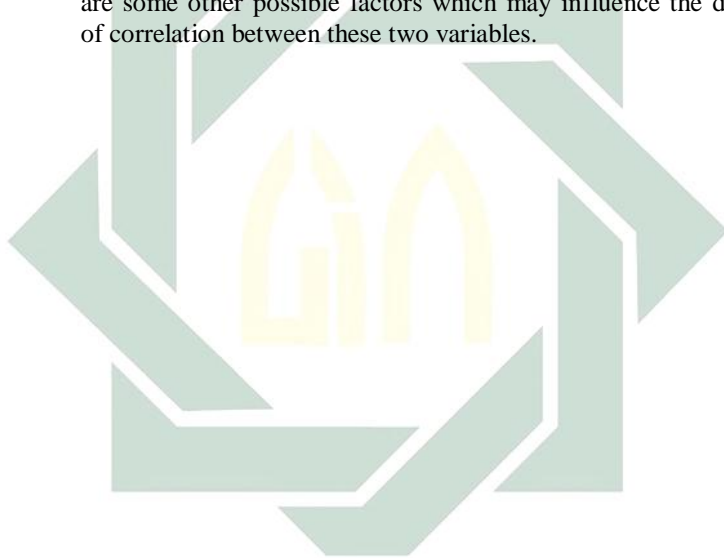
[78] Albert Bandura. "Self-efficacy". In V. S. Ramachaudran (Ed.). *Encyclopedia of Human Behavior* (New York: Academic Press, 1994), Vol. 4, 74.
[79] Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W.H. Freeman and Company, 1997), 101.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research based on the findings and discussion explained in the previous chapter. Furthermore, the researcher also give some brief suggestions which are needed to be taken into account.

A. Conclusion

Based on the findings that have been discussed in this study, the results indicate that the majority of students of English Teacher Education Department at UIN Sunan Ampel Surabaya have positive perception toward feedback on writing given by their lecturer. Most of students showed their high agreement toward the positive perception statements which indicate their positive view toward feedback for their writing. It is found that there are 102 students (78.5%) from the total 130 respondents who are categorized as having very positive perception toward feedback on writing. Then, 26 students (20%) are found to have positive perception of feedback on writing and only 2 students (1.5%) who tend to have negative perception toward feedback on writing given.

Furthermore, the findings of this study also indicate that most of the students in this study have high self-efficacy level in writing. It is shown as the students mostly rate themselves to be able to do the writing tasks as stated in the writing self-efficacy questionnaire. So, it can be infered that they have high writing self-efficacy level. It is found that there are 77 students (59.2%) who are categorized as students with high writing self-efficacy level. Furthermore, 52 students (40%) are categorized as students which have moderate self-efficacy in writing. Whereas, only 1 student (0.8%) who is categorized as having low self-efficacy in writing.

After gathering the data of students' perception of feedback on writing and their self-efficacy level, the calculation of total score from each variables using SPSS 16 for Windows is done to find the correlation between those two variables. The calculation result

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shows that the Pearson Correlation coefficient obtained is (+)0.470 which indicates that the two variables are correlated moderately and positively. It means that the more positive the students view writing feedback they got, the higher their writing self-efficacy are. The moderate correlation found in this study implies that there are some other possible factors which may influence the students' perception of feedback on writing and their self-efficacy level.

B. Suggestion

Based on the conclusion of this research discussed previously, the researcher provides some suggestions as follows.

1. Suggestion for teacher/lecturer

The findings of this study may increase the teacher' awarness to give more effective feedbacks for students, especially in writing course. Even though the results showed that most of the students perceived writing feedback positively, it is needed for teacher to maintain this conditions and give more attention to the students that may be indicated as having negative perception toward feedback on writing. After knowing that there is a correlation between perception of feedback on writing and writing self-efficacy, the teachers also need to encourage the students more. Beside, the teacher have to guide the students to get the useful inputs to improve their writing and increase their confidence in writing by selecting or designing the proper writing instructions while teaching in this course.

2. Suggestion for further research

This study did not investigate the difference in gender of the participants to look for their perception of feedback on writing and their writing self-efficacy level. So, the researcher suggests for further research to investigate this field of study based on the gender difference to see if there is any different results between male and female students. Beside, the further research may try to find the correlation between students'

perception of feedback on writing with other variables, for instance correlate it with other motivation factors. It also can be considered by other researchers if they want to investigate this research topic in depth by using qualitative study to get more findings related to the factors affecting students' perception as well as their self-efficacy level, not only in writing but also in other skills.
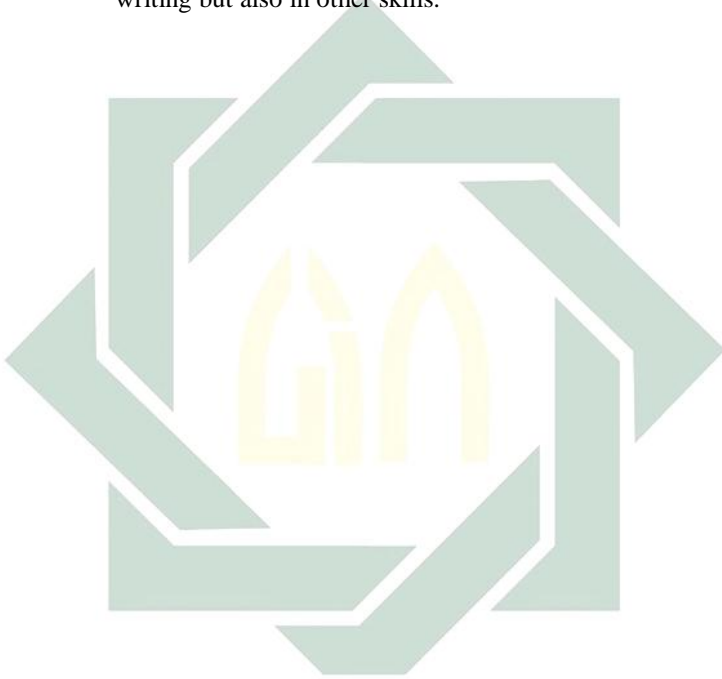
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