

CHAPTER I

INTRODUCTION

This chapter provides the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

Global competition in education along with society's increasing use of technology made writing one of the most important skills in postsecondary education. It allowed students to communicate their ideas clearly, develop logical arguments, evaluate and combine ideas from different types of resources, and demonstrate that they could write in the manner expected at the university level.¹ There is a need to enhance the writing skills of Indonesian students because academic writing is required throughout their studies both inside and outside the classroom until they complete their degrees. According to the 2023 EF English Proficiency Index (EF EPI), Indonesia is still classified as having a moderate to low level of English proficiency. This indicates that many Indonesians still face difficulties in mastering English, making writing one of the essential skills required for academic success.² Based on data from PDDikti (Higher Education Database) in 2024, there are approximately 8.4 million students attending different types of higher education institutions throughout Indonesia.³ Therefore, there is an urgent need to improve the level of students' proficiency in academic English.⁴

¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Pearson/Longman, 2004).

² EF EPI, "Trend Umur," *The EF English Proficiency Index*, 2023, chrome-extension://efaidnbmnnnibpcajpcgleclefindmkaj/<https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/fact-sheets/2023/ef-epi-fact-sheet-indonesia-indonesian.pdf>.

³ Ken Hyland, "Second Language Writing," *THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE*, 2003, <https://doi.org/10.1017/cbo9780511667251>.

⁴ S. C Weigle, *Assessing Writing* (Cambridge University Press, 2002).

Self-Efficacy is another psychological factor, influences the effort and persistence of students on academic tasks in addition to cognitive processes.⁵ As a consequence, Academic *Self-Efficacy* must be assessed to comprehend and enhance students' Blog Writing Achievement. Academic *Self-Efficacy* (ASE) is a psychological element influencing academic achievement via the influence of ASE on students' completion of academic tasks (ie, effort, resilience, and possibility). Vachova, L., Sedlakova, E., & Kvintova, J. have conducted the latest research indicating that Academic *Self-Efficacy* has a positive impact on students' higher-order thinking skills but is a moderate effect. This indicates other factors could have an effect on the development of higher-order thinking skills and overall academic success.⁶ Therefore, along with internal of psychological influences, it is necessary to consider the external learning environment in a student's Academic *Self-Efficacy* in order to support student engagement and achievement.

Shintia Nur, S. concluded that blog-based learning can improve students' writing skills effectively because it increases students' engagement, their ability to organize ideas, and their opportunities to receive feedback.⁷ As a digital platform, blogs give students the opportunity to participate in short-form writing activities, enabling them to develop and express their ideas in writing on a regular basis. One such digital platform is a blog-based learning platform that motivates students to participate in micro-writing tasks, allowing them to express their ideas and develop their writing skills in an interactive and easily accessible online environment. Micro-writing refers to short, focused writing activities that promote regular writing practice, idea exploration, and reflection. Micro-writing has demonstrated its effectiveness in college English language teaching in promoting students' creativity and active involvement in writing activities.⁸

⁵ A. Bandura, *Self-Efficacy: The Exercise of Control*, 1997.

⁶ J. Vachova, L., Sedlakova, E., & Kvintova, "Academic *Self-Efficacy* as a Precondition for Critical Thinking in University Students" 13, no. 2 (2023), <https://doi.org/10.47750/pegegog.13.02.36>.

⁷ Shintia Nur Salsabilla, Patuan Raja, and Khairun Nisa, "The Use of Blog to Improve Students' Writing Ability in Explanation Text," no. 1 (2014).

⁸ Y Setyaningsih, E., Wahyuni, D.S., Zainnuri, H., Hariyanti, "Nurturing Divergent and Creative Thinking through Micro Writing: Insights from a Tertiary EFL Classroom," *PROCEEDING AISELT (Annual International Seminar on English Language Teaching* 7, no. 1 (2022): 271–81.

Feedback mechanisms particularly in interactive digital settings, further enhance the effectiveness of micro-writing. An online peer-feedback environment helps students improve their writing skills, increase their motivation, and reduce writing anxiety while learning English as a foreign language.⁹ Sahril, Saragih, and Stephano found that micro-writing blogs could improve students' creativity because they received ongoing feedback from their peers.¹⁰ This cycle of micro-writing and feedback helps students to become more actively engaged and increases their level of engagement. This digital learning environment encourages continuous interaction, collaboration, and active participation, thereby promoting the development of students' writing skills. Therefore, students' engagement in micro-writing blog activities can be considered an important pedagogical factor that may contribute to improved writing achievement.

Previous studies found an inconsistent result of the relationship between *Self-Efficacy* and writing achievement, especially in higher education context in Indonesia. Previous research has pointed to the pedagogical advantages of micro-writing and digital writing platforms, but these teaching practices are seldom examined together with psychological constructs such as Academic *Self-Efficacy* under a single correlational design. There are few empirical studies have investigated how students' confidence in their academic abilities and their engagement in micro-writing blog activities are related to their blog writing achievement within the same research framework. Limited evidence is available regarding these relationships among students of the English Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. This gap highlights the need to examine whether Academic *Self-Efficacy* and Micro-Writing Blog Engagement are associated with students' blog writing achievement in the context of English language learning. The research is aimed to explain the correlation between Academic *Self-Efficacy*, the engagement of micro-writing blog, and students blog writing achievement of the English Language Education Program of UIN Sayyid

⁹ Siyi Cao et al., "A Review of the ESL / EFL Learners' Gains from Online Peer Feedback on English Writing," no. October (2022): 1–13, <https://doi.org/10.3389/fpsyg.2022.1035803>.

¹⁰ Mohamad Sahril et al., "MICRO-WRITING BLOG TO IMPROVE STUDENT CREATIVITY IN WRITING ACTIVITIES" 6, no. 1 (2015): 101–6.

Ali Rahmatullah Tulungagung. Therefore, this study was entitled: **The Correlation Between Academic *Self-Efficacy*, Micro-Writing Blog Engagement and Student's Blog Writing Achievement at The English Education Program of UIN Sayyid Ali Rahamatullah Tulungagung.**

B. Statement of Research Questions

Based on the background of the study, several research questions are formulated as follows:

1. Is there any positive correlation between Academic *Self-Efficacy* and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung?
2. Is there any positive correlation between micro-writing blog engagement and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung?
3. Is there any positive correlation among Academic *Self-Efficacy*, micro-writing blog engagement, and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung?

C. Objectives of the Research

Based on the statement of research question above, the researcher arranges objective of the study as follows:

1. To find whether there is correlation between Academic *Self-Efficacy* and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung;
2. To find whether there is correlation between micro-writing blog engagement and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung;
3. To find whether is correlation among Academic *Self-Efficacy*, micro-writing blog engagement, and students' blog writing achievement at the

English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.

D. Formulations of Hypothesis

The hypothesis of the research can be formulated as follows:

1. Academic *Self-Efficacy* and Blog Writing Achievement

- a. **H₀:** There is no positive correlation between Academic *Self-Efficacy* and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.
- b. **H₁:** There is a positive correlation between Academic *Self-Efficacy* and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.

2. Micro-Writing Blog Engagement and Blog Writing Achievement

- a. **H₀:** There is no positive correlation between micro-writing blog engagement and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.
- b. **H₁:** There is a positive correlation between micro-writing blog engagement and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.

3. Academic *Self-Efficacy*, Micro-Writing Blog Engagement, and Blog Writing Achievement

- a. **H₀:** There is no positive correlation among Academic *Self-Efficacy*, micro-writing blog engagement, and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.
- b. **H₁:** There is a positive correlation among Academic *Self-Efficacy*, micro-writing blog engagement, and students' blog writing achievement at the English Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significances of the Research

The results of this research are expected to provide both theoretical and practical benefits.

1. Theoretical Significance

This study is expected to contribute to a deeper understanding of the correlation between Academic *Self-Efficacy*, engagement in micro-writing blog activities, and writing achievement among students in the English Language Education Program of UIN Sayyid Ali Rahmatullah Tulungagung. Since academic writing requires not only linguistic competence but also cognitive and psychological readiness, examining students' beliefs regarding their academic abilities and their engagement in structured writing activities is crucial for explaining their writing achievement.

2. Practical Significance

a. For Teachers

The findings of this study can help instructors understand how Academic *Self-Efficacy* and engagement in micro-writing blog related to students' blog-writing achievement. This understanding enables instructors to design more effective learning strategies that not only emphasize linguistic aspects such as grammar and organization but also foster students' self-confidence, motivation, and active engagement. Specifically, integrating micro-blogging assignments can serve as a practical approach to encourage sustained writing practice and self-directed learning.

b. For Students

This study emphasizes the importance of Academic *Self-Efficacy* and active engagement in micro-writing blog activities for improving micro-writing blog achievement. By recognizing the role of these two factors, students are expected to develop greater *Self-Efficacy*, motivation, and perseverance in completing writing

assignments. This awareness is particularly valuable for students in the English Language Education Program, as future teachers who are required to demonstrate strong writing competencies and positive *Self-Efficacy* in an academic context.

c. For Future Researchers

This study can serve as a reference for future research examining the interaction between psychological and pedagogical factors in writing achievement. Future researchers are encouraged to explore additional variables such as writing anxiety, learning motivation, or self-directed learning strategies, as well as to employ different research designs or contexts to enrich and expand upon findings related to the development of students' writing skills.

F. Research Scope and Limitations

This study focuses on examining the correlation between Academic *Self-Efficacy*, engagement in micro-writing blog, and Student's Blog Writing Achievement in the English Language Education Program of UIN Sayyid Ali Rahmatullah Tulungagung during the 2024/2025 academic year. Student blog writing achievement in this study is reflected through the main components of writing, including content, organization, grammar, vocabulary, and mechanics, based on standard writing assessment criteria in English language education. This study employs a quantitative correlational design to analyze the relationships among variables. Academic *Self-Efficacy* (X_1) and engagement in micro-writing blog (X_2) were measured using a questionnaire distributed to the participants. Meanwhile, student blog writing achievement (Y) was obtained through documentation in the form of student grades on microblog writing assignments evaluated by instructors. The sample consisted of 65 students selected through purposive sampling from a total population of 159 fourth-semester students who are enrolled the *Content Writing for Creative Industry* in third-semester at English Education Study Program.

Data collection methods included questionnaires to measure Academic *Self-Efficacy* and the level of engagement in writing short blog posts, as well as documentation of students' blog writing grades provided by lecturer. This study was limited to testing the correlation among these three variables and did not investigate other psychological factors or language skills, as its primary objective was to determine the level of correlation without applying any experimental treatments.

G. Definition of Key Terms

1. Correlation

Correlation research examines the relationship and degree of relationship between two or more variables without any attempt to influence those variables, so that there is no manipulation of variables.¹¹ This study employs a correlational design to examine whether there is a positive relationship between Academic *Self-Efficacy*, the level of student engagement in blog-based micro-writing activities, and their writing achievement among students in the English Language Education Program of UIN Sayyid Ali Rahmatullah Tulungagung.

2. Academic *Self-Efficacy*

Academic *Self-Efficacy* refers to an individual's belief in their ability to plan and carry out the actions necessary to achieve specific academic goals or tasks.¹² This construct is rooted in Bandura's *Self-Efficacy* theory, which emphasizes that individual's beliefs about their abilities influence the activities they choose to do, the amount of effort they exert, their level of persistence in the face of challenges, and the strategies they use to complete academic tasks.¹³

¹¹ Lista Selviana, M Win Afgani, and Rusdy A Siroj, "Correlational Research," *INNOVATIVE: Journal Of Social Science Research* 4, no. 1 (2024): 5118–28.

¹² Anthony R. Artino, "Academic *Self-Efficacy*: From Educational Theory to Instructional Practice," *Perspectives on Medical Education* 1, no. 2 (2012): 76–85, <https://doi.org/10.1007/s40037-012-0012-5>.

¹³ Chih Hsuan Wang et al., "Exploring the Relationship among International Students' English *Self-Efficacy*, Using English to Learn *Self-Efficacy*, and Academic *Self-Efficacy*," *Journal of International Students* 8, no. 1 (2018): 233–50, <https://doi.org/10.5281/zenodo.1134299>.

3. Micro-Writing Blog Engagement

Micro-Writing Blog Engagement refers to students' active participation in brief, focused writing activities through blog-based platforms. This includes the frequency and consistency of writing, idea development, and interaction through feedback in an online environment. Micro-writing encourages regular practice, creativity, and active engagement, while blogs provide an interactive space for collaboration and feedback.¹⁴ Therefore, in this study, Micro-Writing Blog Engagement is defined as the extent to which students consistently engage in blog-based micro-writing tasks, including writing activities, expression of ideas, and feedback interactions.

4. Writing Blog's Achievement

Blog Writing Achievement refers to Student's Blog Writing Achievement as reflected in the grades they receive on blog-based writing assignments evaluated by instructors.¹⁵ These grades represent students' overall writing ability based on multiple assignments, covering content, organization, grammar, vocabulary, and style, and thus indicate their academic writing competence. In this study, blogs were used to facilitate micro-writing tasks.

¹⁴ Setyaningsih, E., Wahyuni, D.S., Zainnuri, H., Hariyanti, "Nurturing Divergent and Creative Thinking through Micro Writing: Insights from a Tertiary EFL Classroom."

¹⁵ Brown, *Language Assessment : Principles and Classroom Practices*.