

**EFL STUDENTS' SELF-EFFICACY IN WRITING:
A SMALL-SCALE SURVEY AT AN INDONESIAN SECONDARY SCHOOL**

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Written by:

Nur 'Azizah Salma Tsara 20322096

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF SOCIAL AND CULTURAL SCIENCE
UNIVERSITAS ISLAM INDONESIA
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2025

APPROVAL SHEET

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By

Nur 'Azizah Salma Tsara

20322096



Approved on 02 September 2025

By

Supervisor

A handwritten signature in blue ink, appearing to read 'Ista Maharsi', is written over a horizontal line.

Dr. Ista Maharsi, S.S., M.Hum
NIP. 056130501

RATIFICATION SHEET

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By

Nur 'Azizah Salma Tsara

20322096

Defended before the board examiner on October 6, 2025, and Declared Acceptable

Board of Examiners:

Chairperson : **Dr. Ista Maharsi, S.S., M.Hum**

First Examiner : **Astri Hapsari, S.S., M.TESOL**

Second Examiner : **Dr. Rizki Farani, S.Pd., M.Pd**



Yogyakarta, October 06, 2025

Department of English Language Education

Faculty of Social and Culture Sciences

Islamic University of Indonesia

Head of Department



Puji Rahayu, S.Pd., M.LS.T., Ph.D.

NIP. 053310402

STATEMENT OF WORK ORIGINALLY

I sincerely declare that this thesis is my original work. It does not contain any work of others except where it has been properly cited and referenced.

Yogyakarta, 04 September

2025

Writer,

A 1000 Rupiah Indonesian postage stamp is shown on the left, featuring the Garuda Pancasila emblem and the text '1000', 'REPUBLIK INDONESIA', and 'METER TEMI'. To the right of the stamp is a handwritten signature in black ink, which appears to be 'Nur Azizah Salma Tsara'.

Nur 'Azizah Salma Tsara

20322096

MOTTO

“And whoever puts his trust in Allah. He makes matters easy for him.”

(QS. At-Talaq: 3)

“You’re doing well. Everything is gonna be worth it, don’t worry”

(Jeong Jaehyun)

“You can’t be good at everything, but that doesn’t mean that you can’t do anything”

(Jeon Wonwoo).

DEDICATION

I dedicate this thesis to my beloved parents for their endless prayers, love, and support. For myself, who has believed and struggled all this time, you've made it through.

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All praises and thanks to Allah SWT, who has given mercy and blessing so that I can complete this thesis. Peace and blessings be upon to Prophet Muhammad SAW, who has guided from darkness to lightness. I would like to express my gratitude to those who have provided support and assistance for the thesis process:

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Yogyakarta, 04 September 2025

Writer,



Nur 'Azizah Salma Tsara

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**EFL STUDENTS' SELF-EFFICACY IN WRITING:
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Nur 'Azizah Salma Tsara
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ABSTRACT

Writing is an important skill for Indonesian students learning English as a foreign language, but many still face problems such as low confidence, anxiety, and difficulties with grammar and organization. This study aims to find out the level of students' self-efficacy in English writing and to give insights for teachers to improve their teaching. The research used a quantitative descriptive method with a total population sampling of 104 students from a private high school in Yogyakarta. Data were collected through the English Writing Self-Efficacy Questionnaire, adapted from Sun & Wang (2020), and analyzed using SPSS. There are 27 items with five dimensions. The results showed that students felt most confident in using English for practical writing tasks (M=5.68). Ideation (M=5.647) refers to their ability to organize, develop, and elaborate ideas for a writing task. Following this, organization of students shows their ability to organize ideas properly and arrange paragraphs coherently in writing formats (M=5.609), self-efficacy for Self-Regulation (SE-SRL) indicates that students have high-level confidence in their writing process (M= 5.473), while grammar received (M=3.41) showing more challenges and structural rules, mostly fear of making mistakes, lead to them losing confidence in their ability to use English correctly. They require more targeted grammar support to improve both accuracy and belief in writing.

Keywords: *English as a Foreign Language, Grammar Difficulties, Indonesian Secondary School, Writing Self-Efficacy*

CHAPTER I INTRODUCTION

I.1 Background of the Study

Writing is a crucial skill for both academic and professional achievement, especially for Indonesian students who learn English as a foreign language. Each student writes tasks differently. Some feel confident in their abilities, while others may struggle with low self-belief. High school students in Indonesia need to develop writing for academic purposes and future careers. Jalaluddin et al (2015) conclude that someone with high self-efficacy in writing maintains their effort despite the challenges and achieves their goal. As a result, students will strive to figure out how to deal with writing challenges. Students who develop some writing strategies while as they do. However, Alkubaidi (2014) analyzed students' writing strategies and used more technique in pre-writing stage. In general, all problems with student writing related physiological condition to an efficacy perception. In Indonesia context, by Husna et al (2021) defined students with higher writing self-efficacy tend to achieve better writing performance. However, these studies have found weak or even no connection, suggesting this relationship may depend on certain conditions. Additionally, Listyani (2021) conveys this belief often prevents them from trying. Teachers can help change this belief by showing examples of progress, sharing personal stories of improvement, and giving support that focuses on growth rather than just results. These might be influenced by several factors, such as how teachers provide correction feedback and how often students practice real writing tasks. Even though Setyowati et al (2024) Indonesian students show a moderate level of writing self-efficacy, meaning they feel confident in their writing. It may depend on several

factors, such as classroom atmosphere, the way teachers teach, the feedback that students receive, and previous writing experience.

Another interpretation of these investigated writing strategies across these stages among Indonesian high school students. Taufiqulloh et al (2025) revealed that students engage in activities such as brainstorming, outlining, drafting, and revising feedback. These strategies are developing proficiency and are influenced by students' self-efficacy beliefs. Research has shown that writing self-efficacy plays a crucial role in writing development. Rahmawati (2022) investigated that high school students with strong confidence in their writing skills were more engaged in the stage of the writing process, particularly in pre-writing and revision. These students develop ideas and create strategic approaches to organizing the task to improve writing fluency and clarity. However, this research was limited by a small sample from a single school and did not examine other influencing factors in writing, indicating the need for more comprehensive research. Similarly, Astrid et al (2021) defined how writing self-efficacy interacts with peer feedback in the classroom. This study found that students involved in structured peer feedback showed higher confidence, improved organization in writing, and language accuracy. This helps students feel more confident in writing and take more control of their learning. However, this study mainly examines short-term inventions and does not explore how writing self-efficacy develops. This requires longitudinal research to investigate long-term effects.

Organized peer feedback can effectively enhance students' confidence in their writing skills, as it provides opportunities for feedback and collaborative learning. In Addition, using collaborative strategies in the classroom can strengthen students' motivation to improve their writing. However, previous studies mainly examine short-term inventions and do not explore how writing self-efficacy develops.

Furthermore, the use of digital communication in students' daily lives can hinder the development of writing skills. Students often rely on informal language on social media, and they struggle to write clearly in an academic context. Atasoy (2021) explained that students who often write informally feel less confident about grammar and structure in formal writing. Most high school students use social media and messaging apps where the writing is informal, personal, and not very structured. This indicates writing self-efficacy is influenced not only by classroom instruction but also by students' broader and cultural experiences in writing.

Apart from teacher feedback, factors such as gender and social comparison influence students' writing self-efficacy. Villalón et al (2015) revealed that boy students had lower writing self-efficacy than girl students, even though boys overestimate their writing ability. The girls and boys had the same level of self-efficacy, but the girls regularly outperformed the boys on writing tasks. Hashemnejad et al (2014) assumed that the students had low self-efficacy; they prefer to choose tasks with a lower risk of mistakes. They strive not to show their lack of proficiency. Besides teaching methods and technology, the overall school environment also affects students' confidence in writing. In many classrooms, there is a strong focus on grades and test scores (Kortemeyer & Nöhl, 2025). This often makes students worry more about making mistakes than about expressing their ideas. When writing is mainly used to judge students, they can become too careful, afraid of being criticized, and less willing to be creative. These conditions make it hard for students to build confidence in their writing. To develop self-efficacy, students need to explore, try, and the support to continue, even if making mistakes (Prasetyaningrum et al, 2021). Because of all these factors, from how writing is taught, the impact of digital habits,

to pressure from grades, it's important to understand how students develop beliefs about their writing ability.

In recent years, students' confidence in writing has become more complicated because of classroom conditions and teaching styles. The way teachers interact with students during writing lessons can either help build or weaken their belief in their writing skills. In view of Zhou et al (2022) when teachers give support and clear, helpful feedback, students usually feel more confident and motivated to improve, but if they don't get enough guidance, receive confusing instructions, or face harsh criticism, they may feel discouraged and unsure. In several Indonesian secondary schools, writing is often seen as just a technical task instead of a way to express ideas. This makes students less interested and limits their creativity. As a result, many students think writing is hard and become even more hesitant, especially if they already doubt their English skills.

Another reason why students often lack confidence in writing is that they don't get enough real writing experience outside the classroom. Most of the time, students write only to complete school assignments or pass exams (Kim et al, 2023). This limits their chance to see writing to communicate or reflect on their thoughts. Writing becomes just something they must do, not something meaningful or useful. Without real writing activities, like keeping a journal, writing a blog, or joining writing contests, students find it hard to see how writing matters in real life. Because of this, they may not feel a strong connection to their writing, which makes it harder for them to feel confident and write on their own. Besides, language barriers make writing more challenging for students. Simply cause English is not their first language, many students get worried about making grammar mistakes or using incorrect words (Ahmad et al, 2025). This constant worry may affect their thinking and make them

hesitant to start writing. While grammar is crucial, focusing too much on perfection could prevent students from trying new things or expressing their ideas. Students start considering that those who are practically good at English can write properly. This perspective suggests that practice and support can improve their writing skills. Friends and classmates can influence how students see their own writing ability. Students often compare their writing to others, especially in competitive or high-performing classes. When they see classmates writing better or more easily, they might feel less talented or believe they can't do as well. But these comparisons are usually unfair because they don't consider things like different learning speeds, past experiences, or the help students receive. Sadly, this kind of negative thinking can make students avoid writing, which then causes them to improve more slowly.

It's important to understand the psychological and social factors that affect students' confidence in writing. If we don't know the real reasons behind their lack of confidence, changes in teaching methods might not actually help. That's why this study focuses on exploring how students see their own ability to write in English, and what things influence their beliefs. The goal is to find better ways to support learning and improve how writing is taught in the classroom. Despite these valuable insights, there remains a notable gap, particularly in the context of Indonesian secondary school students. First, although previous research has explored writing self-efficacy and writing anxiety separately, few studies have investigated how these two interact specifically within the Indonesian high school context. Moreover, their combined influence on students' writing performance is insufficiently examined. Second, while most studies emphasize cognitive factors, they often overlook the impact of the classroom on students' writing self-efficacy. Specifically, factors such as teacher support, peer feedback, and classroom engagement strongly influence students'

confidence and motivation in writing. Frequently, the perspective that considers both psychological factors and environmental conditions, this approach can provide deeper insight into how students develop writing self-efficacy in a high school context.

I.2 Identification of the Problem

Students have low self-efficacy because students lack writing confidence, a lack of enthusiasm, and a fear of making mistakes during the process of teaching, especially in writing activities, where self-efficacy is an important thing that every student has. This research aims to understand how teachers impact students' writing self-efficacy and skill in English.

Despite that, self-efficacy had an impact on students' academic success, most of the studies focus on the University student population. It is important to identify the problems for better implementation of specific strategies that will help students develop an identity in writing.

I.3 Limitation of the Problem

This study has several limitations that should be taken into consideration. First, it was taken into consideration that the number of respondents was 104 students. Second, the variation of respondents focused on two classes. Lastly, this research only uses a survey.

I.4 Formulation of the Problem

To develop a better understanding of students' writing self-efficacy, this research aims to answer the following question:

How do students perceive their self-efficacy in English writing as a Foreign Language?

I.5 Objective of the Study

This research wants to identify the students' level of writing self-efficacy in learning English, particularly at the selected private high school in Yogyakarta.

I.6 Significance of the Study

In the future, this research can increase students' awareness of their writing abilities and help them build more confidence in English writing. The result of this research, the teacher provides useful information to design better writing activities, give more effective feedback, and support students who have low writing confidence. For future studies, this research can serve as a reference to other factors related to writing self-efficacy.

CHAPTER II LITERATURE REVIEW

II.1 Students' Writing Self-efficacy

The concept of self-efficacy was first popularized by the prominent social psychologist Albert Bandura. As stated by Bandura (2012) self-efficacy is an individual's confidence in their ability to plan and carry out to reach specific goals. In writing, Bandura (2012) argued that it shapes how students approach tasks, a person's perception of their own capabilities influences behavioral choices, effort levels, perseverance, and resilience when facing challenges. He also added that self-efficacy is the result of a cognitive process that occurs in the individual, and students with strong writing self-efficacy plan carefully, revise effectively, and see mistakes as opportunities to improve. Bandura (2012) describe that self-efficacy is a component of the larger theoretical framework known as social cognitive theory, which holds that human achievement is dependent on interactions between one's behaviors, personal variables, and environmental situations.

According to Bandura (2012), self-efficacy is an individual's belief in their ability to complete tasks and navigate specific situations to achieve desired outcomes. Pearman et al (2021) discussed that self-efficacy is not a final state, but rather a dynamic characteristic that continues to develop throughout one's professional journey. This belief is influenced by various experiences, effective practices, interactions with students, and different learning environments. Furthermore, Pearman et al (2021) revealed that self-efficacy encompasses the belief that an

individual can make things happen, and this belief will continue to develop over time through reflection on practice and experience. However, Schunk & Zimmerman (2007) argue that when it comes to the relationship between personal variables and actions, considerable research suggests that students' self-efficacy beliefs influence such accomplishment behaviors as task selection, effort, persistence, and achievement. Bandura (2012) assumes a person's belief in their ability to perform the required behavior for a task. How much effort is put out and how long a person will endure in the face of challenges or bad experiences depends on their self-efficacy beliefs. Related to the theories about, Bruning et al (2013) assume that there are three multifactor models of writing self-efficacy: self-efficacy for writing ideation, self-efficacy of writing convention, and writing self-regulation. Researchers revealed that the writing self-efficacy multifactor was related to students' writing preferences, self-reported writing grades, and national writing test scores.

Despite that, Schunk & DiBenedetto (2021) convey that the concept of self-efficacy is closely related to mastery motivation and intrinsic motivation, which refers to the internal drive to accomplish tasks without external rewards or pressure. Individuals with high self-efficacy are more likely to persist in facing challenging tasks because they believe that their efforts will lead to success. Conversely, those with low self-efficacy tend to avoid difficult tasks, believing they cannot complete them successfully. In previous research Bai (2015) assess it is necessary and valuable to undertake research into multiple writing stages (e.g., planning, drafting, and rewriting) to acquire a holistic picture of students' usage of SRL techniques throughout the overall writing process and how much strategy use may influence their self-efficacy. Furthermore, most related research to date has focused on SRL method use and self-efficacy in first-language contexts. Zimmerman & Risemberg (1997)

assume that when students apply self-regulated learning strategies, they can more successfully measure their learning process, and thus improve their self-efficacy. Bandura (2012) states self-efficacy beliefs are an important component of human agent by which people interpret the world and moderate their behavior. This concept has been referred to as efficacy, self-confidence, and self-perception of ability. Self-efficacy has four types of experiences; enactive experience, vicarious experience, verbal persuasion, and physiological and affective states that can influence students' self-efficacy (Bandura, 2012).

Many studies have demonstrated that writing self-efficacy is significantly associated with students' writing performance. In their study of EFL college students in China, Sun & Wang (2020) established that writing self-efficacy was positively correlated with the use of effective writing learning strategies and final writing performance. Furthermore, Sun & Wang (2020) clarified writing self-efficacy as a mediating factor between writing proficiency and affective factors such as writing anxiety and motivation. Despite that Sun & Wang (2020) identified the students with higher writing self-efficacy were more motivated to write, experienced lower levels of writing anxiety, exerted more effort when completing writing tasks, and ultimately produced better writing outcomes.

Writing self-efficacy is closely related to other motivational attributes, including the value of writing, self-concept, self-efficacy for self-regulation, task-approach goals, and performance-approach goals. In contrast, Sun & Wang (2020) mentioned that it is negatively associated with performance-avoidance goals, which describe students' tendencies to avoid writing tasks for fear of failure. In addition to gender, socioeconomic status (SES) has also been shown to influence students' writing self-efficacy. In a meta-analysis of 201 studies, Sirin (2005) reported a moderate to strong

relationship between family SES and students' academic achievement. In the specific domain of writing, Korat & Schiff (2005) found that students from higher-SES families reported significantly higher levels of writing self-efficacy than students from lower-SES families. This discrepancy is associated with better access to educational resources, greater parental support, and more supportive learning environments typically available to students from higher-SES backgrounds. Consequently, Sun & Wang (2020) suggested that it is important to include SES as a covariate when analyzing the relationship between writing self-efficacy and students' writing proficiency.

In the context of learning English as a foreign language in Indonesian high schools, writing self-efficacy is also considered a determining factor. Sun & Wang (2020) emphasized that the writing self-efficacy plays a vital role in mediating the relationship between writing proficiency, writing anxiety, and students' use of learning strategies. Students with higher writing self-efficacy are not only more confident in completing writing assignments, but also better able to regulate their learning strategies independently and effectively.

Therefore, a comprehensive understanding of writing self-efficacy is essential for teachers, educational policymakers, and practitioners seeking to improve students' writing abilities. By creating supportive learning environments, providing ample opportunities for writing practice, and offering constructive and positive feedback, students' writing self-efficacy can be enhanced. In turn, this improvement will contribute to raising the overall quality of students' writing performance, especially in the context of English as a foreign language instruction in Indonesian high schools.

II.2 High School Students' Writing Self-Efficacy in Indonesia

In the Indonesian high school context, the teaching and learning of writing, particularly in English as a Foreign Language (EFL), face several challenges and complexities. Writing is one of the most challenging skills to learn, not only because of the linguistic demands it imposes, but also due to contextual factors within the educational environment. Moreover, Syahrianti et al (2023) revealed that students who received feedback and were guided to manage their own learning became more confident in their writing abilities and improved. This result explains that good learning experiences help build self-confidence in learning. Furthermore, Afreilyanti & Kuswandono (2024) investigated written corrective feedback effects both writing and self-efficacy among Indonesian high school. The finding revealed that feedback not only improved writing performance but also helped students regulate their writing processes, enhancing their writing self-efficacy. Consequently, integrating structured feedback into writing instruction can support skill development and students' confidence in writing.

As observed by Eliwarti & Purwanti (2021) clarified that tenth-grade students' participation in journal writing activities significantly enhanced students' writing ability as well as their writing self-efficacy. The finding indicated that writing not only improved linguistics but also increased students' confidence in expressing ideas in English. Additionally, Firdausi (2024) conducted a descriptive case study involving twelfth-grade students to investigate their writing self-efficacy. The finding showed most students relatively high level of self-efficacy in performing writing tasks. Despite high self-efficacy, students experienced difficulties during pre-writing and planning, indicating that confidence cannot prevent writing apprehension, while supportive feedback combined with reflective writing can enhance both writing skills and self-efficacy in EFL students. Binnendyk et al. (2024) observed that, despite

moderate levels of writing self-efficacy among high school students, their actual writing achievement was inconsistent. This finding implies that self-efficacy helps students write better, but it is not sufficient on its own to ensure successful writing. Therefore, other factors such as the use of effective writing strategies and the ability to manage emotions may influence the connection between self-efficacy and writing performance. Moreover, Weda & Sahril (2018) identified a significant correlation between students' self-efficacy beliefs and writing performance among Indonesian EFL students, it's evident that self-efficacy plays a crucial role in students' writing development.

Another explanation comes from Adam et al (2021) examined the challenges encountered by Indonesian high school English teachers in teaching writing skills, particularly in a vocational high school in Gorontalo. Despite that, Adam et al (2021) identified four major categories of challenges: those related to teaching techniques, limited teaching time, linguistic difficulties, and low student motivation. Even though teachers could manage these challenges, they acknowledged a pressing need for more innovative and varied teaching strategies to improve the effectiveness of writing instruction. This situation highlights how writing in Indonesian high schools is not only about language proficiency but also intertwined with pedagogical and motivational issues.

Moreover, studies within the Indonesian language instruction context demonstrate similar issues. Rustam & Priyanto (2022) discovered the assessment of critical thinking in the teaching of Indonesian scientific texts in high schools in Jambi. Rustam & Priyanto (2022) reported that most teachers still relied on low-order thinking assessments rather than integrating higher-order thinking skills (HOTS) into their writing instruction. As a result, students' ability to produce well-developed,

critical, and analytical writing remained underdeveloped. This finding underscores the importance of designing authentic and contextualized assessment strategies that support the development of both language and cognitive skills through writing activities. The challenges of teaching writing in Indonesia are also evident in special education contexts. Febtiningsih et al (2021) examined the difficulties discovered by teachers instructing visually impaired students in English writing at special senior high schools in Indonesia. Febtiningsih et al (2021) identified several critical obstacles, including the unsuitability of the standard curriculum for students' needs, time constraints, lack of appropriate teaching media, insufficient teaching strategies, mismatches between teacher qualifications and student requirements, and students' attitudes towards writing tasks. These issues created significant barriers to effective writing instruction for students with visual impairments, further reflecting the broader structural and pedagogical limitations in Indonesia's writing.

Considering these studies, teaching writing in Indonesian high schools faces both linguistic and non-linguistic challenges, including issues of motivation, instructional strategy, curriculum alignment, assessment practices, and student engagement. Additionally, Sun & Wang (2020) observed that these challenges intersect with students' writing self-efficacy, a factor that has not been extensively examined at the high school level in Indonesia, as most writing self-efficacy research has primarily focused on university students. Understanding students' writing self-efficacy in this specific context is important for informing pedagogical strategies and policy decisions that support students' psychological and academic development.

Therefore, this study aims to fill the existing gap by examining the levels of writing self-efficacy among Indonesian high school students, while considering the

unique challenges, instructional practices, and contextual factors that characterize English writing instruction in Indonesian secondary schools.

II.3 Review of Previous Studies

Several previous studies have conducted research on writing self-efficacy among high school students in Indonesia. However, each study had a different focus, results, and shortcomings compared to the one presented in this study. Some of these studies even left gaps that this research could address, particularly in the context of the relationship between psychological factors, digital habits, learning environments, and teaching methods on students' writing self-efficacy. Binnendyk et al (2024) investigated the relationship between writing self-efficacy and writing performance in descriptive texts among high school students in Indonesia. Binnendyk et al (2024) discovered a weak but significant positive correlation between self-efficacy and students' writing performance. Similarities with this study lie in the focus population, namely high school students in Indonesia, and the primary variable, namely writing self-efficacy. However, the difference is that Binnendyk et al (2024) study was limited to descriptive writing skills without considering external factors that influence students' writing self-efficacy, such as writing anxiety, academic pressure, daily digital writing habits, or teacher teaching style. Another weakness is that Binnendyk et al (2024) mentioned that the study did not comprehensively explore psychosocial or pedagogical factors. Meanwhile, Husna et al (2021) examined the relationship between self-efficacy and writing achievement among high school students in Indonesia. The similarities between Husna et al (2021) study and this study lie in the educational context and the topic of high school students' self-efficacy. The difference is that Husna et al (2021) study was purely correlational and did not include other variables that could potentially influence students' self-efficacy in

writing, such as anxiety, motivation, or classroom conditions. Furthermore, Husna et al (2021) examined the relationship statistically without exploring the causes of low self-efficacy or related psychological and social factors. Therefore, this research aims to fill this gap by expanding its focus to psychosocial factors and pedagogical context.

Furthermore, Naufina & Putro (2025) examined writing anxiety in high school students based on the writing process, which consists of prewriting, organizing, writing, and polishing. This study found that writing anxiety has three dimensions (cognitive, somatic, and avoidance) that vary in their influence at each stage of the writing process and depending on school type. The strength of this study is that it provides a comprehensive overview of the dimensions of anxiety in writing activities. Like this study, both highlight writing anxiety as an aspect that influences students' writing ability. However, the difference is that Naufina & Putro (2025) focused solely on the anxiety aspect without linking it to self-efficacy or pedagogical factors in the classroom. The gap is that the study did not examine how anxiety interacts with self-efficacy or is influenced by teaching methods, while this study will examine the relationship between the two in actual learning situations in English writing classes.

Similarly, research by Kurniawati & Anam (2023) examined the influence of writing anxiety on secondary school students' writing outcomes in explanatory texts. The results indicate that although students experience anxiety in writing, this anxiety does not significantly impact their writing outcomes, except for the cognitive anxiety dimension, which has a moderating effect. Similarities with this study lie in the fact that both examine the relationship between psychological factors and high school students' writing skills. The difference lies in the study Kurniawati & Anam (2023), which focused solely on writing anxiety without considering self-efficacy, the

classroom environment, or students' digital habits, which can be sources of anxiety and low writing confidence. This study leaves a gap in its discussion of how anxiety relates to self-efficacy and how these factors are jointly influenced by the learning environment.

Finally, research by Husnaini et al (2023) focused on writing anxiety among secondary school students. This study found that the main factors contributing to students' writing anxiety were inadequate writing techniques, difficulty in English, lack of writing practice, and time pressure. Similarities with this study lie in its focus on high school students and psychological factors in writing. The difference is that the study by Husnaini et al (2023) described anxiety levels and their contributing factors without examining how anxiety relates to self-efficacy or how the classroom environment, teacher teaching style, and digital habits contribute to both. Therefore, this study aims to fill this gap by linking writing self-efficacy, anxiety, teaching factors, the classroom social environment, and students' daily writing habits in the digital age. Overall, the five studies mentioned above provide a valuable overview of the state of self-efficacy and writing anxiety among Indonesian high school students, but each has its limitations. None of the five studies comprehensively examined the relationship between students' writing self-efficacy and anxiety factors, the influence of digital habits, learning methods, and learning environment conditions simultaneously. This is where this study's importance lies, as it seeks to provide a more holistic analysis of the factors influencing writing self-efficacy in high school students in Indonesia.

II.4 The Flow of Reviewed Literature

The purpose of this research was to determine students' writing self-efficacy; therefore, this research used a questionnaire from the Self-Efficacy for Writing Scale (SEWS) by Bruning et al (2013) and modified by Sun & Wang (2020). Sun & Wang (2020) modified the instrument from a seven-point Likert scale to five-point Likert scale likers with five dimensions: ideation, organization, grammar, use of English writing, and self-regulation, and changed the questions to be simpler.



Figure 1 The Flow Reviewed Literature

CHAPTER III RESEARCH METHODOLOGY

III.1 Research Design

The quantitative method investigated Indonesian High School students' writing self-efficacy by gender or grade level. As explained by Cresswell (2023) a descriptive quantitative approach, focusing on presenting and interpreting data to demonstrate students' writing self-efficacy. Investigation techniques evaluate the population or specific samples: sampling is generally random, data collection with research tools, and analysis of the results quantitatively.

III.2 Population and Sample

This research was conducted in the second semester of the academic year 2023/2024 in a private school in Yogyakarta. The total population was 104 students, consisting of 75 female students and 25 male students. This study used total population sampling. Cresswell (2023) stated that the total population sampling was selected because it represents the entire group of students who experience the same English writing, and it helps ensure the data collected is accurate and relevant.

III.3 Data Collection Technique

Researchers used the following technique to obtain the required to support this research. The data collection technique consisted of this instrument, validity, and reliability. Based on quantitative design, a researcher mostly collected the data through a questionnaire using descriptive text. This type is commonly taught in Indonesian high schools and reflects students' writing experiences. A statement based

on the Questionnaire of English Writing Self-Efficacy (QEWSE) was adapted from Sun & Wang (2020) to evaluate students' English Writing self-efficacy. There are 27 items of questions that consist of five subscales: ideation, organization, grammar, use of English writing, and self-efficacy. The questionnaire was modified to a five-point liker scale because it has increasingly complex options, which can confuse respondents and cause them to feel fatigued when completing the questionnaire. Therefore, the five-point likert is considered an ideal measurement tool for respondents: 1. I cannot do it all (*saya tidak bisa melakukan semuanya*), 2. Maybe I cannot do it (*mungkin tidak bisa melakukannya*), 3. Maybe I can do it (*mungkin aku bisa melakukannya*), 4. I can do it (*aku bisa melakukannya*), 5. I can do it well (*aku bisa melakukan semuanya*). The questionnaire was translated into Indonesian to make it easier for the respondents.

III.3.1 Validity

This research applied construct validity. As stated Cresswell (2023) construct validity refers to how accurately an instrument measures the theoretical construct or concept it was designed to measure. Each of the 27 items had a correlation coefficient over this value, showing that the results were significantly valid for writing self-efficacy. Validity of the instrument was examined through all items using the Pearson correlation, with a sample size of 104 students resulting in 102 ($df = 104 - 2 = 102$; $\alpha: 0.05$). A significant level of $p < 0.05$ was 0.192 set to determine statistical significance.

III.3.2 Reliability

In the research technique, the reliability analysis of the questionnaire was adapted from Sun & Wang (2020) showed a Cronbach's Alpha value of .941 for all items. Thus, the items in the questionnaire measure students' writing self-efficacy. In research, Cresswell (2023) defines reliability refers to how the instrument's stability and consistency in delivering similar results within consistent settings. Cronbach's Alpha indicated a value of 0.941, as seen in the table below:

Cronbach's Alpha	N of items
0,941	27

Table 3. 1 Reliability Statistic

III.4 Data Analysis Technique

The researcher adopted the Questionnaire English Writing Self-Efficacy (QESWE) developed by Sun & Wang (2020) was modified from Bruning et al (2013) used in this study and translated into Indonesian to make it easier for the participants. The analysis utilized descriptive analysis that includes (mean and standard deviation) to present students' writing self-efficacy levels across the five dimensions: Ideation, Use, Organization, Self-Regulation, and Grammar. The data collected from the survey was assessed for completeness and accuracy, being put into SPSS software for analysis.

CHAPTER IV FINDING AND DISCUSSIONS

This chapter presents all the findings and discussion of the data collected and its analysis. After collecting the data, I will discuss the findings, descriptive analysis, and interpretation of the results.

IV.1 Descriptive Analysis

Descriptive analysis shows students' writing self-efficacy score across five dimensions: Ideation, Organization, Grammar, Use of English Writing, and Self-Efficacy for Self-Regulation. Based on the result, Use of English writing is the highest mean score (M= 5.681 SD= .805). Students are most competent using English in writing assignments, utilizing suitable words and phrases in context. Compared to that, Grammar is the lowest mean score (M=3.413 SD= .851), showing that more challenges and structural rules, mostly fear of making mistakes, lead to them losing confidence in their ability to use English correctly. Below is the summary of the data collected:

Table 4. 1 Aspect of EFL Writing Self-Efficacy

Variable	N	Mean	Std. Deviation
Use of English Writing	104	5.681	.805
Ideation	104	5.647	.820
Organization	104	5.609	.739
SE_SRL	104	5.473	.903
Grammar	104	3.413	.851

IV.1.1 Use of English Writing

Based on the result of the statistical analysis of students' confidence in utilizing English effectively in writing

Table 4. 2 Use of English Writing

Item	N	Statement	Mean	Std. Deviation
SE4	104	I can compose messages in English on the internet through social network (e.g. WhatsApp, Twitter, Blog).	3.97	.853
SE17	104	I can write diaries in English.	3.83	.886
SE16	104	I can write a descriptive paragraph in English.	3.76	.853
SE22	104	I can write a narrative paragraph in English.	3.74	.836
SE14	104	I can write email messages in English.	3.70	.736
SE9	104	I can make new sentences with given words.	3.63	.801
SE10	104	I can write an expository paragraph in English.	3.61	.743
SE13	104	I can write an argumentative paragraph in English.	3.34	.677

The result shown suggested the students generally perceive themselves as capable but not highly confident in their writing skills. The highest mean score was observed for item SE4 (M= 3.97 SD= .853), followed by item SE17, which involves diary writing (M= 3.83 SD= .886), and item SE16, which involves writing a descriptive paragraph (M= 3.76 SD= .853). Then, writing a narrative paragraph in English by item SE22 (M= 3.74 SD= .836). The next followed by item SE 14 writing email messages in English (M= 3.70 SD= .736). Followed by item SE9 Creating new sentences with given word (M= 3.63 SD= .801). Next item, SE10 writing expository paragraph (M= 3.61 SD= .734). Conversely, the lowest level of self-efficacy was item SE13, found in the argumentative paragraph (M= 3.34 SD= 0.677). This shows that students feel more confident in

casual writing, where language precision is less important, and less secure in formal academic writing, which requires greater thinking and grammatical.

IV.1.2 Ideation

Based on the result of the statistical analysis of students' beliefs to generating and developing ideas in writing

Table 4. 3 Ideation

Item	N	Statement	Mean	Std. Deviation
SE6	104	I can put my ideas into writing.	3.77	.766
SE1	104	I can think of my ideas for writing.	3.65	.747
SE1 1	104	I can think of appropriate words to describe my ideas.	3.57	.721

The result indicates that students a medium level confidence across all statements. The highest mean score SE6 “I can put my ideas into writing” (M= 3.77 SD= .766). Followed by SE6 “I can put my ideas into writing” (M= 3.65 SD= .747). On the other hand, the lowest mean score SE11 “I can think of appropriate word to describe my ideas” (M= 3.57 SD= 0.721). This result shown that students feel they can create and express idea more easily than choose vocabulary.

IV.1.3 Self-Efficacy for Self-Regulation

Based on the result of statistical analysis of students' belief in managing their writing

Table 4. 4 Self-Efficacy for Self-Regulation

Item	N	Statement	Mean	Std. Deviation
SE15	104	I can finish writing assignments on time.	3.88	.792
SE23	104	I can revise my writing to make it better.	3.83	.769
SE18	104	I can plan what I want to say before I start writing.	3.74	.836
SE5	104	I can focus on my writing for at least 1 hour.	3.39	.841
SE24	104	I can control my frustration when I write.	3.24	1.000
SE19	104	I can avoid distractions while I write.	3.13	.821
SE25	104	I can keep writing even when it's difficult.	3.11	.880

This shown the table above discusses students writing distraction-overcoming. Student confidence differed by writing behavior in the self-regulation part. The highest mean score SE15 can finish writing assignment (M= 3.88 SD= .792). In second place was SE23 can revise their writing to make it better (M= 3.83 SD= .769) which shows that students are confident in their ability to evaluate and improve their writing skills. The next, SE18 can plan what I want to say before i start write (M= 3.74 SD= .836) show that students were able to organize their thoughts before they started writing. On the other hand, SE5 (M= 3.39 SD= .841) showed consistent attention persistence. SE24 “I can avoid distraction while writing” (M= 3.24 SD= 1.00) showed that students restricted dealing emotions while writing process. SE19 (M= 3.13 SD= .821) showed that students find it hard for them to stay focused while they could be interrupted. The lowest mean score was SE25 (M= 3.11 SD= 0.880). These

results show that students have higher in completing assignments, revision, and start planning, but lower in maintaining focused and organized writing plans.

IV.1.4 Organization

Based on the result of statistical analysis of students' ability organizing in writing correctly

Table 4. 5 Organization

Item	N	Statement	Mean	Std. Deviation
SE2	104	I can organize sentences into a paragraph to express an idea.	3.80	.768
SE1 2	104	I can focus on the main ideas when writing.	3.70	.722
SE2 7	104	I can write a paragraph in coherent way.	3.68	.741
SE7	104	I can organize different paragraphs into a composition.	3.51	.668
SE2 0	104	I can write a paragraph in a cohesive way.	3.36	.723

The result shows students' writing organization in self-efficacy. From statement SE2 about students can focus on organizing the main idea when writing had the highest mean score (M= 3.80 SD= .768). The second highest mean score was observed in SE12 (M= 3.70 SD= .722). Followed by, SE27 (M= 3.68 SD= .741). The next, item SE7 students confident combining paragraph into a composition (M= 3.51 SD= .668). The lowest mean score was SE20 students arranging sentences and paragraphs rationally but struggle with sentences to sentences (M=3.36 SD=.723). The result has shown the problem with cohesive and coherence paragraph to required mastery of the topic by the lack reason to identify between cause-and-effect writing.

IV.1.5 Grammar

Based on the result of statistical analysis of students' competence in applying and grammatical accuracy

Table 4. 6 Grammar

Item	N	Statement	Mean	Std. Deviation
SE3	104	I can correctly spell all the words in the compositions I write.	3.79	.844
SE26	104	I can fix my grammar errors.	3.32	.816
SE8	104	I can correctly use verb tenses in English Writing	3.31	.813
SE21	104	I can write sentences with proper grammatical structures.	3.24	.830

In the grammar factor, students have a medium level self-efficacy, while the overall slightly other writing aspects. The highest mean score was achieved by SE3 students who are confident in spelling since they know a lot of vocabulary and forms of common words (M= 3.79 SD= .844). Second highest was 26, the students are quite confident in correcting problems, probably they can see certain grammatical errors (M= 3.32 SD= .816). The third was SE8, where verb tense usage is one of the hardest things for students to learn, because it is so complicated and the structure is different from their native language (M= 3.31 SD= .813). The lowest mean score was SE21 students have confidence in writing grammatically correct sentences, indicating grammar is challenging for them (M= 3.24 SD=.830). Overall, the students felt confident in tasks such as spelling and constructing simple sentences with their familiar vocabulary. The lowest confidence that struggles with applying correct verb tenses involves understanding grammatical rules.

IV.2 Discussion

The data collected from High School students were analyzed to find differences in the five dimensions measured. The highest mean was found in Use of English writing (5.671), while Grammar had the lowest (3.413). Each of these five dimensions from the QESWE questionnaire, Use of English Writing, Self-Efficacy for Self-Regulation, Organization, Ideation, and Grammar, was analyzed in detail.

Use of English writing obtained the highest mean score ($M=5.681$ $SD= .805$). This result indicates that students assume they can efficiently use English in practice for writing purposes. As explained by Bandura (2012) mastery experiences are a significant source of self-efficacy. The high score in this aspect may be impacted by students' frequent engagement in writing activities within the classroom and assessment contexts, which enable repeated practice and feedback. Moreover, Sun & Wang (2020) reported that students with more exposure to language usage exhibit enhanced confidence in utilizing English for practical assignments. The implication repeated chances to engage with practical assignments appear to help students build confidence in language use.

The second highest dimension is Ideation, which has a mean score ($M=5.647$ $SD= .820$) referring to their ability to organize, develop, and elaborate ideas for writing tasks. As reported by Teng & Zhang (2020) that student perceive themselves as developing diverse and coherent ideas, they have to be confident in their writing competence. Moreover, Pearman et al (2021) convey that is challenging factor exists: students struggle to create enough ideas, they may only think of one or two points, making the writing seem incomplete, and they do not explain or develop in detail.

Bandura (2012) suggest students need practical implementation, such as pre-writing strategies

Following this, the Organization has a mean score ($M= 5.609$ $SD= .739$), students show their ability to organize ideas properly and arrange paragraphs coherently in writing formats. Schunk & DiBenedetto (2021) assume that the organization has had an impact on student writing, competent in structuring and planning ideas. However, the main challenge is due to the lack of organization to achieve concise and efficient communication. Even well-structured ideas, grammatical errors, or inappropriate language can obscure meaning and decrease writing proficiency. Therefore, writing proficiency requires structural organization, language clarity, and accuracy.

Moreover, Self-Efficacy for Self-Regulation (SE-SRL) has a mean score ($M= 5.473$ $SD= .903$). This indicates that students to high high-level confidence in their writing process. Schunk & Zimmerman (2007) defined that students engage in effective self-regulation strategies, such as planning, monitoring, and revising their tasks. These strategies help them complete their tasks more successfully. However, Schunk & DiBenedetto (2021) argue that self-regulation is are significant factor of sustained academic achievement. Students who manage motivation, set goals, and evaluate their progress are better able to maintain consistent improvement. In writing, this indicates students have confidence and self-regulation skills with more motivation to maintain their progress over time.

The lowest score was observed in Grammar ($M= 3.413$ $SD= .851$). Pajares (2007) argues that several students perceive grammar hard challenge and require structural rules, mostly fear making mistakes, which leads to a loss of confidence in their ability to use English correctly. Moreover, as identified by Sun & Wang (2020),

grammar is the most difficult factor of writing self-efficacy for EFL students, especially Indonesian students. There are several reasons for this factor; first, in the classroom, focus is more on vocabulary memorization and reading comprehension than on grammar, and students do not get enough practice. Second, grammar is more complex with many rules; it differs from their mother tongue, language has a simpler structure. Third, with limited feedback and correction from the teacher, they only focus on the final writing rather than giving revision and time constraints to explain detailed feedback to each other. Third, the Organization has a mean score ($M= 5.609$ $SD= .739$), students show their ability to organize ideas properly and arrange paragraphs coherently in writing formats.

This analyze concludes that students are competent in using English for writing tasks. In self-efficacy for self-regulated learning, they can manage the time, set goals, and evaluate their progress. In an organization, they can structure and organize writing properly. In ideation, they can elaborate and develop the idea to start writing. In grammar, there needs to be more focus on teaching and practice so that they can make their use of grammar correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

V.1 Conclusion

Based on the results of the data, this research finds that the highest mean was Use of English writing (M= 5.681 SD= .805), showing students feel confident when they use English in practical writing tasks. The second highest dimension was Ideation (M=5.647 SD= .820), referring to their ability to organize, develop, and elaborate ideas for writing tasks. Following this, the Organization has a mean score (M= 5.609 SD= .739), students show their ability to organize ideas properly and arrange paragraphs coherently in writing formats. Moreover, Self-Efficacy for Self-Regulation (SE-SRL) has a mean score (M= 5.473 SD= .903). This indicates that students to high high-level confidence in their writing process. Grammar had the lowest (M=3.413 SD= .851), indicating that students struggle with grammar and accuracy. Each of these five dimensions from the QESWE questionnaire, Use of English Writing, Self-Efficacy for Self-Regulation, Organization, Ideation, and Grammar. These findings suggest that students can express themselves in English. They require more targeted grammar support to improve both accuracy and belief in writing.

V.2 Limitation

This study has several limitations that should be taken into consideration. To mitigate this limitation, future studies should add more respondents from various classes or larger scale and use a mixed method combining questionnaires, such as writing samples and interviews gain more comprehensive and varied data sources to

improve accuracy. These steps can address current limitations and better enhance students' writing self-efficacy.

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APPENDICES

Students Writing Self-Efficacy Questionnaire (SWSEQ)

Assalamualaikum Wr.Wb

Perkenalkan saya Nur 'Azizah Salma Tsara, Mahasiswa program studi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini saya sedang mengumpulkan data dalam rangka penyelesaian tugas akhir saya yang berjudul " EFL Students' Self-Efficacy in Writing: A Small-Scale Survey at An Indonesian Secondary School. Saya memohon kesediaan anda untuk mengisi kuesioner penelitian khusus ditujukan untuk siswa dan siswi aktif kelas 11 SMA Negeri 3 Yogyakarta.

Apabila anda bersedia untuk berpartisipasi dalam penelitian ini, Anda dapat melanjutkan ke proses pengisian kuesioner. Mohon untuk mengisi kuesioner sesuai dengan kondisi anda yang sebenarnya. Seluruh data di dalam penelitian ini akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan penelitian. Jika ada masalah atau pertanyaan mengenai penelitian ini, anda dapat menghubungi saya melalui:

Email: 20322096@students.uii.ac.id

WhatsApp: 082140883483

Terima kasih atas kesediaan dan partisipasi anda dalam pengisian kuesioner ini,

Wassalamualaikum Wr. Wb

Hormat saya,

Nur 'Azizah Salma Tsara

Dosen Pembimbing

Dr. Ista Maharsi, S.S., M.Hum

Table questionnaire:

- 1- I cannot do it all (*saya tidak bisa melakukan semuanya*)
- 2- I cannot do it (*mungkin tidak bisa melakukannya*)
- 3- Maybe I cannot do it (*mungkin aku bisa melakukannya*)
- 4- I can do it (*aku bisa melakukannya*)
- 5- I can do it well (*aku bisa melakukan semuanya*)

Items	Questions	Answers
1.	I can think of many ideas for my writing. (Saya dapat memikirkan banyak ide untuk tulisan saya).	1/2/3/4/5
2.	I can organize sentences into a paragraph to express an idea. (Saya dapat menyusun kalimat menjadi paragraph untuk mengungkapkan suatu gagasan).	1/2/3/4/5
3.	I can correctly spell all the words in the compositions I write. (Saya dapat mengeja seluruh kata dalam karangan yang saya tulis dengan benar).	1/2/3/4/5
4.	I can compose messages in English on the internet through social networks (e.g., WhatsApp, Twitter and blogs). (Saya dapat menulis pesan dalam bahasa Inggris di internet melalui jejaring social media (contoh; WhatsApp, Twitter, dan blogs).	1/2/3/4/5
5.	I can focus on my writing for at least 1 hour. (Saya dapat fokus pada tulisan saya minimal 1 jam).	1/2/3/4/5
6.	I can put my ideas into writing. (Saya dapat menuangkan ide-ide saya kedalam tulisan).	1/2/3/4/5
7.	I can organize different paragraphs into a composition. (Saya dapat menyusun berbagai paragraph menjadi komposisi).	1/2/3/4/5
8.	I can correctly use verb tenses in English writing. (Saya dapat menggunakan verb tense dalam penulisan bahasa Inggris dengan benar).	1/2/3/4/5
9.	I can make new sentences with given words. (Saya dapat membuat kalimat baru dengan kata-kata terbaru).	1/2/3/4/5
10.	I can write an expository paragraph in English. (Saya dapat menulis ekspositori dalam bahasa Inggris).	1/2/3/4/5

	I can think of appropriate words to describe my ideas. (Saya dapat menemukan kata-kata yang tepat untuk menggambarkan ide-ide saya).	1/2/3/4/5
12.	I can focus on the main ideas when writing. (Saya dapat memusatkan perhatian pada gagasan utama ketika menulis).	1/2/3/4/5
13.	I can write an argumentative paragraph in English. (Saya dapat menulis paragraph argumentatif dalam bahasa Inggris).	1/2/3/4/5
14.	I can write email messages in English. (Saya bisa menulis email dalam bahasa Inggris).	1/2/3/4/5
15.	I can finish writing assignments in time. (Saya dapat menyelesaikan tugas menulis dengan tepat waktu).	1/2/3/4/5
16.	I can write a descriptive paragraph in English. (Saya dapat menulis paragraph deskriptif dalam bahasa Inggris).	1/2/3/4/5
17.	I can write diaries in English. (Saya bisa menulis buku harian dalam bahasa Inggris).	1/2/3/4/5
18.	I can plan what I want to say before I start writing. (Saya dapat merencanakan apa yang ingin saya katakan sebelum mulai menulis).	1/2/3/4/5
19.	I can avoid distractions while I write. (Saya dapat menghindari gangguan saat menulis).	1/2/3/4/5
20.	I can write a paragraph in a cohesive way. (Saya dapat menulis paragraph dengan kohesif).	1/2/3/4/5
21.	I can write a sentence with proper grammatical structures. (Saya dapat menulis kalimat dengan struktur tata bahasa dengan tepat).	1/2/3/4/5
22.	I can write a narrative paragraph in English. (Saya dapat menulis kalimat naratif dalam bahasa Inggris).	1/2/3/4/5
23.	I can revise my writing to make it better. (Saya dapat merevisi tulisan agar lebih baik lagi).	1/2/3/4/5
24.	I can control my frustration when I write. (Saya dapat mengendalikan rasa frustrasi saya ketika menulis)	1/2/3/4/5
25.	I can keep writing even when it's difficult. (Saya bisa terus menulis bahkan ketika itu sulit).	1/2/3/4/5
26.	I can fix my grammar errors. (Saya bisa memperbaiki kesalahan dalam tata bahasa saya).	1/2/3/4/5
27.	I can write a paragraph in a coherent way. (Saya dapat menulis paragraf secara runtut)	1/2/3/4/5

