

THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND THEIR WRITING ABILITY AT SMKN 4 PEKANBARU

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Abstract: *The main purpose of this study was to investigate the potential existence of a statistically significant relationship between students' self-efficacy and their Writing Ability at SMKN 4 Pekanbaru. The study utilized a quantitative methodology and employed a correlational research design. The study encompassed a population of 413 second-grade students at SMKN 4 Pekanbaru. A sample size of 35 pupils was selected using a cluster random sampling technique. The research utilized a questionnaire to assess students' academic self-efficacy and a writing recall text to evaluate their writing ability. In order to do data analysis, the researcher applied SPSS 25. The results demonstrated that the correlation coefficient between the two variables is 0,-113, indicating a no relationship. Furthermore, the determinant coefficient of students' academic self-efficacy is 1.28%. Based on the analysis, it can be deduced that there exists a somewhat insignificant and negative correlation between the two variables.*

Key Words: *Correlation, Self-efficacy, Writing ability*

HUBUNGAN KORELASI ANTARA EFIKASI DIRI DAN KEMAMPUAN MENULIS PADA SISWA SMKN 4 PEKANBARU

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Abstrak: Tujuan utama studi ini adalah untuk menyelidiki potensi keberadaan hubungan yang signifikan secara statistik antara efektivitas diri siswa dan kemampuan menulis mereka di SMKN 4 Pekanbaru. Studi ini menggunakan metodologi kuantitatif dan menggunakan desain penelitian korelasi. Studi ini mencakup populasi 413 siswa kelas dua di SMKN 4 Pekanbaru. Sebuah ukuran sampel dari 35 anak-anak dipilih menggunakan teknik cluster random sampling. Penelitian ini menggunakan kuesioner untuk menilai efisiensi akademis siswa dan teks menulis mengingat untuk mengevaluasi kemampuan menulis mereka. Untuk melakukan analisis data, para peneliti menggunakan SPSS 25. Hasilnya menunjukkan bahwa koefisien korelasi antara dua variabel adalah 0,-113, yang tidak menunjukkan hubungan. Selain itu, koefisien yang menentukan efisiensi akademik siswa adalah 1,28% Berdasarkan analisis, dapat disimpulkan bahwa ada korelasi yang agak tidak signifikan dan negatif antara dua variabel.

Kata Kunci: Korelasi,efikasi diri, kemampuan menulis

INTRODUCTION

English is a globally prevalent language utilized for the purposes of communication, technology, science, and education. The inclusion of English as a mandatory subject from junior to university level by the Indonesian government is of utmost importance for the improvement of educational quality and the facilitation of learning. Educators are required to impart four fundamental English proficiencies to their students, namely, auditory comprehension, textual analysis, written expression, and oral communication. English, being the initial foreign language is a subject that ought to be included in the school curriculum and must be acquired in four essential skills: listening, reading, writing, and speaking. The interconnection and significance of the four fundamental language abilities, namely listening, speaking, reading, and writing, is pivotal in the process of language acquisition and development. Proficiency in the English language, which serves as the predominant global medium of communication, is crucial for achieving success in the globalized business environment. This proficiency facilitates effective transmission and interchange of information and ideas.

The mastery and integration of linguistic elements, including content, form, grammar, style, and mechanics, are essential for pupils to develop their writing abilities. In the writing process, students incorporate both verbal and non-linguistic elements, including psychological factors. The construct of self-efficacy, which refers to individuals' confidence in their capacity to accomplish particular objectives, exerts a substantial influence on the development of pupils' writing skills. According to Bandura (1997), self-efficacy plays a pivotal role in determining an individual's ability to successfully do activities, exerting a significant impact on their outcomes.

One of the writing skills that are taught in educational institutions is the ability to compose a recount text. This particular skill is emphasized for second-semester students enrolled in vocational high schools, as it is considered a fundamental requirement for the completion of their first-grade curriculum. It is imperative for students to get a thorough understanding and construct a cohesive narrative text by using parts of social function language and adhering to the overall structure of the text. According to Anderson, there are three primary components of recount text: the orientation paragraph, which furnishes contextual details regarding the who, what, where, and when; the sequence of paragraphs that present events in the chronological order they transpired; and the concluding paragraph, which is deemed necessary only in specific instances, serving as a reorientation.

Writing skills can be classified into two main categories: productive skills and non-productive abilities. The act of writing entails the transmission of information and the articulation of thoughts derived from an initial concept, necessitating focused attention and exertion. The acquisition of proficient writing skills in the English language presents a formidable challenge, mostly stemming from the complexities associated with the formulation and organization of ideas, the adherence to grammatical conventions, and the selection of suitable vocabulary. The act of writing encompasses various language elements, including content, form, grammar, style, and mechanics, alongside non-linguistic factors such as psychological characteristics.

The writing abilities of students, along with their self-efficacy, can be influenced by factors such as writing anxiety, motivation, and beliefs. Bandura (1997) emphasizes the significance of self-efficacy as a fundamental emotional factor that impacts an

individual's capacity to attain particular objectives. Others who possess high levels of self-efficacy tend to exhibit diligent efforts in pursuing their objectives, whereas others with low self-efficacy may be more inclined to abandon their pursuits. Students who possess high levels of self-efficacy in writing tend to demonstrate a greater propensity for generating written content and exhibiting proficiency in their writing skills. Conversely, students with low self-efficacy in writing may exhibit a tendency to evade writing tasks or express dissatisfaction when confronted with writing assignments.

From the standpoint of students enrolled at SMKN 4 Pekanbaru, the acquisition of English language skills, particularly in the domain of writing, poses a significant challenge. The presence of vocabulary challenges hinders students' ability to effectively articulate their thoughts in written English, hence prompting them to rely on dictionaries for assistance. Nevertheless, once individuals have obtained the essential lexicon, they sometimes want more elucidation regarding the appropriate arrangement of words in conjunction with sound grammatical principles. As a result of temporal limitations, students generate a reduced number of phrases.

According to the perspective of the teacher at SMKN 4 Pekanbaru, students have difficulties in effectively using their acquired knowledge in writing. This challenge can be attributed to the utilization of online learning platforms, which fail to adequately address the significance of generic structure and language aspects in enhancing students' writing abilities. A study is being conducted to examine the association between students' self-efficacy and their writing talents at SMKN 4 Pekanbaru, with the aim of establishing the relationship between these two variables..

RESEARCH METHODOLOGY

The present study employed a quantitative research methodology. The study was conducted at SMKN 4 Pekanbaru over a period of four months, from June to September. The primary method employed was a questionnaire designed to assess the self-efficacy of the participants. The questionnaire used in this study was derived from the work of Donald Prickle (2021). The target population for this research consisted of second-year students, with a total sample size of 413 students. The research study is scheduled to take place from June to September 2022, using a sample of 35 students enrolled in the academic year 2021/2022. The cluster random sampling technique will be employed to provide representative samples. The samples will be chosen by aggregating writing classes into bundles of papers, and subsequently selecting one of these papers from a container.

Furthermore, for the purpose of analyzing the results pertaining to self-efficacy, the researcher employed a 5-point Likert scale, with each scale possessing its own descriptive interpretation. Dunbar and Melton (2018) have established that the efficacy scores of students can range from 1 to 9 for both judgments and confidence. The attainment of a high score may indicate a correspondingly high degree of efficacy, and conversely, a low score may suggest a lower level of efficacy. Next, the following is an illustration of the descriptive interpretation:

Table 1. Correlational analysis

NO	Range Score	Description
1	4.5-5	Very High
2	3.5-4.49	High
3	2.5-3.49	Moderate
4	1.5-2.49	Low
5	0.5-1.49	Very Low

(Santiago & Somera, 2010)

In order to assess students' writing proficiency, a writing exam was administered wherein students were required to compose a recount narrative incorporating the linguistic elements of orientation, event, and re-orientation. The students' written work will be evaluated using a grading system developed by Hughes (2003). Upon acquiring the data derived from the rubric assessment of the students' writing, the author proceeds to determine the students' grade. The maximum achievable score with this scoring system is 20. The assessment of students' academic performance was determined by evaluating their scores and comparing them to a standardized level of competence, as illustrated in the subsequent table.

Table 2. The Classification of the Students' writing score

No	Test score	Level of ability
1	81-100	Excellent
2	61-80	Good
3	50-60	Mediocre
4	0-49	Poor

(Harris, 1974)

Following the collection of data, a computer application known as IBM SPSS Statistics 25 was employed to subsequently analyse the gathered information. The researchers initially provided a comprehensive description of the data pertaining to each variable. Subsequently, they proceeded to elucidate the correlation analysis conducted between the two variables in the way that follows:

1. *The Normality Test*: to determine whether the sample data is derived from a population that follows a normal distribution. In the context of the normality test, the fundamental criterion for decision-making is as follows: if the calculated P-value exceeds a predetermined significance level, it may be inferred that the data distribution adheres to normality; conversely, if the P-value falls below the significance level, it can be concluded that the data distribution deviates from normality.
2. *The Linearity Test*: is conducted to ascertain the linearity of the relationship between variables. Similar to normality tests, if the divergence from linearity exceeds a significance level of 0.05, it can be concluded that there exists a linear

relationship between the two variables. However, if the p-value is less than 0.05, it can be concluded that there is no linear relationship between the two variables.

3. *The Correlation Analysis*: is conducted in order to test the hypothesis. The Pearson Product Moment Correlation was employed by the researchers using IBM SPSS 25. Subsequently, the determination of the correlation coefficient is accomplished by employing the correlation table developed by Sugiyono (2014). The following interpretation can be observed:

Table 3. Correlation Interval

The Interpretation of Correlation Coefficient Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Strong enough
0.20-0.399	Weak
0.00-0.199	Very weak

4. *Determinant Coefficient*: to examine the correlation between students' academic self-efficacy and their English learning achievement by analyzing the percentage of self-efficacy's contribution. When examining a correlation, it is crucial to ascertain the extent to which variable X exerts an influence on the value of variable Y. Therefore, the computation of determinant coefficients holds significance in assessing the extent to which students' academic self-efficacy impacts their accomplishment in English language learning. The aforementioned equation was utilized to compute it.

$$R = r^2 \times 100\%$$

Notes: R = Determination coefficient r = Correlation coefficient

RESULT AND DISCUSSION

This section investigates the correlation between student self-efficacy and writing ability at SMKN 4 Pekanbaru, analyzing data from questionnaires and writing recount text:

Self-efficacy

In this investigation, student self-efficacy is regarded variable X. This variable contains 20 statements with four indicators: editing and revising, generating ideas and sentences, generating paragraphs and stories, and general writing. This instrument was designed to measure students' Self-Efficacy. In psychology, self-efficacy is an individual's belief in their capacity to act in the ways necessary to reach specific goals. A Psychologist Bandura originally proposed the concept. Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding their power to affect situations, this finding shows the level of Students' Self-Efficacy in their writing ability at SMKN 4 Pekanbaru from 35 respondents.

Table 4. The Descriptive Statistics SMKN 4 Students' Self-efficacy

Indicators	N	Average	Description
Editing and revising	35	3.92	High
Idea and sentence generation	35	3.42	Moderate
Paragraph and story generation	35	2.78	Moderate
General Writing	35	3.15	Moderate
Total Average		3.3	Moderate

Table 4 reveals that the students' of SMKN 4 Pekanbaru have a mean score of 3.92 on editing and revising, 3.42 on Idea and sentence generation, 2.78 on Paragraph and story generation, and 3.15 on general writing. The total Average score of the four indicators is 3.3. According to the table of Liker Scale interpreting in the methodology section, it represents a moderate. Thus, students of SMKN 4 Pekanbaru have **moderate** level on their Self-efficacy

Writing Ability

In this instrument, the researcher asked students to write a recount text around 250-350 words. There are three topics, and they can choose one to write a recount text. Students' writing ability was scored using a rubric from Hughes (2003) in content, Organization, Grammar, Vocabulary, and mechanics. The writer used three raters from different schools to examine students' writing tests on recount text.

After score from three rates are calculated, the result was obtained, the calculation score of three raters can be seen below:

Table 5. The Descriptive Statistics SMKN 4 Students' Writing Ability

NO	CRITERIA					TOTAL SCORE	WRITING SCORE	LEVEL OF ABILITY
	C	O	G	V	M			
R1	3,3	3	3	3	2,9	15	75	MODERATE
R2	1,1	1,1	1,2	1,5	1,1	6	29,9	POOR
R3	3,5	3,3	3,2	3,4	3,1	16,6	82,9	HIGH
MN	2,6	2,5	2,5	2,6	2,4	12,5	62,6	GOOD

According to the first rater's feedback, it was observed that the students demonstrated the ability to compose a well-crafted narrative that exhibited coherence in terms of content, organization, grammar, vocabulary, and mechanics. Regrettably, the individual exhibits a lack of proficiency in their writing, as evidenced by their failure to consistently employ the past tense and their lack of precision in word selection. Rater 1 additionally emphasized the importance of pupils demonstrating attentiveness on the generic structure and content of their writing.

According to Rater 2, a significant number of pupils exhibit deficiencies in their ability to compose recount texts, necessitating further study in areas such as grammar, organization, mechanics, and substance. Furthermore, it is worth noting that when it comes to composing a recount text, it is expected that students produce a piece of writing that consists of a minimum of 250-300 words. However, it has been seen that many students tend to fall short of this requirement by writing less than 250 words. Consequently, their written texts can be considered inadequate in terms of length for a proper recount text.

According to Rater 3, students demonstrate proficiency in recounting narratives based on their personal experiences. However, it is imperative for pupils to acquire a deeper understanding as there is a lack of consistency in the usage of tenses. Rater 3 additionally noted that the grammar and mechanics employed are not yet adequate.

Based on the feedback provided by the raters in table 4.7, it can be inferred that students at SMKN4 Pekanbaru should allocate greater focus towards improving their grammatical proficiency and utilization of the past tense while composing their written accounts of personal experiences. In addition, it is imperative for individuals to exercise caution while employing punctuation, selecting appropriate vocabulary, adhering to established structures, and composing generic texts. In summary, the average score derived from the evaluations of three raters is 62.6, as indicated in the table presented within the methodology section. According to Harris's theory (1974), it is posited that pupils at SMKN 4 Pekanbaru possess a commendable aptitude for writing.

Normality Test

In this study, the researcher utilized SPSS 24.0 to calculate normality. The normality test is used to determine whether the data distribution was normal or not. The following was the outcome of using the SPSS 24.0 program to test for normality:

Table 6. The Normality test of Student SMKN4 Pekanbaru

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,00437856
Most Extreme Differences	Absolute	,130
	Positive	,095
	Negative	-,130
Test Statistic		,130
Asymp. Sig. (2-tailed)		,143 ^c
a. Test distribution is Normal.		
b. Calculated from data.		

Table 6 demonstrates the result of the Kolmogorov-Smirnov test, which the significant value of the data is 0.143. It means the significant value is higher than 0.05 significance. The significant value $0.143 > 0.05$ proves that the data is normally distributed.

The Linearity test

Before analyzing the final data, it was determined if the data were linear, as this was a prerequisite for using the Pearson Product Moment formula. A linearity test is used to determine the data's linearity value. In addition, the linearity result was evaluated by comparing it to a significant level ($\alpha = 0.05$). If the result exceeded 0.05 levels, then the data were linear. Test for Linearity Statistical Package for Social and Science (SPSS) 24 was utilized to determine the questionnaire and test's linearity. The results of the linearity test are displayed below:

Table 7. The Linearity test of Student SMKN4 Pekanbaru

			Sum of Squares	df	Mean Square	F	Sig.
writing ability * self-efficacy	Between Groups	(Combined)	1675,586	16	104,724	1,064	,446
		Linearity	43,708	1	43,708	,444	,514
		Deviation from Linearity	1631,878	15	108,792	1,106	,415
	Within Groups		1771,100	18	98,394		
	Total		3446,686	34			

Based on the table above, the significance value is 0.415 it can be concluded that the result of the data tested is linear and fulfills the requirement to use the Pearson correlation formula to find the correlation range between variable X and variable Y.

The Correlation Analysis

To find the correlation between variable X and Y, Student Self-Efficacy and Writing Ability on recount text, the writer calculated the data using SPSS 24. The result of the data use SPSS that has been done:

Table 8. The Correlation of Student SMKN4 Pekanbaru

Correlations			
		SELF-EFFICACY	WRITING ABILITY
SELF-EFFICACY	Pearson Correlation	1	,-113
	Sig. (2-tailed)		,520
	N	35	35
WRITING ABILITY	Pearson Correlation	,-113	1
	Sig. (2-tailed)	,520	
	N	35	35

Based on Table 4.10, the result shows the significance was 0.520 after being calculated by SPSS 24. The data is more than 0.05 that indicates Self- Efficacy and writing ability has negative correlation. Furthermore, it is important to know the

correlation degree and the result was -0.113 in interval 0.00-0.199. So the conclusion is there is no correlation between students' self-efficacy and their writing ability at SMKN 4 Pekanbaru.

The coefficient Determiner

It is essential to determine the coefficient of determination (R) when analyzing a correlation. This analysis aims to determine the extent to which variable X affects the value of variable Y. In brief, it is necessary to calculate determinant coefficients in order to determine the percentage of self-efficacy's influence on English-learning success. The calculation of the coefficient of determination is as follows:

$$\begin{aligned}R &= r^2 \times 100\% \\R &= (-0.113)^2 \times 100\% \\R &= 0.0128 \times 100\% \\ \mathbf{R} &= \mathbf{1.28\%}\end{aligned}$$

The result of R value is 1.28%, which means self - efficacy has one point twenty eight percent (1.28%) contribution to their writing ability at SMKN 4 Pekanbaru. From that point, it is worth mentioning that another ninety-eight point seventy two percent (98.72 %) of the students' writing ability contributed by other factors.

Discussion

This study presents findings that indicate a lack of link between the self-efficacy levels and writing abilities of students from SMKN4 Pekanbaru. The findings shown in Table 4.10 of Chapter 3's Research and Methodology demonstrate that the writing proficiency of students at SMKN 4 Negeri 4 Pekanbaru is deemed satisfactory, as evidenced by a minimal 1.28% contribution of self-efficacy to the observed variation. This finding suggests that the writing proficiency of students at SMKN 4 Negeri 4 Pekanbaru is not contingent upon self-efficacy, but rather on their mastery of the writing components outlined in Chapter 2, namely: content, organization of ideas, vocabulary, syntax, and mechanics. The primary component is the substance, which enables pupils to articulate their experiences. The organizing of ideas constitutes a pivotal element in the realm of writing.

The evaluators observed that students might benefit from effectively organizing their ideas, as this would facilitate the process of picking the appropriate paragraph wording. The key aspects pertaining to the concepts of student self-efficacy, writing ability, and grammar are characterized by a negative association observed between student self-efficacy and writing achievement. The utilization of proper grammar is a fundamental element that writers must prioritize in order to enhance their writing skills and captivate the attention of their audience. The selection of lexicon holds significant importance for writers seeking to enhance their written work and captivate the attention of their audience. The presence of the mechanism is essential in order for viewers to effectively create intonation.

The study conducted by Zhen Zhou investigates the correlation between perceptions regarding English language acquisition and the utilization of learning strategies. The present study revealed a significant inverse relationship between English

beliefs and English achievement, suggesting that English beliefs do not exert any discernible impact on students' English achievement. The second study conducted by Naresuan University in Thailand examines the importance of students' perceptions of their writing proficiency. This study provides evidence to support the notion that individuals' beliefs play a significant role in their proficiency in English as a Foreign Language (EFL) writing. A negative correlation denotes a situation in which an increase in one variable is accompanied by a corresponding increase in the other variable.

One potential factor contributing to the phenomenon of pupils exhibiting high self-efficacy yet demonstrating inadequate writing proficiency could be attributed to their elevated levels of self-efficacy. The perceptions and beliefs held by pupils regarding themselves are incongruent with objective reality. Another potential factor contributing to this phenomenon is elevated self-efficacy; nevertheless, those exhibiting this attribute must exhibit heightened motivation in order to actively pursue their goals.

CONCLUSION AND RECOMMENDATIONS

Conclusions

This investigation is expected to offer a response to the inquiry presented in the previous chapter. Based on the results, the observed significance level was determined to be 0.520. This finding suggests the presence of a negative correlation between the variables. Furthermore, the Pearson correlation coefficient of -0.113 for both measures suggests a lack of link between student self-efficacy and their ability to compose narrative texts. Furthermore, the obtained r-value result of -0.113 was compared to the critical r-value from the r-table at a significance level of 5%. The significance table at a 5% level of significance yielded a value of 0.334, which suggests that the calculated r-value is lower than 0.334. The results of this comparison indicate that the alternative hypothesis (H_a) is rejected, whereas the null hypothesis (H_0) is accepted. Based on the aforementioned outcome, it can be inferred that there is no significant correlation between self-efficacy and writing aptitude. For example, there is a belief that certain students who possess high levels of self-efficacy may not exhibit exceptional academic success. On the other hand, students exhibit a modest level of self-efficacy yet demonstrate exceptional skills in writing.

Recommendations

The author proposes that educators should foster positive self-perceptions among students, facilitate meaningful learning opportunities, and offer constructive feedback during oral assignments to enhance their writing proficiency. Students who possess a strong sense of self-efficacy may encounter difficulties in accomplishing tasks if they are deficient in motivation. In order to enhance their writing proficiency, students should engage in the active monitoring of their progress, effectively manage the influence of their work, persistently apply themselves, and cultivate a sense of self-assurance in their talents. It is recommended that researchers undertake examinations to assess students' self-efficacy and writing proficiency by several methodologies, including the evaluation of self-efficacy levels at the commencement, midpoint, and culmination of the academic program. Furthermore, it is imperative to conduct an

inquiry into the writing proficiency of kids in order to ascertain whether there exist divergent outcomes in their aptitude, provided that their self-efficacy growth remains intact.

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