

**A SURVEY OF EFL WRITING SELF-EFFICACY AMONG INDONESIAN
UNIVERSITY STUDENTS**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
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Education**



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STATEMENTS WORKS OF ORIGINALITY

I declare that this test was carried out by myself without the intervention of others except those cited in the quotation and references as scientific papers should.

Yogyakarta, 20 Mei 2023



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MOTTO

“Be brave, take risks. Nothing can substitute experience.”

-Paulo Coelho

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

This research aims to investigate undergraduate students writing self-efficacy at a private university in Yogyakarta, Indonesia. This study uses quantitative research in the form of a survey study. The questionnaire of this study is adopted from Sun and Wang (2020) which consists of 27 statements. The respondents are from the English Language Education Department class of 2018 who are taking the Undergraduate Thesis course with a total of 98 respondents. The results of this study show that the most significant aspects from Use, Ideation, Self-Efficacy for Self-Regulation, Organization, and Grammar that influences the respondent's writing self-efficacy is the Use of English writing category, participants believe they feel confident in Use of English Writing category in compose message in English trough on social networks but respondents felt that they were less able to correct verb tenses in writing. This study is expected to help students to find out how confident they are in writing English, so they can improve the factors that influence their writing by increasing practice and it hopefully can help future research with related issues regarding EFL undergraduate students writing self-efficacy.

Keywords: Writing, Writing Self-Efficacy, EFL

CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing has been considered a difficult skill (Alisha, Nisfu, Iman, 2019), especially for EFL context learners because writing takes a long time and pays more attention, it is important for EFL students to be successful in academic performance in the field of education. Moreover, most of the students had problems in writing English due to several factors, one of which was the cognitive aspects where learners have to face linguistic knowledge, thinking strategies, and a lack of ability to overcome cognitive aspects caused by low affective factors such as self-efficacy (Kavanoz & Yüksel, 2016). In linguistic knowledge, EFL writing is difficult because they have to master vocabulary and have to generate ideas. If the learner lacks vocabulary mastery, they will be confused to spill ideas into writing because in writing someone must choose the right words so that the sentences written are interconnected (Alisha, Nisfu, Iman, 2019) besides that, they also added that constructing sentences made EFL writing difficult, the ability to use grammar greatly affected writing skills. Grammar is a common difficulty found in EFL Writing because most of them are still confused about the use of past, present, and future verbs.

In 3 decades, many research scholars have paid much attention to EFL writing products, cognition, feedback, and discourse analysis (Woodrow, 2011; Zhang, 2013; Weda, 2018; Yulianawati, 2019; Soleimani, 2020). The researcher examines more how individual affective factors affect writing behavior and performance, one of which is self-efficacy. Self-efficacy has an important role in students' academic performance (Pajares & Valiante, 2001). Albert

Bandura (1977) stated that self-efficacy is individual beliefs that they are capable of doing a certain behaviour, whether or not this behaviour is expected to generate specific outcomes is conceptualized as response-outcome expectation. Self-efficacy affects a person's cognitive and behavioural aspects, someone who has low self-efficacy when facing a difficult situation, he will easily give up; on the contrary if someone has high self-efficacy then he will try to overcome the problem. Several factors that cause a person to have high and low self-efficacy are performance accomplishment, vicarious experience, verbal persuasion, and psychological information (Bandura, 1977).

Given that writing is a cognitive process, it's unsurprising to find a positive relationship between writing and self-efficacy (Sun & Wang, 2020). Writing self-efficacy is an assessment of students' confidence that they have and master the grammar, usage, and mechanical skills that are appropriate to their academic level (Pajares & Valiante, 2001). Writing self-efficacy is not only influenced by the physiological and emotional reactions of the students themselves to the task but also by past experiences and verbal feedback from others (Bandura, 1986). Writing self-efficacy is defined as the belief in one's ability to write regardless of the student's actual writing ability, Bandura found that higher writing self-efficacy would contribute to better writing performance.

Many scholars have researched how self-efficacy affects EFL writing performance. Woodrow (2011) found that self-efficacy and writing performance are related because self-efficacy can predict writing performance. Sahril and Weda (2018) found that if self-efficacy is high, writing performance is also high, because it is interconnected. However, Soleimani (2020) stated that self-efficacy is not significant as a predictor of writing performance. There is no difference between male and female self-efficacy and their writing performance (Khojasteh et al., 2016). In the Indonesian context, Sahril and Weda (2018) found that the

writing self-efficacy of college students in Makassar is relatively high. The same thing was found by Yulianawati (2019) who conducted research in the context of Indramayu, West Java. Her research confirms that each participant's writing self-efficacy varies, some are low and some are high. More research is needed in Indonesia to provide a clearer picture and more data related to writing self-efficacy in that country. Therefore, this study was to find out how writing Self-Efficacy in EFL College students in Yogyakarta influences their writing.

1.2 Research Question

What aspects have the most significant factors which influence students' self-efficacy in EFL writing?

1.3 The objectives of the study

The objective of this study is to identify the most significant factors which influences the students' self-efficacy in EFL writing in a private university in Yogyakarta.

1.4 Significance of the study

The result of this study contributes to students learning the most significant factors which influence their writing self-efficacy so that students can improve their writing skill. To the teacher, the teacher can improve students' writing self-efficacy skills and can get to know students from their writing performance. For future research, this study will be used as a reference for those who are interested in researching self-efficacy.

CHAPTER II

LITERATURE REVIEW

2.1 Writing Self-Efficacy

Writing is used to explain thoughts from several realistic points of view. Therefore, writing is a basic thing that must be mastered by students to show academic achievement and expertise. EFL students must improve good academic writing skills as a condition for graduating from college. Sumarsono and Mbato (2021) stated that the obstacles often faced by EFL students in writing assignments were lack of motivation, poorly explained writing goals, and nervousness where these factors can test memory, ability to think critically. When students learn to write they will be faced with feelings of fear and lack of confidence. When students feel this way, the teacher's role is needed so that students feel comfortable and create a positive learning atmosphere. Teachers can help increase students' self-efficacy because a strong sense of self-efficacy is able to reduce students' feelings of anxiety so that they can achieve learning goals and try to achieve them.

From a social cognitive perspective, self-efficacy is defined as an individual's belief about their ability to perform in a particular context or task, or domain (Bandura, 1986). Self-efficacy affects a person's choice, the way they try and act, individual will choose an activity or task that they feel capable of doing. Self-efficacy helps a person to decide how much effort will be expended to do a task or activity, how long and how tough he is in the face of adversity. In addition, self-efficacy affects one's thoughts and feelings. Individuals who have weak efficacy tend to think that the task they are doing becomes difficult; this thinking can make individuals anxious and always feel like a failure, while individuals who have high self-efficacy

will feel calm and challenged in facing difficult tasks (Van Dinther et al., 2011). Thus, individual academic achievement can influence behaviour that is influenced by self-efficacy. Many other studies support the effect of self-efficacy on academic achievement including writing achievement (e.g., Bruning and Horn, 2000; Pajares and Valiante, 2001; Woodrow, 2011; Khojasteh et al, 2016).

In writing, however, a strong sense of self-confidence in the writing task is called writing self-efficacy (Khojasteh et al., 2016). In other words, individuals feel better to write when they feel capable and confident and individuals will also be more assertive when facing difficulties, they will be more diligent in doing writing assignments. Students who are not confident in their writing skills, their writing will be complex, need protracted problem solving, critical motivation and a cognitive process (Bruning & Horn, 2000). To master this cognitive skill, learners not only have difficulties based on their cognitive skills but also their efficacy beliefs.

According to Bandura (1999) there are 4 main sources of influence on students' writing self-efficacy; performance accomplishment, vicarious experience, verbal persuasion, and psychological information. Performance accomplishments refer to experiences in failure as lessons for self-improvement; it is a powerful resource for making students feels capable of doing assignments because this source provides authentic evidence. The second, vicarious experience is seeing someone as a role model. This source provides an experience for students to find out their abilities by comparing others. The third source to create student self-efficacy is verbal persuasion. It is more about advice, suggestions and instructions. Students get advice experience to determine their ability to do assignments. The last is psychological information. Someone learns from oneself or self-evaluation. Students gain experience from the failures

they have done, students try to improve themselves so that their writing self-efficacy increases and generates motivation to do assignments.

Yulianawati (2019) mentions there are some factors that cause students to find it difficult when writing related to self-efficacy beliefs; first, students are less confident when writing because they pay too much attention to grammar, usage and mechanical skills. The second is anxiety in the writing activities. The third factor is students' interest in teaching and learning activities about writing. Student motivation in these activities is needed because it will affect the process and results of students' writing.

Based on the previous statement and definition, it can be concluded that writing self-efficacy is an individual's beliefs about their ability in writing to solve a specific task or domain, to learn an activity and to influence the choice of effort supported with experience, verbal persuasion and psychological information.

2.2 Previous Studies

In EFL context, Sun and Wang (2020) examined Writing self-efficacy and writing self-regulation among college students in China. Ideation, Organization, Grammar, Use of English Writing, and Self-Efficacy for Self-Regulation are determined as factors of writing self-efficacy. Based on the results of the study, students are relatively more efficient in Organization and less efficient in the Use of English Writing because the dominant teacher approach in English writing classrooms in China is focused on linguistic skills and grammar. Another factor is because their participants do not have native English so that participants never communicate with native speakers either directly or through social networks so this can lead to low student confidence in their abilities in the Use of English Writing.

Khojasteh, Shokrpour and Afrasiabi (2016) have researched the relationship between students' writing self-efficacy and students' writing performance and he also investigated whether gender differences had no effect on these two variables. They Examined 59 medical students (28 male & female) in Medical University in Iran who were required to take a writing course. They use Questionnaires designed by Donald O. Prickle research (1994) development and validation of writing self-efficacy scale for adult writers. They use correlational analysis. The result confirms that regardless of the gender of the participants, there is no significant relationship between self-efficacy and writing performance. When viewed from the male gender, the results did not change, but in female participants there was a significant relationship between their writing self-efficacy and their writing performance. It means that gender affects the relationship between writing self-efficacy and writing performance. It supported the previous study: Pajares (2001) studied male and female elementary and middle school students and reported that in comparison to boys, girls tended to have higher self-efficacy while boys over-estimated their writing ability. However, gender affect writing self-efficacy and writing performance are still being debated. Perhaps this is considered a sensitive issue because it is related to feminism.

In the Indonesian context, Sahril and Weda (2018) have researched the relationship between self-efficacy beliefs and writing performance of college students in Makassar. Their results show that all participants on average have high self-efficacy because college students have great confidence in their writing skills; they are willing to try and face difficulties when writing. The writer saw the highest and lowest presentations on this research, 94% of students were confident because they wanted to learn all English topics and 50% of students were nervous when the teacher asked questions. To this extent, the author agrees to this research because this is in accordance with Bandura's (1986) theory "they must be confident in their writing skills in order to complete a task or activity." The importance of a person's self-

confidence will determine the final result of their writing, but it must be accompanied by knowledge of vocabulary, grammar, and organization, otherwise it will be difficult to complete the task.

Wardani and Mbato (2021) have examined a comparative study between Indonesian undergraduate and graduate students' perceived anxiety and self-efficacy in critical writing. For writing self-efficacy they used 4 aspects, namely writing behavior, ideation, convention, and self-regulation and the results showed that students had good writing habits and good writing abilities such as ideas, conventions and self-regulation. For writing habits of graduate students are higher than undergraduate students, students who have a high interest in writing will produce the best work. For Ideas factor, graduate students have higher average than undergraduate students, according to them good writing is well-organized and has a clear main idea. The third is conveyed in writing, conveyed in writing is the ability to write an introduction clearly, producing well-organized writing, paraphrasing, etc. just like other aspects, graduate students are higher. The fourth is self-regulation in writing, self-regulation in writing is students' ability to regulate themselves to focus in writing and ignore distractions around them.

Yulianawati (2019) examined three high school students in Indramayu, Indonesia. With Qualitative methods, her research confirms that each participant's writing self-efficacy varies, some are low and some are high. It means that every person has a different judgment of their abilities. For those who have high self-efficacy they tend not to view the task as a threat, while some who have low self-efficacy tend to doubt their own abilities and stay away from the task that must be done.

Based on several studies that have been discussed, it can be concluded that the factors that influence writing self-efficacy in EFL students are organization in English writing, Ideas, the use of English writing, teacher role, and gender, but gender is still under debate so it has

not been confirmed as a factor in writing. There is so much research in the Indonesian context that examines the factor that affect writing self-efficacy. This study will identify the factors that influence undergraduate students' writing self-efficacy in Yogyakarta.

2.3 Theoretical Framework



CHAPTER III

METHODOLOGY

In this chapter, the design of the current study is explained in detail. The chapter begins with an explanation on research design, continued with population and sample, data collecting technique, last is data analysis technique.

3.1 Research Design

Quantitative research was employed in this study because it was a survey study. According to Creswell (2014) survey study is a procedure in quantitative research, by conducting surveys on samples and populations to obtain numbered population issues using a questionnaire, and analyse with statistics. This study is cross-sectional design. Cross-sectional design is collecting data from population to sum up at one time (Wang and Cheng, 2020). Quantitative was chosen in this study to determine the relationship between variables at one time and elaborative with the nature of quantitative, those can make it easier for researchers to find deeper information and research results to be accurate because quantitative is analysed using statistics. However, to produce accurate results, this design requires a larger sample. If the researcher does not understand statistical analysis, it will greatly affect the results of the analysis. Although, this study can only describe reasons that influence learner's writing self-efficacy and the results do not describe in detail, this study shows a representation of the average population studied.

3.2 Population and sample

3.2.1 Population

The writer chose Undergraduate Thesis class at the English Language Education Department. The class has a population of about 130 students. Odd semester of 2020/2021 academic year in the English Language Department at a private university in Yogyakarta, Indonesia. The researcher chose Undergraduate Thesis class because they are working on their final assignment for graduation where the task is to write a thesis. In addition, they have studied various types of text in the previous semester and the researcher wants to know what difficulties students face when writing.

3.2.2 Sample

The researcher examines undergraduate students who taking undergraduate thesis subject in English Language Department at a private university in Yogyakarta. There are 130 students to be sampled in this research.

The current study used a 5% error rate for students who will be sampled. The writer used the Slovin' formula to calculate the sample from the population.

$$n = \frac{N}{1+Ne^2}$$

Note:

n = Number of Sample

N = Population

e = Error rate (5% = 0.05)

$$n = \frac{130}{1+130(0.05)^2}$$

$$n = \frac{130}{1+130(0.0025)}$$

$$n = \frac{130}{1+0.325}$$

$$n = \frac{130}{1.325}$$

$$n = 98.11 \text{ or } 98 \text{ students}$$

Based on the results of the sample calculations above, the minimum number of samples required is 130. In calculations that produce fraction (there is comma) should be rounded up. Therefore, the sample that must be used from the 130 population is 98 students.

3.3 Data Collection Technique

Data collection technique is the method use by researcher to obtaining data in the field. Data collection was carried out to obtain data that needed in order to achieve the research objectives. In this study, the technique used to collect data is questionnaire.

In this study, researcher adopted the questionnaire from Sun and Wang (2020) and then researcher translated into Indonesian so that the participants understand the questions well and the questionnaire was a close-ended question, where the respondents answer with numerical rating scale, researcher asks permission and prior approval from the research participants. Then, the questionnaire will share to the participants via online.

A questionnaire technique was used to determine the level of students' writing self-efficacy. In carrying out the research, students are directed to answer according to their actual

situation. The data obtained from the questionnaire is the score of students' confidences in their abilities to write Undergraduate Thesis.

3.3.1 The Questionnaire of English Writing Self-Efficacy

The questionnaire was made from several statement, this study adopted the questionnaire from Sun & Wang (2020). There are five factors in this questionnaire: Ideation, Organization, Grammar and Spelling, Use of English Writing, and Self-Efficacy for Self-Regulation. This questionnaire contains 27 statements to measure undergraduate students' judgment of their capabilities in writing. One of the questions from several statements is "I can put my ideas into writing." The questionnaire used a seven points Likert scale, ranging from 1 (I cannot do it all), 2 (I cannot do it), 3 (Maybe I cannot do it), 4 (Maybe I can do it), 5 (I basically can do it), 6 (I can do it well), and 7 (I can do it all). The questionnaire was translated into Indonesia so that participants could understand the meaning.

The respondents fill out the 27 items questionnaire so that it can assist the researcher in collecting data for this research. Respondent data will not be disseminated but maintained as best as possible for the convenience of respondents. Estimated time to fill out the questionnaire is 15 minutes.

3.3.2. Validity

According to Heale & Twycross (2015) validity is the amount to which a notion is accurately measured in a quantitative study. They argue that there are three types of validity, construct validity, criterion validity and content validity. Researcher checked the questionnaire

by asking the supervisor. After checking all items, researcher tested validity across all 98 participants. The researcher did not find invalid data so all 27 items were used to be tested in order to get an acceptable level of reliability. To test validity, researcher used Pearson Correlation from SPSS. The data is said to be valid if the Pearson Correlation > on the R-table. The explanation of the results of the instrument validity test of each item in this study with an r table of 0.201 ($df = 98 - 2 = 96$; $\alpha = 0.05$) is in the table below:

3.3.3. Reliability

Reliability is the instrument's score that is stable and consistent (Creswell, 2014). Cronbach's is used to determine the consistency of the instrument, with an acceptable score of 0.7 or more. The questionnaire was adapted from Sun & Wang (2020) and had 0.94 alphas for all items. The researcher retested the adapted questionnaire using SPSS to determine the reliability value of this study. The results of Cronbach's Alpha show the results of 0.94 as presented in the table below:

Table 3.1 Reliability Statistics

Cronbach's Alpha	N of Items
0,940	27

This means that the Writing Self-Efficacy questionnaire which is translated into Indonesian is reliable and can be used as an instrument of this study.

3.4. Data Analysis Technique

1. The first step to take is a review of the literature on Writing Self-Efficacy
2. Sun & Wang (2020) The Questionnaire of Writing Self-Efficacy questionnaire was modified from Burning et al (2013) and Questionnaire of English Self-Efficacy (QESE) (Wang & Bai, 2017) as the instrument
3. Translating each item to make sure the respondent understands what is contained.
4. Distributed a questionnaire link to 130 students who are taking Undergraduate Thesis class of English Language Education Department in a private University in Yogyakarta and collected 98 questionnaires. The writer always pays attention to the amount of incoming data. If less than 98, the author will ask the willingness of those who have not filled out the questionnaire.
5. Used Microsoft Excel to collect temporary data and then the data was transferred to SPSS (Statistical Product and Service Solutions) to analyse data from questionnaire to statistics analysis.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter describe the findings obtained from the questionnaire to examine the factor of EFL writing self-efficacy in Undergraduate Thesis Coursework academic year 2021/2022 at private university of Yogyakarta.

4.1. Research Findings

The results consist of students' responses on the 27 statements regarding students' writing self-efficacy based on Sun and Wang (2020) questionnaires which are categorized into five parts; Ideation, Organization, Grammar, Use, and Self-Efficacy for Self-Regulation. The data results are presented based on cumulative results and sorted from the largest to the smallest.

Table 4.1 Aspects of EFL Writing Self-Efficacy

Factors	N	Mean	Std. Deviation
Use	98	5.43	.764
Ideation	98	5.31	.799
SE-SRL	98	5.25	.868
Organization	98	5.22	.795

Grammar	98	5.07	.761
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Based on the data collected via questionnaire to 98 students, it shows that students' overall writing self-efficacy was at the medium level (M=5.26, SD= 0.675). From all factors, Use of English Writing has the highest average (M= 5.43, SD= 0.764) and Grammar is the lowest average (M= 5.07, SD= 0.761). It means that students are more efficacious in the use of English writing but less efficacious in Grammar.

4.1.1 Use of English Writing

Table 4.2 Use of English Writing

Item	N	Statement	Mean	Standard Deviation
SE4	98	I can compose messages in English on the internet through social network (e.g., Whatsapp, Instagram, Blog)	5.78	1.051
SE16	98	I can write a descriptive paragraph in English	5.61	.991

SE17	98	I can write diaries in English	5.50	1.195
SE13	98	I can write an argumentative paragraph in English.	5.48	.955
SE14	98	I can write email messages in English.	5.48	.933
SE9	98	I can make new sentences with given words.	5.32	1.011
SE22	98	I can write a narrative paragraph in English	5.23	1.129
SE10	98	I can write an expository paragraph in English	5.03	1.162

The table above is about students' self-efficacy based on type text. In this factor, students showed medium level of self-efficacy (5: I basically can do it). Item SE 4 is the highest score (M= 5.78, SD= 1.051). The second place is item SE16 which is written a descriptive paragraph (M= 5.61, SD= 0.991). The third place is item SE17 which is written diaries in English (M= 5.50, SD= 1.195). After that, followed by item SE13 which is writing an argumentative Paragraph in English (M= 5.48, SD= 0.955). Then, followed by item SE14 which is writing email messages in English (M= 5.48, SD= 0.933). After that, item SE9 is making new sentences with given words (M= 5.32, SD= 1.011). The next is followed by item

SE22 which is writing a narrative paragraph in English (M= 5.23 SD= 1.129). The lowest average from this category comes from item SE10 which is written in expository paragraph in English (M= 5.03, SD= 1.162). It means that students agree and less efficacious with practical writing such as blog, emails, writing diaries in English. Students felt more efficacious in writing paragraph construction such as expository text and narrative text. It is because writing in social media didn't attention with grammar and organization.

4.1.2. Ideation

Table 4.3 Ideation

Item	N	Statement	Mean	Std. Deviation
SE6	98	I can put my ideas into writing	5.38	1.031
SE1	98	I can think of many ideas for my writing.	5.31	.935
SE11	98	I can think of appropriate words to describe my ideas.	5.26	1.019

The survey results in table above show that students have medium level of self-efficacy in every statement in Idea factor. that the highest average from item SE6 which is students can put their ideas into writing (M= 5.38, SD= 1.031). The second is statement number 1, think many ideas in writing (M= 5.31, SD= 935). The lowest average from this category is statement

number 11 which is the ability to choose the appropriate words to create ideas (M= 5.26, SD= 1.019). Researcher conclude that students feel confident in adding their ideas to the writing rather than choosing an appropriate word to describe ideas. Students have little problem in developing word choice to describe idea.

4.1.3. Self-Efficacy for Self-Regulation

Table 4.4 Self-Efficacy for Self-Regulation

Item	N	Statement	Me an	Std. Deviation
SE 18	98	I can plan what I want to say before I start writing.	5.5 5	1.095
SE 15	98	I can finish writing assignments in time	5.4 4	1.104
SE 23	98	I can revise my writing to make it better	5.4 3	1.158
SE 5	98	I can focus on my writing for at least 1 hour	5.2 1	1.310
SE 25	98	I can keep writing even when it's difficult	5.1 6	1.266
SE 24	98	I can control my frustration when I write	5.0 7	1.246

SE	98	I can avoid distractions while I write	4.9	1.367
	19		2	

Based on the table above this category is about students' ability to overcome all those distractions they face when writing. The highest average of this category comes from item SE18 "I can plan what I want to say before I start write" (M= 5.55, SD= 1.095). The second is item SE15 in which students can finish writing assignments in time (M= 5.44, SD= 1.104). The third is SE23 where students can revise their writing to make it better (M= 5.43, SD=1.158). After that, followed by SE5 which are students can focus on their writing for at least 1 hour (M= 5.21, SD= 1.310). Then, followed by SE25 , students keep writing even if it's difficult (M= 5.16, SD= 1.266). Then, followed by item SE24, students can control their frustration when writing (M= 5.07, SD= 1.246). The lowest average from this category came from SE19 which students can avoid distractions while writing (M= 4.92, SD= 1.367). It means that some students believe that they can plan before they start writing. Otherwise, they have slightly low efficacious in planning what they will write.

4.1.4. Organization

Table 4.5 Organization

Item	N	Statement	Mea n	Std. Deviation
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SE2	98	I can organize sentences into a paragraph to express an idea	5.47	1.086
SE27	98	I can write a paragraph in a coherent way	5.24	1.094
SE7	98	I can organize different paragraphs into a composition	5.21	1.096
SE12	98	I can focus on the main idea when writing	5.20	.984
SE20	98	I can write a paragraph in a cohesive way	4.99	1.089

The table above describes students' self-efficacy in writing organization. This highest average comes from statement number 2 which is organizing sentences into paragraphs to express an idea (M= 5.47, SD= 1.086). The second comes from number 27 which is organizing different paragraphs into a composition (M= 5.24, 1.094). The third is number 7 about writing paragraph in a coherent way (M= 5.21, SD= 1.096). Then, followed by statement number 12 which is focusing on the main idea when writing (M= 5.20, SD= 0.984). Then, followed by the lowest average comes from statement number 20 which is writing a paragraph in cohesive way (M= 4.99, SD= 1.089). It can be seen that all students are confident with organization in English writing. Students are more efficient in organization sentences into a paragraph to express an idea, it means that they can explain their ideas into sentences that they think are appropriate and can structure sentences into paragraphs such as main sentences, explanations and conclusions. Students are also able to organize different paragraphs into one text that only

focuses on the main idea but students are less efficient in writing paragraphs in a coherent way or writing in one sentence with another sentence to be interconnected or have one meaning. According to Kurniati (2012), the difficulty in making coherent paragraphs is the lack of reasoning for students to cause and effect in the paragraphs that students write. It means that students slightly lack of confidence because they do not master the topics they write about.

4.1.5. Grammar

Table 4.6 Grammar

Item	N	Statement	Mea n	Std. Deviation
SE3	98	I can correctly spell all the words in the compositions I write	5.76	.920
SE26	98	I can fix my grammar errors	5.10	1.144
SE21	98	I can write a sentence with proper grammatical structures	4.70	1.168
SE8	98	I can correctly use verb tenses in English writing.	4.70	1.086

In the table above describes students' self-efficacy in grammar in their writing skills. This factor has average slightly lower, although students showed medium level of self-efficacy. The highest average comes from statement SE3 which is students can correctly spell all the

words in the processes they write ($M= 5.76$, $SD= 0.920$). The second is statement number 26 about students can fix grammar errors ($M= 5.10$, $SD= 1.144$). The third is statement number 21 about students can correctly use verb tenses in English ($M= 4.70$, $SD= 1.168$). Then, the lowest average comes from statement number 8 about students can write a sentence with proper grammatical structures ($M= 4.70$, $SD= 1.086$). It means that students are more confident in spelling words that they write because they have quite mastered the vocabulary they have written and definitely know how to spell the word. Students are also quite confident with the use of structured working sentences consisting of subject, predicate and object, but they are less efficient in fixing grammar errors.

4.2 Discussion

The result of the data from undergraduate students who took Undergraduate Thesis class were calculated in 2 steps. First, researcher calculated the overall data. The highest average comes from Use of English Writing with 5.43, and the lowest average comes from Grammar with 5.07. For the second step, all of the factors will be elaborated more. There are 5 factors in QEWSE questionnaire there are Use of English Writing, Ideation, Self-efficacy for Self-Regulation in Writing, Organization and last is Grammar.

Among the five factors, the use of English writing is the highest ($M = 5.43$, $SD = .764$). It shows that students have confidence with their abilities in practical writing such as sending emails to their friends or writing diaries in English. This is inversely proportional to the results of research conducted by Sun and Wang (2020) where students have relatively high levels of self-efficacy for an organization rather than the use of English writing because according to them EFL students do not have the opportunity to practice writing. Grammar problems, vocabulary problems, and insufficient problems cause anxiety for Indonesian students (Hartono

& Maharani, 2020). This means that for academic writing Indonesian students lack confidence because they are too focused on linguistic skills and Grammar.

The lowest writing self-efficacy factor in this study is ideation ($M= 5.31$ $SD= 0.799$) students have relatively high levels of self-efficacy for putting ideas into writing rather than thinking of appropriate words to describe ideas. This is not surprising because EFL students communicate less in English, so words learned at school are often forgotten. Meanwhile, according to Bandura (1999), there are 4 sources of self-efficacy mastery experiences, vicarious experiences, verbal persuasion, and psychological and affective states. That means students have not mastered enough vocabulary, because they do not apply English to communicate.

The second is self-efficacy for self-regulation with ($M= 5.25$, $SD= 0.868$). It shows that students have high efficacious with their abilities to make a plan before to start writing and they less efficacious to avoid destruction while students writing. The result also similar to the previous study conducted by Sun and Wang (2020), some college students believe they are less able to control themselves regarding the distractions that exist while writing. This is the most difficult thing students face because writing requires a focused mind, less anxiety, and high effort in order to produce better writing. According to Sun and Wang (2020) Self-efficacy for self-regulation greatly influences writing performance. In the contrary, Soleimani (2020) argued that self-efficacy and self-regulation are not used as predictors of writing performance.

As shown in the research finding study, it can be reported that in the organization factor ($M= 5.22$, $SD= 0.795$) students show their ability to organize sentences into a paragraph to express an idea and are less confident to write in a cohesive way. It means that students have thought about what ideas they will write and they can organize them into a paragraph but they are less able to write paragraphs cohesively or they have difficulty in determining topic

sentences, constructing sentences, and paragraph organization. Indonesian EFL Teacher still uses traditional methods and techniques in English writing, and students lack reading, first language transfer, and low writing practice. (Toba et al., 2019)

In this study, for grammatical factor ($M=5.07$, $SD= 0.761$) shows that students have the highest level of self-efficacy to correctly spell all the words in the composition they write but lowest self-efficacy to correct verb tenses in English writing. The difficulties of Indonesian learners in learning English are due to typological differences in terms of grammar and construction between English and Indonesian. Therefore, they have difficulty understanding and changing the correct verb because their language does not mark this kind of distinction (Listia & Febriyanti, 2020).

In conclusion, most of the students have high writing self-efficacy in some factors. In the use of writing category, students agree that they can compose messages in English through social networks and descriptive text. In self-efficacy for self-regulation, students are very confident that they can plan what they are going to write and they can finish it on time. some students believe that they can put ideas and they are confident to think of many ideas in their writing. For organization, students are confident when writing a paragraph of ideas. In Grammar, most of the students also have a low self-efficacy level to correct the use of verb tenses in English writing.

CHAPTER V

This chapter defines the summary of this study based on research findings in the previous chapter and there is recommendation for future research.

5.1 Conclusion

This study aims to know undergraduate students' writing self-efficacy in Undergraduate Thesis class. The participants are from class 2018 from the Department of English Education at a private university of Indonesia with a total of 130 students. Based on this study result, the conclusion that is obtained is that students are the most confident in writing non-academic; this is evidenced by the highest average of the statement "I can compose messages in English on the internet through social networks (e.g., WhatsApp, Instagram, and Blogs)." It means that students are more comfortable learning practical English than academic writing. It will be better for all EFL teachers to increase grammar exercises rather than increasing academic writing. This is supported by Bandura's (1999) four sources of self-efficacy theory: Mastery experiences, vicarious experiences, verbal persuasion, and psychological and affective states.

5.2 Recommendation and Suggestion

Based on the topic above, it will be better if the future researcher to discuss Writing Self-Efficacy in junior and senior high school because there is so much research examines undergraduate and college students. It is even better if future researcher focuses more on Writing Self-Efficacy because there is so much research discussing the relationship between Writing Self-Efficacy and Writing Performance, Writing Self-Regulation, Writing

Achievement and others. It will be better for all EFL teachers to increase Grammar exercises rather than increasing academic writing because according to the results of the research above, Grammar is the lowest Writing self-Efficacy, therefore teachers need to emphasize this material so that students become more proficient and become more confident both in class and outside of class.

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APPENDIX 1.

Questionnaire Scale:

1 = I cannot do it all

2 = I cannot do it

3 = Maybe I cannot do it

4 = I basically can do it

5 = I can do it

6 = I can do it well

7 = I can do it all

1. I can think of many ideas for my writing.

Saya bisa menemukan banyak gagasan untuk tulisan saya.

2. I can organize sentences into a paragraph to express an idea.

Saya bisa menyusun kalimat menjadi paragraf untuk mengekspresikan sebuah gagasan.

3. I can correctly spell all the words in the compositions I write

Saya bisa mengeja semua kata dengan benar dalam tulisan yang saya buat.

4. I can compose messages in English on the internet through social network (e.g., Whatsapp, Instagram, Blog)

Saya bisa menulis pesan dalam Bahasa Inggris di internet melalui media sosial (misalnya Whatsapp, Instagram, Blog).

5. I can focus on my writing for at least 1 hour.

Saya bisa fokus pada tulisan saya sedikitnya selama 1 jam.

6. I can put my ideas into writing.

Saya bisa menuangkan gagasan-gagasan saya ke dalam tulisan.

7. I can organize different paragraphs into a composition.

Saya bisa Menyusun paragraf-paragraf yang berbeda ke dalam suatu tulisan.

8. I can correctly use verb tenses in English writing.

Saya bisa menggunakan *tenses* dengan benar dalam menulis dengan Bahasa Inggris.

9. I can make new sentences with given words.

Saya bisa membuat kalimat baru dengan kata-kata yang diberikan.

10. I can write an expository paragraph in English.

Saya bisa menulis sebuah paragraf penjelasan (*expository*) dalam Bahasa Inggris.

11. I can think of appropriate words to describe my ideas.

Saya bisa menemukan kata yang tepat untuk mendeskripsikan gagasan-gagasan saya.

12. I can focus on the main idea when writing.

Saya bisa fokus pada gagasan utama saat menulis.

13. I can write an argumentative paragraph in English.

Saya bisa menulis sebuah paragraf argumentatif dalam Bahasa Inggris.

14. I can write email messages in English.

Saya bisa menulis pesan email dalam Bahasa Inggris.

15. I can finish writing assignments in time.

Saya bisa menyelesaikan tugas menulis tepat waktu.

16. I can write a descriptive paragraph in English.

Saya bisa menulis sebuah paragraf deskriptif dalam Bahasa Inggris.

17. I can write diaries in English.

Saya bisa menulis buku harian dalam Bahasa Inggris.

18. I can plan what I want to say before I start writing.

Saya bisa merencanakan apa yang saya ingin ungkapkan sebelum saya mulai menulis.

19. I can avoid distractions while I write.

Saya bisa menghindari gangguan saat saya menulis.

20. I can write a paragraph in a cohesive way

Saya bisa menulis paragraf secara berpadu (*cohesive*).

21. I can write a sentence with proper grammatical structures.

Saya bisa menulis kalimat dengan struktur tata bahasa (*grammar*) yang tepat.

22. I can write a narrative paragraph in English.

Saya bisa menulis paragraf naratif dalam Bahasa Inggris.

23. I can revise my writing to make it better.

Saya bisa merevisi tulisan saya agar menjadi lebih baik.

24. I can control my frustration when I write.

Saya bisa mengendalikan rasa frustrasi saya saat menulis.

25. I can keep writing even when it's difficult.

Saya bisa terus menulis meskipun itu sulit.

26. I can fix my grammar errors.

Saya bisa memperbaiki kesalahan tata bahasa (*grammar*) saya .

27. I can write a paragraph in a coherent way

Saya bisa menulis paragraf secara runtut (*coherent*).

QEWSE Translated Version Validity per-Item

Item	Pearson Correlation	R-Table	Criteria
SE1	0.543**	0.201	Valid
SE2	0.614**	0.201	Valid
SE3	0.352**	0.201	Valid
SE4	0.542**	0.201	Valid
SE5	0.580**	0.201	Valid
SE6	0.681**	0.201	Valid
SE7	0.634**	0.201	Valid
SE8	0.553**	0.201	Valid
SE9	0.620**	0.201	Valid
SE10	0.711**	0.201	Valid
SE11	0.656**	0.201	Valid

SE12	0.664**	0.201	Valid
SE13	0.765**	0.201	Valid
SE14	0.623**	0.201	Valid
SE15	0.699**	0.201	Valid
SE16	0.717**	0.201	Valid
SE17	0.562**	0.201	Valid
SE18	0.719**	0.201	Valid
SE19	0.597**	0.201	Valid
SE20	0.626**	0.201	Valid
SE21	0.553**	0.201	Valid
SE22	0.743**	0.201	Valid
SE23	0.654**	0.201	Valid
SE24	0.560**	0.201	Valid
SE25	0.656**	0.201	Valid
SE26	0.585**	0.201	Valid

SE27

0.769**

0.201

Valid
