

An Investigation the Effect of Indicators on Self-Efficacy Using Language toward Indicators of Self-Efficacy Writing Scale

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ABSTRACT

This study investigated the presence of meaningful relationships between the indicators of self-efficacy, including self-efficacy in language, self-efficacy in organization, self-efficacy in grammar, self-efficacy in content, self-efficacy in process and on self efficacy writing scale, including ideation, organization, grammar & spelling, use of English writing, and self-efficacy for self-regulation. Convenience sampling was employed to select 100 students who attended seven different courses at the University of Pahlawan Tuanku Tambusai. The data of this study were analyzed descriptively through data concentration and distribution, pearson correlation, and multiple linear regression. The findings revealed that several self-efficacy indicators namely, SEL, SEO, SEG, SEC, and SEP did not correlate with Ideation (ID), Organization (ORG), Grammar and Spelling (GS), use of English Writing (EW), and Self efficacy for Self Regulation (SR).

Keywords: *Language Self efficacy, Self efficacy writing scale, Writing in english, Teaching writing*

ABSTRAK

Penelitian ini menyelidiki adanya hubungan yang bermakna antara indikator-indikator efikasi diri, termasuk efikasi diri dalam berbahasa, efikasi diri dalam berorganisasi, efikasi diri dalam tata bahasa, efikasi diri dalam isi, efikasi diri dalam proses, dan efikasi diri. skala menulis, termasuk ide, organisasi, tata bahasa & ejaan, penggunaan tulisan bahasa Inggris, dan efikasi diri untuk pengaturan diri. Convenience sampling digunakan untuk memilih 100 mahasiswa yang mengikuti tujuh program studi berbeda di Universitas Pahlawan Tuanku Tambusai. Data penelitian ini dianalisis secara deskriptif melalui konsentrasi dan distribusi data, korelasi pearson, dan regresi linier berganda. Temuan menunjukkan bahwa beberapa indikator efikasi diri yaitu SEL, SEO, SEG, SEC, dan SEP tidak berkorelasi dengan Ideation (ID), Organization (ORG), Grammar and Spelling (GS), penggunaan English Writing (EW), dan Efikasi Diri untuk Regulasi Diri (SR).

Kata Kunci: *Efikasi Diri Bahasa, Skala Menulis Efikasi Diri, Menulis dalam Bahasa Inggris, Mengajar Menulis*

INTRODUCTION

Writing is an important skill to master for it will be used workplace. Unfortunately, writing has been perceived the hardest language skill to master among EFL students (Huwari & Abd.Aziz, 2011) as writing does not allow much scaffolding compared to other language development (Bruning & Horn, 2000). Writing is indeed a complex activity that is influenced by a range of characteristics such as task environment, ambition, learning and memory, good memory, and thinking.

Self-efficacy is one of the most essential self-perceptions, referring to ones' belief in their ability to excel in a certain field (Bandura, 1997). Self-efficacy is correlated with enthusiasm to participate in knowledge activities and perseverance in the face of difficulties or diversions. Self-efficacy is linked to a number of favorable outcomes, including improved goal setting, more effective learning practices, and less anxiety. Bandura stated that people's feeling and actions are often primarily determined by their beliefs for the beliefs influence what people do with the knowledge and skills they have. Bandura (1997) included self-efficacy into the theory of individual and social agency, which in combination with other sociocognitive components, controls human well-being and achievement while domain-related tasks are difficult and motivational conditions are less than ideal.

Self-efficacy can be assessed by incorporating data from four different sources. The interpreted outcome of one's performance, or mastery experience, is the most influential source. The subjective experience that people get when watching others perform tasks is the second source of self-efficacy knowledge. Social comparisons with others are a natural component of the vicarious experience. These comparisons, when combined with peer modeling, can have a big impact on how self-perceptions of competence evolve. The linguistic information and social opinions from others improve ones' confidence. Whereas, negative persuasions can discourage and decrease ones' self-belief. On the other hand, positive persuasions can be motivating and empowering. In addition, Stressful situations are two physiological states that convey efficacy assumptions information.

Writing self-efficacy is described as one's belief in one's ability to plan and complete writing projects successfully (Zimmerman & Bandura, 1994). Writing self-efficacy has been researched as a unidimensional phenomena in a number of studies involving samples with wide range of ages. Ideation, convention, and self-regulation may all be involved in writing self-efficacy. Ideation refers to writers' abilities to generate ideas as the first step in the writing task, convention to writers' abilities to express the generated ideas using linguistic skills, and self-regulation to writers' personality and direct monitoring. In addition, writing also requires cognitive and linguistic judgments. This present study focused on five distinct aspects of students' English writing self-efficacy such as language, organization, content, grammar, and process (Bruning et al., (2013). Writing self-efficacy can also predict and contribute to students' writing self regulation (Bruning et al., 2013). Furthermore, in terms of self-regulated learning procedures and language interpretation strategies, the profile of students with low self-efficacy differed significantly from the profiles of those with high and moderate self-efficacy (Kim et al., 2015).

In sociocognitive approach, students are expected to acquire self-beliefs that allow them to have considerable control over their thoughts, emotions, and actions. The focus on students' identities as a fundamental component of success engagement is on the notion that students' perceptions of themselves are important, whether they were establish, develop, and consider to be real are important factors in their scholastic successfulness (Pajares, 2003). Self-efficacy is such a self-belief with a high predictive potential. Furthermore, self-efficacy is contextual it refers to learners' confidence in their capacity to study or finish tasks at a certain level (Bandura, 1997). In a study involving Turkish university L2 learners' writing self-efficacy, Kırmızı & Kırmızı (2015) discovered that students with high self-efficacy

showed lower standard of apprehension

Learners' assessment of their skills to accomplish writing assignments at various levels are referred to as writing self efficacy. In undertaking an essay, students will attempt to serve them well if they are aware that they are skilful. This occurs not because the belief increases their writing competence, but rather because it helps encourage additional desire to write, more sustained effort, greater persistence and perseverance when constantly worrying over an essay," as stated by (Pajares & Valiante, 1997). In general, the findings indicate that writing self-efficacy mediates the contribution of social cognitive theorists to the prediction of writing outcomes. Early assessment of low self-efficacy enables better training for more positive perception of students' ability to succeed. Low self-efficacy must be recognized, treated, and resolved (Pajares, 2006).

Self-efficacy in writing has a mediating effect on the correlation between writing skill and emotional components (Woodrow, 2011). Writing purpose also positively affects writing self-efficacy, self esteem, self-efficacy for self-regulation, findings advance, and performance targets, whereas intended outcomes are negatively correlated (Pajares, 2003).

Writing self-efficacy is described as ones' willingness to plan and complete writing assignments successfully (Zimmerman & Bandura, 1994). Writing self-efficacy has been researched as a simplistic phenomena in a series of researches with a wide range of sample ages. Prior studies have revealed the positive connection between WSE and adaptive writing outcomes such as writing value, mastery orientation for writing, and writing enjoyment (Collie et al., 2016). Furthermore, with exception of writing task self-efficacy, writing skills self-efficacy can be used to properly assess writing skills at all stages of education, but it did not decrease significantly with grade level. It implies that modifications in writing identity are more relevant in performing correct wiring processes. The predictive and moderating role of self-efficacy has been discussed in large corpus of work from various range of disciplines in decades since Bandura first articulated the concept (Bandura, 1997). Graham & Weiner (1996) reported that self efficacy could be a constant predictor of writing.

In this study, students shared their views about each skill or task using a Rating scale expressed in score 0 to 100 to measure their self-efficacy. The 0 - 100 responses structure has been statistically better than one using a traditional Rating scale (Pajares et al., 2001). Self-efficacy scales must be aligned to the outcomes being evaluated. Students' grades in writing instruction have been used in the evaluation of students' interest in specific subjects, instead of marks on a single essay. As explained by Bandura (2006), scales of identity and self-efficacy must be adapted to fit specific field of operating or the subject of concern".

Regardless of the acceptable stability and internal reliability in previous studies, the factors of the structure of the WSES scores were not yet examined. Whilst, this is an important step in validating the test as it allows us to understand the sources of variation in the measurement. To address this gap, a principal component analysis was employed to confirm the results of previous studies that have utilized the WSES scale. This study examined the relationship between language-based indicators of self-efficacy, such as language self-efficacy, organizational self-efficacy, grammar self-efficacy, content self-efficacy, process self-efficacy, and self-efficacy for self-regulation.

Most writing self-efficacy scales measure a broad range of writing skills and abilities, making it challenging to assess an author's self-efficacy in specific writing aspects. Even the progress in understanding the writing process remains minimal. Most writing self-efficacy assessments are tied to written assignments, tasks, and outcomes, with a few exceptions. It is considered important to explicitly link the analysis to psychological and linguistic elements of the writing process. Hence, new insights into writing self-efficacy and the writing process can be proposed. Collie et al., (2016) found that students with higher writing self-efficacy were more competent, motivated, and committed to their writing tasks. A study involving university students majoring English also showed a strong correlation

between student writing self-efficacy and their goals (Zimmerman & Bandura, 1994).

Bruning et al., (2013) found writing ideation and self-regulation strongly correlated with writing preference, while the relationship between self-efficacy norms was not as strong. The results support the concept of a factor model for writing self-efficacy and emphasize the need for closer connections between self-efficacy measurements and specific writing domains. (Ekholm et al., 2015) showed that the relationship between writing self-efficacy and writing self-regulation is partially impacted by students' perceptions of the support they receive when performing different writing tasks.

Hetthong & Teo (2013) found a significant positive relationship between writing self-efficacy and writing competence at the sentence and sub-skill levels. Total writing self-efficacy also had significant impact on writing quality. The final section of their research discussed the significance of self-efficacy and its implications for EFL/ESL instruction. Sun & Wang (2020) examined the relationship between writing ability and self-efficacy by analyzing students' scores on the CET-4 language section, which results showed that EFL students had low writing self-efficacy and rarely used self-regulated learning (SRL) strategies in performing writing tasks. Whereas, SRL strategies and writing self-efficacy were crucial indicators of writing performance. These findings provide important information for classroom instructors to raise their awareness on the importance of self-control and self-efficacy in promoting students' writing performance.

Pajares & Johnson (1994) revealed in an early research that writing abilities but not writing task self-efficacy predicted students' actual success in generating essays, echoing earlier findings (Shell et al., 1989). Pajares and Valiante then developed more comprehensive view regarding writing self-efficacy, in particular gender variations, an inverse connection to writing anxiety and individual, and enabling implications on writing success (Pajares & Valiante, 1997). A survey done to university students by Shell et al., (1989) was performed to investigate the relationship among both writing self-efficacy, outcome expectancy beliefs, and writing achievement building on the work of McCarthy et al. (1985). They collected students' writing test results. Two subscales were used to assess students' writing efficacy: a task subscale and a parts skills subscale. The first subscale consisted of items testing students' self-efficacy for writing activities such as writing an essay or short story, while the second required efficacy judgments about writing-related abilities (e.g., correctly spelling words, using parts of speech properly). Shell et al., (1989) discovered that while writing task self-efficacy did not predict writing performance, writing skills self-efficacy did foreshadowing findings in both their own and other studies. (Pajares et al., 2001) found that writing self-efficacy that focusing on underlying writing skills predicted the writing quality.

The earlier fundamental study conducted by Zimmerman & Bandura (1994) found that college students' self-efficacy for controlling writing tasks and for student accomplishment and grade-related goals predicted their attempt to write beyond their verbal aptitude. Higher self-efficacy scores were obtained by students with high confidence in writing. The results showed that self-efficacy scores could be used as diagnostic assessments, highlighting the importance of self-regulation in writing. Zimmerman & Kitsantas (1999) conducted an experiment where learners combined simple manufacturing system paragraphs into a presentable form and then evaluated their competence to rewrite new sentences based on their self-efficacy. The results showed that writing self-efficacy measures were feasible for the specific purpose of their experiment but were not feasible to be used in general. The following questions were proposed in this study; a) Is there any meaningful relationship between each variable on Self-efficacy in language, Self-efficacy in organization, Self-efficacy in grammar, Self-efficacy in content, Self-efficacy in process?; b) Is there any relationship between each variable on the self-efficacy writing Scale, including ideation, organization, grammar & spelling, use of english writing, and self-efficacy for self-

regulation?; 3) Is there any effect between self-efficacy using language on self-efficacy Writing Scale?

METHODOLOGY

Participants

The participants were 100 students who attended seven different courses at the University of Pahlawan Tuanku Tambusai who were sampled using convenient sampling technique. The participants consisted of 70 females (70 percent) and 30 males (30 percent) students aged between 18 to 23 years old. College English Courses were offered to students in their first two years of college to assist them improve their English proficiency, with major focuses on reading skill and writing skill. All participants have signed the inform consent and agreed to participate in the study.

Instruments

Students' general English self-efficacy was measured using QEWSSE that was proposed by Wang & Bai (2017). The QEWSSE consisted of five subscales: self-efficacy in language, self-efficacy in organization, self-efficacy in grammar, self-efficacy in content, self-efficacy in process. While, y variables included Ideation (ID), Organization (ORG), Grammar & spelling (GS), use of English writing (EW), and Self-efficacy for self-regulation (SR).

Data Analytical Procedure

A descriptive analysis was performed to measure the data concentration (Mean, Mode, Median, etc.) and data distribution (standard deviation, variance, etc.) as presented in Table 1. After that, Pearson's correlation test was carried out to identify the relationship between self-efficacy in language, self-efficacy in organization, self-efficacy in grammar and spelling, self-efficacy in content, self-efficacy in process and the self efficacy writing scale indicators: Ideation, Organization, Grammar & spelling, use of English writing, and Self-efficacy for self-regulation.

A multiple linear regression analysis was performed to examine the relationship between multiple independent variables (x: Self-efficacy in language, Self-efficacy in organization, Self-efficacy in grammar, Self-efficacy in content, and Self-efficacy in process) and the dependent variable (y: Ideation, Organization, Grammar & spelling, use of English writing, and Self-efficacy for self-regulation). The classical assumption test was conducted prior to the analysis to ensure the model was accurate, unbiased, and consistent by fulfilling the assumptions of normality, absence of multicollinearity, heteroscedasticity, and autocorrelation

FINDINGS AND DISCUSSIONS

Findings

Descriptive Statistics

Table 1. Descriptive Statistics of Research Variables

| Variables | N | Minimum | Maximu m | Mean | Std. Deviation |
|------------------|----------|----------------|---------------------|-------------|---------------------------|
| SEL | 100 | 1.20 | 5.00 | 3.0000 | 1.04224 |
| SEO | 100 | 1.20 | 5.00 | 2.9820 | 1.00598 |
| SEG | 100 | 1.10 | 4.90 | 3.1100 | .97654 |

| | | | | | |
|--------------------|-----|------|------|--------|---------|
| SEC | 100 | 1.20 | 5.00 | 3.0420 | 1.05286 |
| SEP | 100 | 1.30 | 4.90 | 2.8510 | 1.01449 |
| ID | 100 | 1.20 | 7.00 | 3.5830 | 1.54076 |
| ORG | 100 | 1.20 | 6.90 | 3.5270 | 1.46452 |
| GS | 100 | 1.20 | 7.00 | 3.3580 | 1.44587 |
| EW | 100 | 1.20 | 6.70 | 3.2830 | 1.42871 |
| SR | 100 | 1.20 | 6.90 | 3.3750 | 1.40579 |
| Valid N (listwise) | 100 | | | | |

Correlation between variables:

Correlation test determined the presence of relationship among variables in a research. Table 2 shows the results of the Pearson’s correlation test carried out in this study.

Table 2. The Result of Correlation Test between Variables

| No | Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|-----------|---|--------|-------|-------|-------|-------|-------|------|--------|------|
| 1 | SEP | 1 | .260** | -.078 | .014 | .199* | .025 | -.186 | .079 | .078 | .027 |
| 2 | SEO | | 1 | .247* | .217* | -.029 | -.021 | .001 | .007 | .087 | .051 |
| 3 | SEG | | | 1 | .047 | -.015 | -.026 | -.050 | .037 | -.058 | .042 |
| 4 | SEC | | | | 1 | -.048 | .041 | .018 | .029 | .135 | .107 |
| 5 | SEP | | | | | 1 | .002 | .167 | .083 | -.165 | .031 |
| 6 | ID | | | | | | 1 | .004 | .085 | -.048 | .013 |
| 7 | ORG | | | | | | | 1 | .031 | .279** | .149 |
| 8 | GS | | | | | | | | 1 | -.144 | .003 |
| 9 | EW | | | | | | | | | 1 | .111 |
| 10 | SR | | | | | | | | | | 1 |

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation coefficient (r) ranges from 1 to -1. Value closer to 1 or -1 indicates a strong association between two variables, while value closer to 0 indicates a weak relationship. A positive value suggests a direct relationship (when X increases, Y increases), while a negative value indicates an inverse relationship (when X decreases, Y increases). As seen in Table 2, not all variables have a significant correlation. In such condition, a regression analysis was regarded necessary to conduct in order to further examine the relationship between multiple related variables.

Normality assumption test

The regression model is regarded normally distributed if the plotting data describing the actual data follow a diagonal line.

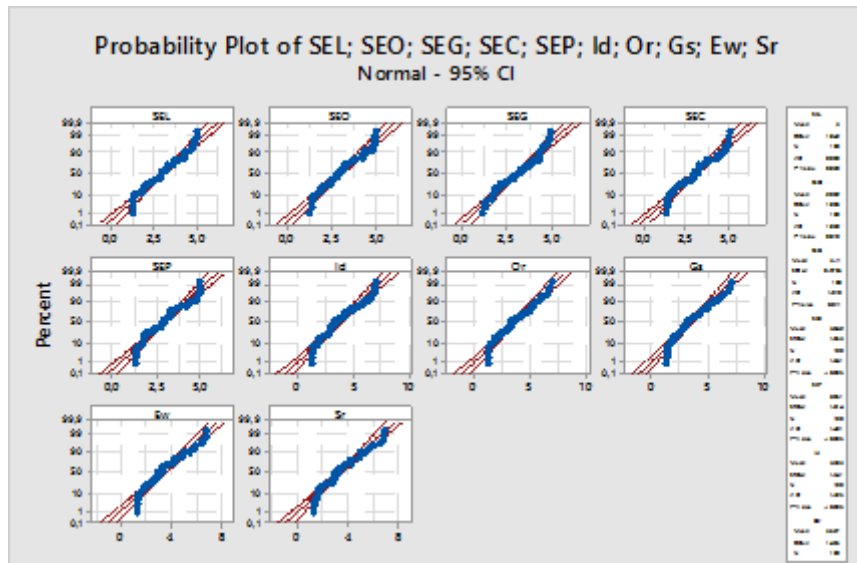


Figure 1. Probability Plot of Research Variables

Non Multicollinearity Test

Multicollinearity Test: There are no signs of multicollinearity if the Tolerance value > 0.1 and VIF < 10.00.

Table 3. Multicollinearity Test

| Independent Variable | Tolerance | VIF | Decision |
|----------------------|-----------|-------|---|
| SEL | 0.885 | 1.130 | There are no signs of multicollinearity |
| SEO | 0.832 | 1.202 | There are no signs of multicollinearity |
| SEG | 0.9393 | 1.065 | There are no signs of multicollinearity |
| SEC | 0.947 | 1.056 | There are no signs of multicollinearity |
| SEP | 0.952 | 1.050 | There are no signs of multicollinearity |

Heteroscedasticity Test:

There is no heteroscedasticity if there is no clear pattern (wavy, widening then narrowing) in the scatterplots image, and the points spread above and below the number 0 on the Y axis.

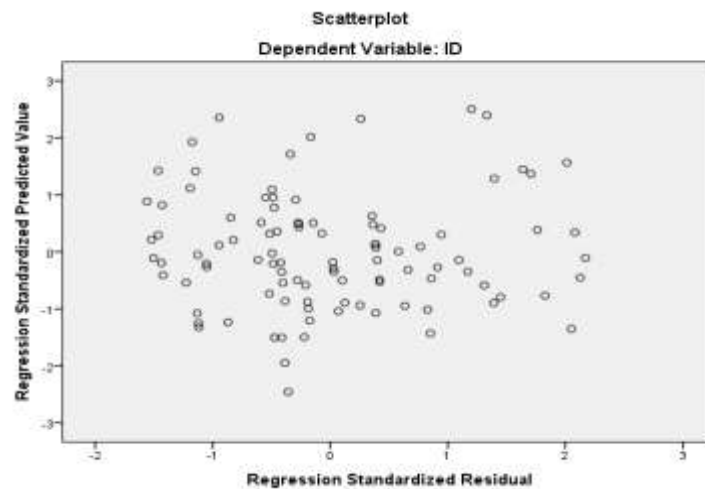


Figure 2

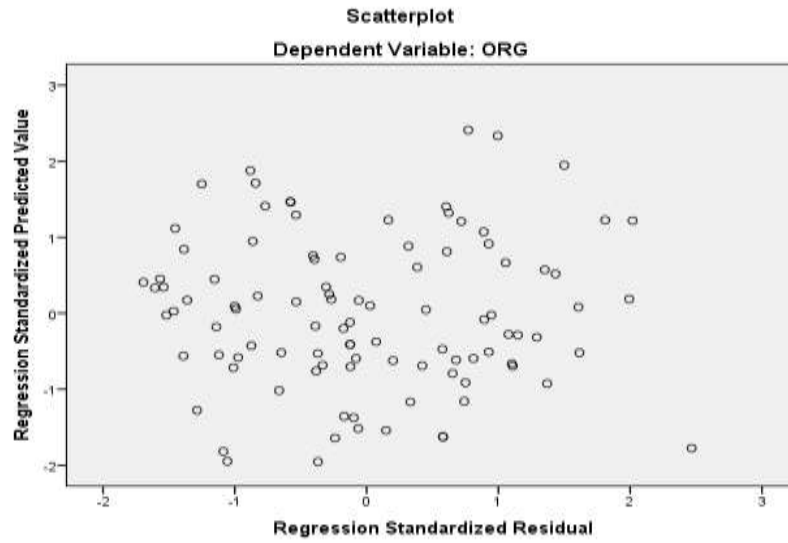


Figure 3

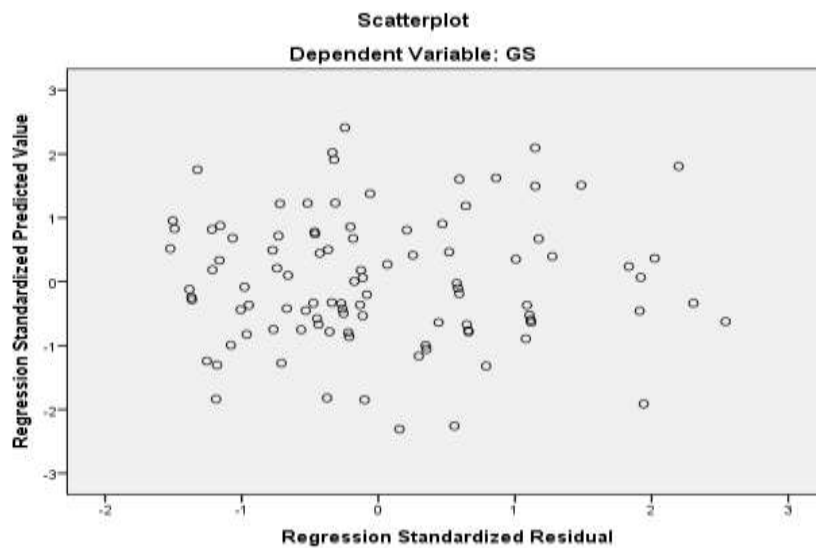


Figure 4

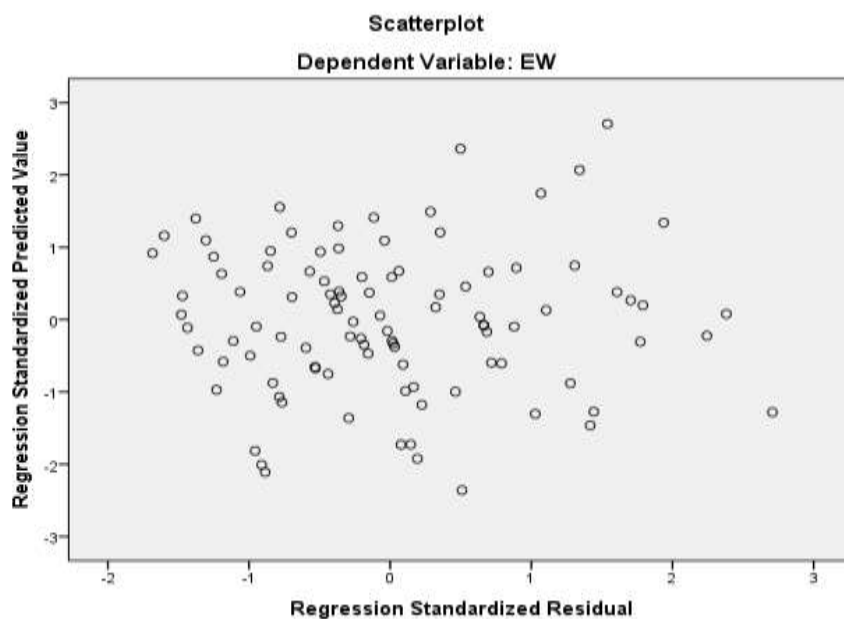


Figure 5

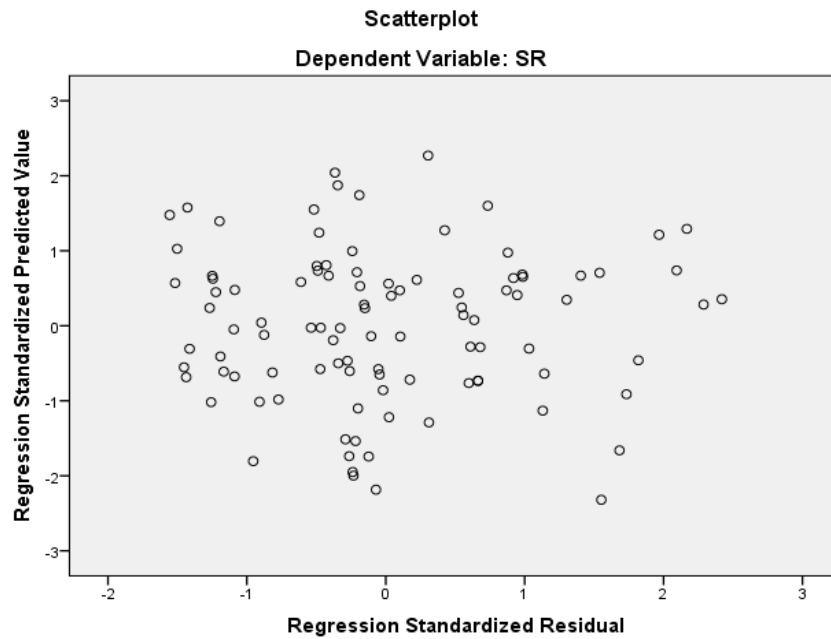


Figure 6

Autocorrelation Test: There is no sign of autocorrelation if the Durbin Watson value ranges between du to (4-du).

Table 4. Autocorrelation Test

| Model | Durbin Watson | DU Table | 4- Du | DL Table | Decision |
|---------|---------------|----------|---------------------|----------|-----------------------------|
| Model 1 | 2.338 | 1.571 | $4 - 1,571 = 2.429$ | 1.7804 | No signs of autocorrelation |
| Model 2 | 2.323 | 1.571 | $4 - 1,571 = 2.429$ | 1.7804 | No signs of autocorrelation |
| Model 3 | 1.994 | 1.571 | $4 - 1,571 = 2.429$ | 1.7804 | No signs of autocorrelation |
| Model 4 | 2.284 | 1.571 | $4 - 1,571 = 2.429$ | 1.7804 | No signs of autocorrelation |
| Model 5 | 2.364 | 1.571 | $4 - 1,571 = 2.429$ | 1.7804 | No signs of autocorrelation |

Table 5. Regression Model Decision

| Model | t calculate | F calculate | p-value | Decision |
|----------------------------------|-------------|-------------|---------|---|
| SEL -> DI | 0.167 | | 0.868 | SEL has no effect on ID |
| SEO -> DI | -0.186 | | 0.853 | SEO has no effect on ID |
| SEG -> DI | -0.198 | | 0.843 | SEG has no effect on ID |
| SEC -> DI | 0.437 | | 0.663 | SEC has no effect on ID |
| SEP -> DI | 0.062 | | 0.951 | SEP has no effect on ID |
| DI = SEL + SEO + SEG + SEC + SEP | 3.091 | 0.063 | 0.997 | Simultaneously SEL, SEO, SEG, SEC and SEP also have no effect on ID |

Interpretation: Ar 5% error degree, SEL, SEO, SEG SEC, and SEP do not have either partial or simultaneous effect on ID.

Output Software :

Table 6. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 3.467 | 1.122 | | 3.091 | .003 | | |
| | SEL | .027 | .162 | .018 | .167 | .868 | .885 | 1.130 |
| | SEO | -.032 | .173 | -.021 | -.186 | .853 | .832 | 1.202 |
| | SEG | -.033 | .168 | -.021 | -.198 | .843 | .939 | 1.065 |
| | SEC | .068 | .155 | .046 | .437 | .663 | .947 | 1.056 |
| | SEP | .010 | .160 | .007 | .062 | .951 | .952 | 1.050 |

a. Dependent Variable: ID

Table 7. ANOVA^a

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|------|-------------------|
| 1 Regression | .781 | 5 | .156 | .063 | .997 ^b |
| Residual | 234.240 | 94 | 2.492 | | |
| Total | 235.021 | 99 | | | |

a. Dependent Variable: ID

b. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

Model Goodness Test:

R Square is also known as the Multiple Coefficient of Determination was found very small, only 0.003%, indicating that the Y variable cannot be simultaneously explained by a group of independent variables SEL, SEO, SEG SEC, and SE.

Table 8. Summary of Model^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .058 ^a | .003 | -.050 | 1.57858 | 2.338 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: ID

Table 9. Regression Model Decision

| Model | t calculate | F calculate | p-value | Decision |
|--|-------------|-------------|---------|---|
| SEL -> ORG | -1,632 | | 0.106 | SEL has no effect on ORG |
| SEO -> ORG | -0.320 | | 0.750 | SEO has no effect on ORG |
| SEG -> ORG | -0.531 | | 0.597 | SEG has no effect on ORG |
| SEC -> ORG | 0.363 | | 0.717 | SEC has no effect on ORG |
| SEP -> ORG | 1.287 | | 0.201 | SEP has no effect on ORG |
| ORG = SEL + SEO + SEG + SEC + SEP | 3.826 | 1.151 | 0.339 | Simultaneously SEL, SEO, SEG, SEC and SEP have no effect on ORG |

Interpretation: With an error rate of 5%, the variables SEL, SEO, SEG SEC, and SEP do not have either partial or simultaneous effect on ORG.

Output Software :

Table 10. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 3.966 | 1.037 | | 3.826 | .000 | | |
| | SEL | -.244 | .150 | -.174 | -1.632 | .106 | .885 | 1.130 |
| | SEO | -.051 | .160 | -.035 | -.320 | .750 | .832 | 1.202 |
| | SEG | -.082 | .155 | -.055 | -.531 | .597 | .939 | 1.065 |
| | SEC | .052 | .143 | .037 | .363 | .717 | .947 | 1.056 |
| | SEP | .191 | .148 | .132 | 1.287 | .201 | .952 | 1.050 |

a. Dependent Variable: ORG

Table 11. ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 12.255 | 5 | 2.451 | 1.151 | .339 ^b |
| | Residual | 200.082 | 94 | 2.129 | | |
| | Total | 212.337 | 99 | | | |

a. Dependent Variable: ORG

b. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

Model goodness test:

R Square is also known as the Multiple Coefficient of Determination. R Square in the software output is indicated by the value of R-Square where in this test the value can be seen at which is very small, only 0.058%, meaning that the Y variable, namely ORG, cannot be explained by a group of independent variables SEL, SEO, SEG SEC, and SE simultaneously. or simultaneously.

Table 12. Summary of Model^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .240 ^a | .058 | .008 | 1.45895 | 2.323 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: ORG

Model 3

Table 13. Regression Model Decision

| Model | t calculate | F calculate | p-value | Decision |
|--|-------------|-------------|---------|--|
| SEL -> GS | -0.635 | | 0.527 | SEL has no effect on GS |
| SEO -> GS | -0.259 | | 0.796 | SEO has no effect on GS |
| SEG -> GS | 0.387 | | 0.700 | SEG has no effect on GS |
| SEC -> GS | -0.191 | | 0.849 | SEC has no effect on GS |
| SEP -> GS | 0.648 | | 0.519 | SEP has no effect on GS |
| GS = SEL + SEO + SEG + SEC + SEP | 3,237 | 0.255 | 0.936 | Simultaneously SEL, SEO, SEG, SEC and SEP have no effect on GS |

Interpretation: With an error rate of 5%, the variables SEL, SEO, SEG SEC, and SEP have no partial or simultaneous effect on GS.
Software Outputs:

Table 14. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | 3.390 | 1.047 | | 3.237 | .002 | | |
| SEL | -.096 | .151 | -.069 | -.635 | .527 | .885 | 1.130 |
| SEO | -.042 | .161 | -.029 | -.259 | .796 | .832 | 1.202 |
| SEG | .061 | .157 | .041 | .387 | .700 | .939 | 1.065 |
| SEC | -.028 | .145 | -.020 | -.191 | .849 | .947 | 1.056 |
| SEP | .097 | .150 | .068 | .648 | .519 | .952 | 1.050 |

a. Dependent Variable: GS

Table 15. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|------|-------------------|
| 1 | Regression | 2.771 | 5 | .554 | .255 | .936 ^b |
| | Residual | 204.192 | 94 | 2.172 | | |
| | Total | 206.964 | 99 | | | |

a. Dependent Variable: GS

b. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

Model Goodness Test:

R Square is also known as the Multiple Coefficient of Determination was found very small, only 0.003%, indicating that the Y variable cannot be simultaneously explained by a group of independent variables SEL, SEO, SEG SEC, and SE.

Table 16. Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .116 ^a | .013 | -.039 | 1.47386 | 1.994 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: GS

Model 4

Table 17. Regression Result Decision

| Model | t calculate | F calculate | p-value | Decision |
|--|-------------|-------------|---------|--|
| SEL -> EW | .622 | | .536 | SEL has no effect on EW |
| SEO -> EW | .878 | | .382 | SEO has no effect on EW |
| SEG -> EW | -.817 | | .416 | SEG has no effect on EW |
| SEC -> EW | 1.067 | | .289 | SEC has no effect on EW |
| SEP -> EW | -1.416 | | .160 | SEP has no effect on EW |
| EW = SEL + SEO + SEG + SEC + SEP | 3.081 | 1,143 | 0.343 | Simultaneously SEL, SEO, SEG, SEC and SEP have no effect on EW |

Interpretation: With an error rate of 5%, the variables SEL, SEO, SEG SEC, and SEP partially or simultaneously have no effect on EW

Software Outputs:

Table 18. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | 3.116 | 1.011 | | 3.081 | .003 | | |
| SEL | .091 | .146 | .066 | .622 | .536 | .885 | 1.130 |
| SEO | .137 | .156 | .096 | .878 | .382 | .832 | 1.202 |
| SEG | -.123 | .151 | -.084 | -.817 | .416 | .939 | 1.065 |
| SEC | .149 | .140 | .110 | 1.067 | .289 | .947 | 1.056 |
| SEP | -.205 | .145 | -.145 | -1.416 | .160 | .952 | 1.050 |

a. Dependent Variable: EW

Table 19. ANOVA^a

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|-------|-------------------|
| 1 Regression | 11.580 | 5 | 2.316 | 1.143 | .343 ^b |
| 1 Residual | 190.501 | 94 | 2.027 | | |
| 1 Total | 202.081 | 99 | | | |

a. Dependent Variable: EW

b. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

Model goodness test:

R Square is also known as the Multiple Coefficient of Determination was found very small, only 0.057%, indicating that the Y variable cannot be simultaneously explained by a group of independent variables SEL, SEO, SEG SEC, and SE.

Table 20. Summary of Model^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .239 ^a | .057 | .007 | 1.42359 | 2.284 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: EW

Model 5

Table 21. Regression Result Decision

| Model | t calculate | F calculate | p-value | Decision |
|--|-------------|-------------|---------|---|
| SEL -> SR | -.294 | | .770 | SEL has no effect on SR |
| SEO -> SR | -.263 | | .793 | SEO has no effect on SR |
| SEG -> SR | -.306 | | .760 | SEG SEO has no effect on SR |
| SEC -> SR | -.931 | | .354 | SEC has no effect on SR |
| SEP -> SR | .181 | | .857 | SEP has no effect on SR |
| SR = SEL + SEO + SEG + SEC + SEP | 4.025 | 0.283 | 0.921 | Simultaneously SEL, SEO, SEG, SEC and SEP have no effect on SR |

Interpretation: with an error rate of 5% SEL, SEO, SEG SEC, and SEP variables do not have either partial or

simultaneous effect on SR.

Output Software

Table 22. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | 4.095 | 1.017 | | 4.025 | .000 | | |
| SEL | -.043 | .147 | -.032 | -.294 | .770 | .885 | 1.130 |
| SEO | -.041 | .157 | -.029 | -.263 | .793 | .832 | 1.202 |
| SEG | -.047 | .152 | -.032 | -.306 | .760 | .939 | 1.065 |
| SEC | -.131 | .140 | -.098 | -.931 | .354 | .947 | 1.056 |
| SEP | .026 | .145 | .019 | .181 | .857 | .952 | 1.050 |

a. Dependent Variable: SR

Table 23. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|------|-------------------|
| 1 | Regression | 2.900 | 5 | .580 | .283 | .921 ^b |
| | Residual | 192.747 | 94 | 2.051 | | |
| | Total | 195.647 | 99 | | | |

a. Dependent Variable: SR

b. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

Goodness test model:

R Square is also known as the Multiple Coefficient of Determination was found very small, only 0.015%, indicating that the Y variable cannot be simultaneously explained by a group of independent variables SEL, SEO, SEG SEC, and SE.

Table 24. Summary of Model^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .122 ^a | .015 | -.038 | 1.43196 | 2.364 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: SR

Table 25. Summary of Model^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .122 ^a | .015 | -.038 | 1.43196 | 2.364 |

a. Predictors: (Constant), SEP, SEG, SEC, SEL, SEO

b. Dependent Variable: SR

Discussions

This study was administered to examine the relationship between different variables and language self-efficacy that included self-efficacy in language, organization, grammar, content, and process. This study also investigated the possible correlation between writing self-efficacy and some variables including ideation, organization, grammar and spelling, use of English writing, and self-efficacy for self-regulation. This study also analyzed how self-efficacy in language affected the self-efficacy in writing.

The first and second research questions explored the relationship between various

variables and self-efficacy in language (including self-efficacy in language, organization, grammar, content, and process) and self-efficacy in writing (including ideation, organization, grammar and spelling, use of English writing, and self-efficacy for self-regulation). Not all variables were found to be strongly correlated. Significant relationships were then determined in regression analysis.

The effect of self-efficacy in language (SEL, SEO, SEG, SEC, and SEP) on self-efficacy in writing (ID, ORG, GS, EW, and SR) is expressed in the third research question. The testing of the third research question showed that self-efficacy in language had no impact on ideation, organization, grammar and spelling, use of English writing, and self-efficacy for self-regulation. Similarly, self-efficacy in language also did not simultaneously affect these variables. At 5% error rate, self-efficacy in language did not have partial influence on ideation, organization, grammar and spelling, use of English writing, and self-efficacy for self-regulation.

The goodness of each model was shown by the R-Square value. The R-Square value for the Y variable (ID) was found very small at 0.003%, indicating that the Y variable (ID) cannot be explained by the group of independent variables (SEL, SEO, SEG, SEC, and SE) either individually or collectively. Similarly, the R-Square value for the Y variable (ORG) was also very small (0.058%), suggesting that the Y variable (ORG) also cannot be explained by the group of independent variables.

The R-Square value for the Y variable (GS) was found very small (0.013%), indicating that the Y variable (GS) cannot be explained by the independent variables (SEL, SEO, SEG, SEC, and SE) either individually or collectively. The R-Square value for the Y variable (EW) was also very small (0.057%), implying that the Y variable (EW) also cannot be explained by the independent variables. The R-Square value for the Y variable (SR) of 0.015 was also very small, showing that the independent variables could not explain the Y variable (SR).

Bandura (1997) found the use of planning stage in English writing strongly linked to students' five self-efficacy attributes (language, organization, grammar, content, and process). Planning helps students feel more confident which then leads to improved language outcome, organization, and grammar skills. On the contrary, Graham et al., (2005) did not find improvement in students' self-efficacy after implementing planning strategies. However, in young learners, the planning has positive association with several dimensions of self-efficacy. Students concentrate on their writing as they organize it and set particular goals, including the type of language to use, the organization of ideas and what and how to write, the grammar rules and sentence patterns to apply, and how to complete the entire composition. Consequently, students often miss out on numerous critical aspects of writing (Lee, 2011) since text generation is a critical component of the writing process. This study addressed the issues concerning what students are learning and achieve in writing programs. In order to write a successful essay, students must devote attention to the matter, language, and organization, as well as grammar. Therefore, teachers should encourage students to focus more on these features during in the content process in order to boost their writing self-efficacy.

Shah et al., (2011) involved 120 Malaysian Form 3 and Form 5 students to examine the relationship between their general self-efficacy and self-efficacy in writing and writing performance. The results showed a significant positive correlation ($r = 0.563$) between students' general self-efficacy and their writing performance as measured by a state-standardized essay writing test. Similarly, a strong positive correlation ($r = 0.641$) was found between students' writing self-efficacy and their writing performance. The holistic scoring approach used to evaluate the students' writing did not undermine the relationship, as evidence of a connection was found even at the sub-skill level. The organization and mechanics specifically linked to writing performance. However, two other studies produced different results.

Al-Mekhlafi (2011) conducted a study to examine the relationship between writing self-efficacy and writing achievement among Arab EFL trainee teachers. The study found no

significant correlation between the two factors, contradicting the results of Woodrow, (2011) who employed a 38-item questionnaire to explore the sources of writing self-efficacy. Anyadubalu (2010) investigated the relationship between English language classroom anxiety and English language classroom concern among Thai high school students and the influence of general self-efficacy and English language classroom anxiety on English language performance. The findings were partially inconsistent with self-efficacy theory, English language classroom anxiety and English language classroom concern was found, but not between English language performance and overall self-efficacy. This might occur due to different level sensitivity of the self-efficacy and effectiveness that could have affected the relationships.

CONCLUSIONS AND SUGGESTIONS

The findings of this research showed that not all variables have a significant relationship, however, some variables are related to each other. Language self-efficacy variables (SEL, SEO, SEG, SEC, and SEP) have no effect on Ideation (ID), Organization (ORG), Grammar and Spelling (GS), use of English Writing (EW), and Self-efficacy for Self-Regulation (SR). Similarly, no significant influences were found between SEL, SEO, SEG, SEC, and SEP on DI, ORG, GS, EW, and SR. At a 5% error margin, SEL, SEO, SEG, SEC, and SEP.

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