

**EFL STUDENTS' WRITING SELF-EFFICACY AND WRITING PERFORMANCE
IN A SENIOR HIGH SCHOOL: A CORRELATIONAL STUDY**

An Undergraduate Thesis

Presented to the Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree

In English Language Education



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YOGYAKARTA**

2025

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STATEMENT OF 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, 28 July 2025



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MOTTO

No pain, no gain.

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. Allah SWT, for all the grace, guidance, and strength given during the process of compiling this thesis.
2. My beloved parents, Mrs. Siti Muslikah and the late Mr. Suparno, who always gave me love, prayers, support, and endless encouragement in every step of my life.
3. My beloved eldest sister, Eri Octaviani, and my beloved eldest brother, Hendro Wibowo, who have always motivated me to stay enthusiastic in working on this thesis.
4. My two cute nephews, Eza Nurdafa Pratama and Athaya Abqori Ibrahim, who are my mood boosters when I'm down.
5. My beloved thesis supervisor, Miss Astri Hapsari, S.S M.TESOL, who always guides me in compiling this thesis.
6. All lecturers at the English Education Department and staff.
7. My beloved best friend, Ali Abdalla Malalla, who always supports me and has been my support system since the beginning of my college years.
8. My supportive friends, Meira Herawati, Fazma Nadia, Divla Amanda, and all my comrades, who have been a place to share stories, laughter, and encouragement during my studies.
9. All those who have helped the researcher to complete the thesis which may not be mentioned one by one.

ACKNOWLEDGEMENT

Alhamdulillah Rabil 'Alamin, all praise be to Allah SWT, the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I would like to express my gratitude to Allah SWT for bestowing upon me great blessings, love, and mercy, which enabled me to complete this undergraduate thesis. This thesis, entitled "EFL Students' Writing Self-Efficacy and Writing Performance in a Senior High School: A Correlational Study" was submitted as a requirement for graduation in the English Education Department at the University of Islam Indonesia. I am deeply aware that the completion of this thesis would not have been possible without the support of many individuals. Therefore, I would like to sincerely express my heartfelt gratitude, especially to my beloved mother, Mrs. Siti Muslikah, my late father, Mr. Suparno, my eldest sister, my eldest brother, and my dear nephews for their unwavering support, love, and encouragement throughout this journey.

My special gratitude goes to my first consultant, Miss Astri Hapsari, S.S M.TESOL, who not only guides, gives advice, supports, as well as criticizes me in a very qualified manner but also motivates me thoroughly with his leadership that I could learn much from her. A great appreciation and thanks will also go to: all of my lecturers at English Language Education Department of Islamic University of Indonesia, who had given me beneficial knowledge and had taught me lovingly and patiently, Headmaster of SMA N 9 Yogyakarta, Bapak Rudy Rumanto, S.Pd., M.Pd. who had allowed me to conduct research at his school, English teacher of SMA N 9 Yogyakarta, Ibu Suciningsih, S.Pd., who had facilitated me in conducting the research, teachers and staff of SMA N 9 Yogyakarta who had welcomed me during my research. The others, who cannot be mentioned one by one, who have given spirit to accomplish this thesis, I also give my respect.

In conclusion, I acknowledge that this thesis is not without its shortcomings. Nevertheless, I hope it can provide meaningful contributions to the field of English language teaching, particularly in the area of writing instruction for senior high school students. Therefore, I sincerely welcome any constructive feedback, ideas, and suggestions for its further improvement.

Yogyakarta, 28 July 2025

Maya Tri Astuti

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ABSTRACT

Although writing self-efficacy is essential for the development of second/foreign language learners' writing skills, there are still limited studies on EFL writing self-efficacy among senior high school students in the Indonesian context. This study aims to test the correlation between students' EFL writing self-efficacy and their performance in writing a procedural text in a senior high school. One hundred and sixty-three students agreed to participate in the study. The researcher used an Indonesian version of the Second Language Writing Self-Efficacy Scales by Teng et al. (2017). The result showed a very negative correlation ($r = -.089$) between students' self-confidence in writing and their actual writing performance, with significance ρ value = .257. The (ρ value = .257) is greater than the significance level of Cronbach's alpha ($\alpha = 0.05$). Therefore, the hypothesis H0 is accepted that there is no significant correlation between writing self-efficacy and writing performance. As it only limits to students from one school in grade 11 and procedural text, future research needs to be conducted more participants with diverse text types to enrich the discussion and explore factors that have a more substantial contribution to more diverse text types.

Keywords: correlation study, EFL writing, procedural text, senior high school students, writing self-efficacy

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In recent times, almost all Indonesian schools have implemented the Merdeka Curriculum in their classroom learning processes. The Merdeka Curriculum (or *Emancipated Curriculum*) was first introduced in Indonesia in 2020 by Minister of Education, Culture, Research, and Technology, Nadiem Makarim. To this day, the Merdeka Curriculum remains in effect even though the Minister of Education has been divided into three departments. However, the Merdeka Curriculum is now under the responsibility of the Minister of Primary and Secondary Education (Mendikdasmen) led by Abdul Mu'ti (Sabrina, Saputra, Lahfi, & Fadhil, 2024). The goals of implementing this curriculum are to provide a more comprehensive and inclusive educational approach. Essentially, the concentration spans several aspects, including character development, creativity, and critical thinking, as well as academic achievement. The Merdeka Curriculum is designed to be more flexible and responsive to each individual's needs, emphasizing a learner-centered approach and integrating technology into the learning process (Zidan & Qamariah, 2023). The Merdeka curriculum emphasizes the quality development of a good education by implementing differentiated learning (Kamila & Agus RM, 2023), providing open opportunities. There is potential to enhance the curriculum by introducing additional elective courses, allowing students more freedom (Krishnapatria, 2021), a variety of intracurricular learning opportunities, designed to optimize content so that every student has ample time to explore concepts and reinforce their skills (Ndari, Suyatno, Sukirman, & Mahmudah, 2023). When students have freedom in learning related to writing and sufficient time to explore deeper into writing strategies, they tend to be more confident about their writing abilities.

Several students in secondary education frequently encounter challenges in the English subject, particularly in writing skills. The difficulties they experience can negatively impact their academic writing performance (Nurdianingsih, Fitriati, Astuti, & Rozi, 2024). However, writing, as a productive skill, demands not only linguistic competence, such as mastery of vocabulary and grammar, but also critical thinking abilities, including the organization of ideas and the effective articulation of arguments in a clear and comprehensible manner (Korban, Jamiluddin, Budi, & Mertosono, 2024). Several contributing factors influence these difficulties, including confusion about selecting appropriate vocabulary in the right situation (Korban et al., 2024), difficulties with expressing and organizing ideas and a lack of grammatical knowledge (Harmawan, Pratama, & Fadilah, 2023), and writing anxiety (Nugroho & Ena, 2021). Many students have a limited vocabulary range and inadequate grammatical understanding (Falihah, Rahmawati, & Baihaqi, 2022), as well as insufficient awareness of academic writing conventions in English (Pasaribu, Pasaribu, Siahaan, & Sitompul, 2024). In a research involving EFL secondary students, Hafizah et al. (2024) found that the students encountered difficulties in vocabulary, language use, and mechanics. These problems influence students' writing self-efficacy, which also affects their performance. The struggle arises due to several factors, including the habit of using the mother tongue rather than the English language, limited academic writing knowledge, insufficient knowledge about the topic, and limited access to reference materials (Ho, 2024). Therefore, students' writing self-efficacy is necessary to overcome challenges because it directly influences motivation, strategy, and writing results (Pajares, 2003). Besides that, writing self-efficacy can help students face challenges through several steps, such as lowering writing anxiety (Zhou, Wang, & Wang, 2022), increasing motivation and perseverance (Martono, Dian WP,

Yulianto, Purwanta, & Dwiningrum, 2022), and enhancing writing qualities (Pajares, 2003).

Some challenges that appeared in students' writing process when the researcher conducted the teaching internship were lack of grammar, limited vocabulary, and unorganized structure, for instance, confusion about choosing appropriate conjunctions. The EFL senior high school students were in grade 11. To overcome the challenges, the researcher made several efforts, such as asking students one by one and allowing them to open their smartphones for an important occasion, such as searching for references about conjunction words. Until the end of the meeting on procedural text, some students still have problems with grammar. Therefore, the researcher decided to conduct a study about the relationship between writing self-efficacy and writing performance.

Writing self-efficacy refers to one's confidence in one's ability to succeed in English writing tasks (Hetthong & Teo, 2013). Confidence in English writing affects how students view writing in general; it influences whether they will try to master or avoid writing tasks. If students believe they can complete a writing task, regardless of their writing ability, they are more likely to work harder to overcome challenges while practicing or completing the task. When faced with difficulties, self-efficacy encourages students to remain committed and continue trying different strategies until they complete the task. Therefore, writing performance is influenced by writing self-efficacy. Similarly, in other research, writing self-efficacy refers to students' belief in their ability to complete writing assignments (Zhang & Zhang, 2024).

Pajares (2003) stated that writing self-efficacy is also related to other aspects, specifically writing anxiety, grade goals, depth of processing, and expected outcomes. Writing self-efficacy was positively related to several motivational factors, including the perceived importance of writing, one's self-concept, confidence in self-regulation abilities,

goals focused on engaging with tasks, and goals aimed at achieving high performance. Research by Hetthong and Teo (2013) proved that writing self-efficacy plays a role in predicting students' writing performance. Students with higher writing self-efficacy tend to be more motivated, persistent, and confident when facing writing challenges.

1.2. Identification of the Problem

Writing skills are one of the important aspects in the English subject. However, in the implementation, some of the students still faced challenges, there are lack of understanding about the structure, limited vocabulary, and lack of social function and linguistic characteristics about the text (Irawaty, Yunanada, Simalango, Simanullang, & Lubis, 2024). Meanwhile, in the procedural text, students find the challenges particularly focusing on the topic, choosing appropriate vocabulary, using conjunction, using imperative sentences, the generic structure of paragraphs, and using punctuations (Tiyas & Kartikawati, 2024a). One of the factors that contributes to these challenges is students' self-efficacy. This problem needs to get more attention because the difficulties that students experience negatively influence students' writing performance. Therefore, it is important to identify the correlation between writing self-efficacy and writing performance to get clear information about the correlation, especially in procedural text.

Husna, Setya, and Rohmah (2021) conducted a study to investigate the relationship between writing self-efficacy and students' performance in writing recount texts. The research involved 110 participants and utilized two primary instruments for data collection: the Self-Efficacy for the Writing Scale (SEWS), adapted from Bruning et al. (2013), and a writing task requiring students to produce a recount text of at least 200 words within a 60-minute timeframe. To evaluate writing performance, the researchers employed the EFL Composition Profile, developed by Jacobs et al. (1981), which assesses five components:

content, organization, vocabulary, language use, and mechanics. The study concluded that there was no statistically significant relationship between students' self-perceived writing abilities and their actual writing outcomes in the recount task.

In contrast, Aldina (2022) focused her investigation on the relationship between writing self-efficacy and performance in the context of descriptive texts. Her study involved a selected sample of 20 to 40 students from a larger group of 60 participants. Data were collected using the L2 Writer Self-Efficacy Scale (L2WSS) by Teng et al. (2017), which evaluates learners' confidence in writing based on their linguistic competence, classroom experiences, and learning strategies. To assess writing quality, she utilized the Level-Specific Checklist of Binary Choice Items, created by Lukácsi in collaboration with the Euroexam International team, comprising 34 evaluation items aligned with the Common European Framework of Reference (CEFR). Unlike the findings of Husna et al., Aldina's study revealed that in writing descriptive texts, secondary students generally demonstrate a medium level of writing self-efficacy. This statement is supported by findings showing average scores ranging from 4 to 5. Several factors, such as the variety of text types, the writing assignment, and the scoring rubric, can be the reasons for the differences in findings between Husna, Setya, and Rohmah (2021) and Aldina (2022). While Husna's study focused on recount texts and used a traditional composition profile, Aldina examined descriptive texts using a CEFR-aligned checklist that offered a more comprehensive and context-specific evaluation. Additionally, the use of different self-efficacy scales - SEWS in Husna's study and L2WSS in Aldina's - may have affected the results of the research.

However, Yuda, Rasuki, and Fathurrochman (2024) presented an alternative view, arguing that higher self-efficacy is correspondent with better writing performance and emphasizing the importance of developing self-efficacy in EFL learners to enhance their writing abilities. Yuda et al. (2024) utilize a quantitative approach for data analysis. The

students were asked to write a descriptive text and complete a self-efficacy questionnaire. The collected data were analyzed statistically to determine the relationship between their self-efficacy levels and writing ability scores (Yuda et al., 2024).

Previous studies on the correlation of writing self-efficacy and writing performance among high school students in the EFL context, particularly in Indonesia focus on different types of text (Husna, Setya, and Rohmah, 2021;Aldina, 2022; Binnendyk et al., 2024; Yuda, Rasuki, and Fathurrochman, 2024). Therefore, this research aims to complement and expand existing studies by focusing on Indonesian senior high school students and exploring the correlation between writing self-efficacy and writing performance, specifically in writing procedural text.

1.3. Limitation of the Study

This research has several limitations that should be acknowledged. First, the participants are limited to students in EFL senior high school at Yogyakarta grade 11, who completed writing procedural text during the academic year 2024/2025. Therefore, this research probably cannot be generalized to wider populations. Second, this research only focuses on the relationship between writing self-efficacy and writing performance which address specifically on procedural text , therefore, it does not represent students' writing abilities as a whole.

1.4. Formulation of the Problem

The research was conducted based on the following formulation of the problem:
What is the relationship between students' writing self-efficacy and their writing performance?

1.5.Objectives of the Study

The primary objective of the study is to test and analyze the correlation between the writing self-efficacy of students and their writing performance at the end of the procedural text module.

1.6.Significance of the Study

On the empirical ground, this study is important in contributing better understanding of the correlation between writing self-efficacy and writing performance in writing procedural text. On the practical ground, the findings of this research are expected to help teachers and students overcome the challenges and improve students' writing performance.

CHAPTER 2

LITERATURE REVIEW

2.1. Writing Self-Efficacy

Self-efficacy refers to an individual's belief in their capacity to carry out specific tasks effectively and has been a key concept in educational psychology, particularly since Bandura's influential contributions (Bandura, 1997). This personal belief system is especially vital in second- or foreign-language settings, where writing extends beyond language mechanics and involves cognitive, emotional, and social elements.

In the English as a Foreign Language context, writing self-efficacy is defined as learners' belief in their writing ability and their persistence in completing the writing tasks even when they encounter difficulties (Guo & Li, 2024). Existing literature suggests that writing self-efficacy plays a crucial role in determining how students approach writing tasks, how persistently they work through challenges, and how successfully they perform (Bruning et al., 2013; Pajares, 2003). Bruning et al (2013) explained that students with a higher level of self-efficacy tend to set higher goals, use effective learning strategies, and experience less anxiety. Moreover, higher self-efficacy can be determined to be successful in writing performance. Meanwhile, Pajares (2003) argued that students' self-efficacy in their writing abilities will lead to better performance in writing tasks because they tend to be more motivated.

To evaluate writing self-efficacy, researchers have designed several reliable tools. A notable example is the Self-Efficacy for Writing Scale (SEWS) developed by Bruning et al. (2013), which assesses confidence in various areas including idea development, grammatical accuracy, and self-regulation. Additionally, the L2 Writer Self-Efficacy Scale (L2WSS), created by Teng, Sun, and Xu (2017), was specifically

designed for learners of a second language and encompasses elements such as linguistic skills, writing strategies, and classroom experiences (Teng, Sun, & Xu, 2017b).

Despite its recognized importance, research on the correlation between writing self-efficacy and writing performance has yielded inconsistent results. While some studies e.g., Prat-Sala & Redford (2010); Sun & Wang (2020) observed a positive link between students' self-efficacy and the quality of their writing, others—particularly within EFL learning environments—have found the relationship to be low or insignificant (Aldina, 2022; Husna et al., 2021). This difference can occur due to environmental influences, such as teaching methods, assessment rubrics, perceptions of writing, and students' proficiency levels. Besides, it is also important to understand that self-efficacy evolves by several factors, for instance, receiving feedback, teamwork, and completing writing tasks successfully (Zimmerman & Bandura, 1994).

According to Teng, Sun, and Xu (2017) the dimension of writing self-efficacy consists of three dimensions. The first one is linguistic self-efficacy, which refers to students' perception of their ability in thinking and language use during writing. The students' perception indicates their ability to memorize long-term words, use appropriate syntax to generate ideas, and follow the rules in composing writing. In terms of the second dimension, self-regulatory efficacy. Self-regulatory efficacy directly affects students' beliefs in their ability to set and control the learning process in writing e.g., observing, assessing, and goal setting. The last one is performance self-efficacy. Performance self-efficacy is defined as students' perception of their ability to complete a task in class.

2.2. Writing Performance

Writing performance refers to students' proficiency in producing written texts that are coherent, cohesive, grammatically correct, and tailored to the task, reader, and purpose (Weigle, 2002a). The content of the writing performance in this research is procedural text. Therefore, the assessment rubric used must be adjusted to the theory put forward by Weigle 2002 by paying attention to the coherent and cohesive sentence, grammatically correct, and tailored to the task. In the EFL context, writing performance not only describes students' ability in grammar and vocabulary, but it also emphasizes a high level of thinking, such as arranging ideas, building arguments, and critical analysis (Hyland, 2003). Additionally, understanding the steps to write procedure text is important to enhance students' writing abilities in learning English as a foreign language. Generally, a procedural text is a text that explains how to do something or how a sequence of actions is completed. Usually, the text consists of clear goals, ingredients or tools, and instructions. To create this kind of text effectively, students need to understand the structure and language features specifically involving the use of imperative sentences, linking words, and temporal conjunctions (Sani & Asty, 2021).

Despite its importance, many students encounter significant challenges in composing effective procedure texts. A research study from a senior high school identified several common challenges that students face, particularly in organizing ideas, applying correct grammar, selecting appropriate vocabulary, and using punctuation accurately. Moreover, the limited understanding of the structure and instructions makes the students have difficulties completing the procedure text. These difficulties are surely complicated by the students' limited exposure to writing practice and low confidence in expressing ideas in English (Tiyas & Kartikawati, 2024b). Furthermore, various factors influence writing performance in EFL learners, including

linguistic proficiency (Silva, 1993), writing strategies (Chen, 2022), self-efficacy and motivation (Pajares, 2003), as well as feedback and instruction.

2.3. Review of Relevant Studies

Several previous studies have investigated the correlation between writing self-efficacy and writing performance in English as a Foreign Language (EFL) contexts. For instance, (Lesiuk & Lynch, 2022). The purpose of this research is to examine the relationship between students' English writing motivation and English writing self-efficacy with English writing achievement of grade 11 at a demonstration school in Bangkok, Thailand. The researchers gathered data from 64 students of grade 11 and adapted 10 items Questionnaire of English Self-Efficacy from Wang, Kim, Bong, & Ahn's (2013). Meanwhile, English writing achievement was measured by English writing examination. To analyse the data, the researcher used descriptive analysis and used multiple correlation-coefficient to find the relationship. The result revealed that the students have a slightly high level of English writing self-efficacy.

2.4. Conceptual Framework

In general, the conceptual framework of this study is built based on the correlation between two variables. The independent variable in this research is writing self-efficacy, which is assumed to influence the dependent variable, namely writing performance. The conceptual framework is arranged based on Bandura's theory of self-efficacy, which argues that self-efficacy refers to someone's beliefs about their abilities to arrange and take necessary actions to produce certain achievements (Bandura, 1997). Then, Pajares developed the theory, specifically on writing academically, and stated that writing self-efficacy is students' belief and confidence in their ability to effectively

perform writing tasks. Students with a high level of self-efficacy tend to perform better because they are more motivated (Pajares, 2003). The writing self-efficacy theory is also developed as an instrument to measure writing self-efficacy, one of which is the L2WSS by Teng et al. (2017) which is used in this research. The finding showed that learners' strong confidence in their language abilities, self-regulatory skills, and performance capabilities may provide motivational support for accomplishing a writing task. Therefore, the L2WSS consists of three domains to measure writing self-efficacy there are linguistic self-efficacy, self-regulatory efficacy, and writing performance (Teng et al., 2017a). Therefore, the correlation between writing self-efficacy and writing performance in this research is depicted in the following picture.

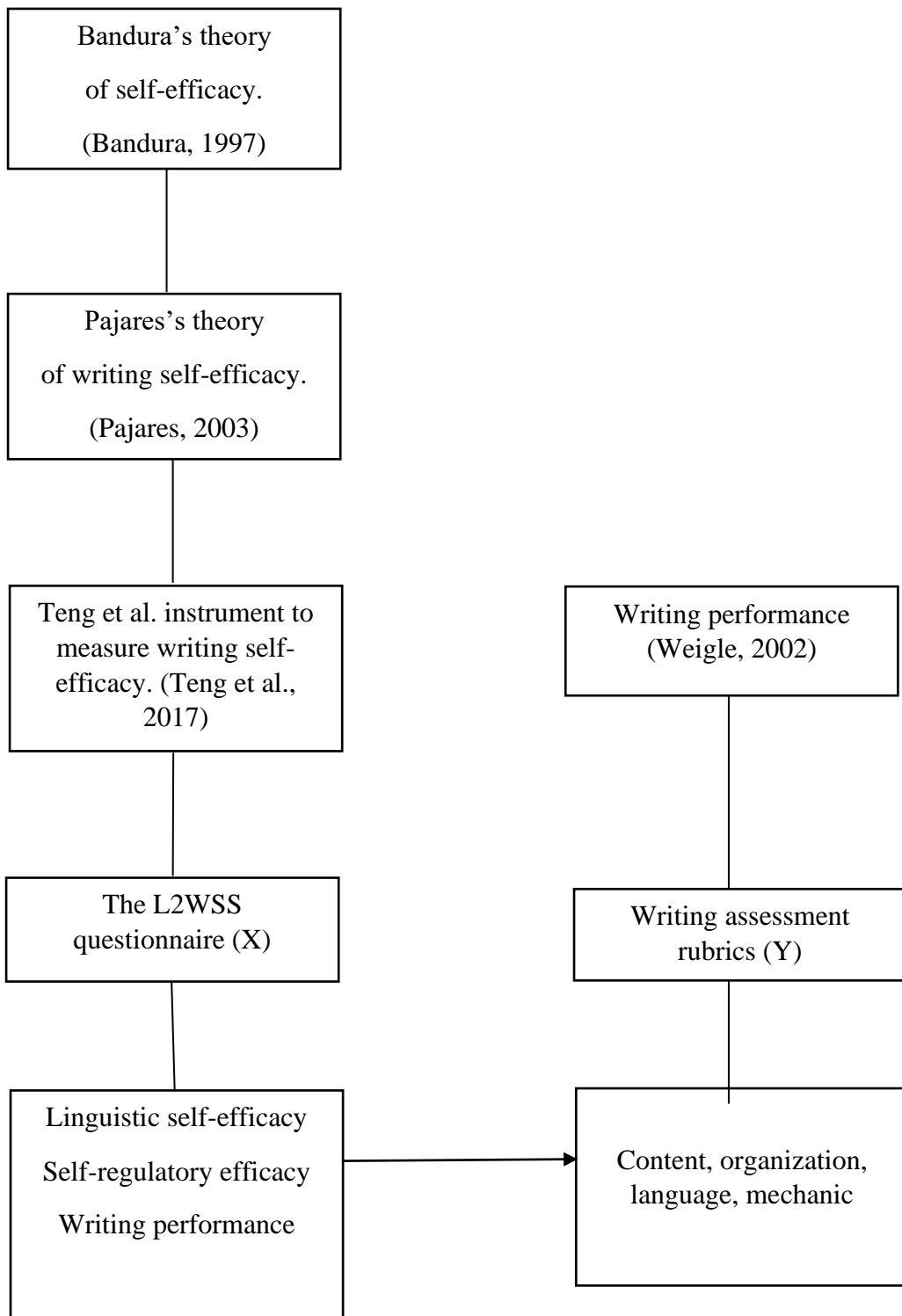
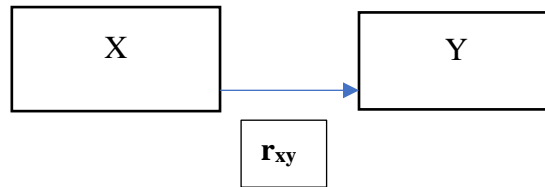


Figure 2. 1 Conceptual Framework

2.5. Research Hypothesis

The research question is : how is the correlation between students' writing self efficacy (X) and students' writing performance (Y)?



The following null hypothesis (H_0) was utilized for this study with $H_0 = r_{xy} = 0$: there is no correlation between students' self-efficacy and speaking skill at grade XI in academic year of 2024/2025. When the value of r_{xy} is higher than 0, or lower than 0, the null hypothesis is rejected and the alternative hypothesis will be accepted and formulated: $H_a = r_{xy} > 0$ or $H_a = r_{xy} < 0$.

CHAPTER 3

RESEARCH DESIGN

3.1. Research design

This study was designed to analyse the correlation between writing self-efficacy and writing performance for EFL senior high school students in grade 11 who have already learned about procedural text. This study implements quantitative research with two variables, the independent variable (X) indicates writing self-efficacy, and the dependent variable (Y) indicates writing performance. This study is a correlational design, which involves gathering information from individuals about two or more variables, then analyzing whether there's a relationship between them. A correlation shows how closely the variables move together, either in the same direction, which means a positive correlation, or in opposite directions refers to a negative correlation (Ary, Jacobs, Sorensen, & Razavieh, 2010). This concept is operationalized by using the Second Language Writer Self-Efficacy Scale (L2WSS) as a research instrument. The Second Language Writer Self-Efficacy Scale was developed by Teng et al. (2017). and utilized a 7-point Likert scale, with responses ranging from 1 (not at all true of me) to 7 (very true of me). This construct was represented through a series of written items, each reflecting a statement about how confident learners feel during the process of learning to write. This instrument has been previously used in a study by Aldina (2022) , although with a different type of text.

Meanwhile, the dependent variable (Y) is the students' performance. To assess students' writing performance, the study used the scoring rubric employed by the teacher at the school, which the teacher had previously validated. The rubric consists of four assessment criteria such as content, organization of ideas, language use, and

mechanics. The rubric assessment consists of content, organization, language, and mechanics. The table below shows how the rubric assessment is used to assess students' writing performance based on the English teacher's recommendation and appropriate with the theory of writing performance by Weigle (2002).

3.2. Population and Sample

The target population of this study comprises all 11th-grade students at SMA N 9 Yogyakarta, specifically 36 students in a single class. The 11th grade has a population of 252 students, and 163 students agreed to participate in the study. Therefore, this research adapted purposive sampling because all the participants were purposefully chosen as students who had been assessed on the learning outcomes in procedural text, and the researcher was already teaching grade 11 in this school at the teaching internship.

Table 3. 1 Participants Description

Grade	Gender	Age	English Level	Total Students
XI	66 Male	16 years old = 25 students	CEFR A1 = 21 students	163
	97 Female	17 years old = 117 students	CEFR A2 = 59 students	
		18 years old = 20 students	CEFR B1 = 59 students	
		19 years old = 1 student	CEFR B2 = 15 students	
		CEFR C1 = 7 students		
		CEFR C2 = 2 students		

Table 3. 2 Participants Gender

		Total	Percentage
Gender	Male	66	40.5%
	Female	97	59.5%
Total Respondent		163	100%

Table 3. 3 Participants Age

		Total
Age	16	25
	17	117
	18	20
	19	1
Total Respondent		163

Table 3. 4 Participants English Level

		Total
English Perception	CEFR A1	21
	CEFR A2	59
	CEFR B1	59
	CEFR B2	15
	CEFR C1	7
	CEFR C2	2
Total Respondents		163

3.3. Research Instruments

This research applies two instruments to gather the data. The first is the Second Language Writer Self-Efficacy Scale (L2WSS) which measures the level of students' writing self-efficacy. The second one utilizes scoring rubrics to assess students' performance in writing procedural text.

3.3.1. Writing Self-Efficacy

To measure students' self-efficacy levels, a set of questionnaires was distributed directly to the students by the researcher through a Google Form. Participants accessed the form via a provided link or QR code, which included student identification, instructions, and 20-item questionnaires. The questionnaire named the Second Language Writer

Self-Efficacy Scale (L2WSS), was initially developed by Teng et al. (2017), was modified by the researcher to suit the study's context.

The questionnaire aimed to capture students' perceptions and beliefs regarding their writing abilities. The questionnaire is structured around three key dimensions of writing self-efficacy. It consists of seven items that assess linguistic self-efficacy, which refers to students' confidence in their language-related skills. Another six items focus on self-regulatory efficacy, measuring students' perceived ability to manage and control their writing processes effectively. The remaining seven items address performance self-efficacy, which reflects students' beliefs in their ability to produce successful writing outcomes.

Table 3. 5 L2 Writer Self-Efficacy Scale (L2WSS)

Items	Statements	Domain
LSE 1	I can correctly use parts of speech (e.g., nouns, verbs, adjectives) in writing.	Linguistic Self-Efficacy
LSE 2	I can write a simple sentence with grammatical structure.	
LSE 3	I can write compound and complex sentences with grammatical structure.	
LSE 4	I can write a composition with a clear organisation or structure.	
LSE 5	I can revise wordy or confusing sentences of my writing.	
LSE 6	I can revise my composition to make it better organized.	
LSE 7	I can revise basic grammar errors in my writing.	
SRE 1	I can realise my goal to improve my writing.	Self-Regulatory Efficacy
SRE 2	I can think of my goals before writing.	
SRE 3	I can think of different ways to help me to plan before writing.	

SRE 4	I can evaluate whether I achieve my goal in writing.	
SRE 5	I can evaluate my strength and weakness in writing.	
SRE 6	I can evaluate whether a composition is good or bad.	
PSE 1	I can understand the most difficult material presented in writing courses.	Performance Self-Efficacy
PSE 2	I can understand the basic concepts taught in writing courses.	
PSE 3	I can understand the most complex material presented by the instructor of writing courses.	
PSE 4	I can do an excellent job on the assignments in writing courses.	
PSE 5	I can master the writing knowledge and strategies being taught in writing courses.	
PSE 6	I can use the writing knowledge and strategies being taught in writing courses.	
PSE 7	Considering the difficulty of the writing course, the teacher, and my skill, I can perform well in writing courses.	

Students were asked to respond to each statement using a seven-point Likert scale, as introduced by Teng et al. (2017). The Likert scale served as a tool to evaluate the writing self-efficacy of eleventh-grade Senior High School students at Yogyakarta. The 7-point Likert scale was divided into intervals reflecting relatively equal differences in responses, as illustrated in the table below.

Table 3. 6 7-point Likert scale

Scale	Description
1	Not at all true of me
2	Mostly not true of me
3	Somewhat not true of me
4	Neutral / Neither true nor untrue of me
5	Somewhat true of me
6	Mostly true of me
7	Very true of me

Validity refers to how accurately an assessment tool measures the specific concept it is designed to measure (Obilor & Miwari, 2022). Validity of the instrument of writing self-efficacy was carried out by checking the validity value of the original instrument by Teng et al. (2017). This instrument has also been used in a previous study by Aldina (2022) in the context of high school learning, but with different types of text. The researcher conducted two types of validity test of instrument. The first one is content validity, which means the researcher translated the instrument into Indonesian to suit the Indonesian context and the various English language abilities of students. During translated the instrument, the researcher consulted with the undergraduate thesis supervisor to make sure that the translated sentences do not changes the meaning. The second one is criteria validity, the instrument was tested using Pearson's Correlation. A whole set of items is valid as proved by the value of Pearson's Correlation is greater than the R-Table.

Table 3. 7 Validity Test of Writing Self-Efficacy Instrument

Items	Pearson Correlation	R-Table	Criteria
LSE 1	.825	.1528	VALID
LSE 2	.824	.1528	VALID
LSE 3	.848	.1528	VALID
LSE 4	.825	.1528	VALID
LSE 5	.803	.1528	VALID
LSE 6	.820	.1528	VALID
LSE 7	.825	.1528	VALID
SRE 1	.826	.1528	VALID
SRE 2	.853	.1528	VALID
SRE 3	.876	.1528	VALID
SRE 4	.849	.1528	VALID

SRE 5	.790	.1528	VALID
SRE 6	.827	.1528	VALID
PSE 1	.805	.1528	VALID
PSE 2	.844	.1528	VALID
PSE 3	.801	.1528	VALID
PSE 4	.873	.1528	VALID
PSE 5	.878	.1528	VALID
PSE 6	.895	.1528	VALID
PSE 7	.836	.1528	VALID

According to Obilor & Miwari (2022) test score reliability refers to the consistency of scores when the test is administered at different times, with different versions of the test, or graded by different researchers. Meanwhile, to determine the reliability value of the questionnaire, the Cronbach's alpha test was used. Cronbach's alpha is the most common method used to check if a test is consistent on the inside. The range of Cronbach's alpha is a number between 0 and 1 (Heale & Twycross, 2015). The researcher used SPSS to test the reliability of the instrument and the result of Cronbach's Alpha sowed .977 as presented in the table.

Table 3. 8 Case Processing Summary

		N	%
Cases	Valid	163	100.0
	Excluded ^a	0	.0
	Total	163	100.0

Table 3. 9 Reliability Statistics

Cronbach's Alpha	N of Items
.977	20

Research by Taber (2017) explained that Cronbach's Alpha is classified into 17 categories of reliability, ranging from low to excellent. In these classifications, Cronbach's Alpha, with a value of .977, is included in the category of excellent.

3.3.2. Writing Performance

To assess students' performance, the students are given various assignments, with the last one being a writing procedure text. The assignment is given once at the end of the lesson. After completing the assignment, it is submitted and assessed using the scoring rubric recommended by the English teacher at that school. The scoring rubric has four aspects that will be assessed, such as content, organization of ideas, language use, and mechanics that which have has its scoring provisions for each aspect. This instrument has been validated by experts, including the supervisor who supervised the teaching practice at the school being studied and the English teacher from the school being studied. Additionally, the rubric assessment also arranged based on writing performance by Weigle (2002). The rubric assessment is shown in the following table.

Table 3. 10 Assessment Rubrics

Aspect	Criteria	Score
Content (15-30)	The topic is clearly defined, with an engaging and original approach to presenting the procedure. The steps are supported by accurate information and relevant details, ensuring clarity and completeness. The procedure is thoroughly explained, well-structured, and demonstrates reflective understanding. It also	25-30

	offers new insights or perspectives related to the process being described.	
	The topic is clearly stated, and the procedure is presented in an interesting and original way, supported by some relevant facts and information. However, the steps are incomplete, lack detail, are not thoroughly explained, and offer limited value or insight into the process.	20-24
	The procedure is unengaging and appears to be purely fictional, without any factual support. It lacks detail, is incomplete, and does not provide meaningful value or practical insight into the process.	15-19
Organization of Ideas (10-20)	The text follows a clear structure, it includes a title, tools, and steps. Ideas are organized into distinct paragraph units or points and presented in a logical sequence.	16-20
	The text includes a title and tools, but lacks a step. Some steps contain more than one main idea, and the sequence of time is occasionally inconsistent.	13-15
	The structure is not organized at all, with no clear title, tools, or steps. It does not follow a logical sequence of time.	10-12
Language (15-30)	The paragraphs or points are cohesive and coherent, with effective and communicative sentences. Standard sentence structures are used, supported by accurate and varied diction. The meaning is unambiguous, and conjunctions are applied appropriately throughout the text.	27-30
	Some paragraphs or points lack cohesion, and there are sentences that are ineffective and ambiguous. There is inappropriate word choice, as well as incorrect use of conjunctions.	21-26
	Many paragraphs or points lack cohesion, and there are numerous sentences that are ineffective and ambiguous. There is a high frequency of inappropriate word choices, as well as frequent incorrect use of conjunctions.	17-20
	The paragraphs or points are disjointed, and the sentences are ineffective. The majority of sentence structures are incorrect, with limited and inappropriate word choices. The use of conjunctions is also improper.	15-16
Mechanics (8-20)	There are no spelling errors at all; if handwritten, the writing is neat and clearly legible. There are no typos, and the choice of font type and size is appropriate. Margins are perfectly set.	17-20
	There are some spelling errors; handwriting is neat. A few typos are present. The selection of font type, size, and margins is appropriate.	13-16

There are quite a number of spelling errors and typos. Handwriting is somewhat untidy. The font type, size, and margins are inconsistent.	10-12
Spelling is neglected, handwriting is very untidy, and there are numerous typos. The choice of font type, size, and margins is arbitrary and inconsistent.	8-9
Score	100

3.4.Data Collection and Analysis

The researchers carry out several steps in analyzing data in this study:

1. Reviewed the literature to understand the construct and content of the instrument.
2. Adopted a questionnaire Teng et al. (2017) L2 Writer Self-Efficacy Scale (L2WSS) as an instrument in this study with a 7-point Likert scale.
3. Translated the items of the instrument into Indonesian to suit with participants' background of the language.
4. Reviewed the content of the instrument by consulting with the supervisor to obtain expert judgment on the items.
5. Distributed the questionnaire to students in grade 11 at the school being researched.
6. Presented the data tabulation by using Microsoft Excel and analyzed the data by using Jamovi and SPSS to conduct normality test, linearity test, validity test, reliability test, and correlational analysis

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Research Finding

4.1.1. Table Participants' Writing Self-Efficacy and Writing Performance

Description

The level of students' writing self-efficacy can be viewed based on the average of the self-efficacy scale. Students who have a mean value of 1-2 refer low level, 3-5 refer moderate level, and 6-7 refer to high level. The result consists of students' responses on the 20-item questionnaire, that divided into three domains, particularly Linguistic Self-Efficacy, Self-Regulatory Efficacy, and Performance Self-Efficacy. The result of the data is presented below:

Table 4. 1 Linguistic Self-Efficacy

Items	N	Mean	Std. Deviation
I can correctly use parts of speech (e.g., nouns, verbs, adjectives) in writing.	163	5.10	1.177
I can write a simple sentence with grammatical structure.	163	5.08	1.352
I can write compound and complex sentences with grammatical structure.	163	4.73	1.272
I can write a composition with a clear organisation or structure.	163	4.50	1.344
I can revise wordy or confusing sentences of my writing.	163	4.75	1.288
I can revise my composition to make it better organized.	163	4.63	1.243
I can revise basic grammar errors in my writing.	163	4.56	1.329
Valid N (listwise)	163		

Table 4. 2 Self-Regulatory Efficacy

Items	N	Mean	Std. Deviation
I can realise my goal to improve my writing.	163	4.90	1.255
I can think of my goals before writing.	163	5.22	1.310
I can think of different ways to help me to plan before writing.	163	5.12	1.295
I can evaluate whether I achieve my goal in writing.	163	4.98	1.356
I can evaluate my strength and weakness in writing.	163	5.18	1.316
I can evaluate whether a composition is good or bad.	163	4.74	1.374
Valid N (listwise)	163		

Table 4. 3 Performance Self-Efficacy

Items	N	Mean	Std. Deviation
I can understand the most difficult material presented in writing courses.	163	4.57	1.388
I can understand the basic concepts taught in writing courses.	163	5.17	1.270
I can understand the most complex material presented by the instructor of writing courses.	163	4.60	1.303
I can do an excellent job on the assignments in writing courses.	163	4.94	1.332
I can master the writing knowledge and strategies being taught in writing courses.	163	4.85	1.245
I can use the writing knowledge and strategies being taught in writing courses.	163	4.85	1.243
Considering the difficulty of the writing course, the teacher, and my skill, I can perform well in writing courses.	163	4.83	1.297
Valid N (listwise)	163		

Table 4. 4 Descriptive Statistic

Variable	N	Mean	Std. Deviation
X (Writing Self-Efficacy)	163	97.29	21.722
Y (Writing Performance)	163	94.71	1.502
Valid N (listwise)	163		

4.1.2. Assumption Testing

4.1.2.1. Normality Testing

A normality test is conducted using Jamovi and SPSS. Then, tested using the Shapiro-Wilk test and Kolmogorov-Smirnov. The Kolmogorov-Smirnov test is used for comparing two samples (Yang & Berdine, 2021). In this normality test, data is considered not normally distributed if the p-value is less than the chosen alpha level. In contrast, if the p-value is greater than the chosen alpha, then the data is normally distributed, consider that $\alpha = 0.05$ (Khatun, 2021). Meanwhile, in this research, Writing Performance showed that the p-value is at < 0.001 and the p-value of writing self-efficacy is at 0.050, which is tested by Kolmogorov-Smirnov and 0.035 by Shapiro-Wilk.

Table 4. 5 Normality Test of Kolmogorov-Smirnov and Shapiro-Wilk

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean Writing Self-Efficacy	.070	163	.050	.982	163	.035

Writing Performance	.295	163	<.001	.784	163	<.001
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4.1.2.2. Linearity Testing

Even though the data was not normally distributed, the researcher tried to conduct a linear test. The linearity test was conducted by regression analysis using Jamovi. The result showed the p-value of writing self-efficacy at 0.254.

Table 4. 6 Model Coefficients – Writing Self-Efficacy

Predictor	Estimate	SE	t	p
Intercept	95.31643	0.54095	176.20	<.001
Writing Self-Efficacy	-0.00622	0.00543	-1.15	0.254

Linearity testing was also conducted with the form of Correlation Matrix, which used Spearman's.

Table 4. 7 Correlation Matrix

		Writing Self-Efficacy	Writing Performance
Writing Self-Efficacy	Spearman's Rho	-	
	df	-	
	p-value	-	
Writing Performance	Spearman's Rho	-.089	-
	df	163	-
	p-value	.257	-

Note. * p < .05, ** p < .01, *** p < .001

4.1.3. Correlational Analysis

In the Kolmogorov-Smirnov and Shapiro-Wilk tests, the data is not normally distributed. Therefore, the analysis is continued using a non-parametric correlation test, that is Spearman's Rho. This test is used to test whether or not there is a correlation between writing self-efficacy and writing performance. Based on Spearman correlation analysis, the number of correlation coefficients is $r_{\rho} = -.089$ with significance ρ value = .257. The (ρ value = .257) is greater than the significance level of Cronbach's alpha ($\alpha = 0.05$).

Table 4. 8 Correlation between Writing Self-Efficacy and Writing Performance

			Mean Writing Self-Efficacy	Writing Performance
Spearman's Rho	Mean Writing Self-Efficacy	Correlation Coefficient	1.000	-.089
		Sig. (2-tailed)	.	.257
		N	163	163
	Writing Performance	Correlation Coefficient	-.089	1.000
		Sig. (2-tailed)	.257	.
		N	163	163

4.1.4. Hypothesis Testing

Before conducting the test, two hypotheses were formulated that is null hypothesis (Ho) and the alternative hypothesis (H1). Ho states there is no significant correlation between the two variables tested. In contrast, H1 states that there is a significant correlation between two variables. The finding show that Ho is accepted and H1 is rejected. In

conclusion, there is no significant correlation between writing self-efficacy and writing performance in the context of procedural text type.

4.2. Discussion

The purpose of this research is to test the correlation between writing self-efficacy and writing performance in grade 11 senior high school students. The result of the study is not linear with the previous study, which shows a significant correlation between writing self-efficacy and writing performance (Binnendyk et al., 2024; Yuda, Rasuki, & Fathurrochman, 2024). The differences in results can be caused by several factors, such as the various types of text.

However, this study is in line with another study by Aldina (2022) and Husna, Setya, and Rohmah (2021) found no significant correlation between writing self-efficacy and writing performance. In Aldina's study, she did not explain the factors that caused the insignificance of her research. However, Aldina mentioned limitations and several factors that probably influenced her research results, such as participants who only focused on EFL, especially Indonesian high school students, gender factors, IQ, and additional variables.

Meanwhile, Husna, Setya, and Rohmah (2021) stated that one of the factors that influences the differences in research findings is the difference in writing strategies between students, the rubric assessment used, the participants, and the object being measured. The better writing performance is produced by appropriate writing strategies. If the students have better writing results, it will increase students' writing self-efficacy. The successful experiences in writing that students have had are one source of student self-efficacy. Nevertheless, this study is not about writing strategies therefore, it can't be the same measurement as Husna's.

One factor that may influence these results is the difference in students' English language ability levels and the long duration gap between taking the writing self-efficacy instrument and writing performance. The result of the writing performance was taken when the researcher was doing a teaching practicum at the school being researched. Whereas, the writing self-efficacy instrument was taken seven months later when the researcher. This has an impact on the different levels of self-efficacy in each student, which may increase in some students and, conversely, decrease.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this study was to test and analyse the correlation between writing self-efficacy and writing performance in grade 11 of EFL senior high school in Yogyakarta. A total of 163 students agreed to participate. The measurement of L2 Writer Self-Efficacy Scale (L2WSS) revealed that the profile of students' writing self-efficacy from the highest to the lowest mean score is: self-regulated efficacy, performance self-efficacy, and linguistic self-efficacy. The findings of the research indicate that the correlation coefficient is: $r_{xy} = -.089$ and the $p_{value} = .257$ that has been measured by Spearman's Rho. It means that there is no significant correlation between students' writing self-efficacy and their writing performance in this research. Therefore, this research is linear with the previous study by Aldina (2022), even though the research by Aldina has different types of text with this research.

5.2 Suggestion

The focus of this research is only to test the correlation between writing self-efficacy and writing performance. This research did not measure other aspects or variables such as gender, writing strategies, and students' experiences in learning English. Therefore, there are several limitations in this study. One of them is the type of text used, which is a procedural text, so the findings cannot be generalized to other types of texts. In addition, the participants in this study were English learners in an EFL country at the senior high school level. Because of that, the results might be different if the participants were from other groups, especially from EFL learners in different countries. In addition, the researcher suggests that the next study will be identified on

the factor that causes an insignificant correlation between writing self-efficacy and writing performance.

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APPENDICES

Appendix 1 Teng et al. (2017)'s 7-Point Likert Scale

Scale	Description
1	Not at all true of me
2	Mostly not true of me
3	Somewhat not true of me
4	Neutral / Neither true nor untrue of me
5	Somewhat true of me
6	Mostly true of me
7	Very true of me

No.	Items	Domain
1.	I can correctly use parts of speech (e.g., nouns, verbs, adjectives) in writing.	Linguistic Self-Efficacy
2.	I can write a simple sentence with grammatical structure.	
3.	I can write compound and complex sentences with grammatical structure.	
4.	I can write a composition with a clear organisation or structure.	
5.	I can revise wordy or confusing sentences of my writing.	
6.	I can revise my composition to make it better organized.	
7.	I can revise basic grammar errors in my writing.	
8.	I can realise my goal to improve my writing.	Self-Regulatory Efficacy
9.	I can think of my goals before writing.	
10.	I can think of different ways to help me to plan before writing.	
11.	I can evaluate whether I achieve my goal in writing.	
12.	I can evaluate my strength and weakness in writing.	
13.	I can evaluate whether a composition is good or bad.	
14.	I can understand the most difficult material presented in writing courses.	Performance Self-Efficacy
15.	I can understand the basic concepts taught in writing courses.	
16.	I can understand the most complex material presented by the instructor of writing courses.	
17.	I can do an excellent job on the assignments in writing courses.	
18.	I can master the writing knowledge and strategies being taught in writing courses.	
19.	I can use the writing knowledge and strategies being taught in writing courses.	
20.	Considering the difficulty of the writing course, the teacher, and my skill, I can perform well in writing courses.	

Appendix 2. Skala Efikasi Diri Menulis Bahasa Inggris Versi Bahasa Indonesia

Skala Efikasi Diri Menulis Bahasa Inggris Versi Bahasa Indonesia

(diadaptasi dari instrumen *L2 Writer Self-Efficacy Scale* oleh Hapsari & Astuti, 2025)

Instrumen ini terdiri dari 3 bagian dan memerlukan waktu kurang lebih 15-30 menit untuk melengkapinya. Bagian pertama adalah pernyataan persetujuan menjadi partisipan penelitian. Bagian kedua adalah deskripsi demografi partisipan sementara bagian ketiga berisi instrumen utama **Skala Efikasi Diri Menulis Bahasa Inggris**

Bagian 1. Pernyataan Persetujuan menjadi Partisipan

....

EFL Students' Writing Self-Efficacy and Writing Performance in A Senior High School: A Correlational Study

Assalamualaikum Wr. Wb.

Nama saya Maya Tri Astuti dari jurusan Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2021. Saat ini saya sedang melakukan penelitian yang berjudul *Efl Students' Writing Self-Efficacy and Writing Performance in Senior High School: A Correlational Study*. Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survey sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Responden penelitian saya adalah siswa/i SMA N 9 Yogyakarta kelas 11 yang telah menempuh mata pelajaran bahasa Inggris materi *Procedure Text*.

Dalam rangka mengumpulkan data, dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuisisioner ini. Kerahasiaan jawaban dan informais apapun pada isian kuesioner ini dijaga dan dijunjung tinggi oleh etika akademik. Informasi yang diberikan sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Sebagai ucapan terima kasih, saya akan memberikan *reward* berupa *e-wallet* sebesar Rp 100.000,00 untuk 4 responden yang beruntung. Apabila saudara/i bersedia mengisi kuesioner ini, silahkan memilih "bersedia" pada pernyataan di bawah. Atas partisipai saudara/i, saya ucapkan terima kasih. Semoga Allah SWT memberikan balasan yang setimpal untuk kebaikan saudara/i dalam mengisi kuesioner ini.

Wassalamualaikum Wr. Wb.

Email address

WhatsApp number

Saya bersedia untuk berpartisipasi dalam penelitian ini dan mengisi kuesioner sampai akhir.

Bagian 2 . **Demografi Partisipan**

Nama Lengkap:

Nomor siswa :

Gender:

- Laki-laki
- Perempuan

Usia:

Persepsi mengenai level kemampuan Bahasa Inggris :

- Pemula (*Beginner*/CEFR A1)
- Dasar (*Basic*/CEFR A2)
- Menengah (*Intermediate*/CEFR B1)
- Menengah Atas (*Upper Intermediate*/ CEFR B2)
- Lanjutan (*Advance*/CEFR C1)
- Ahli (*Proficient*/CEFR C2)

Bagian 3. **Skala Efikasi Diri Menulis Bahasa Inggris**

Instruksi : Pernyataan berikut adalah keyakinan siswa pada kemampuan siswa untuk menulis dalam bahasa Inggris. Siswa memilih angka dari 1 sampai 7 yang mereka yakini menunjukkan tingkat kemampuan mereka dalam topik tersebut.

Bacalah pernyataan dari item 1-20 kemudian beri rating angka mengenai pernyataan tersebut berdasarkan tingkat keyakinan anda mengenai kemampuan menulis Bahasa Inggris pada pernyataan aitem tersebut antara 1-7, dengan ketentuan:

1 = sama sekali tidak benar bagi saya (not at all true of me)

2= tidak benar bagi saya

3=agak tidak benar bagi saya

4= netral/biasa saja bagi saya

5=agak benar bagi saya

6= benar bagi saya

7 = sangat benar bagi saya (very true of me)

No.	Item	Skala
1.	Saya dapat menggunakan kelas kata dengan benar (misalnya, kata benda, kata kerja, kata sifat) dalam menulis bahasa Inggris.	1 2 3 4 5 6 7
2.	Saya dapat menulis kalimat sederhana dengan struktur gramatika bahasa Inggris.	1 2 3 4 5 6 7
3.	Saya dapat menulis kalimat majemuk dan kalimat kompleks dengan struktur gramatika bahasa Inggris.	1 2 3 4 5 6 7
4.	Saya dapat menulis sebuah komposisi (naskah, karangan) berbahasa Inggris dengan organisasi atau struktur yang jelas.	1 2 3 4 5 6 7
5.	Saya dapat memperbaiki kalimat bertele-tele atau membingungkan berbahasa Inggris dalam tulisan saya.	1 2 3 4 5 6 7
6.	Saya dapat memperbaiki karangan berbahasa Inggris saya agar lebih terorganisir.	1 2 3 4 5 6 7
7.	Saya dapat memperbaiki kesalahan dasar gramatika bahasa Inggris dalam tulisan saya.	1 2 3 4 5 6 7
8.	Saya dapat mewujudkan tujuan saya untuk memperbaiki tulisan berbahasa Inggris saya.	1 2 3 4 5 6 7
9.	Saya dapat memikirkan tujuan saya sebelum menulis berbahasa Inggris.	1 2 3 4 5 6 7
10.	Saya dapat memikirkan berbagai cara untuk membantu saya membuat perencanaan sebelum menulis berbahasa Inggris.	1 2 3 4 5 6 7
11.	Saya dapat mengevaluasi apakah saya mencapai tujuan saya dalam menulis berbahasa Inggris.	1 2 3 4 5 6 7
12.	Saya dapat mengevaluasi kekuatan dan kelemahan saya dalam menulis berbahasa Inggris.	1 2 3 4 5 6 7
13.	Saya dapat mengevaluasi apakah suatu komposisi (naskah, karangan) itu baik atau buruk.	1 2 3 4 5 6 7
14.	Saya dapat memahami materi tersulit yang disajikan dalam pelajaran menulis berbahasa Inggris.	1 2 3 4 5 6 7
15.	Saya dapat memahami konsep dasar yang diajarkan dalam menulis berbahasa Inggris.	1 2 3 4 5 6 7
16.	Saya dapat memahami materi terkompleks yang disajikan dalam pelajaran menulis berbahasa Inggris.	1 2 3 4 5 6 7
17.	Saya dapat mengerjakan tugas-tugas dalam pelajaran menulis berbahasa Inggris dengan sangat baik.	1 2 3 4 5 6 7
18.	Saya dapat menguasai pengetahuan menulis dan strategi yang diajarkan dalam pelajaran menulis berbahasa Inggris.	1 2 3 4 5 6 7
19.	Saya dapat mengaplikasikan pengetahuan menulis dan strategi yang diajarkan dalam pelajaran menulis berbahasa Inggris.	1 2 3 4 5 6 7
20.	Dengan mempertimbangkan tingkat kesulitan pelajaran menulis, pengajar, dan kemampuan saya, saya dapat berprestasi baik dalam pelajaran menulis berbahasa Inggris.	1 2 3 4 5 6 7

Appendix 3. Rubrik Penilaian Writing

RUBRIK PENILAIAN WRITING

Kelas : XI /IPA / IPS

Kompetensi Dasar : Menyusun teks tulis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Indikator : Membuat teks prosedur yang sesuai dengan kaidah bahasa yang benar.

Aspek	Kriteria	Skor
Isi (15 -30)	Topik jelas, cerita menarik dan orisinal, didukung bukti dan fakta-fakta, lengkap, terperinci, tuntas, mengandung nilai/ada refleksi yang mendalam, dapat memberikan wawasan baru.	25-30
	Topik jelas, cerita menarik dan orisinal, didukung bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai.	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai.	15-19
Organisasi Gagasan (10-20)	Berpola: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraf, disampaikan dengan pola urutan waktu dan tempat.	16-20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph berisi dua gagasan utama, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan, isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
Bahasa (15-30)	Paragraf kohesif dan koheren, kalimat efektif dan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat.	27-30
	Terdapat beberapa paragraph yang tidak kohesif, terdapat kalimat yang tidak efektif dan ambigu, ketidaksesuaian diksi, pemakaian konjungsi yang keliru.	21-26
	Banyak paragraf tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, lebih banyak ketidaksesuaian diksi, lebih banyak pemakaian konjungsi yang keliru.	17-20

	Paragraf tidak padu, kalimat tidak efektif, sebagian besar struktur kalimat salah, keterbatasan dan ketidaksesuaian diksi, penerapan konjungsi tidak tepat.	15-16
Mekanik (8-20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas.	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas.	13-16
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10-12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semauanya sendiri.	8-9
Jumlah		100

Aspect	Criteria	Score
Content (15-30)	The topic is clearly defined, with an engaging and original approach to presenting the procedure. The steps are supported by accurate information and relevant details, ensuring clarity and completeness. The procedure is thoroughly explained, well-structured, and demonstrates reflective understanding. It also offers new insights or perspectives related to the process being described.	25-30
	The topic is clearly stated, and the procedure is presented in an interesting and original way, supported by some relevant facts and information. However, the steps are incomplete, lack detail, are not thoroughly explained, and offer limited value or insight into the process.	20-24
	The procedure is unengaging and appears to be purely fictional, without any factual support. It lacks detail, is incomplete, and does not provide meaningful value or practical insight into the process.	15-19
Organization of Ideas (10-20)	The text follows a clear structure, it includes a title, tools, and steps. Ideas are organized into distinct paragraph units or points and presented in a logical sequence.	16-20
	The text includes a title and tools, but lacks a step. Some steps contain more than one main idea, and the sequence of time is occasionally inconsistent.	13-15

	The structure is not organized at all, with no clear title, tools, or steps. It does not follow a logical sequence of time.	10-12
Language (15-30)	The paragraphs or points are cohesive and coherent, with effective and communicative sentences. Standard sentence structures are used, supported by accurate and varied diction. The meaning is unambiguous, and conjunctions are applied appropriately throughout the text.	27-30
	Some paragraphs or points lack cohesion, and there are sentences that are ineffective and ambiguous. There is inappropriate word choice, as well as incorrect use of conjunctions.	21-26
	Many paragraphs or points lack cohesion, and there are numerous sentences that are ineffective and ambiguous. There is a high frequency of inappropriate word choices, as well as frequent incorrect use of conjunctions.	17-20
	The paragraphs or points are disjointed, and the sentences are ineffective. The majority of sentence structures are incorrect, with limited and inappropriate word choices. The use of conjunctions is also improper.	15-16
Mechanics (8-20)	There are no spelling errors at all; if handwritten, the writing is neat and clearly legible. There are no typos, and the choice of font type and size is appropriate. Margins are perfectly set.	17-20
	There are some spelling errors; handwriting is neat. A few typos are present. The selection of font type, size, and margins is appropriate.	13-16
	There are quite a number of spelling errors and typos. Handwriting is somewhat untidy. The font type, size, and margins are inconsistent.	10-12
	Spelling is neglected, handwriting is very untidy, and there are numerous typos. The choice of font type, size, and margins is arbitrary and inconsistent.	8-9
Score		100