SELF-EFFICACY AS A PREDICTOR OF WRITING PERFORMANCE: A CORRELATIONAL STUDY OF INDONESIAN SECONDARY SCHOOL STUDENTS

Sophia Binnendyk[1], Jusak Patty [2], Asmi Jamil [3]
English Education Study Program
Pattimura University, Ambon, Indonesia
E-mail: [1]*binnendyksophia@yahoo.co.id*, [2]*jusak.patty@gmail.com*,
[3]*onajamil2000@gmail.com*

ABSTRACT

The importance of self-efficacy in enhancing students' writing performance has been widely recognized, yet its specific impact on descriptive text writing remains underexplored in secondary education, especially within the EFL context. This study addresses this gap by examining the relationship between self-efficacy and descriptive text writing performance among Grade X students at SMA Negeri 6 Seram Bagian Barat, Indonesia. Using a quantitative correlational design, the study collected data from 72 Grade X students through a self-efficacy questionnaire and a writing performance test. The results revealed that most students (84.7%) demonstrated moderate levels of self-efficacy, while their writing performance showed a broader distribution, with 45.8% achieving good performance and 18.1% demonstrating excellent writing skills. Statistical analysis indicated a weak but significant positive correlation between self-efficacy and writing performance (r = 0.297, p = 0.011). This finding suggests that while self-efficacy influences writing achievement, its impact may be moderated by other factors in the EFL context. The study contributes to understanding the complex relationship between psychological factors and writing performance in secondary EFL education, highlighting the need for comprehensive instructional approaches that address both cognitive and affective aspects of writing development. The findings have implications for EFL writing instruction and suggest directions for future research investigating mediating variables in the self-efficacy-writing performance relationship.

Keywords: *self-efficacy, writing performance, descriptive text, EFL writing*

INTRODUCTION

In language acquisition, skills develop sequentially, with writing typically emerging after listening, speaking, and reading abilities (Plakans et al., 2018). This natural progression is reflected in English as a Foreign Language (EFL) education throughout Indonesian secondary schools, where writing instruction and assessment form integral components of the curriculum (Wulyani et al., 2019).

Students engage in various writing tasks during their English language development process, including academic essays and creative texts. These writing practices require mastery of multiple elements: proper grammar application, appropriate vocabulary usage, and compelling idea organization. Research indicates that these writing components are closely connected to students' English proficiency (Liu, 2022). Within the Indonesian educational context, writing assignments involves different genres and purposes designed to enhance students' written communication abilities in English.

Recent research has highlighted the complexity of writing as both a cognitive and emotional process, particularly in second language contexts. According to Wellington (2010), writing involves significant affective components that influence all phases of the writing process beyond just cognition. This perspective is supported by numerous studies indicating that successful writing performance depends on linguistic competence and various psychological factors, including self-efficacy, motivation, and anxiety (Busse et al., 2023; Khelalfa, 2018; Sabti et al., 2019). These findings suggest that understanding the psychological dimensions of writing is crucial for developing effective writing instruction strategies.

Despite the recognized importance of writing skills, many Indonesian secondary school students struggle with writing tasks, particularly in composing descriptive texts. Nuralisaputri & Megawati (2023) identified descriptive text as one of the most challenging types for Indonesian secondary school students to master. This difficulty stems from the complex requirements of descriptive writing, including rich vocabulary usage, precise sentence construction, and the ability to create vivid imagery in readers' minds (Syifa et al., 2022; Yoandita, 2019). The challenge is further compounded by the need to organize information effectively while maintaining coherence and cohesion throughout the text.

A particularly significant psychological factor that has emerged in writing is self-efficacy, defined as individuals' beliefs about their capabilities to produce designated performance levels (Ivars et al., 2014). Studies have shown that self-efficacy influences students' choices, effort levels, and persistence when facing

writing challenges. Wijaya & Mbato (2020) found that students with high self-efficacy demonstrate greater motivation in learning and exhibit stronger beliefs in their ability to complete demanding academic tasks and overcome learning obstacles. This finding aligns with Thao & Khanh (2020) assertion that self-efficacy significantly impacts students' ability to plan and execute the steps necessary for task completion.

The relationship between self-efficacy and writing performance has garnered increasing attention in first-language (L1) and second-language (L2) research. Writers' beliefs about their writing abilities have been found to influence their choices, efforts, and responses to obstacles, as well as their emotional reactions and mindsets when writing (Graham et al., 2018; Zarrinabadi & Lou, 2022). Students with positive self-efficacy demonstrate greater adaptability to writing task demands, employ diverse learning strategies, and exhibit better emotional preparedness for learning, ultimately achieving superior writing outcomes (Collie & Martin, 2017; Ennis & Jolivette, 2014; Feraco et al., 2023).

At SMA Negeri 6 Seram Bagian Barat, a preliminary study examining students' descriptive writing across grade levels revealed exciting patterns. Students engaged in various descriptive writing tasks in their English curriculum, including describing places, people, and objects. During these writing activities, we observed students' different approaches to developing their ideas, selecting vocabulary, and organizing descriptions. Some students appeared confident in expressing their thoughts in writing, while others seemed more hesitant despite possessing the necessary language skills. These observations were particularly noteworthy among students in their early years of secondary education, where descriptive writing serves as a foundation for more complex writing tasks. This led to questions about the relationship between students' beliefs in their writing abilities and their writing performance, particularly at the crucial transitional stage of Grade X, where students begin developing more sophisticated writing skills.

Studies have focused on either general writing skills (Setyowati et al., 2024) or specific text types like analytical exposition (Hasinta, 2014), leaving descriptive text writing relatively underexamined. Current research in Indonesian

secondary schools has concentrated mainly on traditional aspects of writing instruction, such as teaching methodologies and assessment strategies (Fajrina et al., 2023; Rustam & Priyanto, 2022), without adequately addressing the psychological dimensions that might influence writing development. Moreover, while the importance of descriptive writing is acknowledged in the curriculum, there is limited empirical evidence about factors contributing to students' success in this particular genre at the Grade X level. The lack of research examining self-efficacy in descriptive text writing represents a significant gap, especially considering that this text type is a fundamental building block for more complex writing tasks in higher education. Understanding this relationship could provide valuable insights for developing targeted interventions and improving writing instruction in Indonesian secondary schools.

Building upon these observations and identified research gaps, this study seeks to investigate two fundamental questions in the context of SMA Negeri 6 Seram Bagian Barat: (1) What are the levels of students' self-efficacy and descriptive text writing performance? and (2) Is there a significant correlation between students' self-efficacy and writing performance in descriptive text? To address the second question, the study tests two hypotheses: the alternative hypothesis (Ha), proposing a correlation between students' self-efficacy and writing ability, and the null hypothesis (Ho), suggesting no correlation between these variables.

LITERATURE REVIEW

The Concept of Writing in EFL Context

Success in academic and professional environments heavily relies on effective communication through written expression. According to Fitze (2003), writing represents expressing thoughts through language, requiring careful organization and clear communication of ideas. In EFL contexts, this process becomes more complex as students navigate both linguistic and cognitive challenges while composing texts. Supporting this notion, Graham et al. (2012)

emphasize that writing is not a natural activity but a learned skill that requires formal instruction and consistent practice to develop proficiency.

Building on this complexity, writing in EFL contexts involves multiple interconnected components that contribute to effective communication. Cuenca-Carlino et al. (2016) highlight how writing serves as a vehicle for self-expression and persuasion, enabling individuals to articulate their thoughts and ideas to others. For EFL learners, the challenge lies in simultaneously managing grammar, usage, and style while expressing ideas in a non-native language (Liu, 2022). The successful integration of these elements creates meaningful written communication that resonates across different contexts and purposes.

Within this broader framework, descriptive text writing presents distinct linguistic and cognitive demands for EFL learners. Bowkett & Hitchman (2021) characterize descriptive text as writing that creates a detailed portrait of a subject, enabling readers to visualize and experience it through words. This genre requires EFL students to develop both linguistic and sensory awareness skills, mastering specific vocabulary for sensory details while understanding the use of figurative language and logical organization. As Nuralisaputri & Megawati (2023) observe, these requirements extend beyond basic language proficiency, demanding the ability to craft vivid mental images through carefully constructed sentences and precise word choice.

Self-Efficacy Theory and Its Components

Self-efficacy, a concept developed by Bandura, represents belief in ability to organize and complete actions needed to achieve specific goals (Schwarzer & Warner, 2013). This fundamental belief shapes how we think, feel, and motivate ourselves, ultimately influencing our choices, determination when facing challenges, and emotional responses to various tasks (Zimmerman, 2000).

Three key dimensions shape self-efficacy: level, generality, and strength (van der Bijl & Shortridge-Baggett, 2001). The level dimension reflects perceived ability to handle tasks of varying difficulty - individuals with high self-efficacy often select tasks that match their perceived capabilities. Generality shows how

self-efficacy beliefs transfer across different situations, while strength reveals how well these beliefs hold up when we face obstacles. These dimensions work together to affect both our performance and persistence in various situations (Budden et al., 2020).

Self-efficacy beliefs develop through several key experiences. Gebauer et al. (2020) identify four main sources: direct mastery experiences, observing others' successes (vicarious experiences), encouragement from others (social persuasion), and physical and emotional states. These sources combine to build confidence in different areas. In academic settings, for example, Komarraju & Nadler (2013) found that students with strong self-efficacy show more motivation to learn and greater confidence in tackling difficult coursework. Fundamentally, self-efficacy represents an individual's cognitive assessment of their capabilities to execute specific actions required for desired outcomes. This core psychological construct serves as a critical determinant of behavioral choices, perseverance, and goal-directed efforts across various domains of human functioning.

The Role of Self-Efficacy in Writing Performance

Research in education has increasingly focused on how self-efficacy shapes writing performance. Studies by Rahmat (2021) and Limpo & Alves (2014) reveal that students' beliefs about their writing abilities directly affect how they approach writing tasks, handle challenges, and persist in their efforts. These beliefs ultimately influence both the quality of their writing and their overall approach to writing assignments.

Students who believe in their writing abilities show remarkable advantages in their work. Y. Chen (2020) and Golparvar & Khafi (2021) observed that confident writers adapt better to different writing demands and use more effective learning strategies. Their confidence helps them handle various writing elements - from choosing the right words to organizing their ideas clearly. This self-assurance also helps them manage the emotional challenges of writing tasks.

In EFL settings, the link between self-efficacy and writing success becomes even more apparent. Sun et al. (2021) found a strong positive connection between

students' confidence in their writing abilities and their actual achievement, particularly when they focus on improving their skills. Success in writing strengthens students' belief in their abilities, which in turn leads to better writing - creating a positive cycle of improvement. This finding highlights why building students' confidence should be a key part of writing instruction.

RESEARCH METHOD

This study used a quantitative correlational design to explore how students' self-efficacy relates to their ability to write descriptive texts. Following Creswel & Creswell (2018) approach, we chose this design because it allows us to study natural relationships between variables without manipulating them. This method mirrors successful studies by Pajares & Valiante (2006) and others who have investigated how psychological factors affect academic performance. We collected our data using a cross-sectional approach, gathering information about both self-efficacy (independent variable) and writing performance (dependent variable) at a single point in time. This approach follows well-established research methods in educational psychology (Cohen et al., 2017), allowing us to capture a clear snapshot of the relationship between these two key factors.

The study was conducted at SMA Negeri 6 Seram Bagian Barat in Maluku province, Indonesia, during the 2024/2025 academic year. The total population comprised 450 students from Grade X to Grade XII. The selection of participants employed stratified random sampling, which, according to Cohen et al. (2017), is particularly effective when the population contains distinct subgroups and proportional representation is desired.Using this sampling technique, Grade X was selected as the target group of 72 students distributed across three classes.

To gather our data, we used two main research tools: a self-efficacy questionnaire and a writing performance test. The questionnaire, which measured students' confidence in their writing abilities, was adapted from Magogwe et al's. (2015) work and followed Bandura (2006) Magogwe et al.'s (2015) work and Bandura's (2006) guidelines for self-efficacy measurement. We designed 15 questions to assess three key aspects of self-efficacy: level, generality, and

strength. Students responded using a 5-point scale, ranging from "strongly disagree" (1) to "strongly agree" (5). To ensure our Indonesian students fully understood the questions, we carefully translated the questionnaire, maintaining both its meaning and cultural relevance.

For the writing assessment, students wrote descriptive texts based on prompts that aligned with Indonesia's Grade X curriculum requirements. We evaluated their writing using Weigl's (2002) assessment framework, which considers five key elements: content (worth 30% of the total score), organization (20%), vocabulary (20%), language use (25%), and mechanics (5%).

The validation process combined expert review and statistical analysis. Two EFL lecturers who evaluated item relevance and clarity and constructed representations established content validity through review. Construct validity was determined through pilot testing and analyzed using Pearson product-moment correlation. All questionnaire items demonstrated validity with r-count values exceeding the r-table threshold (0.231) at a significance level of $0.001 < 0.05$. The writing assessment underwent expert review by two EFL lecturers and one experienced teacher to ensure content validity and grade-level appropriateness.

The self-efficacy questionnaire demonstrated strong internal consistency with a Cronbach's alpha coefficient of 0.772, surpassing the acceptable threshold of 0.70 (DeVellis, 2016). For the writing assessment, two raters established inter-rater reliability through standardized scoring procedures. The scoring results were analyzed using Cohen's Kappa coefficient, yielding a value of 0.82, indicating substantial agreement between raters. Any discrepancies in scoring were resolved through discussion and consensus between the raters.

Data analysis was conducted using SPSS version 26.0. The analysis encompassed both descriptive and inferential statistics. For descriptive statistics, mean scores and standard deviations were calculated to provide a comprehensive overview of data distribution. Two distinct scales were employed to interpret the results. The self-efficacy questionnaire scores were interpreted using a five-category scale, as shown in Table 1, while writing performance scores were interpreted using the school's standard grading scale, presented in Table 2.

Table 1. Score Interval for Self-Efficacy

Score Range	Level
67-75	Very High
54-66	High
41-53	Moderate
28-40	Low
15-27	Very Low

Table 2. Score Interval for Writing Performance

Score Range	Category	Grade
85-100	Excellent	A
75-84	Good	B
65-74	Fair	C
55-64	Poor	D
0-54	Very Poor	E

Before correlation analysis, prerequisite testing was performed to ensure the appropriateness of statistical methods. This included a normality assessment using the Kolmogorov-Smirnov test and a linearity evaluation through ANOVA. The Pearson product-moment correlation was employed for inferential statistics to determine the relationship between self-efficacy and writing performance. The significance level was 0.05 ($\alpha = 5\%$) for hypothesis testing. The correlation strength was interpreted based on the correlation coefficient (r) value following the guidelines presented in Table 3.

Table 3. Interpretation of Correlation Coefficient

Correlation Coefficient (r)	Interpretation
0.80 - 1.000	Very Strong
0.60 - 0.799	Strong
0.40 - 0.599	Moderate
0.20 - 0.399	Weak
0.00 - 0.199	Very Weak

FINDINGS AND DISCUSSION

Descriptive Statistical Analysis Self-Efficacy Levels and Writing Performance in Descriptive Text

The distribution of self-efficacy scores across different categories revealed varying levels of students' confidence in their writing abilities. As shown in Table

1, most students (61 students, 84.7%) demonstrated moderate self-efficacy levels with scores ranging from 41-53. A smaller portion of students (8 students, 11.1%) exhibited low self-efficacy, scoring between 28-40. Only three students (4.2%) achieved high self-efficacy scores between 54-66. Notably, no students scored in either the very high (67-75) or very low (15-27) categories.

Table 4. Distribution of Self-Efficacy Scores

Category	Score Range	Frequency	Percentage
Very High	67-75	0	0%
High	54-66	3	4.2%
Moderate	41-53	61	84.7%
Low	28-40	8	11.1%
Very Low	15-27	0	0%
	Total	72	100%

The analysis of writing performance scores demonstrated a broader distribution across achievement levels, as presented in Table 2. The largest group consisted of 33 students (45.8%) who achieved good performance with scores between 75-84. This was followed by 20 students (27.8%) showing fair performance (65-74), and 13 students (18.1%) demonstrating excellent writing skills (85-100). Only six students (8.3%) performed in the poor category (55-64), and notably, no students scored in the very poor category (0-54).

Table 5. Distribution of Writing Performance Scores

Category	Score Range	Grade	Frequency	Percentage
Excellent	85-100	A	13	18.1%
Good	75-84	B	33	45.8%
Fair	65-74	C	20	27.8%
Poor	55-64	D	6	8.3%
Very Poor	0-54	E	0	0%
		Total	72	100%

The descriptive statistics for both variables revealed distinct central tendency and variation patterns, as illustrated in Table 3. For self-efficacy, the mean score of 45.65 (SD = 4.289) indicates an average performance in the moderate category, with scores ranging from a minimum of 36 to a maximum of 54. This finding aligns with previous research by Setyowati et al. (2024), who

found that Indonesian EFL students typically exhibit moderate writing self-efficacy. Similarly, studies by Sun & Wang (2020) and Busse et al. (2023) in other EFL contexts have reported comparable distributions of self-efficacy levels, suggesting this pattern might be characteristic of second-language writing contexts. However, the relatively small proportion of students (4.2%) showing high self-efficacy contrasts with findings from studies in L1 contexts, where higher percentages typically demonstrate strong writing confidence (Graham et al., 2018).

Regarding writing performance, the results showed a more diverse distribution, with 45.8% of students achieving good performance and 18.1% demonstrating excellent writing skills. The mean writing score of 76.74, with scores spanning from 60 to 95 indicates generally satisfactory performance levels, surpassing the minimum competency requirements for Grade X students. This finding partially contradicts the concerns Nuralisaputri & Megawati (2023) raised about widespread difficulties in descriptive text writing among Indonesian secondary school students, suggesting that targeted instruction and support may have positively influenced student outcomes in this context.

Table 6. Descriptive Statistics of Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	72	36	54	45.65	4.289
Writing Performance	72	60	95	76.74	8.100
Valid N (listwise)	72				

Analysis of Prerequisites Tests

The assessment of data normality using the Kolmogorov-Smirnov test provided evidence for normal distribution in both variables. The test yielded a Monte Carlo significance value of 0.746 ($p > 0.05$), with the lower bound at 0.734 and upper bound at 0.757, conclusively demonstrating that the data followed a normal distribution pattern. This finding satisfied one of the crucial assumptions required for parametric statistical analysis, supporting the appropriateness of using Pearson's correlation for subsequent analysis.

Table 7. Results of Kolmogorov-Smirnov Normality Test

			Unstandardized Residual
N			72
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		7.73344130
Most Extreme Differences	Absolute		.060
	Positive		.052
	Negative		-.060
Test Statistic			.060
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.746
	99% Confidence Interval	Lower Bound	.734
		Upper Bound	.757

The linearity test, conducted through ANOVA, further supported the suitability of parametric analysis. The test revealed a deviation from linearity significance value of 0.884 (p > 0.05), with an F value of 0.571. The linearity significance value was also 0.016, indicating a linear relationship between self-efficacy and writing performance. These results collectively confirmed that both fundamental assumptions - normality and linearity - were met, validating the use of parametric statistical procedures for the correlation analysis.

Table 8. Results of the ANOVA Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Writing Performance * Self-Efficacy	Between Groups	(Combined)	984.127	16	61.508	.921	.551
		Linearity	411.752	1	411.752	6.164	.016
		Deviation from Linearity	572.375	15	38.158	.571	.884
	Within Groups		3673.859	55	66.797		
	Total		4657.986	71			

Correlation Between Self-Efficacy and Writing Performance

This study investigated the correlation between students' self-efficacy (x) and writing performance (y) by testing two hypotheses: the alternative hypothesis (Ha) proposing a correlation between students' self-efficacy and their writing ability, and the null hypothesis (Ho) suggesting no correlation between these variables. These hypotheses were tested using Pearson product-moment

correlation analysis to determine the existence and strength of any relationship between the variables.

Table 9. Results of Pearson Product Moment Correlation

		Self-Efficacy	Writing Performance
Self-Efficacy	Pearson Correlation	1	.297[*]
	Sig. (2-tailed)		.011
	N	72	72
Writing Performance	Pearson Correlation	.297[*]	1
	Sig. (2-tailed)	.011	
	N	72	72

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

The statistical analysis using Pearson product-moment correlation yielded a correlation coefficient of r = 0.297 with a significance value of p = 0.011. Based on the established interpretation guidelines in Table 3, this r-value (0.297) falls within the weak correlation range (0.20 - 0.399), indicating a weak positive correlation between students' self-efficacy and writing performance in descriptive text writing.

Since the significance value (p = 0.011) was less than the predetermined alpha level (α = 0.05), the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. Although the relationship is weak, this result indicates a statistically significant correlation between students' self-efficacy and writing performance. The positive direction of the correlation suggests that as students' self-efficacy scores increase, there is a slight tendency for their writing performance scores to increase, though this relationship is not strong.

This finding warrants careful interpretation within the broader context of self-efficacy research. While the positive direction of the correlation aligns with theoretical expectations and previous studies, the weakness of the relationship (r = 0.297) presents an interesting deviation from meta-analytic findings. For instance, Sun et al. (2021) reported a stronger average correlation (r = 0.441) between writing self-efficacy and performance across multiple studies, while Golparvar & Khafi (2021) found correlations ranging from r = 0.45 to r = 0.58 in their research with EFL students.

Several factors might explain the weaker correlation observed in our study. First, the focus on descriptive text writing, which requires specific skills such as detailed observation and vivid language use, may introduce unique cognitive demands that moderate the influence of self-efficacy. This aligns with Zhang et al. (2023) finding that genre-specific writing tasks can affect the strength of self-efficacy relationships. Second, the predominance of moderate self-efficacy scores in our sample (84.7% of students) may have restricted the range of variation, potentially attenuating the correlation coefficient. This statistical artifact has been noted by J. Chen & Zhang (2019) as a potential limitation in similar studies.

Furthermore, the relationship between self-efficacy and writing performance appears more complex than a simple linear correlation might suggest. Some recent research (Al Moqbali et al., 2020; Karlen & Compagnoni, 2017; Raoofi et al., 2017; Teng, 2020) have identified various mediating factors, including writing strategy use, metacognitive awareness, and emotional regulation, that can influence this relationship. The weak correlation in our study might indicate that these mediating variables play a vital role in the Indonesian EFL context. This interpretation is supported by Schunk & DiBenedetto (2021) findings that cultural and educational contexts can significantly modify the self-efficacy-performance relationship.

The weak correlation could also indicate the presence of mediating variables not captured in this study. The relationship between self-efficacy and writing performance is often mediated by writing strategies, motivation, and emotional responses to writing tasks (Bai et al., 2022; Honicke & Broadbent, 2016). The moderate levels of self-efficacy observed in this study and relatively good writing performance suggest that students might rely on other resources or strategies beyond self-efficacy to achieve writing success.

Several limitations should be considered when interpreting these results. First, the study's cross-sectional design captures only a snapshot of the relationship between self-efficacy and writing performance, potentially missing temporal variations in these variables. Second, the focus on Grade X students from a single school may limit the generalizability of findings to other educational

contexts or grade levels. Additionally, while the writing assessment criteria were comprehensive, they may not have captured all aspects of writing quality that could be influenced by self-efficacy.

The findings have important implications for EFL writing instruction. The predominance of moderate self-efficacy levels suggests a need for instructional strategies that explicitly build students' confidence in their writing abilities. This might include implementing mastery experiences, incorporating peer modelling, and providing specific feedback focused on progress and improvement, as Gebauer et al. (2020) suggested. The weak correlation between self-efficacy and performance also indicates that writing instruction should address psychological and linguistic aspects of writing development.

Future research could explore this relationship through longitudinal studies to better understand how self-efficacy and writing performance evolve. Additionally, investigating the role of mediating variables such as writing strategies, anxiety, and motivation could provide a more comprehensive understanding of the factors influencing EFL writing success. Qualitative studies examining students' experiences and perceptions could also offer valuable insights into the complex relationship between self-efficacy and writing performance in the Indonesian EFL context.

CONCLUSION

This study investigated the relationship between self-efficacy and descriptive text writing performance among Grade X students at SMA Negeri 6 Seram Bagian Barat, revealing a weak but statistically significant positive correlation ($r = 0.297$, $p = 0.011$). The findings demonstrated that while the majority of students (84.7%) exhibited moderate levels of self-efficacy, their writing performance showed a more diverse distribution, with most students achieving good (45.8%) or fair (27.8%) performance levels. These results suggest that while self-efficacy plays a role in students' writing achievement, its influence may be moderated by other factors in the EFL learning context, highlighting the complex nature of second language writing development.

This study's implications extend to theoretical understanding and practical applications in EFL writing instruction. While the findings support the general theoretical framework linking self-efficacy to academic performance, they also indicate that this relationship may be more nuanced in specific contexts, such as descriptive text writing in EFL settings. For educational practice, these results underscore the importance of developing comprehensive instructional approaches that address writing development's psychological and linguistic aspects. Future research directions should include longitudinal studies examining the temporal dynamics of self-efficacy and writing performance and investigations into mediating variables that might influence this relationship in EFL contexts.

REFERENCES

Al Moqbali, I. S., Al Humaidi, S., Al Mekhlafi, A., & Abu Hilal, M. (2020). Metacognitive Writing Strategies Used by Omani Grade Twelve Students. *International Journal of Learning, Teaching and Educational Research*, *19*(8), 214–232. https://doi.org/10.26803/ijlter.19.8.12

Bai, B., Guo, W., & Wang, C. (2022). Relationships Between Struggling EFL Writers' Motivation, Self-Regulated Learning (SRL), And Writing Competence in Hong Kong Primary Schools. *Applied Linguistics Review*, *15*(1), 135–159. https://doi.org/10.1515/applirev-2020-0131

Bandura, A. (2006). Guide for Constructing Self-Efficacy Scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and Education: Self Efficacy and Adolescence* (pp. 307–337). Information Age.

Bowkett, S., & Hitchman, T. (2021). *Visualising Literacy and How to Teach It*. Routledge. https://doi.org/10.4324/9781003184003

Budden, T. J. H., Jackson, B., & Dimmock, J. A. (2020). Self-Efficacy. In D. Hackfort & R. Schinke (Eds.), *The Routledge International Encyclopedia of Sport and Exercise Psychology* (pp. 584–594). Routledge. https://doi.org/10.4324/9781315187259-42

Busse, V., Graham, S., Müller, N., & Utesch, T. (2023). Understanding the Interplay Between Text Quality, Writing Self-Efficacy and Writing Anxiety in Learners with and without Migration Background. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1130149

Chen, J., & Zhang, L. J. (2019). Assessing Student-Writers' Self-Efficacy Beliefs About Text Revision in EFL Writing. *Assessing Writing*, *40*, 27–41. https://doi.org/10.1016/j.asw.2019.03.002

Chen, Y. (2020). Correlation between Self-Efficacy and English Performance. *International Journal of Emerging Technologies in Learning (IJET)*, *15*(08), 223. https://doi.org/10.3991/ijet.v15i08.13697

Cohen, L., Lawrence, M., & Morrison, K. (2017). Research Methods in Education Eighth Edition. In *Research Methods in Education*. http://www.tandfonline.com/doi/abs/10.1111/j.1467-8527.2007.00388_4.x

Collie, R. J., & Martin, A. J. (2017). Students' Adaptability in Mathematics: Examining Self-Reports and Teachers' Reports and Links with Engagement and Achievement Outcomes. *Contemporary Educational Psychology*, *49*, 355–366. https://doi.org/10.1016/j.cedpsych.2017.04.001

Creswel, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.

Cuenca-Carlino, Y., Mustian, A. L., Allen, R. D., & Gilbert, J. (2016). I Have a Voice and Can Speak Up for Myself Through Writing! *Intervention in School and Clinic*, *51*(4), 220–228. https://doi.org/10.1177/1053451215589180

DeVellis, R. F. (2016). Scale Development: Theory and Applications. In *Book* (4th ed.). SAGE. https://search.worldcat.org/title/931226867

Ennis, R. P., & Jolivette, K. (2014). Using Self-Regulated Strategy Development for Persuasive Writing to Increase the Writing and Self-Efficacy Skills of Students with Emotional and Behavioral Disorders in Health Class. *Behavioral Disorders*, *40*(1), 26–36. https://doi.org/10.17988/0198-7429-40.1.26

Fajrina, D., Everatt, J., Fletcher, J., Astall, C., & Sadeghi, A. (2023). How do Indonesian EFL Students' Writing Strategies and Writing Process Differ from English L1 Students? *Studies in English Language and Education*, *10*(2), 907–925. https://doi.org/10.24815/siele.v10i2.28888

Feraco, T., Casali, N., Ganzit, E., & Meneghetti, C. (2023). Adaptability and Emotional, Behavioural and Cognitive Aspects of Self-Regulated Learning: Direct and Indirect Relations with Academic Achievement and Life Satisfaction. *British Journal of Educational Psychology*, *93*(1), 353–367. https://doi.org/10.1111/bjep.12560

Fitze, K. (2003). Review of Theoretical and Applied lssues in Written Language Expression. *Canadian Journal of School Psychology*, *18*(1–2), 203–221. https://doi.org/10.1177/082957350301800110

Gebauer, M. M., McElvany, N., Bos, W., Köller, O., & Schöber, C. (2020). Determinants of Academic Self-Efficacy in Different Socialization Contexts: Investigating the Relationship between Students' Academic Self-Efficacy and its Sources in Different Contexts. *Social Psychology of Education*, *23*(2), 339–358. https://doi.org/10.1007/s11218-019-09535-0

Golparvar, S. E., & Khafi, A. (2021). The Role of L2 Writing Self-Efficacy in Integrated Writing Strategy Use and Performance. *Assessing Writing*, *47*, 100504. https://doi.org/10.1016/j.asw.2020.100504

Graham, S., Daley, S. G., Aitken, A. A., Harris, K. R., & Robinson, K. H. (2018). Do Writing Motivational Beliefs Predict Middle School Students' Writing Performance? *Journal of Research in Reading*, *41*(4), 642–656. https://doi.org/10.1111/1467-9817.12245

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A Meta-Analysis of Writing Instruction for Students in The Elementary Grades. *Journal of Educational Psychology*, *104*(4), 879–896. https://doi.org/10.1037/a0029185

Hasinta, H. (2014). *The Correlation Between Self Efficacy and Students' Ability in Writing Analytical Exposition Text (A study at Twelfth Grade Students of SMA Negeri1 Kec. Suliki)*. STKIP PGRI.

Honicke, T., & Broadbent, J. (2016). The Influence of Academic Self-Efficacy on Academic Performance: A Systematic Review. *Educational Research Review*, *17*, 63–84. https://doi.org/10.1016/j.edurev.2015.11.002

Ivars, A. J., Catalayud, D. P., & Forés, M. R. i. (2014). Self-Efficacy and Language Proficiency in Interpreter Trainees. *The Interpreter and Translator Trainer*, *8*(2), 167–182. https://doi.org/10.1080/1750399X.2014.908552

Karlen, Y., & Compagnoni, M. (2017). Implicit Theory of Writing Ability: Relationship to Metacognitive Strategy Knowledge and Strategy Use in Academic Writing. *Psychology Learning & Teaching*, *16*(1), 47–63. https://doi.org/10.1177/1475725716682887

Khelalfa, N. (2018). Writing Anxiety, Self-efficacy, Effort, and Their Roles in Writing Achievement. *Proceedings of the 10th International RAIS Conference on Social Sciences and Humanities (RAIS 2018)*. https://doi.org/10.2991/rais-18.2018.6

Komarraju, M., & Nadler, D. (2013). Self-Efficacy and Academic Achievement: Why do Implicit Beliefs, Goals, and Effort Regulation Matter? *Learning and Individual Differences*, *25*, 67–72. https://doi.org/10.1016/j.lindif.2013.01.005

Limpo, T., & Alves, R. A. (2014). Implicit Theories of Writing and Their Impact on Students' Response to A SRSD Intervention. *British Journal of Educational Psychology*, *84*(4), 571–590. https://doi.org/10.1111/bjep.12042

Liu, J. (2022). How Writing Works: A Field Guide to Effective Academic Writing. *Educational Review*, *75*(5), 1030–1030. https://doi.org/10.1080/00131911.2022.2147287

Magogwe, J., Ramoroka, B., & Mogana-Monyepi, R. (2015). Developing Student-Writers' Self-efficacy Beliefs. *Journal of Academic Writing*, *5*(2), 20–28. https://doi.org/10.18552/joaw.v5i2.132

Nuralisaputri, V. V., & Megawati, F. (2023). Writing Descriptive Texts: What Makes this Difficult for Lower Secondary School Learners? *Indonesian TESOL Journal*, *5*(2), 120–133. https://doi.org/10.24256/itj.v5i2.2718

Pajares, F., & Valiante, G. (2006). Self-Efficacy Beliefs and Motivation in Writing Development. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 158–170). The Guilford Press. https://psycnet.apa.org/record/2006-07885-011

Plakans, L., Liao, J.-T., & Wang, F. (2018). Integrated Assessment Research: Writing-into-Reading. *Language Teaching*, *51*(3), 430–434. https://doi.org/10.1017/S0261444818000149

Rahmat, N. H. (2021). Writers' Beliefs and Expectations in Academic Writing: Towards A Model of Writing Prophecies. *European Journal of English Language Teaching*, *6*(4). https://doi.org/10.46827/ejel.v6i4.3737

Raoofi, S., Binandeh, M., & Rahmani, S. (2017). An Investigation into Writing Strategies and Writing Proficiency of University Students. *Journal of Language Teaching and Research*, *8*(1), 191. https://doi.org/10.17507/jltr.0801.24

Rustam, R., & Priyanto, P. (2022). Critical Thinking Assessment in The Teaching of Writing Indonesian Scientific Texts in High School. *Jurnal Penelitian Dan Evaluasi Pendidikan*, *26*(1), 12–25. https://doi.org/10.21831/pep.v26i1.36241

Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. *Sage Open*, *9*(4). https://doi.org/10.1177/2158244019894289

Schunk, D. H., & DiBenedetto, M. K. (2021). *Self-Efficacy and Human Motivation* (pp. 153–179). https://doi.org/10.1016/bs.adms.2020.10.001

Schwarzer, R., & Warner, L. M. (2013). Perceived Self-Efficacy and its Relationship to Resilience. In *Resilience in children, adolescents, and adults: Translating research into practice* (pp. 139–150). https://doi.org/10.1007/978-1-4614-4939-3_10

Setyowati, L., Sukmawan, S., Karmina, S., & Mabaroh, B. (2024). The Correlation Between Students' Writing Self-Efficacy and Essay Writing Performance. *Journal of Languages and Language Teaching*, *12*(1), 72. https://doi.org/10.33394/jollt.v12i1.9140

Sun, T., & Wang, C. (2020). College Students' Writing Self-Efficacy and Writing Self-Regulated Learning Strategies in Learning English as A Foreign Language. *System*, *90*, 102221. https://doi.org/10.1016/j.system.2020.102221

Sun, T., Wang, C., Lambert, R. G., & Liu, L. (2021). Relationship between Second Language English Writing Self-Efficacy and Achievement: A Meta-Regression Analysis. *Journal of Second Language Writing*, *53*, 100817. https://doi.org/10.1016/j.jslw.2021.100817

Syifa, Q. A., Baekani, A. K. A.-, & Srisudarso, M. (2022). Junior High School Students' Difficulties in Writing Descriptive Text. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(10), 4470–4474. https://doi.org/10.54371/jiip.v5i10.1044

Teng, (Mark) Feng. (2020). The Role of Metacognitive Knowledge and Regulation in Mediating University EFL Learners' Writing Performance. *Innovation in Language Learning and Teaching*, *14*(5), 436–450. https://doi.org/10.1080/17501229.2019.1615493

Thao, T. Q., & Khanh, N. H. N. (2020). Insights into Tertiary English-Majored Students' Writing Self-Efficacy. *Tạp Chí Khoa Học và Công Nghệ - Đại Học Thái Nguyên*, *225*(12), 47–54. https://doi.org/10.34238/tnu-jst.3273

van der Bijl, J. J., & Shortridge-Baggett, L. M. . (2001). The Theory and Measurement of the Self-Efficacy. *Scholarly Inquiry for Nursing Practice; New York*, *3*(15), 189–207. https://www.proquest.com/docview/207665974?sourcetype=Scholarly%20Journals

Wellington, J. (2010). More than a Matter of Cognition: An Exploration of Affective Writing Problems of Post-Graduate Students and Their Possible

Solutions. *Teaching in Higher Education*, *15*(2), 135–150. https://doi.org/10.1080/13562511003619961

Wijaya, K. F., & Mbato, C. L. (2020). Graduate Students' Perceptions on their Self-Efficacy in Writing Academic Papers. *ELT Worldwide: Journal of English Language Teaching*, *7*(1), 31. https://doi.org/10.26858/eltww.v7i1.13010

Wulyani, A. N., Elgort, I., & Coxhead, A. (2019). Exploring EFL Teachers' English Language Proficiency: Lessons from Indonesia. *Indonesian Journal of Applied Linguistics*, *9*(2). https://doi.org/10.17509/ijal.v9i2.20217

Yoandita, P. E. (2019). An Analysis of Students' Ability and Difficulties in Writing Descriptive Text. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, *7*(1). https://doi.org/10.35194/jj.v7i1.534

Zarrinabadi, N., & Lou, N. M. (2022). Mindsets in Language Learning and Teaching: an Introduction to the Special Issue. *Innovation in Language Learning and Teaching*, *16*(3), 205–207. https://doi.org/10.1080/17501229.2022.2080955

Zhang, J., Zhang, L. J., & Zhu, Y. (2023). Development and Validation of a Genre-Based Second Language (L2) Writing Self-Efficacy Scale. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1181196

Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, *25*(1), 82–91. https://doi.org/10.1006/ceps.1999.1016