

A Study on Students' Self Efficacy on “Journal Article and Magazine” of Bidikmisi Program at State Islamic Institute of Surakarta

THESIS

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for The Degree of Undergraduate in English Education Department**



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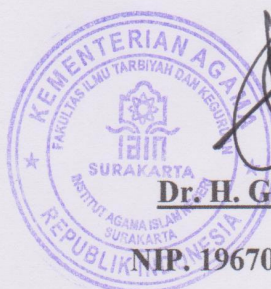

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DEDICATION

This thesis is dedicated to :

1. My beloved parents (H. Abdul Mukholik, and Siti Zaenab)
2. My beloved brother (Ahmad Nuril Mustofa)
3. My beloved friends in Absurdlicious Class
4. My beloved friends (Idah S, Rias Yuniarti, Avilia S, and Tri Utami)
5. My beloved friend (Rohmat Subangun)
6. My beloved almamater (The State Islamic Institute of Surakarta)

MOTTO

Then which of the favours of Your Lord will you deny?

(Qur'an 55:13)

With every difficulty, there is relief.

(Qur'an 94: 5)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled "A Study on Students' Self Efficacy on "Journal Article and Magazine" of Bidikmisi Program at State Islamic Institute of Surakarta" is my real masterpiece. The things out of my masterpiece in the thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The reseracher hopes that this thesis is useful for the researcher in particular and readers in general.

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Surakarta, 20 August 2018

The Researcher

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ABSTRACT

Umu Miftahus Sa'adah. 2018. "A Study on Students' Self Efficacy on "Journal Article and Magazine" of Bidikmisi Program at State Islamic Institute of Surakarta". Thesis English Education Department, Islamic Education And Teacher Training Faculty.

Advisor : Dr. Imroatus Solikhah M.Pd

Keywords : Self-Efficacy, Journal Article, Creative Writing; Magazine, Bidikmisi Program

The objectives of the research are to give description about sixth semester students' self-efficacy on journal article and creative writing; magazine team, and their writing achievement of Bidikmisi program of Islamic Education And Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018.

This research used descriptive qualitative research design that focused on students' self-efficacy on journal article and creative writing; magazine. Based on the requirement of the objective relates to the study, the informant of the study is sixth semester students of Bidikmisi Program on Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta who have published their writing product; *Academica* journal and *Toga* magazine. The researcher as the key instrument, used self-efficacy questionnaire (SEQ) which consists of 25 items questionnaire adapted from Hamka (2010), interview, observation and document to collect the data. Furthermore, to analyzed the data, the reseracher used data reduction, display of the data and conclusion drawing and verification. While the researcher used SPSS 21. to input the data from the result of the questionnaire.

The result of the study shows that Bidikmisi students in journal article and magazine team have medium and high level of self-efficacy. The medium level consists of 1 student from journal team (16.7%), and 1 student from magazine team (14.3%). High level of self-efficacy consists of 5 students in journal team (83.3%), and 6 students in magazine team (85.7%). Meanwhile, the level of students self-efficacy also have interrelation with those writing performance and the achievements of writing product.

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CHAPTER I

INTRODUCTION

This chapter will explain several points, namely background of the study, identification of the problem, limitation of the problem, research problem, the objective of the study, benefits of the study, and the definition of key terms.

A. Background of the Study

Sturgeon (2009) stated that self-efficacy in language is person's belief that one can complete a specific language difficulties effectively. It includes the belief to use form, gestures, words, sentences, function, and all of element of language. Language is a human system of communication. Bell (1981: 19) stated that language is form, sounds, and letters, combined into larger units such as words, sentences, and so forth. Walija (1996) defines language as one of important instrument to support human communication in society, because it includes the most complete and effective way to conveys ideas, messages, intentions, feelings, and opinion to others. In other hand, to develop the culture, the member of society uses language to construct a set of knowledge, and they possess a distinctive way of communication through language (Choliludin, 2005). Feez (1998:12) stated that "language is a functional, meaning-making system which is systematically linked to the contexts which it used; people draw on this system to construct whole unified texts each of which fulfils a social purpose through its structure". This means that relevant "Language is purely human and non-instrinctive

method of communicating ideas, emotions, and desires by means of voluntarily produced symbols (Sapir in Liza, 2006:4).

English is one of the great and growing world language. Most of people in this world use it in communication and for making relationship with people different part of place in all over the world. Sandra (2018) states, “English is as the most succesfull language, which there are about between 1500 and 2000 million people currently speak English”. So, it is easier for people to conduct international relationship with all nation in the world if they have good mastery in English. This is why the Indonesian government chooses English as the first foreign language to be taught in school (Lauder, 2008).

English learning is one of important process in skill acquired. Watkins (2007) argues learning is reflective activity which enables the learners to draw upon previous experience to understand and evaluate the present. In English language learning process there are some skills that must be mastered by students. They are receptive and productive skill. Receptive skill consists of reading and listening as they used in receiving information, and productive skill consists of writing and speaking as they are useful for producing and conveying information (Mundhe, 2015). Those skills are needed to students to communicate both oral and written form.

Writing is one of main focus in English learning process. Harmer (2006: 79-80) defines writing as a basic language skill. In writing, students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media.

In brief, the most recording of ours is in writing form. In addition, Chastain (1988) states that writing is a basic communication skill and a unique tool in the process of second language learning. It is complex activity which requires different kinds of mental process and skills on the language learning. Writers not only need to generate and organize their ideas using the available tools of vocabulary, paragraph organization, but also they are required to turn their ideas into a coherent text (Richards & Renandya, 2002). Writing requires complex, integrated process in order to compose a logical, coherent text suited for its purposes (Yan, 2011). Nunan (1999) describes it as an “enormous challenge to produce an elaborated text”. Therefore, writing is not an innate natural ability but is a cognitive ability and is acquired through years of training (Harris, 1993).

Hashemnejad (2014) states that writing is the major tool by which learners show their knowledge in the target of language. Besides, by mastering writing, the learners are able to sharpen their ability in language aspects such as vocabulary, and grammar. Due to the fact that producing a good writing needs the mastery on language aspects.

However, in the process of writing, learners need two components namely linguistics and non linguistics aspect. Harris (1974) in Wening (2016), there are five linguistics and non linguistics components of writing namely content, form, grammar, style and mechanics. So, when the learners do their writing, five components above will guide them to produce a good piece of writing. Furthermore, the learners also involve non linguistics aspect. As stated by McLeod (197) in Pajares and Johnson (1993) that

writing is much an emotional as cognitive activity, affective components strongly influence all phases of writing process. It means that in the process of writing, the writer involves not only the linguistic components but also the psychological factors to support the cognitive component in the outcomes of their writing.

Self-efficacy is one of the psychological factors that influence the students' writing skill. It is one of social-cognitive theory developed by Bandura in 1986. It is an individual's beliefs in his or her capability to achieve a specific goal (Bandura:1994). Furthermore, he says that self-efficacy affects human function such as cognitive processes. Since self-efficacy affects the cognitive process, it is believed that there are some relationship between knowledge and action. The individuals who believe that they can actually form the expected outcome, they will have the motivation and encouragement to develop a definite action. When people choose to take part in activities, these self-efficacy beliefs influence them. Moreover, these beliefs also affect the attempt that they extend and how they bear when facing the problems (Hashemnejad, 2014). Bandura (1992) believes that the learners with high self-efficacy feel confident about finding the solution to a problem because the learners have created an idea to problem solving that has been accomplished in the past. They believe that their own competency will be better when they work harder, and they assign their success according to their own attempts and schemes.

Maddux & Volkman (2010) also state that self-efficacy provides learners with a sense of personal agency- the realization that one's action cause outcomes. Self-efficacy will motivate learners to learn something because its enable learners to use such self-regulatory processes as goal setting, self monitoring, self evaluation, and strategy use. In addition, Gredler (2009: 366) states, "Self-efficacy refers to how someone able to organize or handle the situation until they reach the goal-accomplish the task, although that is a something new which they do not know before".

From the explanation above, self efficacy is believed as one of psychology aspects affecting the way of people do their cognitive process in assesing his or her language capabilities and arranging them while attending to specific language task especially in writing process. Self-efficacy often lead to effort and persistance on tasks, and to setting higher goals (Bandura, 1989). Meanwhile, Multon (1991) states that self-efficacy also often refers to students' believe to develop their motivation and their academic work.

There are some previous studies on the relation of students' self-efficacy on writing. Tola (2016) finds that self-efficacy predicts the overall writing performance. He concludes that someone with good self-efficacy level can improve his/her good writing performance, and on the contrary. Another study by Pajares (2003) demonstrates that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school. The beliefs which students create, develop, and hold to be true about themselves are vital forces in their success or failure in school.

Furhermore, Parilah (2011) said that self-efficacy is the key to promoting students' cognitive, behavioural and motivational engagement, which demonstrates the importance of its role in the development of writing competence. Because in doing writing, a writer involves not only the cognitive aspects but also the affection and many practices to gather the ideas into a piece of writing (Wening, 2016). It means that in writing, the writer also involves their affection, emotion, and creativity.

Affection, emotion, and creativity in writing, are the important components that can not be obtained in a short of time. Akadiah (1999: 143) states that those components can be gained from the process of writing practice and training. In addition, Ramet (2007) said that the creativity in writing also can be gained by drawing the ideas in our experiences in the way writing workshop or writing training. Drawing the ideas in our experience offers a wealth of information for the accuracy of writing.

Writing training program is the way to provide treatment in writing field, either in the form of treatment for the process, and action (Taufik, 2013). Silberman (2006: 1) states, "Writing training is a method of enhancing human performance, especially in writing field, and it also used for developing learners' creativity and motivation". Additionally, Blanchard and Thracker (2004: 4) states that writing training also provides the opportunities to the learners to improve their performance, and implementate the design of problem-solving. "Writing training program also used to assist students in developing their confidence in producing some writing product, and it usually in university level" (Trisanti, 2011) .

At the State Islamic Institute of Surakarta, the writing training focused on the students of bidikmisi program. Those program used as the tool for developing students' professionalism in their writing skill. Meanwhile, this program also helps student to develop the quality of their writing, and to integrate their knowledge, especially in producing published writing product. The type of product in this writing program are journal article and creative writing; magazine which are selected by the editor and instructor.

Bidikmisi program is one of the program established by The Republic of Indonesia Government since 2010 in accordance to a hundred-day United Indonesia Cabinet2nd (Kemendikbud, 2010). This education fee subsidy allocated to senior high school/vacational school/MA graduation who achieved excellent performance yet coming from poor families who could not afford to enrolled their education a higher education (Burhanudin, 2014). As for the regulation of bidikmisi, used as the base of policy in the extension of tuition fee initially by Ordinance No. 20 Year 2003 regarding national education system article 5 verse 12, and Government Regulation No. 48 Year 2008 regarding educational funding, section 5 article 27 verse 1 and 2 which stated that the fulfillment of students' right as mentioned in verse 1 conducted by giving scholarship to excellent achievement student; subsidy or education tuition exemption; and interest free loan that must be paid back after graduation and or obtaining a job. Another regulation of bidikmisi is the regulation of Education and Culture Ministry No. 96 Year 2014 (Wasahua, Koesmaryono, & Sailah, 2018).

Based on the researcher's pre-research, writing training of bidikmisi program in the State Islamic Institute of Surakarta is a program for bidikmisi student which is conducted since the first semester. Academic and Student Affairs of State Islamic Institute of Surakarta states that the writing training of bidikmisi program becomes the responsibility of the Students Affairs and Cooperation (WR3) since 2011. This program includes all of the faculty in the State Islamic Institute of Surakarta; Islamic Education and Teacher Training Faculty (FITK), Islamic Economics and Business Faculty (FEBI), Faculty of Ushuludin and Dakwah (FUD), and Sharia (Syariah).

In this writing program, the students of bidikmisi should produce the published product of writing. The type product of writing in this program should be a journal article which is appropriate in national journal and creative writing; magazine. Those writing journal article and creative writing; magazine can challenge students to improve their writing competences, and also challenge the students' self-efficacy that is used to do the writing task. Because, those are writing for journal and the magazine have different writing criteria that student have to mastery. Meanwhile, students also should produce their writing product based on the selection system.

Based on the consideration above, the researcher will do the observe by taking the title: "A Study on Students' Self-efficacy on "Journal Article and Magazine" of Bidikmisi Program at State Islamic Institute of Surakarta".

B. Identification of the Problem

Based on the background of the study above, it can be identification of problem such as:

1. Writing is a complex process.
2. Writing relates to students' self efficacy, especially on journal article and creative writing; magazine.
3. Students of bidikmisi program have different level self-efficacy on journal article and creative writing; magazine.
4. Students have different criteria on writing achievement or product in bidikmisi program.

C. Limitation of the Problem

The researcher limits this study by the following limitation:

1. The study is focus on students' self efficacy
2. The subject study is limited to the process of students' writing skill
3. The subject study is limited to writing journal article and creative writing; magazine.
4. The subject study is limited to the sixth semester student of Bidikmisi program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018.

D. Research Problem

The research problem of the study is:

1. How is the description of sixth semester students' self-efficacy on journal article and creative writing; magazine of Bidikmisi program of

Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018?

2. How is sixth semester students' achievement on journal article and creative writing; magazine of Bidikmisi program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018?

E. The Objective of the Study

In accordance with the problems described above, the purpose of this study as follows:

1. To find out the information about the description of sixth semester students' self efficacy on journal article and creative writing; magazine of Bidikmisi Program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018.
2. To find out the information about sixth semester students' achievement on journal article and creative writing; magazine of Bidikmisi Program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018.

F. Benefits of the Study

There are some benefits that will be gained through this study. Then, the researcher divides the benefits into two categories. Both are theoretically and practically categories.

1. Theoritically

Theoritically, the results of the study are expected to give the contribution to develop the study. The researcher expects that the result of this research can be used as reference for those who want to conduct a research about students' self efficacy on writing skill; journal article and creative writing (magazine).

2. Practically

Practically, the researcher expects that the study will give the inspiration for other studies, especially in English Education Department of State Islamic Institute of Surakarta. Also the researcher hopes that this study can be helpful to others. Moreover, the researcher expects that this study also will give students an awareness of improving their self-efficacy on writing skill, especially in student of Bidikmisi Program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta.

G. The Definition of Key Terms

In order to clarify the title Students' Self-Efficacy on "Journal Article and Magazine" of Bidikmisi Program at State Islamic Institute of Surakarta, the researcher gives the definition of key term to avoid misunderstanding.

1. Writing Skill

Writing is a complex, cognitive process, that requires sustained intellectual effort over a considerable period of time (Nunan, 1999).

2. Journal Article Writing

Stacy (2016) defines journal article writing is a process to make a journal article with following the appropriate ways in a good rule of citation.

3. Creative Writing; Magazine

Creative writing; magazine defines as the type of writing that has innovative and creative ideas that are entertaining, and useful in some essays, stories, poems, articles, fiction, and images (Ramet, 2006).

4. Self-Efficacy

Bandura (1994) stated that self-efficacy is the beliefs in one's own ability to successfully accomplish something. Self efficacy simply refers to people specific judgements and beliefs about their abilities to perform some task.

5. Bidikmisi

Bidikmisi is one of the Education and Culture Ministry program that targets in talented students particular from poor families, to persue tertiary education (Kemenristekdikti).

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explains about: Review on writing, writing skill, writing journal article, creative writing, self-efficacy, bidikmisi program, and previous study.

A. The Nature of Writing

1. Notion of Writing

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signson a survace. “Writing is functional communication, making learners possible to create imagined worlds of their own design” (Kern, 2000: 172). It means that through writing, learners can express thought, feeling, ideas, and their experiences.

Nunan (2003) defines that writing is the process of thinking to find ideas, thinking about how to express into a good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides writing is both a physical and mental act. It is the physical of committing word or ideas to some medium, whether it is an object or a symbol or an email message.

In other hand, according to Harmer (1983), writing belongs to productive skill besides speaking, in which the language users require the ability to produce language both spoken and written. Different from reading and listening, writing is solitary act. Writing communicates without facial expression, or gestures, but with the sense of the diction.

Writing is a process that occurs over a period of time, particularly if we take into account, sometimes extend periods of thinking that precede creating an initial draft (Haris, 1995). It also need some mental effort that must be combined and arranged. According to Bryne (1988) writing can be said to be the act of symbol, making marks on flat surface of some kind. But, writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. Writing is about making of word list as inventories of items. Writing, on the other hand, is learnt through the process of instruction. We learn to express our ideas in such way that can be understood by the readers.

Ilona (2008:21) defines that writing is communicating one way to and make the task easier is to use indentation techniques. These techniques will enable you to explore your ideas on a subject before you actually begin to write about it. Good writing help the readers understand the ideas or the context as clearly as possible writing is solitary and demanding task.

In accordance with the theories above, it can be concluded that the word “writing” indicates a set of thinking processes and arranging the ideas into permanent form. Writing is an activity to communicate oneself easily by using letters, words, phrases, and clauses from a series of related sentences. This definition shows that writing is an extension of a message through written text. It is the representation of language which was used to express and explain ideas in a textual medium through the use of signs or symbols.

2. Definition of Writing Skill

Writing is one skill of language that should be learned and taught. It will be hard to master a language, especially the writing skill. There are some definitions of skill given by some experts. The first definition can be seen in Webster (1968: 50) that defines skill as technical competence without insight or understanding or the ability for further elaboration or development. The second definition of skill comes from Hornby (1995: 820) means the ability to do something well. The third definition of writing skill comes from Hapton (1989: 16) means the specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

From the definition above, it can be said that writing skill is technical competence to do something well in transaction with words in forming combinations whereby the writer frees themselves from what a

writer think, feel, and perceive as the medium to manifest grammatical system of language.

3. The Process of Writing

Writing was the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wanted to produce a piece of writing must think how to make them work together in a writing process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be final draft. Harmer (2007) in Fahmi (2017) explained that there are four steps or process of writing. The process are:

a. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience or the reader. The audience or reader will influence not only the shape of writing. Thirdly, writers have to consider the content structure of the piece. It means that the writer have to consider about how the best sequence the fact, ideas, or argument in their writing.

Planning appears to be the stage in which we create a guidance to lead us in writing. In this stage, the writer firstly think out things to be content of writing. This stages is often called by pre-writing process. Planning will help us as the writer to generate the ideas by numerous ways such as brainstorming, outlining, topic analysis, freewriting, and planning.

b. Drafting

The drafting stage is the stage where we really begin writing. After we have finished in planning, we can continue to make the draft on the paragraph. In drafting, the writers need to arrange their writing. It can be done by using native language first and later translate into English or directly write in English. In this stage, the writers start to concern about several aspects related to writing such as grammar, spelling, vocabulary, and content of their writing to discover how they can express their ideas.

c. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps, in order of information is not clear enough. The way to revise and improve the first draft is called editing. Writers edit their grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material, and etc.

The writer can consider some steps of editing, for those are follows:

- 1) Add new ideas to suport the topic
- 2) Cross out the sentences that do not suport the topic
- 3) Change the order of sentencees
- 4) Using the following steps to revise the paragraph;
 - a. Make sure we have a topic sentence
 - b. Cross out sentences that do not relate
 - c. Check to see if the sentences are right order
 - d. Add new ideas that suport the topic
 - e. Make sure we have included signals words to help guide the reader and check the punctuation, spelling, and grammar.

d. Final version

In this stage, we have produced the final version of our writing result. Sundem (2007: 62) said that the final step of writing process is publishing. Publishing becomes the central to the implementation of authentic writing. Because publishing refers to students' pairing of choce and purposes in writing.

In other hand, Oshima and Hogue (1999: 3-14) argues different process or stages of writing. Those are prewriting, planning, and writing and revising draft.

- 1) Pre writing

Pre writing is a systematic process of developing the ideas and giving them shape. As the first stage in writing process, planning is a series of strategies designed to find and formulate information in writing to create and shape the text, we need to consider all the ideas.

- 2) Planning

Planning stage is the stage when we organize the ideas and generated by brainstorming into an outline. In planning stage, we also making sub list, topic sentences and also outlining.

- 3) Writing and revising draft

Revising is a procedure for improving a work in progress. As the third and final stage in writing process, revising is a series of strategies designed to reexamine and evaluate the choices that have created a piece of writing.

Form the explanation above, it can be said that writing is a process of developing ideas into the larger context. In writing, the writer needs some steps to explain the ideas. This steps contains the way how the writer verify the ideas, and how the writers gives the attention to the text structure. Those steps aim to make the information can be understood by the reader clearly.

4. The Purpose of Writing

There are many purposes of writing. Brokkes (2000:3) says that the first purpose of writing is to get information from someone that we cannot directly talk to, the second is as the problem solving of volume of having to store more than human power on remembering, the third purpose might be to filter and shape our experience.

Gillick et al (1987:61) states that the emphasis is on learning to write fairly extended pieces of English. We are interested in helping students to express ideas, thoughts, processes and feeling on paper; to organize those ideas, thoughts and feeling of writing. So, it is about putting sentences together to make some sense.

The next idea, McMahan (1996:26) explains about the four purposes of writing. The purposes are:

- a. To express the writer feeling

The writer wants to produce and express what she or he feels or thinks through the written form, and it is called expressive writing.

- b. To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers, and it is called literary writing.

- c. To inform the readers

The writer intends to inform some information or explain something in details to the readers. It is a kind of informative writing.

- d. To persuade the readers

The writer wants to persuade the readers with her or his ideas or opinion or concept, and it is called persuasive writing.

On the other hand, in academic purpose, Byrne (in Sulistyorini, 2013:15) mentions five pedagogical purposes of writing, as follows:

- a. To introduction and practice of some forms of writing enables us to provide for different learning styles and needs.
- b. Written work serves to provide the learners with some tangible evidences that they are making progress in the language.
- c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated appears to be more effective than relying on single medium alone.
- d. Writing provides variety in classroom activities, serving as a break from oral work.
- e. Writing is often needed for formal or informal testing.

Furthermore, Hugo (as cited in Imanniar, 2017) explains the purposes in writing activities as follows :

- a. Assignment purpose

In term of this purpose, the writer actually doesn't have the purpose of writing. It was just for completing the task given.

b. Altruistic purpose

Here, the writer intended to entertain the reader through his writing order so they could serve the life in the easy, simple, and enjoyable way.

c. Informative purpose

The writer introduced and expressed what he really feels or thinks to the readers.

d. Creative purpose

Through his or her writing, the writer wanted to perform artistic norms by him or herself.

e. Problem solving purpose

The writer wanted to explain and analyse the problem in his or her mind so that the reader understands it.

f. Persuasive purpose

The writer wanted to persuade or convince the reader about his or her idea.

g. Self-expression purpose

The writer introduced and expressed what he or she really thinks to the reader.

5. Types of Writing Performance

Brown (2000: 220) mentions four categories of written performance, the categories are:

a. Imitative

To produce written language, we must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This categories includes the ability to spell correctly and to perceive phoneme-grapheme correspondences.

b. Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentences. Meaning and context are some importance in determining correctness and appropriateness, but most assesment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. Responsive

Here, the writer under specified conditions begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer will more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purposes. writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate the ideas.

6. Micro and Macro Skills in Writing

Brown (2004 : 187) states that skill of writing can be divided into macro and micro skills, they are as follows :

a. Micro skill

- 1) Produce graphemes and orthographic pattern of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

b. Macro skill

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.

- 3) Conveys links and connections between events, and communicative such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings of writing.
- 5) Correctly conveys culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

7. Characteristics of Good Writing

There are some characteristic of good writing. Wilson (2014) explained, the characteristics, as follows :

a. Completeness

A complete text or paragraph contains details as fact name are specifics individual, data, figures, coast, location, signal or statistical detail. Completeness means the controlling idea thoroughly develop by the use of particular information.

b. Unity

Unity is the only main ideas in a paragraph. The main ideas are stated in the topic sentence, and then each and every supporting sentence develops that ideal (Oshima and Hogue, 1999:18).

c. Order

Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the ideas the written form. Houghton Mifflin says that “chronological order is a way organizing according to the time in which are happen not.

d. Coherences

The last characteristic of the text or paragraph is coherence. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

Additionally, Murray & Rockowitz (2012) argues the five qualities of good writing with the following:

a. Focus

A paper should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.

b. Development

Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.

c. Unity

Every paragraph in an essay or paper should be related to the main idea. Each paragraph should stick to its main point.

d. Coherence

An essay or paper should be organized logically, flow smoothly, and “stick” together.

e. Correctness

A paper should be written in generally correct standard English, with complete sentences, and be relative error-free.

From explanation above, it can be said that good writing is the way how writers write and deliver their ideas in a paragraph coherently, unity, and correctly.

8. The Problems of Writing

There are three heading problems which are caused by writing according to Byrne (1997: 4-5). Those are psychological problems, linguistics problems, and cognitive problems.

1. Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or benefit of feedback, in itself makes

the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.

2. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, and etc) or more relatable, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

3. Cognitive Problems

Writing is learned through process of instruction. The written form of language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

9. Genres of writing

Brown (2004: 219) said there are three main genres of writing:

a. Academic writing

Academic writing consists of papers and general subject reports, essays, composition, academically focused journal, short answer test responses, technical reports, thesis, dissertations.

b. Job-related writing

Job related writing consists of messages, letters or e-mails, memos, reports, schedule, labels, signs, advertisements, announcements, manuals.

c. Personal writing

Personal writing consists of letters, e-mails, greeting cards, invitation, messages, notes, calendar entries, shopping list, reminders, financial documents, forms, questionnaire, medical reports, imigration document, diaries.

In addition, Tyger (2017) explains that there are four genres of writing. Those are normal (informal) writing, creative writing, academic writing, and professional (business) writing.

a. Normal (informal) writing

Normal or informal writing is writing about anything in any way writers want.

b. Creative writing

Creative writing can be writing for novels, short stories, or poems. These creative writing includes multiple form of dialogue (which can consist of normal or informal writing), metaphor, similes, and etc.

c. Academic writing

Academic writing refers to a style of expression the writers or researchers use to define the intellectual

boundaries of their disciplines and specific areas of expertise.

d. Professional (business) writing

Professional or business writing conveys the common information with business form. There are many different format within professional writing including letters to consumers/clients, letters within the company (to other employess, bosses), letters to supplier, and memos on progress.

In this line with Brown (2004: 219) and Tyger (2017). The researcher focused on the academic (writing journal article) and creative writing. The researcher wants to give more detail about writing journal article and creative writing as follows:

B. Writing Journal Article

1. Definition of Writing Journal Article

Journal Article is a journal that focus on research and also written by experts, scholars, researchers and for other professionals, and are usually scholarly and peer-reviewed (Stacy: 2016). Writing Journal Article is a process to make a journal article with following the appropriate ways in a good rule of citation. Because of journal is a scientific product that focused on one topic and must be use the supporting ideas or theories from the experts, the rule of citation in journal article higher than the other types product of publication writing.

Based on the definition above, writing journal article is a writing process to produce the journal written by and for experts, scholars, and researchers in academic field; to share their research with academic community.

2. Types of Journal Article

There are two types of journal article. Those are empirical and secondary research (Handbook of Journal Article Writing for English Language Teaching Students).

a. Empirical

Empirical also called primary research; the author/s have carried out first-hand research, and are presenting, describing, evaluating, and drawing conclusion from their research.

b. Secondary Research

Secondary research also called desk research; the author/s summarize, synthesize and draw conclusion on the published works of other authors.

In other hand, Purwani (2017) explains that the types of journal article are :

a. National journal

1. Scientific paper that written with scientific principles and ethics.
2. There is International Standard Serial Number (ISSN).
3. There is online published form.

4. Aims to accommodate and communicate the result of some research in the specific field.
 5. Addressed to the public readers or society.
 6. Published by publisher/professional organization/scientific organization/university/institution, and etc.
 7. Use bilingual language e.g Indonesia and English
 8. Abstract is in one of language e.g Indonesia
 9. Contains of scientific work or article from two or more writer with different institution.
- b. Accredited national journal
1. Scientific work/journal accredited by directoral general of higher education.
- c. International journal
1. Scientific work that written with scientific rules and ethics.
 2. There is International Standard Serial Number (ISSN).
 3. Written by using official language of PBB (Arabic, English, France, Spain, and Chinese).
 4. There is online published form.
 5. The editors (editorial board) are the expert from four country minimally.
 6. The scientific articles are published by the writer or researcher from four country minimally.

- d. Reputable international journal
 - 1. Journals that complete international journal criteria, and indexed by web of science/scopus, and have the factor of ISI Web of Science (Thomson Reuters) or Scimago Journal Rank (SJR).

3. Characteristics of Journal Article

Cifelli (2007) stated that there are some characteristics of journal article with the following information:

- a. “Serious” appearance with few bright colors.
- b. Articles are written by scholars, whose academic credentials are mentioned.
- c. Prior to publication, articles are typically “peer-reviewed” by other experts in the academic discipline.
- d. Article are meant to be read by other scholars and students.
- e. Articles contain scholarly language relating to the academic discipline.
- f. Articles represent a form of scholarly communication as authors report on the scholarly research.
- g. Articles ends with a list of refences to other scholarly journal articles and books.

4. The Elements of Journal Article

Retnaningsih (2013: 12) in Armis (2016) states that the elements of academic articles are included writing a title, author, abstract, key word, introduction, method, result, discussion, and acknowledgement.

a. Title

All articles begin with a title. The title is designed to stimulate the readers' interest. The main topic of the article should be stated in the title. There are thirteen types of title used in the journal articles:

1. Title that announce the general subject, for example:
Designing instructional and informational text.
2. Titles that particularize a specific theme following a general heading, for example: Pre-writing: The relation between thinking and feeling.
3. Titles that indicate the controlling question, for example:
Is academic writing masculine?
4. Titles that just state the findings, for example: Asthma in schoolchildren is greater in schools close to concentrated animal feeding operation.
5. Title that indicates that the answer to a question will be revealed, for example: The effects of summaries on the recall of information.
6. Title that announce the thesis-Indicate the direction of the author's argument, for example: The lost art of conversation.
7. Titles that emphasize the methodology used in the research, for example: Using colons in the titles: A meta-analytic review.

8. Title that suggest guidelines and/or comparisons, for example: Eight ways of improving instructional text.
9. Title that bid for attention by using startling of effective openings, for example: Something more to tell you: Gay, lesbian and bisexual young peoples' experience of secondary schooling.
10. Titles that attract by alliteration, for example: Legal ease and 'legalese'.
11. Title that attract by using literacy or biblical allusions, for example: Low! They came to pass. The motivations of failing students.
12. Titles that attract by using puns, for example: Now take this PIL (Patient Information Leaflet).
13. Title that mystify, for example: Is October Brown Chinese?

b. Author

The author confirms about the writer's name, institution, or email address. Providing the name of a single author is no problem, but providing the name of a pair authors might require resolution in terms of who come first. Retnaningsih (2013: 47) gives clear advice on allocating credit for authorship. It states that:

1. The sequence of names of the authors to an article must reflect the relative scientific or professional contribution of the authors, irrespective of their academic status.
2. The general rule is that name of the principal contributor should come first, with subsequent names in order of decreasing contribution.
3. Mere possession of an institutional position on its own, such as Head of the Research team, does not justify authorship.
4. A student should be listed as principal author on any multi-authored article that is substantially based on the student's dissertation or thesis.

c. Abstract

The abstract, although it heads the article, is often written last, together with the title. Abstracts summarize what has been done, sometimes in as few as 150 words. Structures of abstracts are typically written using five sub-headings such as; background, aim, method, results and conclusions.

d. Key word

Key words are typically:

1. Allow readers to judge whether or not an article contains material relevant to their interest.

2. Provide readers with suitable terms to use in web-based searches to locate other materials on the same or similar topics.
3. Help indexers/editors group together related material in, say, the end-of-year issues of a particular journal or a set of conference proceedings.
4. Allow editors/researchers to document changes in a subject discipline (over time).
5. Link the specific issues of concern to issues at higher level of abstraction.

e. Introduction

There types of structure typical in introductions are:

1. The one listed above where the authors establish their niche by indicating limitations or omissions in the previous research.
2. One where two (or more) different areas of research are viewed and the authors establish their niche by bringing them together.
3. One where some previous research has provided support for a particular findings or theory, and some have not, and the authors establish their niche by seeking to resolve and explain this.

f. Method

These course improve student knowledge and understanding on how different research method can be utilized to create the new information or knowledge. Methodological implications, possibilities and limitations are discussed and exemplified. Most method sections are usually subdivided (with subheadings) into three section, as follow; participants, measures, and procedures.

g. Result

The result section of the report clearly describes the findings of the study. The elements that included in result section are:

1. Statement showing where the result can be found.
2. Statement presenting the most important findings.
3. Statements commenting on the results this may included; generalizing from the result, explaining possible reasons for the results, and comparing the result with what was expected or with the results from the other studies.

h. Discussion

The elements that included in the discussion section are:

1. A reference to the main purpose of the study.
2. A generalized review of the most important findings' summaryof results.
3. Possible explanations for the findings in general

4. Comparison with expected result and other studies.
5. Limitations of the overall study that restrict the extent to which the findings can be generalized.

i. Acknowledgement

Most academic articles contain acknowledgements to various sources of help received during their preparation, although one editor of many acquaintance steadfastly deletes them on the grounds that they add nothing to the content. The different parts of an acknowledgement are as follow:

1. Financial (recognition of extramural or internal findings).
2. Instrumental/technical (providing access to tools, technologies, facilities, and also furnishing technical expertise, such as statistical analysis).
3. Conceptual (source of inspiration, idea generation, critical insight, intellectual guidance, assistance or referess, and etc).
4. Editorial (providing advice on manuscript preparation, submission, bibliographic, assistance, and etc).
5. Moral (recognizing the suport of family, friends, and etc).

5. Journal Article Assessment

Murray (2005) explains the writing journal article assesment as follow:

Essential Components	Indicator		Componential Checklist		Explanation
	Satisfactory	Unsatisfactory	Yes	No	
Abstract	Abstract clearly consist of purpose, methods, results, and conclusions.	Abstract is missing or does not include purpose, methods, results, or conclusion or is written in an unfocused, unclear manner or exceeds a specified word limit.			
Introduction/ Background	Introduction/backgound section that includes well-written description and critique of pertinent literature, rationale, for study, and research question (s)	Introduction/backgound section is missing or is incomplete or lacks critical analysis			
Methods	Methods, clear and appropriate description of population studied, reseach design, sampling method, data collection technique and data analysis	Methods section demonstrates insufficient knowledge of scientific method, or summarizes the pertinent details in an imprecise or inaccurate manner			

Continue

Essential Components	Indicator		Componential Checklist		Explanation
	Satisfactory	Unsatisfactory	Yes	No	
Result	Result section that includes pertinent tables or graphs and that are responsive to research question (s) and methods used	Result sections does not include pertinent tables or graphs or is incomplete or not appropriate for the research question (s) and methods used			
Discussion	Discussion selection includes a critical, insightfully, well-reasoned and thorough review of findings, interpretation of principal findings in relation to prior research, discussion of methodological weakness and limitations of the study, as well as strengths, and significance of the study.	Discussion section demonstrates inadequate critical reasoning and interpretation or lacks sufficient depth; methodological weakness and limitations and significance of study omitted or insufficiently described or inaccurate			
Conclusion	Conclusion (either as separate section or merged with discussion section) are supported by data and include recommendations for future research	Conclusion (either as separate section or merged with discussion section) and recommendations for future research are not supported by data			

Continue

Essential Components	Indicator		Componential Checklist		Explanation
	Satisfactory	Unsatisfactory	Yes	No	
References	References are sufficient in breadth and depth for topic and consistent and correct in format according to journal specifications	Not all references are cited , or are not appropriate or selection is superficial, or citation format is inconsistent or does not follow prescribed format			

2.1 Journal Article Writing Rubric Assesment

The table above adapted from Murray (2005), the researcher used the rubric for analyzing the component of journal article in order to get easily in giving assesment of the students journal article product.

C. Creative Writing

1. Definition of Creative Writing

Masri (2010) defines that creative writing seen from the word “creative and writing”. Creative comes from Latin word “*creatio*” that means creation, creature, nature of creation , while writing means writing. Ramet (2007) argues that creative writing is having the power to create an imaginative original literary production or composition.

From explanation above, it can be said that creative writing is a type of writing that consists of creative imagination, ideas, expression, and intelligence.

2. Genres of Creative Writing

Masri (2010) divides creative writing into two categories. Those are fiction and non-fiction creative writing.

a. Fiction

Fiction creative writing includes short story, comic, drama, poetry, song, novella, scenario, and screen writing.

b. Non-fiction

Non-fiction creative writing includes article, travel essays, book, column, profiles, culture criticism, magazine and booklet.

In this study, the researcher focuses on both of fiction and non-fiction genres. Because, the researcher focuses on creative writing; magazine. Creative writing; magazine defines as the type of writing that has innovative and creative ideas that are entertaining, and useful in some magazine rubrics; essays, stories, poems, articles, fiction, and images (Ramet, 2006). Magazines are containers for curated content of words, images and design, where each of the elements is as important as the order and the entire content is filtered through an editor via editorial philosophy that speaks and respond to the specific needs of a niche readership (Masurier, 2014). It divides into two types. Those are writing for general interest magazine and special interest magazine. (Ramet, 2006).

a. General interest magazine

General interest magazine is published for a wider audience to provide information, in a general manner and the

focus is on many different subjects. The main purpose of a general interest magazine is to provide information for the general audience. No background knowledge or expertise is assumed. Articles usually provide a broad coverage of topics of current interest. The language of magazine is geared to any educated audience. There is no specially assumed target audience. The examples of general interest magazine are *Time*, *Newsweek*, *Outlook*, *India Today*, and *The Week*.

b. Special interest magazine

Special interest magazine directed at specific groups of readers with common interest. Most special interest magazines cater to any specific interest or pursuits. This magazine attempts to cover all aspects of a broad subject, others are concerned only with a particular element of the general subject. The special interest magazine categorizes into farm magazines, sports magazines, business magazines, environmental magazines, entertainment magazines, automobile magazines, children's magazines, women's magazines, men's magazines, and literary magazines.

1. Farm magazines

Farm magazines featuring news and information pertaining to the agricultural sector. This magazine contains information about various farming equipment, farming practices, ideas and

technology suitable to small and big farms, raising unusual livestock, growing high-value crops, direct marketing of their products to bring in more income, and the techniques to develop value-added products.

2. Sports magazines

Sport magazine usually features articles or segments on sports comprising of many photographic images and illustrations. This magazine focus on general sports news and related issues about specific sports or games.

3. Business magazine

Most of these magazines are dedicated to the dissemination of information rrelated to particular business areas like accounting, banking, finance, international business, management, marketing and sales, real estate, small business, and etc. Business magazines offer readers an unparalleled look at business and economic news, with incomparable access to business. It also provides the most recent news about trends and developments in global business, financial markets and person finance.

4. Environmental magazines

The aim of this type magazines is to provide information about environmental issues and to share ideas about dynamic environmental.

5. Entertainment magazines

Entertainment magazine are usually glossy in nature and provide entertainment. This magazines carry news, scandals, gossips about celebrities in various entertainment field.

6. Automobile magazines

Automobile magazines offer a rich and varied examination of the automobile issues with vibrant photography.

7. Children's magazines

The aim of children's magazines is to engage children to learn new things through entertainment and to provide memories that last a lifetime. The contents is delivered through colourful images, read-aloud stories and various fun activities.

8. Women's magazines

Women's magazines play a variety roles as educator, family counsellor, beauty specialist and life style expert. This magazine reflects the spirit of

today's women-changing with the times, and moving with trends, styles and fashion.

9. Men's magazines

Men's magazines bring the latest style tips, travel guide, lifestyle improvement, offering advice, and information useful to men on a variety of topics.

10. Literary magazines

A literary magazine devoted to literature, usually publishes short stories, poetry, essays, literary criticism, book reviews, biographical profiles, and articles.

3. Elements of Creative Writing

There are several key elements common to all forms of creative writing; magazine. Ramet (2006) explains that the elements of creative writing; magazine are:

a. Cover story

The cover story is the beacon in magazine. Cover story refers to a story in magazine whose subject appears on its front cover. The cover page quite often carries stunning headlines to facilitate a compulsive buying of magazine. The cover story ought to be well-written and it should contain solid documentation, ample details and illustrative photograph.

b. Editorial

The magazine editorials give opinions on important contemporary social, political, economic, or legal issues and intend to persuade readers to agree to a particular point of view.

c. Articles

A magazine article is a piece of non-fiction writing targeted for a specific interest group. The first paragraph is a creative beginning which captures the reader's interest and hence it must be interesting. The second paragraph is the middle of the story. It includes the main points on how the writer has approached the subject and also gives the writer's personal expertise and opinion related to the topic. The final paragraph, the ending, should bring the article to a satisfying resolution from the reader's point of view.

d. Features

Features stories are articles that have human-interest and focus on particular people, places and events. Features stories are descriptive, colorful, thoughtful, reflective piece of journalistic writing about original ideas.

e. Columns

Columns, which are essentially opinion pieces, represent the strong, informed and focused opinion of the writer on an issue of relevance. Columns contains the strong, unique

voice of the writer. To write a good columns requires more than just the ability to articulate an opinion. The opinion must make sense, provide insight and be convincing.

f. Reviews

A review provide critical assesment, factual information and description of the work and express the opinion. It is an evaluation with ilustration, explanation or argument.

g. Essays

A short literary composition on particular theme or subject, it can be prose or general analytical. In terms of writing, essays need original sentences for the entire essays: a thesis, a mini-thesis that begin each paragraph and concluding sentence.

4. Characteristics of Creative Writing; Magazine

Cifelli (2007) stated the characteristics of creative writing; magazine are:

- a. “Glossy” appearance with photographs, advertisements, and catchy article titles.
- b. Articles are written by journalist and magazine staff writers.
- c. Articles are meant to be read by the general public.
- d. Articles contain language for the layperson.
- e. Articles seek to entertain or to report on current events and topics of general interest.
- f. Articles are usually relative brief.

g. Articles usually do not include a bibliography.

5. Creative Writing; Magazine Assessment

Ramet (2006) said that the magazine assessment consists of online and offline assessment, as the components as follow:

a. Online Creative writing; magazine assessment

Components	Excellent	Good	Medium	Poor
Overall appearance	Target audience represented, attractive, creative, well organized, and inviting	Target audience represented, attractive, creative, and inviting	Target audience inconsistent, shows little creativity, inviting	Target audience forgotten, shows little creativity, do not inviting.
Cover	Creative, clear, focus, excellent title, good choice of image, very well	Creative, clear enough, good title, good choice of image.	Somewhat creative, clear enough, adequate title, image included	Shows little creativity, do not clear, adequate title, image included
Content or Features	Interesting topic of content, illustration included, well written.	Good variety of topics, illustration included, well written.	Adequate variety of topics, illustration included, writing adequate	Adequate variety of topics, there is no illustration, and writing adequate

Continue

Components	Excellent	Good	Medium	Poor
Illustration	Highly creative and connected to the topics	Creative and connected to the topics	Creative enough, and not always connected to the topics	Shows little creativity, and seldom connected to the topics
Extras	There are a variety of extra features such as online advertisements, online letters to the editor, and etc.	There are extra features, but in the some period of time	Sometimes there are extra features	There are no extra features
Conventions	There are no error spelling, punctuation, capitalization, or sentences.	There are no error in spelling, punctuation, capitalization, or sentences that detract from meaning.	There are some errors in spelling, punctuation, capitalization that detract from meaning	There are many error in spelling, punctuation, capitalization that detract from meaning.

2.2 *Online magazine rubric assesment adapted from Ramet (2006)*

b. Offline Creative writing; magazine assesment

<i>Components</i>	Indicators				Checklist		Explanation
	<i>Excellent</i>	<i>Good</i>	<i>Medium</i>	<i>Poor</i>	<i>Yes</i>	<i>No</i>	
Overall Apperance	Target audience represented always,the me consistent, font superior and consistent, generally inviting, high degree of creativity	Target audience given some thought,the me consistent, font good and consistent, generally good, creative	Target audience incosistent, theme consistent, font adequate, somewhat creative	Target audience forgotten , no theme evident, font inadequate, poorly done, shows little creativity			
Cover	Highly creative, excellent title, effective image included, fits theme of magazine very well	Creative, good tittle, good choice of image, fits theme of magazine well, inviting	Somewhat creative, adequate title, image included, adequate suited to theme of magazine, adequate	Shows little, creativity , poor choice of title, poor choice of image, theme unclear, poorly done			

Continue

Component	Indicator				Checklist		Explanation
	Excellent	Good	Medium	Poor	Yes	No	
Content	Included seven completed component, excellent variety of topics, an illustration on each component, well written	Included fewer than seven completed, good variety topics, most component s are illustrated, well written	Fewer than seven componen, adequate topics, component are illustrated, writing adequate	Fewer than seven compone nt, some articles complete d as assigned, some illustratio ns, writing adequate			
Illustration	Included a minimum of four, all graphics are connected to theme, highly creative, excellent colour and compositi on	Included a minimum of four, most graphics connected to theme, creative, good colour and cmposition	Included a minimum of four, artwork not always connected to theme, lack originality, some colour and graphics element used	Less four, seldom connecte d to theme, mostly reproduct ions, few or no graphic elements			

Continue

Component	Indicator				Checklist		Explanation
	Excellent	Good	Medium	Poor	Yes	No	
Presentation	Use of writing process evident, correct spelling, correct grammar, correct sentence, paragraph, and essay structure, inviting headlines	Use of writing writing evident, minor spelling errors, minor errors in construction of sentences, paragraph and essay, good headlines	Careless use writing process, minor spelling errors, minor grammatical errors, written work lacks organization, headlines included	First draft is only draft, major spelling errors, major grammatical errors, lack organization, disjoint, and lack unity, some headlines included			

2.3 Magazine Rubric Assesment adaptep from Ramet (2006)

The table above used by the resarcher to analyze the offline magazine as the students' product in Bidikmisi program. Based on the criteria of the rubric, the researcher also used excellent, good, medium and poor as the indicator to asses the component of the magazine.

D. Self-Efficacy

1. Definition of Self-Efficacy

Bandura (1994) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. He says that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It is the reason why in the area of academic achievement, self-efficacy beliefs are related to and predictive of academic performance (Pajares & Johnson: 1993).

Bandura (1993) as cited in Tobing (2013) said that judgement of self-efficacy determine people's behavior, thought patterns, the emotional reactions they experience in taxing situations, the expending of effort, the length of time to persist in the face of obstacle. "The people who have high self-efficacy will capable to doing their task" (Anggraini, 2015). Furthermore she also said that the people with a high sense of efficacy for accomplishing an educational task will participate more readily, work harder, and persist longer when they encounter difficulties than those who have high self-efficacy will get higher mark in the task, and in contrary.

More explanation about self-efficacy revealed from Zimmerman (2000). He says that self-efficacy measures focus on performance capabilities rather than on personal qualities, such as one's physical or psychological characteristics. Respondents judge their capabilities to fulfill given task demands, such as solving fraction problems in

arithmetic, or who they are personally or how they feel about themselves in general. Self efficacy beliefs are not a single disposition but rather are *multidimensional* in form and differ on the basis of the domain of functioning. For the example, efficacy beliefs about performing on a history test may differ from beliefs about a biology examination. Self-efficacy measures are also designed to be sensitive to variation in performance context, such as learning in a noisy lounge compared to the quietude of the library. In addition, perceptions of efficacy depends on *mastery criterion* of performance rather than on normative or other criteria. For the example, the learners rate their certainty about solving a crossword puzzle of particular difficulty level, not how well they expect to do on the puzzle in comparison to other learners. Finally, self-efficacy judgements specifically refer to future functioning and assessed before students perform to the relevant activities. This antecedent property position self-efficacy judgements to play a causal role in academic motivation.

Individual's beliefs about their efficacy in a specific domain will increase their motivation and lead them to set higher goals for themselves and work to reach them. This behaviour is likely to make individuals autonomous learners who can manage their own learning and continue learning even outside the classroom. Francis cited Bandura (2014:7) maintains that self-efficacy affect students' aspiration their level of interest in academic work and

accomplishment, and how well they prepare themselves for future careers.

Thus, self-efficacy is one of important factor of a learners in performing their task because by having self-efficacy, a learners will be more confidence, and optimist to do some effort to complete their task difficulties.

2. Factors of Self-efficacy

Bandura in Mary (2016:7) outlined four sources of information that individual employ to judge their self-efficacy: one's own previous mastery or non mastery experience, vicarious experience by observing others, social or verbal persuasion, and psysiological or somatic and emotional states.

a. Mastery experience

Mastery experience are the most effective way to boost self-efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well (Bandura, 1994). As the learners work on writing, they interpret the results of their efforts and develop beliefs about their abilities. When they interpret their efforts as succesful (mastery experience) self-efficacy increases; if they see their experience as unsuccessfull (non-mastery experience), self efficacy decreases (Pajares, 2007).

b. Vicarious experience

The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experience provided by social models. Seeing people similar to ones self succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. By the same token, observing others' fail despite high effort lowers observers' judgements of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influence by perceived similarity to the models (Bandura, 1994). The greater the assumed similarity the more persuasive are the models are successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influence by the models' behavior and the result its produces. Bandura (1997) states that people can develop high or low self-efficacy vicariously through other people's performances, especially in modeling.

Modeling influences do more than provide a social standard against which to judge one's own capabilities. People seek proficient models who possess the competencies to which they aspire. Through they behavior and expressed way of thinking, competent models transmit knowledge and teach observes effective skills and strategies for managing

environmental demands. Acquisition of better means raises perceived self-efficacy.

c. Social or verbal persuasion

According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform, such as a manager telling an employee: "You can do it. I have confidence in you". Using verbal persuasion in a positive light generally leads individuals to put more effort; therefore they have a greater chance at succeeding. However, if the level persuasion is negative, such as a manager saying to the employees, "This is unacceptable! I thought you could handle this project" can lead to doubts about oneself resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasions; where there is more credibility; there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010).

d. Psychological or somatic emotional states

Finally, psychological or somatic states. Psychological or somatic emotional states occur when someone contemplates

doing something provide clues as to the likelihood of success or failures. Stress, anxiety, worry, and fear all negatively affect self-efficacy and can lead to a self-fulfilling prophecy of failure or inability to perform the feared tasks (Pajares, 2002). Stressful situations create emotional arousal, which in turn affects a person's perceived self-efficacy in coping with the situation (Bandura & Adam, 1997).

3. Dimension of Self-efficacy

Bandura (1977) indicates that there are three dimensions of self-efficacy. Those are magnitude(level), strength and generality.

a. Magnitude (level)

Magnitude or level refers to how difficult a person finds it to adopt a specific behaviour.

b. Strength

Strength reflect how certain a person is of being able to perform specific task.

c. Generality

Generality refers to the degree to which self-efficacy beliefs are positively related, either within a behavioral domain, across behavioural domains or across time

4. Measuring of Self-Efficacy

a. General Self-efficacy Scale (GSE)

General self-efficacy scale developed by Matthias Jerusalem & Ralf Schwarzer in 1992. This GSE or sometimes seen GSES

designated for ages 12 and up, was created to assess perceived self-efficacy regarding coping and adaptation abilities in both daily activities and isolated stressful events.

b. Academic Self-efficacy Scale (ASC)

Academic self-efficacy scale is prepared assessing the academic self-efficacy of secondary school students based on the Self-efficacy theory of Albert Bandura (1977) who placed it within the framework of Social Cognitive Theory. The scale is based on the idea that self-efficacy of students in each of the dimensions of academic work would contribute to overall academic self-efficacy. The selected dimension of academic work are learning process, reading, comprehension, memory, curricular activities, time management, teacher student relationship, peer relationship, utilization of resources, goal orientation, adjustment and examination.

c. Self-efficacy Questionnaire (SEQ)

Self-efficacy questionnaire was developed by Research Collaboration in 2010, Hamka (2010), and Sulistyowati (2016). This questionnaire is designed to measure a students' proficiency in the four essentials; belief that ability can grow with effort, belief your ability to meet specific goals and/or expectations, belief to develop motivation and cognitive competences, and problem-solving belief. SEQ consists of 25

items (favorable and unfavorable). Students rated items on a 4 point scale, ranging from strongly agree to strongly disagree.

d. Self-efficacy for Learning (SEL)

This scale was developed by Wood and Locke (1987) to measure university students' academic self-efficacy. The scale considers six activities that are performed by university students in their studies in general (class concentration, memorization, understanding, explaining concept, discriminating concept, and note taking).

e. Sources of Self-efficacy Scale (SSES)

Sources of self-efficacy scale was developed by (Lent, Lopez, & Bieschke, 1991), Pajares (2007). This scale is designed students' self-efficacy based on four proposed sources of information; mastery or non mastery experience, vicarious experience, social persuasion, and physiological and emotional experience

Based on the theory above, the researcher uses Self-efficacy Questionnaire (SEQ), because SEQ may cover specific information about students' self-efficacy in the process of writing journal article and creative writing; magazine (including the way how students do some effort to their writing task, believe to get the specific goal, and problem-solving). The researcher uses SEQ in the study with following information:

Aspect	Journal Article	Magazine
Belief that ability can grow with effort	Students' believe that ability can grow with effort in the process writing journal article	Students' believe that ability can grow with effort in the process writing magazine
Belief your ability to meet specific goals and/or expectations	Students' believe to meet specific goals and/or expectations(to publish their journal)	Students' believe to meet specific goals and/or expectations (to publish their magazine)
Belief to develop motivation and cognitive competences	Students' believe to develop their motivation and cognitive competences	Students' believe to develop their motivation and cognitive competences
Belief to solve the problems	Students' believe to solve the problems during their process of writing journal	Students' believe to solve the problem during their process of writing magazine.

*2.4 SEQ in Writing Journal Article and Creative Writing; Magazine
adapted from Research Collaboration, & Hamka (2010)*

Based on the table 2.4, the reseracher analyze the students' self-efficacy on two division; journal and magazine team in order to get specific description about the aspect of students' self-efficacy and the level.

E. Bidikmisi Program

1. The Definition of Bidikmisi Program

Bidikmisi is one of the Education and Culture Ministry program that targets in talented students particular from poor families, to persue tertiary education (Ditjen Dikti). The Directoral General of Learning and Student Affair of The Ministry of Research, Technology, and Higher Education (Kemeristek) in the handbook of Bidikmisi Program (2015) explained Bidikmisi as:

“Bidikmisi adalah program beasiswa dari pemerintah yang di dasarkan pada UU No 20 tahun 2003, yang menyatakan setiap peserta didik pada satuan pendidikan berhak mendapat beasiswa bagi yang berprestasi, yang orangtuanya tidak mampu membiayai biaya pendidikannya”.

Tahir (2018) said that since 2015, bidikmisi program organized by the Directoral General of Learning and Student Affair of the Ministry of Research, Technology, and Higher Education (Kemenristek). Bidikmisi program would be delivered ever since the future students determined had passed the admission selection exam to university and confirmed as the bidikmisi receiver for undergraduate and assosiate degree (D4) of maximum 8 semesters and diploma program of maximum 6 semesters. Since 2016, the amount of education fee scholarship was Rp 6.300.000 (six million and three hundred thousand Rupiah) per semester; which consists of Rp 2.400.000 (Two million and four hundred thousand Rupiah) per student per semester; living cost subsidy Rp 650.000 (six hundred and

fifty thousand Rupiah) per student per month or Rp 3.900.000 (Three million and nine hundred thousand Rupiah) per student per semester.

From the explanation above, it can be said that Bidikmisi Program is a tuition assistance program provided by the Government through the Education and Culture Ministry that focused on the reward or financial support to those student who have academic potential adequate and economically disadvantaged.

2. The Legal Foundation of Bidikmisi Program

Dede (2016) explains the Legislation that is premised on the provision of tuition assistance are :

1. Law of the Republic of Indonesia Number 20 Year 2003 on National Education System , Chapter V, Article 12 (1.c) states that every student at every academic year will receive a scholarship for the achievement whose parents could not afford Article 12 (1.d) sttes that every student at any educational institution entitled to the cost of educational for those whose parents are not able to finance their education.
2. Law of Republic Indonesia Number 12 Year 2012 on Higher Education, Article 76 (1) states that the Government, Local Government, and or universities are obliged to fulfill the rights student can not afford economically to be able tto finish his studies in accordance with the regulations of Article (2) mentions that the fulfillment of students rights referred to in

paragraph (1) is done by providing; (a) scholarship to outstanding students, (b) waive any assistance or education.

3. Indonesian Government Regulation Number 48 of 2008 on Education Funding, Chapter V, Article 27 paragraph (1) states that the Government and local government pursuant to the authority given tuition assistance or scholarships to students whose parents or or guardians are unable to finance the Article 27 paragraph (2) states that the Government and Local Government in accordance with the authority can give scholarships to students who exel.
4. Indonesian Government Regulation Number 66 Year 2010 regarding Amendment to Government Regulation No. 17 Year 2010 on the Management and Delivery of Education, Article 53A which confirms that the units of higher education organized by the Government or regional government in accordance with their receptive authorities shall provide scholarships for students indonesian citizen who exel and are required to allocate a place for prospective students of Indonesian nationality who have boh academic potential and the economically disadvantages, at least 20% of the toal number of new learners.
5. Regulation of the Minister of Education and Culture Number 96 Year 2014 on Implementation Assistance Education Costs.

Thus, bidikmisi is an educational assistance pursue higher education that is part of national education system which becomes the responsibility of national and local government.

3. The Objective of Bidikmisi Program

Kemenristekdikti(2016) in Tahir (2018) said that there are five objectives of Bidikmisi program, the objectives are:

- a. Improving learning motivation and achievement of future students especially those who face economic difficulties.
- b. Improving access and learning opportunities in higher education institution for un-afforded students but having excellent academic potential
- c. Giving education fee subsidy to future or students who fulfill the requirement of to enrolled their education in the diploma or undergraduate program until completed on time.
- d. Emerging the side effect for the students and future students to always improving performance and being competitive
- e. Utter independent and productive graduates who also possess social concern, to enable them taking part in the termination of poverty chain and community development

4. System of Bidikmisi at State Islamic Institute of Surakarta

a. Target

Graduates student of Madrasah Aliyah (MA), senior high school (SMA), and vocational school (SMK) which have academic potential adequate and economically disadvantaged.

b. Organizer

At the State Islamic Institute of Surakarta, bidikmisi becomes the responsibility of Students Affair and Cooperation since 2011. At first, this program is under the auspices of Director General of Learning and Student Affair of the Ministry of Research, Technology, and Higher Education (Kemenristek), and at 2012 this program is organized by the Ministry of Religious Affairs of Republik Indonesia.

5. Requirements, Rights, and Obligation of Bidikmisi Student

The Director General of Learning and Student Affair of the Ministry Research, Technology, and Higher Education (Kemenristek) in Dede (2016) explains the requirements, rights, and the obligation of bidikmisi students as following information:

a. Requirements

1. *Pendapatan orang tua atau wali gabungan (suami istri) setinggi-tingginya Rp 4.000.000 (empat juta rupiah) atau pendapatan kotor gabungan orang tua atau wali dibagi jumlah anggota keluarga maksimal Rp 750.000 (tujuh ratus lima puluh ribu rupiah)*
2. *Ditetapkan oleh perguruan tinggi seetiap tahun akademik*
3. *Mahasiswa aktif dan sedang menjalani perkuliahan pada semester normal*

b. Rights

1. Mendapat akses dan kesempatan mendapat pendidikan yang berkualitas sama dengan peserta didik lain di Perguruan Tinggi Penyelenggara bidikmisi
2. Wajib mendapatkan pembebasan biaya yang terdiri atas:
 - a. UKT/SPP atau sejenisnya yang bersifat operasional pendidikan
 - b. Biaya awal pendidikan yang mencakup biaya gedung, pembinaan, investasi, infak, atau sejenisnya
 - c. Biaya praktikum di laboratorium, bahan, atau biaya pendidikan lain yang belum dicakup UKT/SPP
 - d. Biaya yudisium
3. Mendapatkan pembebasan biaya pendidikan sesuai jangka waktu pemberian bantuan
4. Mendapatkan biaya hidup sekecil kecilnya Rp 650.000 (enam ratus lima puluh ribu rupiah) per bulan yang akan dibayarkan 6 bulan sekali
5. Mendapatkan pembinaan dan fasilitas dari perguruan tinggi pengelola untuk menunjang kegiatan akademik dan kemahasiswaan untuk mewujudkan misi program

c. Obligation

1. Menjunjung tinggi negara kesatuan Republik Indonesia dengan dasar negara Pancasila dan UUD 1945
2. Memenuhi kontrak kerja Bidikmisi dengan Perguruan Tinggi Penyelenggara, termasuk namun tidak terbatas pada kewajiban akademis dan administratif

3. *Berperan aktif dan berkontribusi dalam pelaksanaan Tridarma Perguruan Tinggi*

F. Previous Study

There is relevant researcher dealing with the study self efficacy and writing skill. It is conducted by Puspita Wening (2016) conducted a research entitle “*The correlation Between Students’ Self-Efficacy and Their Writing Performance at SMAN 1 Kalirejo*”. Based on the researcher do, there researcher can found the subject of the research was the students of second year of SMAN 1 Kalirejo. The data were taken by using writing test and self-efficacy questionnaire. The research found shows that there are significance between students’ self- efficacy and their writing performance. In this study, students believe that they have high capability in doing general activities in writing, such as doing revision and reading a lot to improve in which those activities indirectly affect their writing performance particularly in aspect of content.

Riana Anggraini (2015) who focuses her study on “*The Correlation Between Students’ Self-Efficacy and Writing Acivement*”. The subject of the reserach is the second semester student in STKIP PGRI Padang Sumatra Barat (18 students). In this study the researcher used self-efficacy questionnaire and the document that containt of the result of students’ writing to collect the data. The study shows that there is no positive correlation between students’ self-efficacy and their writing achievement.

The third study is conducted by Magogwe, Ramoroka, Monyepi (2015), with the research entitle “*Developing Students-Writers’ Self-efficacy*

Beliefs". The participant of the study were two groups of third and fourth year students who came from the University of Botswana and were enrolled for an Advanced Writing Course. The instrument for the study are writing test and self-efficacy questionnaire. The study shows that the majority of students were already confident and had already reached a good or very good level of achievement in writing.

The fourth study is conducted by Parilah, Mahmud, Roseni, Aminudin, and Pardi (2011), with entitle "*Self-efficacy in the Writing of Malaysian ESL Learners*". The subject of the research is the Malaysian secondary school student. The instrument that is used for collect the data are self-efficacy questionnaire and writing task. The study shows that there is positive correlation between students' self-efficacy and their writing performance. Students with high level of self-efficacy were more skilful and were more able to negotiate rules and mechanics while maintaining their focus.

There are some differences of this research with the previous study above. The differences are in the subject of research, the objective of the research, the design of study, and the technique of analysing data. The subject of previous study above are second year students of SMAN 1 Kalirejo, second semester students in STKIP PGRI Padang, the third and fourth year students in University of Bostwana, and Malaysian secondary school students. Most of the previous study above are correlational study. In this study, the researcher uses descriptive qualitative resarch design with the subject of research is the sixth semester student of Bidikmisi Program at the

Islamic Education and Teacher Training Faculty at the State Islamic Institute of Surakarta in academic year 2017/2018. Another difference is in the criteria of writing skill. Most of previous study uses same writing skill criteria for the subject research. Here, the researcher focus on the process of students' writing with different writing criteria. Those are writing journal and creative writing; magazine.

There are some similarity of this research with the previous study above. Both of the study above are focus on the relation of students' self-efficacy and their writing skill, and so does the researcher.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering six components. they are type of research design, research setting, subject of reserach, data and source data, technique of collecting data, technique of analyzing data, the trustworthiness of the data.

A. Type of Research Design

Yin (2011) argues that most of researcher seek to use strong design to strengthen the validity of their studies and to ensure that the data to be collected properly adress the research topic being studies”. In this research, the researcher uses descriptive qualitative research design.

Qualitative research is multi method in focus, involving and interpretive, naturalistic approach to its subject mattter. It means that qualitative researchers study in their natural setting, attempting to make sense of interpret some phenomena (Denzin & Lincoln, 1994). In addition, Bogdan and Taylor (1976) in Moleong (1989: 3) argues, “Descriptive qualitative research is a research that put forwards the data collecting or the problem reality based on the things that explored by respondents and the data collected are words and pictures, no number”. It means that this research does not deal with numerical measurement or statistic procedures, instead it includes sentence or description of the subject as a result.

Patton & Cochran (2002: 2) states, “Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) use general words, rather than numbers, as data for analysis”.

Creswell (1998) states that qualitative study is :
Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informant, and conducted the study in natural setting.

Furthermore, Creswell (2012: 39) explains about the characteristics of qualitative method. The characteristics are:

1. Exploring a problem and developing a detailed understanding of central phenomenon
2. Having the literature review play a minor role but justify the problem
3. Stating the purpose and research questions in general and broad way so as to the participants’ experiences
4. Collecting data based on words from small number of individuals so that the participants’ views are obtained
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings
6. Writing the report using flexible, emerging structures and evaluative criteria, and including the researcher’ subjective reflexivity and bias

B. Research Setting

1. Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher carried out at The State Islamic Institute of Surakarta which is located at JL. Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah.

2. Time

The research conduct for about 6 months, started on January 2018 until June 2018.

C. The Subject of Research

In this study, the subject of the research is the sixth semester student of bidikmisi program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018. They are 59 students that consists from different department. 22 students of journal article team, and 37 students of magazine team. The researcher used purposive sampling to choose the informant or participant with the criteria students who have published their writing product (journal article and creative writing; magazine). Patton (2002) defines purposive sampling as the technique that is used in qualitative research. This technique use for identification and selection of information-rich cases for the most effective use of limited resources.

D. Data and Source of the Data

Sutopo (2002:50) states that the data source in the descriptive qualitative research can be humans, events or activities, place or location, things, various picture and records, documents, and archives. The source of the data in this research includes event, informant, and document.

1. Event

Sutopo (2002: 53) stated that based on the observation in the event or activity, the researcher would know about the process how something happens, because of direct observation. In this research, the event which observed are the process of writing journal, and magazine of bidikmisi program at the Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta.

2. Informant

Sutopo (2002:50) stated that informant is an individual that has important role in giving information which is the researcher should choose the subject that will be an informant. The researcher took the sixth semester student of bidikmisi program at the Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018 to be interviewed in this study (journal article and magazine team). In addition, to suport the information of the study, the researcher also took the Academic and Student Affair of State Islamic Institute of Surakarta, WD3, and the instructor of writing program to be interviewed.

3. Document

Sutopo (2002:54) explained that document is written material which related with certain events or activities. In this research, the documents as the source of the data is the sixth semester student' achievement or product in the writing program of bidikmisi at the Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018. The documents are the journal, and magazine, namely *academica* and *toga*.

E. The Technique of Collecting the Data

The researcher used four kinds of instruments to collect the data, they are, observation, questionnaire, interview, and document.

1. Observation

According to Alison in Erny (2013: 42) stated that observation is the observation and recording of events or circumstances in which the writer is present. The researcher surveyed some students' interactions of bidikmisi program during the process of writing journal article and creative writing; magazine. The observation has purpose to find out the information about students' writing process, and the achievement; their writing product.

2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire. Sugiyono (2009: 63) states that there are two types of questionnaire, those are open form questionnaire and

close form questionnaire. Open questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close questionnaire is the questionnaire that used for helping the respondent to answer quickly, because the researcher gives an alternative answer to them. In this research, the researcher used close questionnaire (self-efficacy questionnaire/ SEQ) adapted from Hamka (2010) which consists of 25 items to measure self-efficacy in students' journal article and magazine team. While the researcher used SEQ, the researcher also used open-ended questionnaire to collect the information about the process of students' writing skill.

3. Interview

Moleong (2002:135) says that interview is a conversation with certain purpose which is done by two parties, the interviewer and the interviewee. Additionally, Burns (1999:17) said that interviews and discussion are face-to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective. The researcher interviewed the informants to get the information related to the writing training program, includes the procedural of the writing program, and process of writing journal and magazine.

4. Document

Sutopo (2002: 6) said that written document are one of the sources of research, which are often having important rule in

qualitative research. In this research, the researcher used the product of the writing training program; journal, and magazine as the guidelines.

F. Technique of Analyzing the Data

The researcher uses an interactive of analysis that includes three main components, namely the data reduction, the display of data, and conclusion drawing and verification (Sugiyono, 2015:337).

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription not only do the data need to be condensed for the sake of manageability. They also have to be transformed so they can be made intelligible in terms of the issues being addressed. Reducing the data is a type of analysis that makes sharpen, categorize, direct, eliminate the data, and organize the data to get the conclusion and verification. It means that the researcher chooses the most appropriate and important data that had been collected. Then, the researcher categorized the data related to the students' self-efficacy and their writing skill.

The researcher took the data about the students' self-efficacy on their writing, and the achievement of their writing on the Bidikmisi Program. The researcher deleted several information or data in the field note which not related to the study.

2. Data display

Data display is the way to presenting or display the data in the form of table, graph, pie chart, pictogram, and etc. In the process of data display, the researcher describes the data in the form of description or narration. It is used in arranging information or description to make conclusion.

3. Conclusion drawing and verification

Based on the data served, the researcher takes the conclusion. In this study, the researcher makes conclusion based on the result of questionnaire, interview, document, data analysis, and analyzing of the data that have displayed.

4. Coding of the data

In order to get easy in analysis, the researcher uses some code based on the following explanation:

a. The abbreviation of Students of Bidikmisi Program

S1: First Students

S2: Second Students, and etc.

b. The Abbreviation of Students' Name

DWF: Dewi Nur Fitriana

ENW: Eko Nur Wibowo

TM: Tyas Mulyono

AR: Arif Rifanan

SM: Sarah Muktiati

DFA: Dina Fitri Annisa

TY: Tri Yulianingsih

IZ: Izatussariroh

MA: Muhammad Abdurrohman

FF: Fify Feryanti

NK: Nurul Khasanah

EN: Eliana Nur

RJ: Raka Juanda

- c. The abbreviation of organizer and instructor of Bidikmisi program

Rd: Pudji Raharjo Rudi Hartono, AKS.

NK: Nur Kafid

- d. The abbreviation of the researcher's name

UM: Umu Miftahus S

- e. The abbreviation of the product of journal

J1: Journal Article number 1

J2: Journal Article number 2

J3: Journal article number 3

J4: Journal article number 4

- f. The abbreviation of the components of journal article

Ab: Abstract

Id/ B: Introduction/ Background

M: Method

R: Result

D: Discussion

C: Conclusion

Ref: References

g. The abbreviation of journal indicator

S: Satisfactory

Us: Unsatisfactory

h. The abbreviation of magazine product

Mg: Magazine

i. The abbreviation of magazine components

Oa: Overall Appearance

Cv: Cover

Cn: Content

Il: Illustration

Pr: Presentation

j. The abbreviation of the magazine indicator

Ex: Excellent

G: Good

Med: Medium

P: Poor

G. The Trustworthiness of the Data

Validity is the appropriateness, meaningfulness, and usefulness of the inferences that the researcher make based on the data collected, while reliability, is the consistency of these inferences over time (Fraenkel and Wallen, 2000: 506). In analyzing the data the researcher also needs to analyze the validity of the data sources to get the valid data.

In this study, to determine the valid data the researcher needs some techniques of examining data. They are four criteria used: credibility, transferability, dependability, and comformability. The trustworthiness of the data can be done by the participation prolongation, diligence of reseach, triangulation, colleague checking, and sufficiencyof references, negative cases analysis, member check (Moleong, 2000: 175). In this study, the researcher used the triangulation.According to Sutopo (2002: 78-79) he states that:

Triangulasi merupakan cara yang paling umum digunakan bagi peningkatan validitas data dalam penelitian kualitatif. Dalam kaitannya dalam hal ini, dinyatakan bahwa terdapat empat macam teknik triangulasi, yaitu (1) triangulasi data/sumber, (2) triangulasi metodologis, (3) triangulasi peneliti, (4) triangulasi teoritis.

In qualitative research, there are four techniques of triangulation. They are triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using sources

Triangulation by using sources means that the researcher will compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents.

2. Triangulation by using methods

Triangulation by using methods is that researcher will check the credibility of the data of the research and the data sources by using several data collection technique and analyze them by same method.

3. Triangulation by using investigator

Triangulation by using investigator is that the researcher will recheck the credibility of her data by her own research or other researcher.

4. Triangulation by using theories

Triangulation by using theories is that the technique of examining data by finding standard of comparison from analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using sources, theories and triangulation by using method. In this way, the researcher rechecked the credibility of information from the result of questionnaire, interview, observation, and document that gained from the sixth semester student of Bidikmisi program at the Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018. The methods are aimed to get the data about description of students' self-efficacy on their writing skill.

The process of triangulation used by the researcher are below:

1. Comparing the result of the interview between the informant.

In this study, the researcher compare the result of interview between the informant to check the trust degree of the information. The researcher compared the result of interview between the students of bidikmisi program in sixth semester of

Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta, the instructor of the writing program, and the organizer, includes time space, and person. It used because findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data.

2. Comparing the result of the data from interview, observation, questionnaire, and document.

Comparing the result of the data from interview, observation, questionnaire, and document uses to recheck the information from different method of collecting data, and to decrease the deficiencies and biases that come from any single method.

3. Comparing the result with the standard of comparison in analysis explanation (Theories).

Multiple theories and perspective helps the researcher to interpret and explain the data. In this study, the researcher used the theories of self-efficacy, writing journal article, and creative writing as the references.

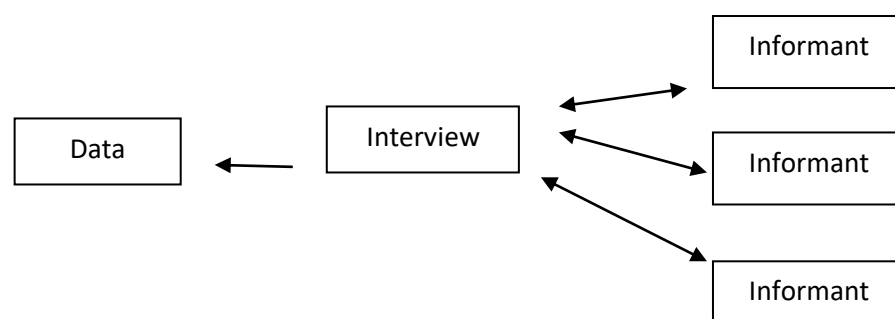


Figure 3.1. The diagram of the Data Triangulation

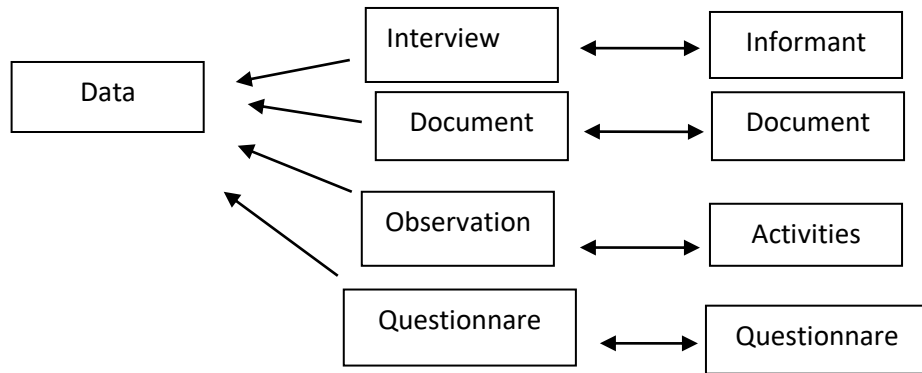


Figure 3.2 The diagram of the Data Triangulation

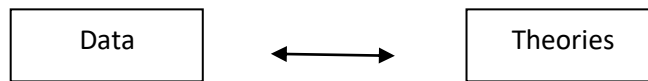


Figure 3.3 The diagram of Data Triangulation

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion used to answer the problem statements in Chapter I, which have been collected from the interview, observation, questionnaire, and document. The important point of this chapter is to describe students' self-efficacy on writing skill of Bidikmisi Program at State Islamic Institute of Surakarta.

A. Findings

1. Self-Efficacy Description

Students' self-efficacy of Bidikmisi program were identified from the result of SEQ (Self Efficacy Questionnaire) which had been calculated by using SPSS version 21.0. It comprised 25 items, each was answered on a four point Likert scale, ranging from 4 "strongly agree", 3 "agree", 2 "disagree", to 1 "strongly disagree" (favorable and unfavorable items). Thus, the total multiplied scores of SEQ were 100 and the subtracted 0; scores 0-39 were categorized as low self-efficacy, scores 40-60 were medium self-efficacy and 61-100 were high self-efficacy.

Table 4.1 SEQ categorization

Score	Level
0-39	Low self-efficacy
40-60	Medium self-efficacy
61-100	High self-efficacy

The SEQ was administrated to the students of bidikmisi program during their writing process on journal and magazine team from january to june 2018. The result of the SEQ provided by the descriptive statistic of the questionnaire. All the statistic reffered to the number of students' who answer the statements that indicated to the self-efficacy of writing journal and magazine in the bidikmisi program.

The descriptive statistic of the questionnaire including the validity, cronbach alpha, mean, and standart devitiation were computed to summarize the validity of the questionnaire. Here the result of validity test which its presented in the table 4.2.

Table 4.2

Validity Test of Questionare

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	72.08	88.244	.761	.933
Q2	72.31	89.231	.789	.933
Q3	72.46	90.269	.596	.935
Q4	72.15	91.474	.543	.936
Q5	72.31	92.064	.777	.935
Q6	72.00	88.333	.695	.934

Continue

Q7	72.15	88.808	.796	.933
Q8	72.23	88.026	.780	.933
Q9	72.00	89.667	.746	.934
Q10	72.23	88.026	.780	.933
Q11	72.31	98.231	-.067	.947
Q12	72.08	86.910	.729	.933
Q13	72.15	88.474	.829	.932
Q14	71.85	94.641	.226	.940
Q15	72.15	85.974	.864	.931
Q16	72.69	90.731	.689	.935
Q17	72.38	88.423	.555	.937
Q18	72.00	89.667	.746	.934
Q19	72.00	90.500	.663	.935
Q20	72.15	87.308	.757	.933
Q21	72.00	97.333	.045	.941
Q22	72.00	89.833	.574	.936
Q23	72.00	89.667	.588	.936
Q24	72.08	98.244	-.069	.943
Q25	71.92	89.244	.725	.934

Besides calculate the validity of the questionnaire the researcher also calculated the descriptive statistic of the questionnaire in order to summarize the students' respon to the SEQ. Those descriptive consists of mean, median, mode, standart deviation, minimum, maximum, and sum score. Below is the result of the summary descriptive statistic of Self Efficacy Questionnaire:

Table 4.3 Descriptive statistic of SEQ

Statistics		
TOTAL		
N	Valid	13
	Missing	0
Mean		75.15
Median		75.00
Mode		85
Std. Deviation		9.890
Minimum		57
Maximum		87
Sum		977

Based on the table descriptive statistic above, we can see that the maximum score of the questionnaire is 87, minimum is 57, and the median is 75.00. It means the result score of students' self-efficacy questionnaire is high enough. In addition, to check the reability of the questionnaire, the researcher also show the result of reliability of SEQ in the table 4.4:

Table 4.4 Reability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	25

As it is shown on the table above the reliability of the SEQ designed for this study was 0,938. It means that reliability of research instrument was satisfactory. Mean of SEQ was 75.15 so it was respectively.

2. The Level of Self-efficacy

Based on the SEQ that was given to the students, it was gained the students' response toward their self-efficacy in writing. The response is presented with histogram as the following explanation of self-efficacy level on bidikmisi program in order to get specific understanding about the spread of the data using the frequency number of the subject.

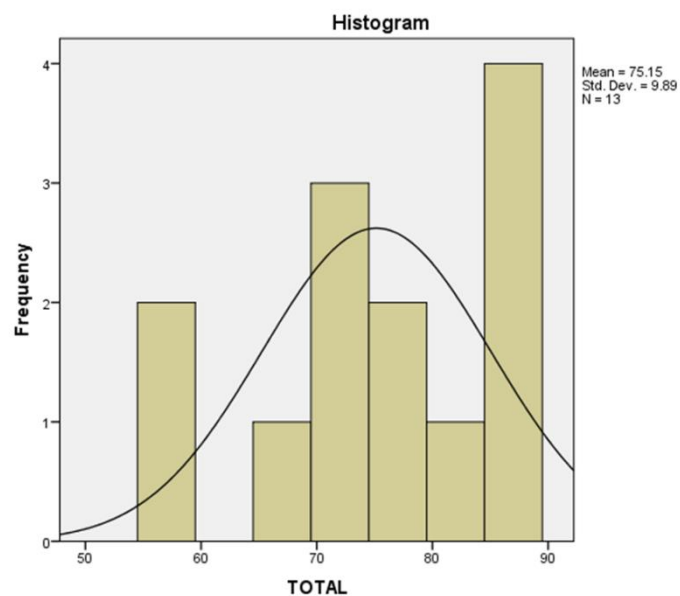


Figure 4.1 The histogram of the level self-efficacy on bidikmisi program .

From the histogram above, it can be seen that the students' response toward self-efficacy in writing journal article and magazine of Bidikmisi program shows most of students strongly agree to their self-efficacy in order to belief on effort, expectation, motivation, and solving the problems.

The researcher also clasified the data from questionare by the range of score. Here is the data classification from the table presented on 4.1 table with Bandura's scale that had ben arranged.

a. Journal Article Team

Table 4.5 Level Self-efficacy in Journal Team

Score	Level	Frequency	Percentage
0-39	Low self-efficacy	-	-
40-60	Medium self-efficacy	1	16.7%
61-100	High self-efficacy	5	83.3%

Based on the table above, it can be seen that there is no student that have low self-efficacy. One student categorized in medium level self-efficacy in journal article team, and five students in high level categorization. The medium level of self-efficacy is in percentage 16.7%, and high level is in percentage 83.3%.

b. Magazine Team

Table 4.6 Level of Self-efficacy in Magazine Team

Score	Level	Frequency	Percentage
0-39	Low self-efficacy	-	-
40-60	Medium self-efficacy	1	14.3%
61-100	High self-efficacy	6	85.7%

Based on the table, the magazine team also divided into medium and high self-efficacy level. The percentage of the medium is in 14.3% , and high level of self-efficacy is in 85.7%.

c. Level of self-efficacy from the total subject

The researcher showed the level of self-efficacy from the total subject (journal article and creative writing; magazine team) in the table below:

Table 4.7 Level of Self-efficacy in Total Subject

Score	Level	Frequency	Percentage
0-39	Low self-efficacy	-	-
40-60	Medium self-efficacy	2	15%
61-100	High self-efficacy	11	85%

It can be seen from the table that ranges 0-39 there is no students that have low self-efficacy in writing journal article and magazine team. The medium level of students' self-efficacy consist of 2 student which percentage 15% from the total students. The most of level is

high level of self-efficacy proved by the range of 61-100, there are 11 of students from the total 13 students. It means that 85% of students of bidikmisi program have high level of self-efficacy.

3. The Description of Self-efficacy Aspect

The description of each self-efficacy aspects in students' writing skill of Bidikmisi program also were identified from every aspect of Self Efficacy Questionnaire (SEQ) indicator. The aspect of self-efficacy analyzed by the categorized of journal article and magazine using componential analysis in order to get interrelation of the aspect with the self-efficacy. Here is the result of component analysis by the table of teori 2.4:

Table 4.8 SEQ on Journal Article and Magazine

Types	Aspect	Componential checklist	
		Yes	No
Journal article	Belief that ability can grow with effort	✓	
	Belief your ability to meet specific goals and/or expectations	✓	
Journal article	Belief to develop motivation and cognitive competences	✓	
	Belief to solve the problems	✓	
	Belief that ability can grow with effort	✓	

Continue

Magazine	Belief your ability to meet specific goals and/or expectations	✓	
	Belief to develop motivation and cognitive competences	✓	
	Belief to solve the problems	✓	

Based on the table above, we can conclude that each aspect of self-efficacy are implemented in both of journal article and magazine team. The specific information of each aspect are:

a. Belief that ability can grow with effort

The majority of bidikmisi students can be categorized as the students with high level self-efficacy. Students believe that ability can grow with effort in the process of writing journal and magazine indicates to some assumption that students of bidikmisi program will do some effort in their writing process. The result of this assumption supported by the following observation and interview. Based on the the observation and interview, most of students said that they do some effort in order to improve their writing skills in different writing style. S1 said:

“Kita sebenarnya harus pintar-pintar berkembang di program ini ya mbak, karena ada program kepenulisan yang berbeda, kita harus bisa enjoy dan menyesuaikan dengan gaya penulisan yang ada. Tiap-tiap anggota dari team punya usaha-usaha sendiri untuk bisa meningkatkan kemampuan menulis kita. Contoh usahanya ya macam-macam, ada yang melalui bagaimana bisa mengumpulkan ide, topik-topik tulisan yang terkini, belajar nulis yang lebih kreatif lagi.”/TM, 18 April 2018.

Another statement comes from S2, She said: “*Contoh usaha yang saya lakukan di program kepenulisan ya dengan cara saya baca-baca banyak referensi, dan lebih melakukan studi lapangan mbak.*”/DFA, 5 Mei 2018.

The example of the statement above showed that the effort is one of aspect that comes from students’ self-efficacy source, mastery experience. Mastery experience which consists of positive and negative experience leads students to believe that they can do something, and can influence the ability of an individual to perform a given task. If one has performed well at a task previously, students are more likely to feel competent and perform well at a similar associated task. For example, if one performed well in writing journal article, they are more likely to feel confident and have high self-efficacy in another task that relates to writing journal article. The opposite is also true. If an individual experiences a failure, self-efficacy is likely to be reduced. However, if these failures are later overcome by conviction, it can be the situation is viewed as an achievable challenge.

b. Belief your ability to meet specific goals and/or expectations

Students’ high level self-efficacy on the specific goals and expectation implemented with some action on the psychological aspect influenced on their target deadline for publishing their writing product. Bidikmisi program of the State Islamic Institute of Surakarta limited the time of publishing the writing product;

journal article and magazine in at least three months in very semester. The result of the observation and interview which relates to the students' deadline project showed that the students' are divided into two categorized the passive one and the active one. The passive students are the students who lazy to do mentoring for consultation. The active students are the students which always ready to do the task and consultation. Although they divided into active and passive students, it is not influenced their high level of self-efficacy in believing to make spesific goal and expectation.

c. Belief to develop motivation and cognitive competences

Students' with high level self-efficacy on bidikmisi program can be sight by the competency of their academic work and the selection system. The high level efficacy came from the others assumption that the bidikmisi program should be the students with some criteria; have high IPK, have more experience in doing the academic study or competition and the actual activity in bidikmisi program writing journal article or magazine. In addition, they also reputed that have good motivation because of the obligation on the program. Bidikmisi students not only have to contribute in the writing program, but also in other several program. It is one of the example from the obligation (*Berperan aktif dan berkontribusi dalam pelaksanaan Tridarma Perguruan Tinggi*).

d. Belief to solve the problems

Students with high level of self-efficacy on the aspect of solving problem relates to how they believe that every problem in their activities of bidikmisi program will improve their skill.

The example of students' problem are:

1. They are less vocabulary, especially to write English journal article.
2. They are difficult to express their ideas in some paragraph.
3. They are difficult to choose appropriate diction, and etc.

S3 said:

“Kesulitannya banyak mbak, kadang susah untuk mengekspresikan ide ketulisan, kadang juga susah buat membagi waktu mengerjakan tugas kuliah dan project produk di bidikmisi. Untuk mengatasinya ya kita harus banyak praktek aja, sama mulai membuat schedule mana yang harus diprioritaskan dahulu”./IZ, 22 Februari 2018.

Based on the statement above, we can conclude that students' believe to solve problem relates to the personal self-reflection. Self-reflection is the most significant and central capability in determining human behaviour. Self-reflection enables students being to asses, interpret, and evaluate their motivation, thoughts, and behaviour to predict their performance.

B. Description of Bidikmisi Writing Proceess and Achievement

1. The Process of Writing Skill of Bidikmisi Program

The information of Bidikmisi writing process journal article and creative writing; magazine are gained from interview and open-ended questionnaire. Based on the result, the students' writing process of bidikmisi program through the instructional steps that start at the July-December, and January-June. The researcher took the study on January-June period of time. The process of the bidikmisi program writing journal article and magazine divided into two steps. Here is the following steps:

a. Writing Process

Writing process of six semester students of Bidikmisi Program started from January until June 2018. Four steps of writing process; planning, drafting, editing (revising), and final version relates to students' journal article and magazine writing.

1. Planning

In planning stage, students of Bidikmisi must think about the basic concept of their writing journal article and creative writing; magazine. Students start to make a guideline to lead and help them in expressing their ideas. Based on the result of the open-ended questionnaire, most of students write the random and interesting theme first. After they write the theme, then they will make the outline, and make the complete paragraph.

2. Drafting

In drafting stage, students of Bidikmisi continue to make the draft on the paragraph. Students of journal article and magazine team writes the complete text, and then start to concern about the several aspect related to their writing such as grammar, spelling, vocabulary, and the content. Based on the result of the open-ended questionnaire, the majority of the Bidikmisi students answer that they need 1 month to focus in the quality of their writing from the option; *<1 bulan, 1-2 bulan, > 2 bulan*.

3. Editing (revising)

In this stage, there are two kinds of editing (revising). First, personal editing and peer-review editing. Personal editing used to check the error in the journal article and magazine, including grammar, mechanics, and etc by the students her or him self. Peer-review editing used by the students of Bidikmisi program to check the quality of their product with the instructor help. Instructor or the organizer help them to give the correction. The types of the correction can be in direct and indirect form. The correction feedback is given through the direct consultation process with the instructor. The instructor will show the students error (it can be grammar, spelling, or etc) and ask the students to revise in some period of time. The indirect feedback is given by the instructor through the designating the error in the product.

4. Final version

Final version is the last step of students' writing process. In this step, students are able to publish their product. They will submit the final product of journal and magazine to the instructor or the organizer. The final version of the product can be in file or printed form.

b. Publishing process

The selection system of the product of Bidikmisi program is helped by the instructor and the organizer of Bidikmisi program. They will select the best students' product in journal article and magazine, and then publish it in academica journal and toga magazine.

2. Students' Achievement

a. Journal Article

Students' achievement of journal team is the published journal namely academica. Academica contains of ten journal with the criteria in national journal. In this study, the researcher took six students' product of journal article in academica with the specific information are:

- 1) Identitas budaya dalam novel kembar keempat karya sekar ayu asmara kajian post modernisme by Dewi Nur Fitriana (TBI).
- 2) Variasi pemahaman keagamaan mahasiswa IAIN Surakarta by Lulu Syifa Pratama, Eko Nur Wibowo (PAI), Lia Safitriningsih, Juma'iyah Juma'iyah, & Titi Nur Rohmah .
- 3) Cross Cultureral Understanding dan Deradikalisasi agama: Studi Kasus Mahasiswa Pendidikan Bahasa Inggris IAIN Surakarta by

Tyas Mulyono (PBI), Arif Rifanan (PBI), Sarah Muktiati (PBI),
Dena Fitri Annisa (PBI), dan Tri Yulianingsih (PBI).

The researcher used the coding and componential table as the part of analyzing students achievements on journal article.

Here the result of students journal article using the coding:

a) J1/Ab/Idb/M/R/C/Ref/DNF

J1: Identitas budaya dalam novel kembar keempat karya sekar ayu asmara kajian post modernisme by Dewi Nur Fitriana (TBI).

Ab: The abstract of the study is clear and consists of purpose, methods, results, and conclusions.

Id/B: Introduction includes well-written description, and literature.

M: Methods is clear. She explained about the kind of methodology that is used, data collection technique, and data analysis.

R: The result shows the specific decription from the study.

D: There is no discussion in the journal.

C: The conclusion is appropriate with the decription.

Ref: References are sufficient in breadth and depth for topic.

b) J2/Ab/Idb/M/R/C/Ref/ENW

J2: Variasi pemahaman keagamaan mahasiswa IAIN Surakarta by Lulu Syifa Pratama, Eko Nur Wibowo (PAI), Lia Safitriningsih, Juma'iyah Juma'iyah, & Titi Nur Rohmah

Ab: Abstract is clear enough. Abstract consists of purpose, methods, result and conclusion.

Id/B: Introduction or Background section that includes well-written description and critique of pertinent literature, rationale, and literature.

M: The method includes types of research design, sampling method, data collection, but there is no explanation about data analysis.

R: Result is clear and well-written description.

D: There is no discussion in those journal.

C: Conclusion relates and appropriate with the description of the study.

Ref: References are sufficient in breadth and depth for topic and consistent and correct format according to journal specification.

c) **J2/Ab/Idb/M/R/C/Ref/TM/AR/SM/DFA/TY.**

J3: Cross Cultural Understanding dan Deradikalisasi agama: Studi Kasus Mahasiswa Pendidikan Bahasa Inggris IAIN Surakarta by Tyas Mulyono (PBI), Arif Rifanan (PBI), Sarah Muktiati (PBI), Dena Fitri Annisa (PBI), dan Tri Yulianingsih (PBI).

Ab: Abstract is well-written and includes purpose, methods, result, and conclusion.

Id/B: Introduction/Background is well-written, includes the description and literature.

M: Methods section that includes concis clear and appropriate description of research design, data collection technique and data analysis technique.

R: Result is clear and includes pertinent description.

D: There is no description.

C: Conclusion is appropriate with the study.

Ref: References are sufficient in breadth and depth for topic and consistent and coorect format according to journal specifications.

Those journal analyzed based on the table 2.1 to know the indicator of satisfactory and unsatisfactory in order to mention the way of editor select the journal.

Product	Essential Component s	Indicator		Componential Checklist		Explanation
		S	US	Yes	No	
J1	Ab	✓		✓		Abstract, Introduction, Method, Result, Conclusion, and References are satisfactory. But, there is no discussion in journal.
	Id/B	✓		✓		
	M	✓		✓		
	R	✓		✓		
	D		✓	✓		
	C	✓		✓		
	Ref	✓		✓		

Continue

J2	Ab	✓		✓		Abstract, Introduction, Result, Conclusion, and References are satisfactory. But there is no information about how to analyse the data in methodology, and there is no discussion.
	Id/B	✓		✓		
	M		✓	✓		
	R	✓		✓		
	D		✓	✓		
	C	✓		✓		
	Ref	✓		✓		
J3	Ab	✓		✓		Abstract, Introduction, Method, Result, Conclusion, and References are satisfactory. But there is no discussion.
	Id/B	✓		✓		
	M	✓		✓		
	R	✓		✓		
	D		✓	✓		
	C	✓		✓		
	Ref	✓		✓		

Table 4.9 the result of analysis student's journal article using coding and componential checking

b. Magazine

The product of magazine in Bidikmisi program called Toga Magazine.

It divides into three published period: July-December; January-June;

July-December. In this study the researcher took the process of

January-June magazine period to be observed and interviewed. The

magazine contains four teen (14) chapter or rubric. Those are *salam*

redaksi; daftar isi; kotak masuk; editorial; menu utama; menu khusus;

sosok; mata toga; uasikin ajah; rekreasi; kata mahasiswa; tilik sejarah; kaca mata sekitar; saman; and refleksi. In order to analyze the quality of magazine, the reseracher used creative writing theory with four category those are excellent, good, medium, and poor. Here, the table of analysis.

<i>Components</i>	Indicators				Componential checklist		Explanation
	<i>Ex</i>	<i>G</i>	<i>Med</i>	<i>P</i>	<i>Yes</i>	<i>No</i>	
Oa		✓			✓		Target audience represented, theme consistent, font good and consistent, generally good.
Cv		✓			✓		Creative, good title, good choice of image, inviting.
Cn		✓			✓		Include of the elements, good variety and topics, most components are illustrated.
Il			✓		✓		Most illustration connect with the topic or theme, creative enough, some colour used.
Pr			✓		✓		Minor grammatical error, there is a lot of typo in the magazine.

4.10 Rubric Magazine Analysis

Based on the table above, we can said that the most components of the magazine are in good categorization. Toga magazine includes all of the aspect assesment based on Ramet (2006). The elements are Oa: the target audience represented, the theme is consistent, font good and consistent, generally good; CV: creative, good title, good choice of image, and inviting; Cn: include of the elemeents, good variety and topics, most components illustrated; Il: most illustration connect and relates with the topic or theme, creative enough, some colour used; Pr: minor grammatical error, but there is some typo in the magazine.

C. Discussion

This study have aims to investigate the description of students' self-efficacy on writing skill and to get the information of students' achievement or product of Bidikmisi program at State Islamic Institute of Surakarta. The informant of the study is six semester students of Bidikmisi program of Islamic Education and Teacher Training Faculty (FITK) at State Islamic Institute of Surakarta in academic year 2017/2018 (59 students; 22 students in journal, and 37 in magazine team). The researcher used purposive sampling to choose the informant with the criteria students who have published their writing product (13 students; 6 students of journal, and 7 students in magazine team). Chastain (1988) states that writing is a complex process and skill on language learning. Writers not only need to generate their ideas in a coherent paragraph but also the way they present and deliver

the context, emotion, and affection. Consider to the difficulties above, the writers need another supporting elements in their writing, namely psychological elements; self-efficacy.

This study revealed that students' self efficacy in their writing skill are tend to be high and medium level. High level of self-efficacy is 60-100 as the range of using Bandura's scale. The percentage of high self-efficacy level is 85% from the total subject and 11 students as the result their SEQ with the level significant (0.05). On the other hand, 2 students are categorized in medium level 40-60, it percentaged 15% of the total students, and there is no students categorized in low level of self-efficacy.

The medium level consist of 1 student from journal article team, and 1 student from magazine team. The percentage of the medium level in journal article team is in 16.7%, and 14.3% in magazine team. The high level of self-efficacy is in 83.3% (from 5 students in journal article team), and 85.7% (from 6 students in magazine team).

The students with high level of self-efficacy tend to be able to come up with a high belief, confidence, and also performances. As result, students having high level self-efficacy would more able to publish their writing product; journal article and magazine, namely *Academica* jurnal and *Toga* magazine.

The results of the study are appropriate with Bandura in Magogwe et al (2015) that argues about high level of self-efficacy is one of aspect which motivate students to perform better in their writing competences. Additionally, he also argues that self-efficacy can be the tool to boost students' belief and judgement. The judgment of self-efficacy determine's students' behavior, thought patterns, and the emotional reaction they experience in taxing situation, the expending of effort, the lenght of time to persist in the face of obstacle. Students with high assurance in their capabilities approach of difficult task as challenges to be mastered rather than as threats to be avoid. Such an efficacious outlook fosters intrinsic inteerest and deep engrossment in some writing activities. They set themselves challenging goals and maintaining strong commitment to them. They heighten and sustain their effort in the face of failure.

The study also revealed that based on the indicator of the instrument in SEQ, interview and observation found that students of bidikmisi program implemented the aspect of self-efficacy in the writing journal article and magazine. The four aspect are the belief that ability can grow with effort, the belief that ability to meet specific goals and expectation, the belief to develop motivational and cognitive competences, and the belief to solve the problems.

Each aspect of self-efficacy came from the students' source; mastery experience, vicarious expeerience, social or verbal discussion, psychological or somatic emotional states. The four source can be

seen from the response on the item of the questionnaire. The example;
Saya dapat mengerjakan suatu pekerjaan menulis yang diberikan kepada saya meskipun itu sulit, and other statement that contains,
Saya yakin dapat, Saya yakin mampu, Saya akan bekerja keras.

CHAPTER V

CONCLUSSION

A. Conclusion

After describing and analyzing the data, the researcher draws conclusion which answer the problem statement based on the result of the research related to the students' self-efficacy on writing skill of Bidikmisi Program. The first point is based on the research finding of Bidikmisi Students that the Students of Bidikmisi Program of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta have different level of self-efficacy. Among 13 students from journal article and magazine team (6 students of journal team, and 7 students of magazine team), 2 students were on medium level of self-efficacy with percentage 15% and 11 students were on high level of self-efficacy or 85% from the total number of subject.

The second point is based on the findings of students' achievement or product in their writing journal article and creative writing; magazine, the students of Bidikmisi Program which have high level of self-efficacy are more able to publish their writing product. There are 13 students (journal artile and magazin team) from 59 Bidikmisi students of Islamic Eduction and Teacher Training Faculty at State Islamic Institute of Surakarta that successful to publish their journal article in *Academica*, and *Toga* magazine.

B. Suggestion

After obtaining the result of research, the researcher would like to give some suggestion. The following are the suggestion that may be useful for the organizer of Bidikmisi program at the State Islamic Institute of Surakarta, the students of Bidikmisi program, and other researcher.

1. For the organizer, and instructor of Bidikmisi program at State Islamic Institute of Surakarta
 - a. The organizer should give the opportunities and facilitate the students of Bidikmisi program to improve their writing skill.
 - b. The organizer should give more attention to the writing program with selection sytem of different writing style (journal article and creative writing; magazine).
 - c. The instructor should give more attention and feedback to students in helping students to produce the qualified journal article and magazine.
2. For the students of Bidikmisi program
 - a. The students of Bidikmisi Students should improve their writing competences through the writing practice.
 - b. The students must be more active to their writing program (journal article and creative writing; magazine).
 - c. The students must be submit their writing product on time based on the deadline.
 - d. The students must be confident in expressing their ideas in the product of journal article and creative writing; magazine.

3. For other researcher

The researcher realizes that this research is far from being perfect, thus the researcher hopes that the readers will give any critics and suggestion. The researcher wishes that this research can give contributions for the readers and it will be useful to improve information about students' self-efficacy on writing skill.

The researcher hopes that there will be more students who are interested in analyzing. By this research, the researcher hopes it can lead other students in studying of students' self-efficacy on writing skill.

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APPENDICES

Appendic 1

**List Students of Bidikmisi Program at State Islamic Institute of Surakarta
in 2015/2016**

No	Nama	NIM	Program Studi
1.	Muhammad Irsyadi Fahmi	151111005	Ilmu Al-Qur'an dan Tafsir
2.	Aisyah Azzam Khoiriyah	151211005	Komunikasi dan Penyiaran Islam
3.	Nurul Hidayah	151211018	Komunikasi dan Penyiaran Islam
4.	Indah Apriliyani	151211024	Komunikasi dan Penyiaran Islam
5.	Siti Ulil Hidayati Walab Doliyah	151211094	Komunikasi dan Penyiaran Islam
6.	Shahnaz Alfi Latiefah	151211100	Komunikasi dan Penyiaran Islam
7.	Asep Mafan	151211121	Komunikasi dan Penyiaran Islam
8.	Sri Nurhayati	151211122	Komunikasi dan Penyiaran Islam
9.	Nur Kholifah	151221011	Bimbingan dan Konseling Islam
10.	Aji Putra	151221190	Bimbingan dan Konseling Islam
11.	Syamsul Ma'arif	151221194	Bimbingan dan Konseling Islam
12.	Bety Wulandari	152111011	Hukum Ekonomi Syariah
13.	Daimul Ikhsan	152111056	Hukum Ekonomi Syariah
14.	Fitriyani Zuhrotul Amanah	152121008	Hukum Keluarga Islam
15.	Anis Dewi Lestari	152131005	Hukum Pidana Islam
16.	Putri Kartiksari	152131055	Hukum Pidana Islam
17.	Siti Sulistiawati	152131058	Hukum Pidana Islam
18.	Nur Hana Fitri	152111146	Hukum Ekonomi Syariah
19.	Zahrotul Ula Almahbubah	153241033	Bahasa dan Sastra Arab
20.	Eko Nur Wibowo	153111004	Pendidikan Agama Islam
21.	Lestari	153111013	Pendidikan Agama Islam
22.	Abdurrohman Astsaani	153111007	Pendidikan Agama Islam
23.	Oktaveria Lilafi Nur Afidah	153111008	Pendidikan Agama Islam

24.	Reni Widianingsih	153111037	Pendidikan Agama Islam
25.	Ayshah Nur Fatimah	153111012	Pendidikan Agama Islam
26.	Miftahul Kasana	153111015	Pendidikan Agama Islam
27.	Wahyu Prihatin	153111023	Pendidikan Agama Islam
28.	Anggraeni Novita Sari	153111030	Pendidikan Agama Islam
29.	Alin Oksaranudinni	153111031	Pendidikan Agama Islam
30.	Nonik Yogi Afiana	153111036	Pendidikan Agama Islam
31.	Sahrudin	153111039	Pendidikan Agama Islam
32.	Aabidah Khoirunnisa	153111053	Pendidikan Agama Islam
33.	Septiana Nana Wijayanti	153111153	Pendidikan Agama Islam
34.	Muhammad Abdurrahman	153111066	Pendidikan Agama Islam
35.	Dewi Rahmawati	153111083	Pendidikan Agama Islam
36.	Fifi Feryanti	153111085	Pendidikan Agama Islam
37.	Okta Nurul Hidayati	153111099	Pendidikan Agama Islam
38.	Ulfah Nur Azizah	153111106	Pendidikan Agama Islam
39.	Dita Mustofa Yunitasari	153111135	Pendidikan Agama Islam
40.	Fika Megawati	153111201	Pendidikan Agama Islam
41.	Asriana Arfia Nugraha	153111212	Pendidikan Agama Islam
42.	Raka Juanda Sanjaya	153111221	Pendidikan Agama Islam
43.	Mahma Amila Solikha	153111044	Pendidikan Bahasa Arab
44.	Umi Latifah	153111064	Pendidikan Bahasa Arab
45.	Kamila Maratus Sholikhah	153111071	Pendidikan Bahasa Arab
46.	Siti Nur Fatimah	153221014	Pendidikan Bahasa Inggris
47.	Nandra Saraswaty	153221022	Pendidikan Bahasa Inggris
48.	Hilda Wafiqoh	153221031	Pendidikan Bahasa Inggris
49.	Delik Dita Pratiwi	153221042	Pendidikan Bahasa Inggris
50.	Andri Setyowati	153221064	Pendidikan Bahasa Inggris
51.	Eliana Nur Azizah	153221077	Pendidikan Bahasa Inggris
52.	Alik Maramin	153221078	Pendidikan Bahasa Inggris
53.	Izatussahiroh	153221090	Pendidikan Bahasa Inggris
54.	Khoirul Latifah	153221113	Pendidikan Bahasa Inggris

55.	Arif Rifanan	153221180	Pendidikan Bahasa Inggris
56.	Dina Fitri Annisa	153221234	Pendidikan Bahasa Inggris
57.	Tyas Mulyono	153221244	Pendidikan Bahasa Inggris
58.	Sarah Muktiati	153221251	Pendidikan Bahasa Inggris
59.	Tri Yulianingsih	153221271	Pendidikan Bahasa Inggris
60.	Fadilatul Masitoh	153141008	Pendidikan Guru MI
61.	Winda Atiyani	153141043	Pendidikan Guru MI
62.	Alvian Diansari	153141065	Pendidikan Guru MI
63.	Retno Pratiwi	153141071	Pendidikan Guru MI
64.	Zakiya Darojah	153141075	Pendidikan Guru MI
65.	Nia Susanti	153141082	Pendidikan Guru MI
66.	Nurhayati Pentasari	153131008	Pendidikan Anak Usia Dini
67.	Wulan Sulistyorini	153131029	Pendidikan Anak Usia Dini
68.	Luthfiyah	153211010	Sastra Inggris
69.	Lilik Anggita	153211013	Sastra Inggris
70.	Afifah Nursyahidah	153211027	Sastra Inggris
71.	Ulfah Zainab Musfiroh	153211066	Sastra Inggris
72.	Sriyati	153231008	Sejarah Peradaban Islam
73.	Farid Rustian	153231009	Sejarah Peradaban Islam
74.	Surono	153231034	Sejarah Peradaban Islam
75.	Dewi Nur Fitriana	153151028	Tadris Bahasa Indonesia
76.	Fitria Rachmawati Zain	153151040	Tadris Bahasa Indonesia
77.	Fauzi Nur Bani	153151013	Tadris Bahasa Indonesia
78.	Yuliana Duwi Cahyaningsih	155121015	Akuntansi Syariah
79.	An Nisa Istiqomah Isnaini	155121016	Akuntansi Syariah
80.	Mutia'h Khoirunnisa	155121019	Akuntansi Syariah
81.	Riska Nur Aisyah	155121027	Akuntansi Syariah
82.	Desi Valentina	155121048	Akuntansi Syariah
83.	Garnis Maya Sukmawati	155121049	Akuntansi Syariah
84.	Novia Azizatul Mufidah	155121051	Akuntansi Syariah
85.	Qonita Nur Baiti	155121052	Akuntansi Syariah

86.	Muhammad Mujahidin	155121055	Akuntansi Syariah
87.	Rahma Suci Hidayati	155121056	Akuntansi Syariah
88.	Siti Mariam	155121062	Akuntansi Syariah
89.	Rohman Suryani	155121066	Akuntansi Syariah
90.	Agus Waloya	155121165	Akuntansi Syariah
91.	Ummu Athiah	155121185	Akuntansi Syariah
92.	Latifah Nur Baiti	155121196	Akuntansi Syariah
93.	Juma'iyah	155211003	Manajemen Bisnis Syariah
94.	Lia Safitriningsih	155211025	Manajemen Bisnis Syariah
95.	Titi Nur Rohmah	155211038	Manajemen Bisnis Syariah
96.	Laila Asfarotin	155211057	Manajemen Bisnis Syariah
97.	Lulu Syifa Pratama	155211150	Manajemen Bisnis Syariah
98.	Andini Kartika Sari	155211065	Manajemen Bisnis Syariah
99.	Yulis Annisa	155211170	Manajemen Bisnis Syariah
100.	Hasta Gunawan Priyangga	155211196	Manajemen Bisnis Syariah
101.	Siti Nur Asiah	155231002	Perbankan Syariah
102.	Nurul Khasanah	155231011	Perbankan Syariah
103.	Khoirunnisa Utami	155231012	Perbankan Syariah
104.	Bellya Ika Wulandari	155231022	Perbankan Syariah
105.	Anindita Ari Fatojanah	152111088	Hukum Ekonomi Syariah
106.	Della Putri Apriliana	155231144	Perbankan Syariah
107.	Ayu Irmasari Raharjanti	155231145	Perbankan Syariah
108.	Nindia Nur Baity Suwarno	155231163	Perbankan Syariah
109.	Dinar Noviana	155231171	Perbankan Syariah
110.	Ayu Sulastri	155231195	Perbankan Syariah

Appendic 2

Interview Script for the Organizer of Bidikmisi Program

Due of interview :

Time of interview :

Place of interview :

Interviewer :

Interviewee :

1. Apakah pengertian Bidikmisi menurut bapak?
2. Apa saja undang-undang dan aturan pemerintah terkait Bidikmisi?
3. Bagaimanakah sistem Bidikmisi di IAIN Surakarta?
4. Adakah program-program pendukung Bidikmisi yang berkaitan dengan kemampuan menulis mahasiswa?
5. Bagaimana prosedural dari program pendukung tersebut?
6. Apa saja produk yang dihasilkan dari program tersebut?

Interview Script for the Organizer of Bidikmisi Program

Due of interview : Thursday, 10th May 2018

Time of interview : 10.00 Am

Place of interview : Rektorat Building

Interviewer : Umu Miftahus Sa'adah

Interviewee : Pudji Raharjo Rudi Hartono, AKS

The interview had been done by the researcher as the interviewer and the head of academic and student with the result of the transcript as follows:

UM : Assalamualaikum,

Rd : Waalaikumsalam,

UM : Apakah pengertian Bidikmisi menurut bapak?

Rd : Jadi, bidikmisi adalah salah satu program beasiswa yang dicanangkan oleh pemerintah untuk mahasiswa yang mempunyai potensi-potensi akademik tetapi kurang mampu secara ekonominya.

UM : Apa saja undang-undang dan aturan pemerintah terkait Bidikmisi?

Rd : Bisa di cek di buku panduan bidikmisi dek.

UM : Bagaimanakah sistem Bidikmisi di IAIN Surakarta?

Rd : Pada awalnya bidikmisi di iain menginduk pada kementerian pendidikan sejak tahun 2011 akan tetapi pada tahun setelahnya bidikmisi di iain sudah menginduk pada kementerian agama.

- UM : Adakah program-program pendukung Bidikmisi yang berkaitan dengan kemampuan menulis mahasiswa?
- Rd : Program pendukungnya, ada program kepenulisan program bahasa di pare
- UM : Bagaimana prosedural dari program pendukung tersebut?
- Rd : Semenjak tahun pertama mahasiswa sudah di godok dengan adanya program latihan kepenulisan seperti yang di magelang di dieng, setelah itu mahasiswa diminta untuk menghasilkan sebuah produk. Dari hasil produk awal akan terlihat gaya penulisan apakah lebih ke ilmiah maupun bukaan ilmiah. Jika basicnya lebih ke ilmiah akan dimasukan ke team jurnal jika lebih ke non ilmiah akan dimasukan ke team majalah.
- UM : Apa saja produk yang dihasilkan dari program tersebut?
- Rd : Ada journal dan majalah dek.
- UM : Terimakasih pak,
- Rd : Sama-sama dek.

Interview Script for the Instructor of Bidikmisi Program

Due of interview :

Time of interview :

Place of interview :

Interviewer :

Interviewee :

1. Bagaimana pendapat bapak terkait program kepenulisan di Bidikmisi?
2. Bagaimanakah prosedural dari program tersebut?
3. Apa produk yang dihasilkan oleh mahasiswa dari program kepenulisan tersebut?
4. Apa saja kriteria dari produk yang dihasilkan?
5. Bagaimana cara bapak untuk mengevaluasi produk yang dihasilkan oleh mahasiswa dari program kepenulisan di Bidikmisi?

Interview Script for the Instructor of Bidikmisi Program

Due of interview : Friday, 25th May 2018

Time of interview : 02.42 pm.

Place of interview : - (via whats-up)

Interviewer : Umu Miftahus Sa'adah

Interviewee : Bapak Nur Kafid

UM : Bagaimana pendapat bapak terkait program kepenulisan di Bidikmisi?

NK : ya programnya bagus, karena ada dua gaya mencakup ilmiah dan non ilmiah berbentuk jurnal dan majalah

UM : Bagaimanakah prosedural dari program tersebut?

NK : Nanti dibagi grup jurnal dan grup majalah setelah disuruh buat sebuah artikel dulu dan dari hasil itu kita yang nentuin

UM : Apa produk yang dihasilkan oleh mahasiswa dari program kepenulisan tersebut?

NK : jurnal dan majalah

UM : Apa saja kriteria dari produk yang dihasilkan?

NK : Kriterianya dari segi kontennya dan keterbacaannya untuk jurnal kalau untuk majalahnya nanti kita juga lihat kontennya serta kita da editor untuk lay outnya

UM : Bagaimana cara bapak untuk mengevaluasi produk yang dihasilkan oleh mahasiswa dari program kepenulisan di Bidikmisi?

NK : Yang penting penelitian dari tiap elementnya mbak , serta orisinilitasnya yang utama.

Interview Script for the Students of Bidikmisi Program

Due of interview :

Time of interview :

Place of interview :

Interviewer :

Interviewee :

1. Program kepenulisan di Bidikmisi yang anda ketahui dan yang pernah diikuti?
2. Bagaimanakah prosedural program tersebut?
3. Apa saja produk yang dihasilkan dari program tersebut?
4. Bagaimana persepsi anda terkait program kepenulisan yang ada?
5. Apakah anda merasa yakin mampu melaksanakan tugas-tugas kepenulisan tersebut?
6. Berapa jangka waktu yang diperlukan untuk menghasilkan sebuah produk?
7. Masalah atau kendala apa saja yang anda hadapi dari program tersebut?
8. Bagaimana anda mengatasi kendala-kendala dari program kepenulisan tersebut?

Interview Script for the Students of Bidikmisi Program

Due of interview : 18th april 2018

Time of interview :14.00 pm

Place of interview : SC (Student Center) Building

Interviewer : Umu Miftahus Saadah

Interviewee : Tyas Mulyono

UM : Program kepenulisan di Bidikmisi yang anda ketahui dan yang pernah diikuti?

TM : Nulis jurnal dan majalah

UM : Bagaimanakah prosedural program tersebut?

TM : Dibagi team dan menulis produk

UM : Apa saja produk yang dihasilkan dari program tersebut?

TM : Nanti ada jurnal to mbak terus di bukukan

UM : Bagaimana persepsi anda terkait program kepenulisan yang ada?

TM : Bagus mbak , sama latihan nulis ilmiah

UM : Apakah anda merasa yakin mampu melaksanakan tugas-tugas kepenulisan tersebut?

TM : Yakin mbak bareng-bareng temennya

UM : Berapa jangka waktu yang diperlukan untuk menghasilkan sebuah produk?

TM : 1-2 bulan mungkin ya mbak

UM : Masalah atau kendala apa saja yang anda hadapi dari program tersebut?

TM : Bagi waktu mbak kan tugas kuliah ya banyak

UM : Bagaimana anda mengatasi kendala-kendala dari program kepenulisan tersebut?

TM : Kita sebenarnya harus pintar-pintar berkembang di program ini ya mbak, karena ada program kepenulisan yang berbeda, kita harus bisa enjoy dan menyesuaikan dengan gaya penulisan yang ada. Tiap-tiap anggota dari team punya usaha-usaha sendiri untuk bisa meningkatkan kemampuan menulis kita. Contoh usahanya ya macam-macam, ada yang melalui bagaimana bisa mengumpulkan ide, topik-topik tulisan yang terkini, belajar nulis yang lebih kreatif lagi.

Interview Script for the Students of Bidikmisi Program

Due of interview : 5 May 2018

Time of interview :10.00 am

Place of interview : SC (Student Center) Building

Interviewer : Umu Miftahus Saadah

Interviewee : Dina Fitri A.

UM : Program kepenulisan di Bidikmisi yang anda ketahui dan yang pernah diikuti?

DFA : Ada nulis jurnal dan majalah kak, tapi saya kebagian majalah

UM : Bagaimanakah prosedural program tersebut?

DFA : Nanti kumpul tiap pertemuan bareng grupnya terus dibagi tugas

UM : Apa saja produk yang dihasilkan dari program tersebut?

DFA : Nanti namanya toga magazine

UM : Bagaimana persepsi anda terkait program kepenulisan yang ada?

DFA : senang kak, pengalaman pertama buat majalah

UM : Apakah anda merasa yakin mampu melaksanakan tugas-tugas kepenulisan tersebut?

DFA : Mampu yakin yaa,

UM : Berapa jangka waktu yang diperlukan untuk menghasilkan sebuah produk?

DFA : Ada 3 bulan tapi ya intensif paling 1 bulan kak

UM : Masalah atau kendala apa saja yang anda hadapi dari program tersebut?

DFA : Cari idenya kak yang susah gimana yang isu update di kampus

UM : Bagaimana anda mengatasi kendala-kendala dari program kepenulisan tersebut?

DFA : Sering sharing aja ngobrol-ngobrol sama temen-temen jurnal

Interview Script for the Students of Bidikmisi Program

Due of interview : 22nd february 2018

Time of interview : 14.00 pm

Place of interview : GLM Building

Interviewer : Umu Miftahus Saadah

Interviewee : Izzatussairoh

UM : Program kepenulisan di Bidikmisi yang anda ketahui dan yang pernah diikuti?

Iz : Ada jurnal dan majalah mbak

UM : Bagaimanakah prosedural program tersebut?

Iz : Saya itu mbak cuma ikut yang majalah i to jadi gak tau yang jurnal , kalo di majalah nanti kumpul dibagi tugas terus ada evaluasi

UM : Apa saja produk yang dihasilkan dari program tersebut?

Iz : Toga magazine mbak namanya

UM : Bagaimana persepsi anda terkait program kepenulisan yang ada?

Iz : Sukak mbak , bisa latihan jadi penulis

UM : Apakah anda merasa yakin mampu melaksanakan tugas-tugas kepenulisan tersebut?

Iz : Inshaallah yakin mbak ada instrukturnya juga kok

UM : Berapa jangka waktu yang diperlukan untuk menghasilkan sebuah produk?

Iz : 1 bulan lebih kayaknya mbak

UM : Masalah atau kendala apa saja yang anda hadapi dari program tersebut?

Iz : Vocabnya mbak susah sama diksinya paling

UM : Bagaimana anda mengatasi kendala-kendala dari program kepenulisan tersebut?

Iz : Banyak-banyakin baca sih mbak

Appendic 3

Field Note Observation

Time : Friday, 9th february 2018

Place : GLM building 2nd floor

Friday, 9th february 2018. This is my first time to do my observation with the magazine team as the subject of my study. I left my dorm at 3.00 pm and met the magazine team of bidikmisi program at GLM building. There were 5 students and I as the attendace. I did my preparation (prepare my paper, and bulpoin). The meeting is began by introduce their self one by one and guide by the leader of the team that is choosen by the instructor before the meeting (M Abdurahman).

3.20 the focus meeting start with the sharing about the bidikmisi program and the product that is going to finish on the february until june period. Every member of the magazine team are enthusiastic with the first meeting. It can be seen by their gesture and expression. Every member propose about the topic that used for their product. The example of the topics are the actual issues in our campus, the use of cadar in campus, and etc. There is some discussion between the member of the team. Finally the result of the first meeting are sharing the task and starting to get the interesting point of our campus.

Field note

Time : Friday, 16th March 2018

Place : SC (student center)

Friday, 16th march 2018. This is the third time to do my observation with the magazine team as the subject of my study. I left my dorm at 1.00 pm because the meeting would be start at 1.30 pm at SC building. There were 4 students and I as the attendace .The meeting is began by discusion of the actual topic on our campus as the progress of the second meeting and the headline were the changing statue of the institute became university.

The meeting was condusifly. In this meeting the students one by one explain their opinion and observation about the progress of the canging statue of this institute. Finally, the result is done by the final conclusion that the idea of the canging statue would be the headline that replace the canging of rector topic. The meeting end by the task division to get the spesific information of the headline and start to write become an article also the supporting issue about the headline by the leader.

Field note

Time : Friday, 23th April 2018

Place : SC (student center)

Friday, 23th April 2018. This is the fourth time to do my observation with the magazine team as the subject of my study. I left my dorm at 1.30 pm because the meeting would be start at 2.00 pm at SC building. There were 3 students and I as the attendace .The meeting is began by showing of the writing product progression of the third meeting and submitted the obstacle in doing the writing process also discussed together to solve the problem.

The meeting was condusifly. In this meeting the students one by one explain their progress and obstacle about the progress of writing. Finally, the result is done by the conclusion that they would be meet the instructor and ask the solving problem of their obstacle.

Field note

Time : Friday, 4th May 2018

Place : koperasi building

Friday, 4th May 2018. This is the fifth time to do my observation with the magazine team as the subject of my study. I left my dorm at 1.00 pm because the meeting would be start at 1.30 pm at koperasi building. There were 5 students and I as the attendace .The meeting is began by sharing the writing progress and the others give the feedback with the writing product.

The meeting was condusifly. In this meeting the students one by one check the team progress of the writing by read and give opinion. The meeting end by the planing of the layout and revising the feedback of the others also submitting the picture as the following interesting point of magazine.

Field note

Time : Friday, 18th May 2018

Place : koperasi building

Friday, 18th May 2018. This is the sixth time to do my observation with the magazine team as the subject of my study. I left my dorm at 1.00 pm because the meeting would be start at 1.30 pm at koperasi building. There were 6 students and I as the attendace .The meeting is began by sharing the writing progress and the others give the feedback with the writing product.

The meeting was condusifly. In this meeting the students one by one check the team progress of the writing by read and give opinion. The focus of the meeting was on the rechecking gramatical error and spelling and the choosen of the colour, the background picture and also the warning that the last meeting is the evaluation of all progress with the instructor. The meeting end by the planing of the finalization of the all material all product and all lay out.

Field note

Time : Friday, 8th June 2018

Place : koperasi building

Friday, 8 June 2018. This is the last time to do my observation with the magazine team as the subject of my study. I left my dorm at 1.00 pm because the meeting would be start at 1.30 pm at koperasi building. There were 7 students and I as the attendace .The meeting is began by waitting the instructor. The all member of the magazine team was reading the final result of their writing product. The instructor attend at 1.45 pm. The meeting was condusifly. In this meeting the instructor evaluate the students product using the criteria of magazine and give the final advise before they send to the editor.

The focus of the last meeting was on the final cheking of the writing product. The example of the checking are: cheking in grammatical, spelling, vocabulary, content, and etc. In addition, the last meeting also used to give the thankfull and gratefull one by one of the member. The instructor and the leader give their last statement for the all member. Finally I also give my thankfull statement for all the participate of my observation and giving apologize if I had a many mistake when taking the datas.

Appendic 4 Validity and Reability of the Questionnare

Data statistic

Statistics

TOTAL

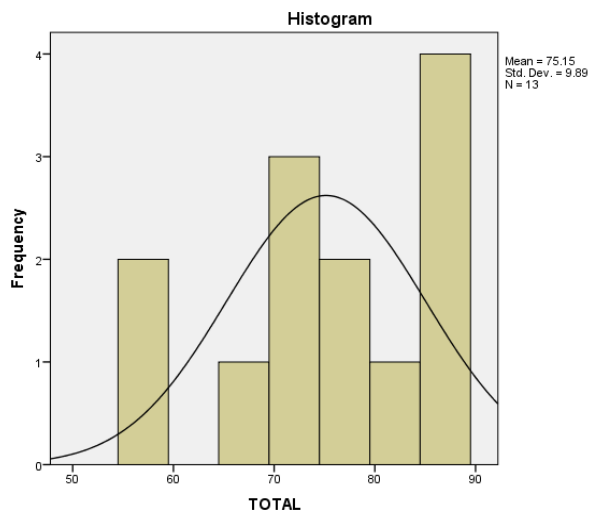
N	Valid	13
	Missing	0
Mean		75.15
Median		75.00
Mode		85
Std. Deviation		9.890
Minimum		57
Maximum		87
Sum		977

Total data

TOTAL

	Frequenc y	Percent	Valid Percent	Cumulative Percent
57	1	7.7	7.7	7.7
58	1	7.7	7.7	15.4
69	1	7.7	7.7	23.1
71	1	7.7	7.7	30.8
72	1	7.7	7.7	38.5
74	1	7.7	7.7	46.2
Valid 75	1	7.7	7.7	53.8
78	1	7.7	7.7	61.5
80	1	7.7	7.7	69.2
85	2	15.4	15.4	84.6
86	1	7.7	7.7	92.3
87	1	7.7	7.7	100.0
Total	13	100.0	100.0	

Histogram



Summary

Case Processing Summary

		N	%
Cases	Valid	13	100.0
	Excluded ^a	0	.0
	Total	13	100.0

Reliability Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.938	25

Validity Questionnaire

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	72.08	88.244	.761	.933
Q2	72.31	89.231	.789	.933
Q3	72.46	90.269	.596	.935
Q4	72.15	91.474	.543	.936
Q5	72.31	92.064	.777	.935
Q6	72.00	88.333	.695	.934
Q7	72.15	88.808	.796	.933
Q8	72.23	88.026	.780	.933
Q9	72.00	89.667	.746	.934
Q10	72.23	88.026	.780	.933
Q11	72.31	98.231	-.067	.947
Q12	72.08	86.910	.729	.933
Q13	72.15	88.474	.829	.932
Q14	71.85	94.641	.226	.940
Q15	72.15	85.974	.864	.931
Q16	72.69	90.731	.689	.935
Q17	72.38	88.423	.555	.937
Q18	72.00	89.667	.746	.934
Q19	72.00	90.500	.663	.935
Q20	72.15	87.308	.757	.933
Q21	72.00	97.333	.045	.941
Q22	72.00	89.833	.574	.936
Q23	72.00	89.667	.588	.936
Q24	72.08	98.244	-.069	.943
Q25	71.92	89.244	.725	.934

Appendix 6 Questionnaire

Blue print Self-efficacy Questionnaire (SEQ)

Aspect	Item favorable	Item unfavorable	Total
Believe that ability can grow with effort	1, 2, 4, 5, 7	3, 6, 8	8
Believe your ability to meet specific goals and/or expectations	9, 11, 13, 14	10, 12, 15	7
Believe to develop motivation and cognitive competences	18	16, 17, 19	4
Believe to solve the problems	21, 22	20, 23, 24, 25	6