



An Analysis of Students' Self-efficacy in Writing at MAN 1 Padusunan

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Abstract

This study intends to show how students' self-efficacy was in writing English language learning at State MAN 1 Padusunan Pariaman. The researcher utilized SPSS 22.0 and Microsoft Excel to analyze the data for this descriptive qualitative research study. Six courses were randomly chosen to make up the 87 student study samples. The research's data came from a survey given to grade X students at MAN 1 Padusunan Pariaman. According to the data analysis, the majority of the students had a mediocre level of self-efficacy in writing English (56.3%) participants. Meanwhile, the students had a very high level of self-efficacy in writing English (0%), some of them had a high level (43.7%), the students had a low level (0%), and the students who scored (0%), had a very low level. Based on the study's findings, it can be said that State MAN 1 Padusunan students had a mediocre level of self-efficacy. This study shows that the main factors that influence students' self-efficacy is level.

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INTRODUCTION

The improvement in student learning outcomes, as well as the ability of to observe, reason, experiment, build networks and others, can be described in terms of the scientific approach to learning, which has considerable relevance to authentic assessment. Authentic Assessment is very relevant to an integrated thematic approach to learning, especially for Junior High School or appropriate subjects (Kunandar, 2013). The curriculum is the guidance and direction for the teacher, which directs the teaching and learning process in the classroom and becomes an essential element of education.

Reading literacy is a person's ability to understand, use, and reflect on what is done to achieve specific goals. Reading literacy does not only understand the words in reading but uses cognitive and metacognitive abilities with various strategies when reading a text.

Reading will enable readers to be able to enhance their thinking power, sharpen their views, and broaden their knowledge (Cahyaningsih et al., 2019).

According to Hayat (2006), authentic Assessment must emphasize the ability to understand critically and creatively various written texts found in the real world.

Critical thinking is an intellectual process for conceptualizing, applying, analyzing, and evaluating information. People who think critically have high curiosity, always question the information they receive and do not readily believe others' opinions. Someone who thinks critically can find relevant information, make logical conclusions, and use that information to solve problems (Fisher, 2008).

Authentic assessment is related to reading literacy assessment. Authentic assessment emphasizes assessing student performance using the language they are learning, which is the ability to communicate in English. It can be applied to evaluate all language skills, namely receptive skills (listening and reading) and productive skills (speaking and writing). Authentic assessment is related to reading literacy assessment. Authentic assessment emphasizes assessing student performance using the language they are learning, which is the ability to communicate in English. It can be applied to evaluate all language skills, namely receptive skills (listening and reading) and productive skills (speaking and writing). High-order thinking skills require critical and argumentative thinking skills. Krathwohl (2002) said there are six thinking levels proposed by Bloom, including the ability to analyze, evaluate, create, remember, understand, and apply. The levels included in the category of higher-order thinking are analyzing, evaluating and creating. Meanwhile, remembering, understanding, and applying belong to low-level thinking.

Assessment for reading literacy measures students' thinking skills through a reading comprehension test that varies with a certain level of difficulty. According to PISA (Program for International Students Assessment), which conducts an international assessment, the reading literacy of junior high school students in Indonesia is in the lowest rank at level 2 of the six levels. From an average score of 500, the average score of Indonesian students only reached 382 in 2002, 393 in 2006, and 402 in 2009 (Harsianti, 2018).

One of the causes of the lack of reading literacy is that students are lazy to read, especially English text. According to Estika (2018), the reason why students are significantly less interested in reading is the lack of reading English text because English text is difficult to understand. They read English texts when they need them to do assignments. They also feel intimidated whenever they see the entire English page in front of them. Based on these facts, reading habits are one of the difficulties for students in understanding reading.

The researcher chose the 9th-grade teacher in both schools who have good English skills and are considered more qualified in understanding text. Another reason the researcher choose students in Grade IX is the lack of reading literacy in Indonesia at 15 years old, which means those grade IX students.

RESEARCH METHOD

1. Research Design

The design of this research is descriptive research. This study will describe problems faced by teachers and students in implementing authentic assessment for reading literacy at junior high schools in Padang.

2. Research Participant

The research participants are English teachers and students of grade IX in SMPN 1 Padang and SMPN 8 Padang. The data about the problem faced by teachers and students in implementing authentic assessment for reading literacy were gathered through interviews, and the data about the teachers were gathered from 5 teachers and students were gathered to 78 students through a questionnaire.

3. Research Instrument

The researcher uses two instruments, namely interviews and questionnaires, to see problems in implementing authentic assessment for reading literacy at junior high schools in Padang. The researcher interviewed the teacher and the students with share questionnaires to answer what problems teachers and students face in implementing authentic assessment at junior high schools in Padang.

4. Techniques of Data Analysis

The researcher analysed the data with Microsoft Excel. To calculate the data was collected through the questionnaire, the researcher used Microsoft excel also. Then the researcher assigns the to each grade one to four (Very often, rarely, often, never) response in the questionnaire for teachers. The researcher then used the following formula which is based on Oxford (1990), Hatch and Farhadi (1982), cited in Lestari (2019), and cited in Martika (2021), to analyse the data questionnaire:

$$\text{Average} = \frac{\text{Sum}(\text{all the answer})}{\text{Number of Items}}$$

$$\text{Overall Average} = \frac{n\text{Sum A} + \text{Sum B} + \text{Sum C} + \text{Sum D} + \text{Sum E}}{78}$$

$$M = \frac{\sum fx}{N} \text{ (mean score of students)}$$

Where:

M= Mean score

Σfx= Total score of the students

N= Number of students

Table 1. Average Score Interpretation teachers' difficulties in implementing reading literacy assessment

Mean Range	Scale	Interpretation
3.20 – 4.00	4	Never
2.40 – 3.19	3	Often
1.60 – 2.39	2	Rarely
1.00 – 1.59	1	Very Often

Table 2. Average Score Interpretation students' difficulties in implementing reading literacy assessment

Mean Range	Scale	Interpretation
3.20 – 4.00	4	Very Easy
2.40 – 3.19	3	Difficult
1.60 – 2.39	2	Easy
1.00 – 1.59	1	Very Difficult

RESULT AND DISCUSSION

1. *Research Finding (tentative)*

The following data are the data description of: 1) Problem faced by teachers in implementing authentic assessment for reading literacy. 2) Problem faced by teachers and students in implementing reading literacy, 3) solutions to solve the problem faced by teachers and students in implementing authentic assessment for reading literacy in Grade IX for Junior High Schools in Padang.

a. **Problem faced by teachers in implementing authentic assessment for reading literacy**

Table 3. Mean Score of problem faced by teachers

1. *Teachers' difficulties in implementing reading literacy assessment based on kinds of text*

No	Problem Faced by Teachers	Mean
1.	Teachers' difficulties in implementing reading literacy assessment based on kinds of authentic assessment	2.4
2.	Teachers' difficulties in implementing reading literacy assessment based on kinds of writing test	2.6
3.	Teacher's difficulties in implementing reading literacy assessment based on kinds of text	2.8
4.	Teachers' difficulties in implementing reading literacy assessment based on kinds of indicator reading literacy	2.6
5.	Teachers' difficulties in implementing reading literacy assessment based on component of authentic assessment.	2.5

There are 17 questions for difficulties in implementing reading literacy assessment based on kinds of text; 1) narrative text, 2) descriptive text, 3) recount text, 4) announcement, 5) interactional transactional, 6) interpersonal transactional, 7)report text, 8) procedure text (manual), 9) short functional, 9)procedure text (food recipe), 10)procedure text (drink recipe), 11) food label, 12) drinking label, 13) medicine label, 14) advertisement (product). 15) advertisement (service), 16) song.

Table 4. Difficulty in kinds of text

No	Problem based on kinds of text	Responses				Total	Mean Score	Category
		1	2	3	4			
1	I have difficulty in creating narrative text test	1	2	1	0	8	2.6	Rarely
2	I have difficulty in creating descriptive text test	2	2	0	1	9	2.8	Often
3	I have difficulty in creating recount text test	3	1	0	1	9	2.8	Often
4	I have difficulty in creating announcement test	3	1	1	0	8	2.6	Often
5	I have difficulty in creating interactional transactional test	3	1	0	1	9	2.8	Often
6	I have difficulty in creating interpersonal transactional test	2	2	1	0	11	3.2	Often
7	I have difficulty in creating report text	3	1	1	0	8	2.6	Often
8	I have difficulty in creating procedure text (manual) test	3	1	0	1	9	2.8	Often
9	I have difficulty in making short functional test	2	1	0	1	8	2.4	Often
10	I have difficulty in creating procedure text (food Recipe) test	1	2	2	0	11	3.2	Very Often
11	I have difficulty in creating procedure text (drink Recipe) test	1	2	1	1	11	3.2	Very Often
12	I have difficulty in creating food label test	2	2	1	0	9	2.8	Often
13	I have difficulty in creating drinking label test	2	1	1	0	7	2.2	Rarely
14	I have difficulty in creating medicine label test	2	1	0	2	12	3.2	Very Often
15	I have difficulty in creating advertisement (product) test	2	2	1	0	9	2.8	Often
16	I have difficulty in creating advertisement (service) test	2	2	1	0	9	2.8	Often
17	I have difficulty in creating song test	2	1	0	2	12	3.2	Very Often
Total							48.0	
Mean							2.8	Often

Based on table 4, from 17 kinds of text there are 2 difficulties in kinds of text that teachers are difficult to make test for assessment of reading literacy with the mean score; interpersonal transaction (3.4) and report (3.2).

2. Problem faced by students in implementing authentic assessment based on interview

There are some problems faced by the teacher and students in implementing

authentic assessment for reading literacy in the ninth grade. The interview was done to five teachers who teach English study in ninth grade at SMPN 1 Padang and SMPN 8 Padang. Based on the interview data, the researcher found the problem of the teacher implementing of authentic assessment for reading literacy in the class.

Table 5. The Result of Interview with Teachers

No	Problem Faced by Teachers in Implementing Authentic Assessments in Reading Literacy	Total
1.	Difficulty in finding sources of teaching materials	5
2.	Difficulty regarding the test related to High Order Thinking Skills, Critical Thinking, and Argumentative Thinking	5
3.	Difficulty in creating written test	3
4.	Difficulty in making questions based on kinds of text	3

Based on table 5 above, there are four highest problems of teachers in implementing authentic assessment in reading literacy. It concluded that all the teachers have problems in implementing authentic assessment in reading literacy.

3. Problem faced by students in implementing authentic assessment for reading literacy

Students have problems in answering question or test on aspect of reading literacy competency. There are 3 items for component of authentic assessment; 1) retelling information of text, 2) interpreting a message, 3) reflecting and evaluating text.

Table 6. Difficulty on aspect of reading literacy competency

No	Problem based aspect of reading literacy competency	Responses				Total	Mean Score	Category
		1	2	3	4			
1	I have difficulty in retelling text information	13	28	15	11	158	2.0	Rarely
2	I have difficulty in interpreting a message	9	26	22	21	211	2.7	Often
3	I have difficulty in reflecting and evaluating text	8	31	20	19	206	2.6	Often
Total							7.3	
Mean							2.4	Often

Based on table 6 above, students have problems in interpreting a message with mean score of 2.7 and reflecting and evaluating text with mean score of 2.6.

4. Solutions to Solve Problem faced by Teachers and Students to Implementing authentic assessment for Reading Literacy

Based on the interview, teachers also gave some suggestions:

First, students must increase their reading, especially readings related to English. However, the teacher also said that students are not provided with

basic English since elementary school. Of course, this is an obstacle for them to improve their reading literacy. Improving reading skills is also very influential in improving reading literacy.

Second, students should bring a dictionary when study. The teacher believes that the dictionary is one of the triggers for students to improve their reading skills. According to the teacher, students can use the dictionary to increase their vocabulary.

Third, teachers must be patient and should be able to issue strategies that can raise students' motivation to learn. Teachers must also understand texts suitable for assessing reading literacy—not just teaching and giving assignments. But teachers also have to be creative so that our children know what we teach. In addition, the teacher must be able to teach students to solve the problems given, understand the material, and be able to solve and find solutions to a problem because it's one form to train students to think critically, argumentatively, and high-order thinking skills.

Fourth, students have doubts, lack confidence, fear being wrong, and unsure of themselves. Sometimes the teacher does not want to hear students' opinions first. In the end, students are afraid to express their opinion. A teacher should not directly blame students who convey wrong opinions, just accept the student's opinion first. It is an example of asking students to argue and practice critical thinking. The teacher cannot object. Teachers are obliged to build confidence in our students so that they are able to express opinions, think critically, and think at high levels.

Discussion

Based on findings, it was found that teachers have difficulties implementing three kinds of authentic assessment project assessment, portfolio assessment, and written assessment (2.4). Teachers have problems in creating written assessments (2.6). Teachers also have difficulties with kinds of text that teachers are difficult to make a test for assessment of reading literacy (2.8). Fourth, it was difficult for teachers to assess reading literacy based on kinds of indicators of reading literacy (2.6). Teachers have problems in implementing literacy assessment based on component of authentic assessment (2.5). Teachers have problems implementing literacy assessments based on component of authentic assessment (2.5). Based on the findings, it was concluded that the most of teachers' difficulty in implementing reading literacy assessment based on kind text.

The analysis of interview data, some problems related to reading literacy assessment. First, teachers have difficulty in making written tests. Second, teachers have difficulty finding sources of teaching materials. Third, teachers have difficulty in making questions based on kinds of text. Fourth, teachers have difficulty regarding the test related to high order thinking skills, critical thinking, and argumentative thinking.

Furthermore, the analysis of questionnaire and interview data revealed the same findings that teachers faced difficulties in creating test based on kinds of text.

Based on the findings, there are 5 problems of students in implementing reading literacy assessment. First is students' difficulty in implementing authentic

assessment based on the type of authentic assessment (2.1). Second is students' difficulties in doing test reading literacy assessment based on kinds of writing test (2.2). Third is students' difficulties in doing test reading literacy assessment based on kinds of text (2.1). Fourth is difficulties in doing test reading literacy assessment based on kinds of indicator reading literacy (2.2). And the last is students' difficulties in doing test reading literacy assessment based on component of authentic assessment (2.4). It was concluded that, the most problem for students in doing test reading literacy based on component of authentic assessment. .

From the results of the student questionnaire analysis, it was found that the students have problems in the aspect of reading literacy competence, but from the results of the questionnaire for the teachers, they have no difficulty in creating tests based on the aspects of reading literacy competence. In the other finding, students have problems in answering questions based on the text, however teachers did not find problems in creating this

According to Nurjanah (2018), students have problems in reading comprehension. It was because of vocabulary, especially the limited knowledge. To minimize these problems, students should increase their interest in learning so that learning becomes active with various activities, both audio-visual and games. Even though games cannot fully increase vocabulary, games can make students more active in learning.

CONCLUSION

From the results of the student questionnaire analysis, it was found that the students have problems in the aspect of reading literacy competence, but from the results of the questionnaire for the teachers, they have no difficulty in creating tests based on the aspects of reading literacy competence. In the other finding, students have problems in answering questions based on the text, however teachers find problems in creating test based on kinds of text.

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