

The Impact of Self-Efficacy on the Writing Skills of English Education Students

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ABSTRACT

In learning English as a foreign language, four skills should be mastered by the learners. They are listening, speaking, reading, and writing. Writing has an important role for people. Writing is one of the ways to communicate as well as speaking. Some people may not like it much, because in general, writing skills are rarely more favorite than other. After all, it includes many aspects such as vocabulary, grammar, idioms, and so on. Writing is also the most important skill you need in University. It will be helpful when we need to accomplish our theses. Self-efficacy, an individual's belief in his or her ability to achieve certain goals, is considered an important factor influencing academic performance, including writing skills. This study involved 48 Semester 6th students from the English language education study program at the Palangka Raya State Islamic Institute, using a self-efficacy questionnaire and a writing test as instruments. Data were analyzed using Pearson Product Moment Correlation to determine the strength and direction of the relationship between the two variables. From the results of the data analysis, it is clear that there is a relationship between self-efficacy (variable X) and writing ability (variable Y). The correlation results show that the value of $r = 0.2053$ is included in the "Weak" category, which indicates that although there is a positive correlation between Student Self-Efficacy and Writing Ability, this relationship is not strong. The coefficient of determination $R^2 = 0.0422$ or 4.22% indicates that only a small part of the variation in writing ability can be explained by student self-efficacy. T-test: The calculated t-value is 1.42. With a sample size of $n = 48$ and a commonly used significance level ($\alpha = 0.05$), this t-value is not significant. This means there is no strong evidence to conclude that there is a significant relationship between self-efficacy and writing ability in this sample. The results of this study expand the understanding of the importance of other factors such as motivation, learning environment, and social support that may have more influence on improving writing skills. The study also confirms that the development of writing skills requires a holistic approach, which includes not only improving self-efficacy but also other aspects of the learning process.

Key Words: Correlation, Self-Efficacy, Writing Ability.

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INTRODUCTION

Self-efficacy plays a crucial role in writing skills because it directly influences an individual's belief in their ability to succeed in writing tasks. This belief, in turn, impacts motivation, persistence, and overall performance. When individuals feel confident in their writing abilities, they are more likely to engage in writing tasks with enthusiasm, use more effective writing strategies, and persist through challenges. Conversely, low self-efficacy can lead to anxiety, avoidance, and a lack of effort, all of which undermine the development of writing skills. Moreover, self-efficacy is linked to cognitive and emotional factors that affect the writing process. Those with higher self-efficacy tend to set more challenging writing goals, take more risks in exploring new ideas, and demonstrate resilience when faced with difficulties. These behaviors are critical for growth, as writing requires iterative learning and the ability to revise and refine ideas. In educational contexts, fostering students' self-efficacy can empower them to take ownership of their learning and pursue improvement. For instance, students who believe in their ability to improve their writing are more likely to seek feedback, revise their work, and ultimately, see growth. By studying self-efficacy in writing,

we gain valuable insights into how to support and guide students, helping them develop not just technical writing skills but also the mindset necessary for long-term academic and personal success. In sum, understanding and enhancing self-efficacy in writing not only improves performance but also nurtures a growth-oriented attitude toward learning and creativity, both of which are essential for success in education and beyond.

English is a globally prevalent language utilized for communication, technology, science, and education. The inclusion of English as a mandatory subject from junior to university level by the Indonesian government is of utmost importance for the improvement of educational quality and the facilitation of learning. Educators are required to impart four fundamental English proficiencies to their students, namely, auditory comprehension, textual analysis, written expression, and oral communication. Writing is an action that needs some process such as thinking, writing, reading, correcting, and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express (Fatemi & Vahidnia, 2018).

In writing, however, a strong sense of self-confidence in the writing task is called writing self-efficacy. In other words, individuals may feel better about writing when they have self-belief in their ability to write. So, students with high self-efficacy consider the hard writing task as a challenge to fulfill and try their best to accomplish the task by making productive use of their cognitive strategies (Erliana et al., 2014). Based on the statement above, it is clear that Self-efficacy plays an important role in learning and achievement of writing. Therefore, the researcher is interested in finding out whether there is a correlation between students' self-efficacy and their writing ability. Self-efficacy is an important factor in learning and the mastery of a specific performance. Theory and research have shown that self-efficacy is a crucial motivational construct that can influence one's actions, effort, determination, and accomplishment (Miftah, 2019). When faced with obstacles, this motivation can frequently result in greater effort, determination, and perseverance. Therefore, students with high self-efficacy have more chances to accomplish learning outcomes (Elliot et al., 2014).

Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraphs by using some grammatical rules. In short, writing is unspoken communication and it is one of the ways to express ideas. Most researchers believe that motivation plays an important role in students' learning achievement. Without motivation, even individuals who have the most abilities will not be able to achieve their goals.

It is believed that self-efficacy will affect students in writing. It is because of the elements that inspire the researcher within this motivation/affect process, among them are goals, beliefs, and attitudes about the topic. Because writing is a difficult task and time-consuming activity, concentration, and determination to complete the task are highly required. Self-efficacy beliefs are vital in energizing students to engage in learning behavior in a wide range of academics, including writing. (Kormos, 2017, in Setyowati, 2016, p.22) Pajares and Schunk (2020) pointed out that self-efficacy beliefs revolve around the concept of "can". Self-efficacy beliefs are affected more by one's own direct experiences with the tasks than by social comparison. Academic self-efficacy studies concentrate more on writing, however, a strong sense of self-confidence in the writing task is called writing self-efficacy. In other words, individuals may feel better about writing when they have self-belief in their ability to write. So, the students with high self-efficacy consider the hard writing task as a challenge to fulfill and try their best to accomplish the task by making productive use of their cognitive strategies (Lavelle, 2019).

Previous researches reveals that there is a strong and positive correlation between self-efficacy and learning writing skills. Yulianawati (2019) conducts a case study on three senior High school students to investigate their self-efficacy beliefs when writing recount

text. The result of the research suggests that the most important source for self-efficacy belief in the student's writing ability is their mastery experience. The newest study is conducted by Anam and Stracke (2020) who investigate the role of self-efficacy when learning English in the Indonesian context for primary school students. The result shows that there is a relationship between self-efficacy and language performance.

Self-efficacy is an important factor in learning and the mastery of a specific performance. Theory and research have shown that self-efficacy is a crucial motivational construct that can influence one's actions, effort, determination, and accomplishment (Schunck & DiBenedetto, 2020). When faced with obstacles, this motivation can frequently result in greater effort, determination, and perseverance. Therefore, students with high self-efficacy have more chances chance to accomplish learning outcomes (Kong & Tang, 2020).

Writing is a complex and demanding task. Learning to write a well-developed composition is a winding process. It requires a lot of practice (Yerni, 2021) and does not develop automatically (Graham, 2019). Any writers, especially in a foreign language context, needs to pay attention to the flow of ideas, how it is related to one another, and whether it is logical and relevant. They also need to pay attention to the transition between paragraphs, the unity and coherence that make the writing intact, the language, the punctuation, the spelling, and the word choice. Because of its dynamic and complex activity (Hayes, 2017), students need to develop their self-efficacy to write (Schunk & Zimmerman, 2020).

In an EFL context, some research is investigating the level of foreign language learners' (EFL) self-efficacy level. Kim et al. (2019) did research on profiling the EFL students' English Self-Efficacy beliefs in Korea. The research suggests that there are three profiles of EFL self-efficacy, namely high, medium, and low. The students with high and medium self-efficacy profiles are typically those who have spent more years studying English, and most are female students. They also report that the efficacious students use more Self-regulated learning strategies, unlike those with low self-efficacy beliefs. Sun and Wang (2020) investigate 319 sophomore Chinese students' writing self-efficacy and writing self-regulated learning strategies and how they are related to writing proficiency. The result of the research shows that Chinese EFL students' writing self-efficacy falls in the moderate category.

In the Indonesian context, research in English self-efficacy has gained much attention from teachers, researchers, and practitioners. The first study is conducted by Weda (2018). Weda's research aims to find out whether there is an existing relationship between self-efficacy, motivation, and writing performance. The subjects under study are 50 students of the English Education Department in the Faculty of Language and Literature Universitas Negeri Medan. Weda (2018) reveals that there is a moderate and positive correlation between students' self-efficacy and writing performance, and there is a moderate and positive relationship between motivation and students' writing performance. Secondly, Deviana et al. (2019) investigate a correlation between self-efficacy and creative thinking for writing skills.

The result also suggests that motivation plays an important role in self-efficacy for learning English as a foreign language. Based on the theoretical and empirical stand, the researchers believe that writing self-efficacy can predict students' success in writing task accomplishment. It's crucial to remember that an association does not necessarily indicate a cause. Although self-efficacy and writing performance are related, it is unlikely that raising one's self-efficacy will inevitably result in better writing.

Therefore, this research is intended to analyze foreign language students' writing self-efficacy level when they learn to write an essay. The result of this research can add to the body of knowledge in the field of EFL writing in the Indonesian context and provide more information about what teachers or lecturers can do to help students become better writers. The other reason is because many students do not like to write. So, the researcher found things that can motivate them to write well. In this study, the researcher focused on the 6th semester of TBI students. Because they passed the writing courses of I, II, and III. So, the researcher assumes that they can write well and correctly. In order to know the students' belief about their own capabilities in writing, there should be a Scale that can measure the student's self-efficacy. So then the writer knows the relation of students' self-efficacy and their writing ability. The problem of the study in this research is: is there any significant Correlation Between Students' Self-Efficacy and their Writing Ability of 6th semester TBI students at IAIN Palangka Raya.

There are some definitions of self-efficacy based on some experts. Based on what Bernhard and Pajares wrote, self-efficacy refers to learners' belief about their abilities to accomplish a task, it is also the students' judgment of their academic competence. It means that self-efficacy is similar to students' perceptions of their competence to do a task. Self-efficacy concerns students' beliefs that they can do something like solve a problem. It involves some judgment that the individual can or cannot do these activities. Rahimi and Abedini (2019, p.16). Based on the explanation above, it can be concluded that self-efficacy is important to face problems in our lives. Self-efficacy is when an individual judges his or her self about his or her ability to perform tasks or in doing activities. Self-efficacy will impact on individuals' self-confidence. If students have high self-efficacy, they will be more successful in doing tasks or exercises than the students who have less self-efficacy. The researcher uses the questionnaire to be able to measure the students' writer self-efficacy. (Donald, 2018, in Setyowati, 2016, p.29).

In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In performing a particular task, people with high self-efficacy tend to be more involved in the situation, while those who have low self-efficacy prefer to avoid and stay away from the task. Individuals who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. They do not view the task as a threat they should avoid. They are not afraid to fail in performing the task. Instead, they increase their efforts to prevent a failure that might occur. Those who fail in their work, usually regain their self-efficacy as quickly after experiencing failures.

On the contrary, people who have low self-efficacy will try to avoid difficult tasks. Such individuals have a low commitment to achieving the goals they set. When they face difficult tasks, they are busy thinking about the shortcomings they have, the distractions they face, and all the results that can be detrimental to them. They do not increase their efforts and give up very easily. They are too slow in correcting their own mistake and regaining their self-efficacy when facing a failure.

Writing is considered the most difficult and complicated language skill to be learned compared to other language skills listening, speaking, and reading (Miftah, 2015, p.9). It can be said that writing is a crucial part of our global society. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of milkshake to how this earth is formed, for example. In short, writing plays a significant role in our life. The statement above is from the writer's point of view. To the writer, in addition, writing also means as one of the communication tools. Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distances and periods. Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more

difficult for them to write in a foreign language. As Oshima and Hogue state, writing is an action that needs some process such as thinking, writing, reading, correcting, and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express.

Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraphs by using some grammatical rules. Writing is a skill by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading (Harmer & Jeremy, 2018). The fact that writing skill gives many advantages to people, suggests that having good writing skills will give many benefits to them. In addition, being able to take part in today's information culture, writers can express themselves well through writing, they can communicate their ideas, thoughts, feelings, and experiences and at the same time, let them be known by others. To be successful in whatever field we are in, having writing skills is very much helpful. Thus, writing, especially in a foreign language is one skill that all teachers or educational practitioners should pay attention to. Teaching writing focuses not only on the product of writing itself but also on the process of writing. The writing process refers to everything writers do, from the moment they start thinking about what to write until the final copy is completed (Erliana et al, 2014, p.64). Every writing specialist gives a different version of the stages of the writing process. Introduces the stages of writing such as prewriting, drafting, revising, and editing. (Gebhard, 2021).

Writing self-efficacy refers to students' beliefs in their ability to perform written English tasks successfully. Such tasks include composition, correctly punctuating writing, and creating grammatically correct samples of writing. At the end of the school term, students' writing skills and self-efficacy were predicted. Overall, students who evaluate themselves as poor writers tend to be reluctant to engage in writing works and make brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard. In both areas of composition and self-efficacy, researchers have discovered an enormous interest in writing self-efficacy, and they have worked on the relationship between writing self-belief and writing performance. Their findings displayed a strong relationship between them (White & Bruning, 2019; Jones, 20017; Pajares and Valiante (2020).

They discovered that despite the anticipated strong effect of writing ability, self-efficacy beliefs played an independent part in the prediction of performance. In past research, among all the motivational constructs, perceived self-efficacy was usually discovered to have the strongest predicting power, over individuals' writing performance; such discovery supports the claim made by Bandura based on social cognitive theory that self-efficacy has a main function in predicting writing performance.

METHOD

The researcher used a quantitative method in conducting this research. This research is categorized into correlational research design. Donald Aryet (2018) stated that "Correlational research is research that attempts to determine the extent and the direction of the relationship between two or more variables. So, the researcher correlated two variables of this research: they were students' self-efficacy as the X variable and writing ability as the Y variable of 6th semester TBI students. There are three possible results of a correlation study: Positive correlations: Both variables increase or decrease at the same time. A correlation coefficient close to + 1.00 indicates a strong positive correlation. Negative correlations: indicates that as the amount of one variable increases, the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation. No correlation: indicate any relationship between the two variables. A correlation coefficient indicates no correlation.

The distribution of questionnaires was carried out offline. The population in this study is TBI students at IAIN Palangka Raya. The Sample in this study consisted of students in the 6th semester of Tadris English, which totals 48 students. They were divided into two classes, 6A and 6B. If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more". Based on the quotation above, in this research, the population sample will take total sampling.

In collecting the data for this research, the researcher used a questionnaire and documentation in writing to obtain the data to answer the problem. Here are the steps for data collection: the researcher prepares the questionnaire, the researcher gives a questionnaire to the respondents, researcher collects the responses, calculates the result of the study, analyzes the data obtained using table, SPSS and to measure the central tendency, takes the document score of scientific writing from the subject lectures, and researcher concludes the correlation between students' self-efficacy and writing ability in the 6th semester of TBI students at IAIN Palangka Raya, whether there is a positive or negative correlation, based on the obtained data.

Research instrument because, there were two variables that the researcher observed namely students' self-efficacy and writing ability, the instrument that used in this research was self-efficacy questionnaires and documentation thesis proposal of 6th semester students in the subject of Thesis Proposal. The documentation of this subject is taken from available documents from the lectures.

The sample in this study consisted of students in the 6th semester of Tadris English, and the total formula used is the Pearson product-moment correlation formula using IBM SPSS Statistics Version 26 topics. In analyzing the data, the researcher used correlation product moment which was developed by Carl Pearson. "Correlation product moment is used to show whether there is a correlation between X variable and Y variable. To analyze the data obtained, the researcher used the formula as follows.

FINDINGS AND DISCUSSION

In the literature review, it has been outlined that the relationship between independent variables and dependent variables is highly dependent on various factors, such as the industry context, market conditions, as well as the sample size used in the study. Regression theory states that the greater the value of t, the more likely the relationship is significant. However, when the t-value is less than the critical value, as in this case, it indicates that the independent variable has no significant influence.

Previous research has also shown that insignificant results like this can occur if the relationship between independent and dependent variables is influenced by external factors that are not incorporated into the model. For example, in an economic or financial context, variables such as macroeconomic conditions, government policies, or specific industry factors can obscure the relationship between the variables studied. In addition, several previous studies have also suggested that the influence of independent variables on dependent variables can be indirect or moderate, which means that the effect may only be seen in the long term or through interactions with other variables that are not included in this regression model.

The results of this study, which showed a t-value smaller than the critical value, supported previous findings that the relationship between variables in a given context could be weak or statistically insignificant. Other factors such as sample size, data variation, and heteroscedasticity can also affect the results of the analysis, so it is necessary to consider moderating or intervening variables that may be more relevant in further research.

Bandura explained that the success of an individual in carrying out a task performance in practice and perception makes the individual more prepared and confident in his career as a

prospective counselor. Self-efficacy is an individual's perception of how well the individual can complete a task or problem (Safitri & Masykur, 2017). Individuals who do not consider themselves competent lose motivation to complete difficult tasks and focus on possible failures that can occur (Al-Baddareen et al., 2020).

Data processing results The results of the normality test in Table 4.29 show that the data on Student self-efficacy is normally distributed (Sig. > 0.05), both according to Kolmogorov-Smirnov (Sig. = 0.200) and Shapiro-Wilk (Sig. = 0.633). However, the Writing Ability data was not normally distributed (Sig. < 0.05), with Sig. = 0.000 and Sig. = 0.001. The results of the homogeneity test showed a Levene Statistic value of 2.533 with Sig. = 0.030. Because the Sig. < value is 0.05, it can be concluded that the variance of writing ability is not homogeneous or does not meet the assumption of homogeneity, which means that there is a significant difference in the variance between the tested groups.

In this case, students' self-efficacy and writing ability are equally influential by using the Pearson Product Moment formula. From the table above, it is known:

$$\begin{aligned} \sum X &= 2977 ; & \sum Y &= 3865 ; & \sum XY &= 240105 ; \\ \sum X^2 &= 186791 ; & \sum Y^2 &= 312925 \end{aligned}$$

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

N = Number of data pairs

$\sum X$ = The sum of all X value

$\sum Y$ = The sum of all Y value

$\sum XY$ = The sum of all the products of X and Y

$\sum X^2$ = Sum of squares of all X value

$\sum Y^2$ = Sum of squares of all Y value

$$\begin{aligned} r &= \frac{48 \cdot 240105 - 2977 \cdot 3865}{\sqrt{(48 \cdot 186791 - 2977^2)(48 \cdot 312925 - 3865^2)}} \\ r &= \frac{11.525.040 - 11.506.105}{\sqrt{(8.965.968 - 8.862.529)(15.020.400 - 14.938.225)}} \\ r &= \frac{18.935}{\sqrt{103.439.82.175}} \\ r &= \frac{18.935}{92.195,99} \\ r &= 0,2053 \end{aligned}$$

The value of the correlation coefficient $r=0.2053$ is included in the interval of 0.20 – 0.399, which shows that the relationship between the variables is classified as Weak. That is, although there is a positive relationship between the variables, the strength of this relationship is quite low. This indicates that changes in one variable affect only a small amount of the others. More research may be needed to explore other factors that influence the relationship. The determination coefficient (R^2) is a measure that indicates the proportion of variability in the dependent variable that can be explained by the independent variable in the regression model. This is calculated by squaring the value of the correlation coefficient (r). For the value of the correlation coefficient $r = 0.2053$:

$$R^2=r^2$$

$$R^2 = (0,2053)^2$$

$$R^2 = 0,0422$$

So, the coefficient of determination is about 0.0422 or 4.22%. The determination coefficient $R^2=0.0422$ shows that only about 4.22% of the variation in the dependent variable can be explained by the independent variable in the model. This means that the regression model used to analyze the relationship between these variables is only able to account for a small fraction of the variability that exists. The remaining 95.78% of the variability in the dependent variable may be due to other factors not included in the model, or it may also reflect the presence of random variability. In other words, the relationship between these variables is weak and the existing model may require improvements or the addition of other variables to provide a better explanation of the phenomenon being analyzed.

Test t

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,2053 \sqrt{48-2}}{\sqrt{1-0,2053^2}}$$

$$t = \frac{0,2053 \sqrt{46}}{\sqrt{1-0,042}}$$

$$t = \frac{0,2053 \times 6,7823}{\sqrt{0,9578}}$$

$$t = \frac{1,3931}{0,9787}$$

$$t = 1,42$$

The t-value of 1.42 obtained from the results of the linear regression test serves as a measure of the significance of the relationship between the independent variable and the dependent variable. In statistical analysis, the t-test is used to assess whether the regression coefficient of an independent variable is significantly different from zero, which means that the variable has a real influence on the dependent variable.

To determine if the obtained t-value is significant, we compare it with the critical value obtained from the t-distribution table. In this case, the degree of freedom (df) is calculated by the formula $df=n-2$ where n is the number of samples. With $n=48$, then $df=46$. At a significance level of 0.05 (5%), the critical value t of the Table for $df = 46$ is about 2.013. If the obtained t-value is greater than this critical value, then the relationship is considered significant at a 95% confidence level.

However, in this case, the t-value of 1.42 is smaller than the critical value of 2.013. This shows that statistically, the relationship between the independent variable and the dependent variable is not significant at the significance level of 0.05. In other words, there is not enough evidence to state that independent variables significantly affect dependent variables in the context of this study. These results indicate that the independent variable may have a weak influence or even not contribute significantly to the variation in the dependent variable.

The researcher applied the SPSS 26 program to calculate the Pearson Product Moment Correlation in testing the research hypothesis where the results also support the results of manual calculations. The results of the correlation test showed that the correlation between Student Self-Efficacy and Writing Ability was weak ($r=0.205$) and not

statistically significant ($p=0.161$ $p = 0.161$ $p=0.161$). Thus, there is no strong evidence to conclude that there is a real relationship between the two variables in the population.

The results of the correlation analysis showed that the value of $r = 0.2053$, which belongs to the "weak" category, indicates a weak positive correlation between students' self-efficacy and writing ability. This suggests that although there is little relationship between the two variables, this relationship is not significant enough to be interpreted robustly. The coefficient of determination ($R^2 = 0.0422$ or 4.22%) reinforces these findings, where only a small fraction of the variation in writing ability can be explained by students' self-efficacy. In other words, other factors that were not measured in this study are likely to contribute more to students' writing ability.

In the t-test, the t-value = 1.42 with the number of samples $n = 48$ and the significance level $\alpha = 0.05$ indicates that this t-value is not significant. This means that there is no strong evidence to show a significant relationship between students' self-efficacy and writing ability in this sample.

Some factors that may contribute to this weak correlation can come from limitations in research methods. First, the relatively small sample size ($n = 48$) can affect the statistical strength, making it difficult to detect a relationship that may be stronger in a larger population. Second, the measurement instruments used to assess self-efficacy and writing ability may be less sensitive or not specific enough in measuring the dimensions relevant to writing ability comprehensively. The use of more appropriate instruments or the addition of mediator variables such as motivation or writing experience can provide more detailed results.

In addition, uncontrolled external variables such as environmental factors, student motivation, or access to learning resources can also affect students' writing ability but are not measured in this study. The influence of these factors can weaken the relationship found between self-efficacy and writing ability.

Therefore, it is important to acknowledge that although the results show a weak correlation, existing methodological and measurement limitations may affect the strength of the observed relationship. Further studies with larger samples and more rigorous methods are suggested to gain a clearer understanding of the relationship between self-efficacy and writing ability.

The results of this study are supported by research compiled by Setyowati (2016), this study uses a similar self-efficacy Scale and finds that self-efficacy can affect the quality of students' writing. However, Setyowati focuses more on the reliability of the instrument and the quality of writing in the context of foreign languages, while the current research highlights the relationship between self-efficacy and writing ability in general. This difference in focus suggests that although there are similarities in the use of self-efficacy Scales, Setyowati's results are more contextual and may not fully match the results of this study.

Then research by (Khojasteh et al., 2019), this study found that students with high self-efficacy tended to have better writing quality. These results support the findings in the current study regarding the existence of a positive correlation, although the strength of the association found by Khojasteh et al. is stronger than the result of $r = 0.2053$ found in this study. These differences may be due to variations in the context of the study, measurement methods, or sample characteristics.

(Khosravi et al., 2017) Khosravi et al. also found a positive relationship between self-efficacy and writing ability, but they noted that their results had limitations in terms of generalization, especially since the sample used came from a single institution. This is relevant to the current study, which also shows a weak and insignificant association, suggesting that the results may not be generalizable more broadly and require additional research. Furthermore, a study conducted by (Fatemi & Vahidnia, 2018) study found that high self-efficacy was associated with better writing results, but they also emphasized that

the relationship was not always significant. This is in line with the results of current research, where the relationship between self-efficacy and writing ability is also weak and insignificant. This suggests that under certain conditions, the relationship between self-efficacy and writing ability may not be as strong as expected, and other factors may play a more dominant role.

Overall, although the results of this study are consistent with several previous studies that found a positive correlation between self-efficacy and writing ability, the strength of the association was weak and insignificant. This indicates that further research is needed, taking into account other variables or more in-depth analysis methods, to better understand the complexity of the relationship between self-efficacy and writing ability.

A person with high self-efficacy will have the enthusiasm to continue writing even though faced with various challenges and have a high desire to achieve the goals/targets that have been set (Al-Baddareen et al., 2020). Achieving success will have different effects on efficacy, depending on the achievement process: (1) the more difficult the task, the higher the efficacy will be; (2) working alone, increasing efficiency more than group work, assisted by others; (3) failure to reduce efficacy, if people feel that they have tried their best; (4) failure in an emotional/stressful atmosphere, the impact is not as bad as if the condition is normal; (5) Failure after a person has a strong belief in efficacy is not as bad as if the failure occurs to a person whose confidence in efficacy is not strong; and (6) people who are usually successful, occasionally fail do not affect efficacy (Alfaiz & Zulfikar, 2017). A person with high self-efficacy has a view to success and is confident in his abilities (Shofiah, 2019).

The high and low level of self-efficacy possessed by individuals is of course influenced by aspects of self-efficacy. According to Bandura (Suseno, 2018) individual self-efficacy is influenced by three aspects, namely; the difficulty level of the task (magnitude), the breadth of the field of behavior (generality), and the steadiness of confidence (strength). Bandura (Alwisol, 2018) revealed that the environment and behavior are also some of the factors that affect a person's self-efficacy in doing something. For example, students continue to follow thesis guidance even though it rains because they are confident that they will get a new understanding of the thesis or students continue to work on the thesis even though they see their friends procrastinating on doing the thesis. When students can complete revisions well and diligently even though they are not possible, the students have high self-efficacy.

Writing self-efficacy refers to students' beliefs in their ability to perform written English tasks successfully. Such tasks include composition, correctly punctuating writing, and creating grammatically correct samples of writing. At the end of the school term, students' writing skills and self-efficacy were predicted. Overall, students who evaluate themselves as poor writers tend to be reluctant to engage in writing works and make brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard.

In both areas of composition and self-efficacy, researchers have discovered an enormous interest in writing self-efficacy, and they have worked on the relationship between writing self-belief and writing performance. Their findings displayed a strong relationship between them (White & Bruning, 2019; Jones, 20017; Pajares and Valiante (2020).

Table 1 Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Effikasi Diri Siswa	.096	48	.200 [*]	.981	48	.633
Kemampuan Menulis	.209	48	<.001	.904	48	<.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Data source: SPSS 2024 data processing results The results of the normality test in Table 4.29 show that the data on Student self-efficacy is normally distributed (Sig. > 0.05), both according to Kolmogorov-Smirnov (Sig. = 0.200) and Shapiro-Wilk (Sig. = 0.633). However, the Writing Ability data was not normally distributed (Sig. < 0.05), with Sig. = 0.000 and Sig. = 0.001.

Table 2 Homogeneity Test Results Test of Homogeneity of Variances Writing Ability

Levene Statistic	df1	df2	Sig.
2.533	10	24	.030

Table 3. ANOVA of Writing Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	755.729	23	32.858	.825	.677
Within Groups	956.250	24	39.844		
Total	1711.979	47			

The results of the homogeneity test showed a Levene Statistic value of 2.533 with Sig. = 0.030. Because the Sig. < value is 0.05, it can be concluded that the variance of writing ability is not homogeneous or does not meet the assumption of homogeneity, which means that there is a significant difference in the variance between the tested groups.

Table 4. Product Moment Correlation Index

Interval	Category
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Enough
0,60 – 0,799	High
0,80 – 1,00	Very high

The value of the correlation coefficient $r=0.2053$ is included in the interval of 0.20 – 0.399, which shows that the relationship between the variables is classified

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as Weak. That is, although there is a positive relationship between the variables, the strength of this relationship is quite low. This indicates that changes in one variable affect only a small amount of the others. More research may be needed to explore other factors that influence the relationship. The determination coefficient (R^2) is a measure that indicates the proportion of variability in the dependent variable that can be explained by the independent variable in the regression model. This is calculated by squaring the value of the correlation coefficient (r). For the value of the correlation coefficient $r = 0.2053$.

Table 5. Correlations Test

		Students Self-Efficacy	Writing Ability
Students Self-Efficacy	Pearson Correlation	1	.205
	Sig. (2-tailed)		.161
	N	48	48
Writing Ability	Pearson Correlation	.205	1
	Sig. (2-tailed)	.161	
	N	48	48

The results of the correlation test showed that the correlation between Student Self-Efficacy and Writing Ability was weak ($r=0.205$) and not statistically significant ($p=0.161$). Thus, there is no strong evidence to conclude that there is a real relationship between the two variables in the population.

CONCLUSION

Based on the discussion and statistical tests conducted on the relationship between self-efficacy and writing ability in students of the United Kingdom study program at IAIN Palangka Raya, it can be concluded that there is a weak positive relationship between self-efficacy and writing ability, as indicated by a correlation value of $r = 0.2053$ and a determination coefficient ($R^2 = 4.22\%$), showing self-efficacy explains only a small portion of the variation in writing ability. The t-test result ($t = 1.42$) was statistically insignificant, suggesting the relationship is not strong enough to be deemed significant. This study highlights that while self-efficacy is important in learning, it is not the sole factor influencing writing ability, emphasizing the role of other elements such as motivation, learning environment, and social support. These findings underscore the need for a holistic approach to developing writing skills, addressing not only self-efficacy but also broader aspects of the learning process. Additionally, the study encourages further research to explore other cognitive, affective, and social factors that contribute to writing improvement, as well as strategies to enhance both self-efficacy and writing ability effectively.

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