READING SELF-EFFICACY AND WRITING SELF-EFFICACY IN ENGLISH STUDENT TEACHERS' PAPER WRITING

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Abstrak

Keutamaan self-efficacy sebagai contributor independen pada performa tugas kemampuan berbahasa seperti membaca dan menulis telah diakui secara luas. Penelitian terkait juga telah menemukan sifat prediktif self-efficacy pada pencapaian akademik dalam kemampuan berbahasa yang telah disebutkan. Peran saling berpengaruh dari self-efficacy dalam membaca dan menulis yang mempunyai tujuan akademik dari mahasiswa Pendidikan Bahasa Inggris menyelidiki tentang prinsip membaca sebagai suatu proses yang mendahului menulis. Penelitian ini berusaha menjelaskan; 1) cara self-efficacy membaca digambarkan oleh pencapaian akademik di kelas Extensive Reading, 2) cara self-efficacy menulis digambarkan oleh pencapaian akademik di kelas Paper Writing, 3) bagaimana self-efficacy membaca memfasilitasi penulisan paper oleh mahasiswa Pendidikan Bahasa Inggris. Tujuan dari penelitian ini disesuaikan dengan fokus yang telah lebih dahulu disebutkan. Metode yang digunakan dalam penelitian ini merupakan sequential explanatory dalam desain dan memiliki kedua fase kuantitatif dan kualitatif. Korelasi positif moderat ditemukan pada hubungan self-efficacy membaca akademik dan self-efficacy menulis akademik (=0,612, n=38, p=0.05). Walaupun kedua self-efficacy membaca dan menulis tidak berkorelasi signifikan terhadap pencapaian akademik subjek pada masing – masing kelas mata kuliah membaca dan menulis, bukti lain yang didapatkan dari exploratory factor analysis (EFA) yang mana ditriangulasikan lebih jauh oleh hasil analisis konten partisipan terpilih dan analisis tematik dari jawaban mereka berdasarkan interview semi-struktural memberikan penjelasan yang dapat diterima tentang hasil fase kuantitatif.

Kata Kunci: *Self-Efficacy Membaca, Self-Efficacy Menulis, Pencapaian Akademik*

Abstract

The primacy of self-efficacy as an independent contributor to task performance of language skills such as reading and writing has been widely recognized. Considerable amount of studies has also found self-efficacy as predictive toward academic achievement of the aforementioned language skills. The interplay of self-efficacy in academic reading and writing skills of English student teachers delves into the tenet of literacy skill which puts reading as an antecedent of writing. The present study thus attempts to explain; 1) the way reading self-efficacy is portrayed by reading achievement in Extensive Reading, 2) the way writing self-efficacy is portrayed by writing achievement in Paper Writing and 3) how reading self-efficacy facilitates English student teachers' paper construction. The objectives of the present study are set upon the aforementioned focuses. Methodology used in this study includes sequential explanatory as the design and thus has both quantitative and qualitative phases in each part. Positive moderate correlation was found among self-efficacy in academic reading and self-efficacy in academic writing (=0,612, n=38, p=0.05). While both reading and writing self-efficacies were found insignificantly correlating subject's achievements in respective courses, plausible findings gained from exploratory factor analysis (EFA) that was further triangulated by content analysis of selected participants' conceptual papers as well as thematic analysis of their answers in semi-structured interviews provide possible explanation to the results of quantitative phase.

Keywords: Reading Self-efficacy, Writing Self-efficacy, Academic Achievement

1. INTRODUCTION

Writing as a productive skill occupies the top spot of core language skills' pyramid as it is built upon complex text production processes and strictly regulated language conventions. Unlike oral-based productive skill such as speaking that is bidirectional in its nature of communication and allows learners to address their targeted audience clearly, writing rather depends on one-way information transfer which in some cases is prone to obscurity because learners fail to visualize who they are communicating to in their writing (Shi et al., 2019). It leads them to make vague points and unclear ideas. This particular problem may become pretty intense in writing especially for academic purpose since learners are also tasked with independent reading according to their own selected topics.

In the context of the present study, English student teachers of EFL background had learned reading and writing skills in simultaneously arranged courses until their junior college year (5th semester) as pre-requisites to advance to thesis in later semester. The reading courses are based on multi-layered comprehension skills which, according to Basaraba (2015) are exercised at literal, interpretive, critical and evaluative levels. The title of early three reading courses are the same as the aforementioned comprehension level; Literal Reading, Interpretive Reading and Critical Reading; except for the last one that is actually evaluative by performance but named Extensive Reading instead. It might be due to English student teachers' extended time spent in reading and the amount of reading materials; in this case is journal article; they should read. This, however, contradicts scholarly definition of extensive reading that is a form of pleasure reading with benefits such as expanding vocabulary range and increasing the speed of reading (P. Watkins, 2018). An input that can be taken into consideration from this matter is that deciding the course's title would be better if it is in line with the intended purpose. It is important to note that English student teachers read multiple sources to support ideas and arguments they presented in their conceptual paper and that there is high possibility that they would not find reading journal articles pleasant at all. Reading becomes difficult and especially laborious when students' vocabulary size does not compare with those in journal articles. Having disadvantaged by inadequate vocabulary size most likely causes comprehension problem. Many studies have proposed solutions to comprehension-related problems such as reading interventions (Boakye, 2017; Solati-Dehkodi & S, 2016; Stoffelsma & Spooren, 2017) and investigating reading strategies used (Abdullah & Al Ghail, 2016; Kaur, 2014; Saengpakdeejit, 2014). Though

these alternatives are perceived as effective to use in dealing with reading problem discussed, the fact remains that academic reading is generally challenging and reading problems keep rising.

The writing courses that English student teachers had joined in the span of freshmen year to junior year basically aimed to improve their writing skill in producing variety of genres such as descriptive, narrative, argumentative and expository, academic paper, etc. set in ascending order of text's length starting from short paragraph to conceptual paper. The title of the writing course from early freshmen year to junior year are Paragraph Writing, Descriptive and Narrative Writing, Argumentative and Expository Writing and Paper Writing. Likewise, English student teachers might have been faced with writing problems during their time in respective writing courses. An example of writing problem reported by Shi et al. (2019) concerns students' failure in presenting a clear purpose and inability to clearly address their target audience in their argumentative writing. In response to this and also many other problems found in writing especially ones that demand formal language use, many studies have been conducted with the aim of solving specific problem (Ferretti & Graham, 2019; Newell & Beach, 2011) by treatments and the likes that operate within instructional level (Solati-Dehkordi & Salehi, 2016) e.g. applying dyad dialogic approach (Y. Shi et al., 2019) and synthesis writing intervention (Van Ockenburg et al., 2019). Though the alternatives are mostly suggested as effective, the perspective from which they are generated relies on the external view of the problem; how the problem fails to meet the merits of writing skill according to teachers/ lecturers; and often leaves out the internal view that is derivative of students' experience with the problem. It comes as a result that studies seeking to figure out the proper alternative to problems encountered during reading and writing task performance are renewed quite frequently (Erkan & Saban, 2011) while previous inquiries focusing on non-technical factor that set forth students' incentive in performing both skills such as self-efficacy are rarely regarded.

Bandura (1986) defined self-efficacy as individual discernment towards their capability of performing a certain task in order to accomplish goals. It affects students' attitude, performance and behavior during learning. Chou (2017) asserts that self-efficacy possesses a crucial role in students' task performance; it amplifies students' effort, task options and perseverance toward a particular task. Character wise, self-efficacious students are more motivated, confident and dedicated in performing and accomplishing demanding tasks, hence

their high expectations of good result (Shang, 2013). It is empirically evident that self-efficacious individuals tend to achieve better academically in contrast to those who are inefficacious or less inefficacious (Boakye, 2015). This indicates that there would be differences in achievement according to self-efficacy levels. In addition, students may have different set of self-efficacy beliefs according to the task and context (Dou et al., 2016).

1. Reading Self-Efficacy

The demand and challenge when performing reading task in higher education level therefore is bigger than that of high school level (Bharuthram, 2012). As a matter of fact, reading as a referencing skill is frequently used during writing (Tanyer, 2015). It holds power influence over writing as such falling short in reading causes students unable to properly follow writing instructions and conceptually model their ideas in written form (Bharuthram, 2012). Students in higher education such as English student teachers, for instance, would be benefited by having critical reading skill which would allow them to figure out the gist, assess the conclusion, evaluate rational points of long and complex text such as journal paper (Karabay, et al., 2015). Critical reading thus initiates another skill performance which stands in between reading and writing known as synthesizing. It is a skill which integrates reading and writing for academic purpose into forming a more general knowledge of the topic (Zhao & Hirvela, 2015).

The complexity of task in synthesis reading as it bridges English student teachers' paper construction and academic literacy can be seen in the process of organizing, selecting and connecting information from multiple sources into sensible arrangement of well-integrated new knowledge (Klein & Boscolo, 2015; Luo & Kiewra, 2019; Zhao & Hirvela, 2015). It is based on the theory of three processes which students undertake in synthesis proposed by Spivey (cited in Zhao & Hirvela, 2015) in their study examining the way readers/writers deal with their references. Based on the theory, it can be illustrated that the process of organizing source text; in this case is research paper; takes place when students form a schematic mental representation of the text's content which allows them to construct its meaning before producing it as a written synthetized knowledge in their paper (Zhao & Hirvela, 2015). During this process, students' prior knowledge may have been altered to some extent which makes it possible for them to revise by adding or eliminating certain information. This process then is cultivated into selecting process in which students sort out information obtained and organized from

multiple sources relevant to the topic interest they're working on (p.220). Connecting as the last process will have student's transformed prior knowledge and their newly formed knowledge about the topic interwoven (p.220). Reading comprehension is central in this case of subsequent reading performances which brings about critical reading and synthetizing, as it is reckoned that comprehending source text is a part of synthetizing (Van Ockenburg et al., 2019). The reading comprehension that plays a major role throughout the process of critical reading and synthetizing mainly operates at evaluative level.

The study that was conducted by Lipp (2017) showed that there was a remarkable improvement of reading self-efficacy after multilingual students joined an offered training. The training emphasized on metacognitive strategies that were linked to independent and voluntarily reading. Self-selecting reading materials, staying focused during reading performance and keeping records of their reading progress are among the outcomes that students achieve post-training. If taken into context of the present study, students are expected to be efficacious in Extensive Reading course, as they have progressed through offered reading courses such as Critical Reading in their previous semester (4th semester) and Extensive Reading in their present semester (5th semester). However, there is possibility that English student teachers may come out the otherwise, then, it is important for the present study to investigate the matter further.

2. Writing Self-Efficacy

Writing especially for academic purpose is often perceived as difficult and tedious task to perform (Bruning, et al., 2013). It applies for all learners of different settings, but those of EFL background are assumed to face more difficulties in performing writing task than others. The disadvantage of being EFL learners such as English for classroom-only makes students rarely engage with the target language, which later leads to the lack of regard to pragmatic aspects of writing in foreign language that exceed its superficial presentation i.e. grammatical aspect, vocabulary, mechanics (Zhang, 2018). Zhang (2018) also reported that EFL students struggle to achieve macro level of writing because they are not confident with their current low proficiency. As a consequence, students perceive themselves as inefficacious in performing writing tasks. If drawn a connection to what writing self-efficacy predicts and correlates it can be said that those students would have had poor writing apprehension, writing self-regulation, writing self-concept and thus unsatisfactory writing achievement.

Constructing conceptual paper requires students to have a good information synthesis skill, which is the ability to eclectically analyze and evaluate information in order to create a new knowledge (Lundstrom, et al, 2015). To be specific, synthesis takes into account a series of processes that students need to go through such as evaluating information, integrating both consenting and conflicting information (Van Ockenburg et al., 2019) to their existing beliefs and form evidence-based opinions. To write synthesis of referenced journal articles effectively therefore is extremely crucial in students' paper construction. In reference to reading skill, students would be more likely to synthetize information better when they are considered critical readers. However, as synthesis is suggested as the most complex research skill, college students still struggle to perform it (Lundstrom et al., 2015; Luo & Kiewra, 2019). Given the information, students are hypothetically inefficacious in constructing paper. The possibility for students to perceive themselves the otherwise, however, is still possible.

There are scores of studies that have been carried out in order to investigate ways to improve students' self-efficacy in writing, one of which is concerning writing instruction. It was revealed in the findings of study conducted by Zhang (2018) that students' self-efficacy in writing was significantly improved along with their confidence to write academic text after given writing instruction. E. Ekholm et al. (2015), quoting from numerous studies, puts on a more detailed characters of self-efficacious students such as making active participation in writing activities, putting lots of effort in their writing assignments as well as having culminant standards and goals. As a result, those students attain better success in writing task. This further proves that self-efficacy in language skill such as writing is a highly pivotal factor affecting students' writing performance (E. Ekholm et al., 2015). In the context of the present study, participants joined an argumentative essay writing course in their sophomore year, which presumably improved their self-efficacy in writing to some extent. In other words, there might be students who perceive themselves as efficacious in Paper Writing due to joining previous writing course. This is therefore the second focal point for this study to examine further after reading self-efficacy.

3. Interrelationship of Reading Self-Efficacy and Writing Self-Efficacy

To date, there are only small amount of studies that were conducted with the aim of investigating relationship between reading self-efficacy and writing self-efficacy in students' writing performance. Despite plausible findings, however, those studies if compared to each other revealed rather conflicting results. For instance, the findings that Prat-Sala and Redford's (2011) study found in examining the interplay of reading self-efficacy and writing self-efficacy contradicts the result of studies conducted by Shell et al (1989). In their study, Prat-Sala and Redford (2011) found that self-efficacy in reading makes independent contribution to students' writing performance and that it has deficient relationship compared to writing self-efficacy. In the previous year prior to this study, Prat-Sala and Redford also conducted a study titled "The Interplay Between Motivation, Self-Efficacy, and Approaches to Studying" (2010) and asserted that highly self-efficacious students in reading and writing consistently adopt deep and strategic approach in studying while those of lower and inefficacious students adopt surface approach and tend to change over time. They argued that the kind of approach that students adopt as well as their behavior toward it are responsible for their writing achievement. The study conducted by Tanyer (2015) titled "The Role of Writing and Reading Self-efficacy in First-year Preservice EFL Teachers' Writing Performance" . Tanyer (2015) affirmed that self-efficacy in reading and self-efficacy in writing significantly and positively correlated undergraduate students' writing performance. The finding of the study came out as consenting with the previous study done by Prat-Sala and Redford (2011).

Explaining the interrelationship of reading self-efficacy and writing self-efficacy in paper writing postulates the notion of reading self-efficacy plays a role in English student teacher's paper writing process. It is tentative for a certain part of reading self-efficacy as represented by its questionnaire's items to point at the way reading self-efficacy facilitates English student teachers' paper construction. To the best of our knowledge, there is not wealth amount of studies exploring reading self-efficacy in an intersection of skills especially reading and writing. This lacks of attention makes the possibility of reading self-efficacy to be predictive of one's writing skill remains unknown. These problems thus laid the initial purpose of this study, which is proposed to further investigate whether or not reading self-efficacy could pilot English student teachers' academic writing skill in writing their conceptual paper.

2. RESEARCH METHODOLOGY

The research problem of the present study which questions whether or not self-efficacious individuals in reading be just as self-efficacious in writing laid the foundation for the three research questions which were set at the following objectives that attempt to explain; 1) the way English student teachers' reading self-efficacy is

portrayed by their reading achievement in Extensive Reading course, 2) the way English student teachers' writing self-efficacy is portrayed by their writing achievement in Paper Writing course, 3) how English student teachers' reading self-efficacy facilitate their paper writing. Sequential explanatory study was adopted as the design of the present study. It was carried out under sequence of phases namely quantitative and qualitative phases. The quantitative phase included online questionnaire distribution to a total of 38 randomly sampled population of junior year English student teachers enrolled in an urban public university. The data gathered during this phase were in the form of; 1) scaled responses to a total of 21 items consisting of 11 reading self-efficacy items and 10 writing self-efficacy items questionnaire adapted from Yo urtçu (2013) and Chea & Shumow (2015) at 6-point Likert scale previously tested reliability 0,92 and 0,96 Cronbach to non-participants of the same subject & setting criteria and 2) participants' achievement represented by GPA of each courses studied. The data were tabulated into descriptive statistics which delineated the demographics of English student teachers based on translated responses into three categories of self-efficacy levels; low (median 3,5), moderate (median 4) and high (median 6). It was also analyzed using statistical tests which are deemed fit to answer the first and second research questions asked namely Kruskal-Wallis H Test and Spearman rank-order correlation Test. The last research question was served data in the form of Spearman rank-order correlation between participants' reading self-efficacy and writing self-efficacy and Exploratory Factor Analysis (EFA) of the aforementioned variables. The secondary data follows further triangulation of cases involving; 1) equally self-efficacious participant in reading and writing and 2) unequally self-efficacious participant in reading and writing found during the preceding phase. It was completed in qualitative phase in which semi-structured interview to the sampled participants was done separately and an adaptation of IELTS writing tasks' written academic text profile was used as an instrument to describe the two sampled participants' writing according to their conceptual paper and annotated bibliography's writing band score. Thematic analysis and content analysis were employed during this phase which uncovered three major themes from the two participants' answers in interview as well as the pattern manifested in their writing.

3. RESULTS AND DISCUSSIONS

1. Reading Self-Efficacy & Reading Achievement

Table 1. Descriptive statistics of on English student teachers' responses in item statements of reading self-efficacy (RSE).

Descriptive Statistics			
Mode	Categories	Frequency per category	Rel. frequency per category (%)
Moderate efficacy	High efficacy	9	23,7
	Low efficacy	8	21,1
	Moderate efficacy	21	55,3

Table 2. Kruskal-Wallis test and Spearman rank-order correlation test on participants' writing self-efficacy (WSE) (n=38)

Kruskal-Wallis Test (= 0,005)		Spearman's Correlation p=0.05
p-value	0,029	0,076

Insignificant and extremely weak correlation is the first portrayal of the relationship shared between English student teachers' reading self-efficacy and their reading achievement in Extensive reading course given the very low positive correlation (=0.07, n=38, p=0.05). The result clearly does not go in line with the previous studies cited. That is, reading self-efficacy that specifically estimates one's subjective capability in reading for academic purpose could not be portrayed in a linear relationship by reading achievement because the reading task performed is initially aimed to help English student teachers structure their conceptual paper well. This was further triangulated by the result that was revealed by qualitative data derived from the interviewee's answers. The researcher noted that one of the sampled participants who considered themselves as a poor reader had a persistent effort in performing academic reading. As noted by Mikami (2017), repeated effort does not guarantee a desirable achievement since the difficulty to attain a goal is often indeterminant and sometimes inappropriate to generalize. In a similar vein, English student teachers' reading self-efficacy could not signify their reading achievement as such they either overestimated or underestimated their experience in performing reading tasks in the reading self-efficacy's questionnaire.

As presented by the p-value < , the low, moderate and high groups in reading self-efficacy differ in reading achievement. The post-hoc test unfortunately failed to capture which group is significantly different from the

others due to the small sample size. Multiple pairwise comparison of the three groups sorted in accordance to their reading self-efficacy levels indicated that the participants identified as having low, moderate and high level reading self-efficacy attained different achievement in Extensive Reading course. Though the post-hoc test failed to detect which groups attained significant difference in reading achievement due to the sample size issue, this result should not be overlooked. This result seems contradictive to the result in correlational test, but the second portrayal of reading self-efficacy in reading achievement can still be explained. That is, the difference that the three groups shared may explain the non-linearity between reading self-efficacy and reading achievement. As a result of inaccurate judgement of one's self-efficacy in reading, it is possible for those who underestimate their mastery experience in reading to attain better reading achievements and vice versa.

2. Writing Self-Efficacy & Writing Achievement

Table 4. Descriptive statistics of on English student teachers' responses in item statements of writing self-efficacy (WSE)

Descriptive Statistics			
Mode	Categories	Frequency per category	Rel. frequency per category (%)
Moderate efficacy	High efficacy	9	21,1
	Low efficacy	11	28,9
	Moderate efficacy	19	50,0

Table 5. Kruskal-Wallis test and Spearman rank-order correlation test on participants' writing self-efficacy (WSE) (n=38)

| Kruskal-Wallis Test ($\alpha = 0{,}005$)		Spearman's Correlation $p=0.05$
p-value	0,228	0,237

Previous studies conducted by Chea & Shumow (2015) and Redford & Prat-Sala (2010) found academic self-efficacy positively and significantly correlated academic achievement. The present study did not signify the previous studies as can be seen in the low positive correlation between writing self-efficacy and writing achievement.

Notwithstanding this result, it would be an oversimplification of the matter to solely base the answers to the first and second research questions according to correlational tests. Note that the result in correlational tests were only few snapshots to the many portrayals of academic reading and writing self-efficacies

with academic achievement in related reading and writing courses. The present study also determined to figure out whether groups by level of reading and writing self-efficacy differ in writing achievement. It was partly intended to prove the theorem about equally self-efficacious individuals in writing execute their strategies better, hence resulting in better performance that leads to better achievement as well. Though the non-parametric multiple comparison tests showed that the groups attained similar achievement (p-value >), several issues need to be addressed. First, there are multiple aspects that constitute academic achievement and it is possible for lecturers in charge of reading and writing courses to set their own terms and standard assessment; which may go by the opposite direction of what the present study agrees on; in this matter. There is a hint of evidence, for example, content analysis of band writing of conceptual paper submitted by selected participants concluded that participant 1 scored twice higher band writing than participant 2 but their achievement in Paper Writing course went the other way around despite going by minimal difference. Second, English student teachers might have inaccurate judgement of their reading and writing self-efficacy. This possibility can be justified by the case of participant 2, whom median of response in writing self-efficacy scale pointed at high level whereas they committed to the belief that they were still poor writer.

3. Interrelationship of Reading Self-Efficacy & Writing Self-Efficacy

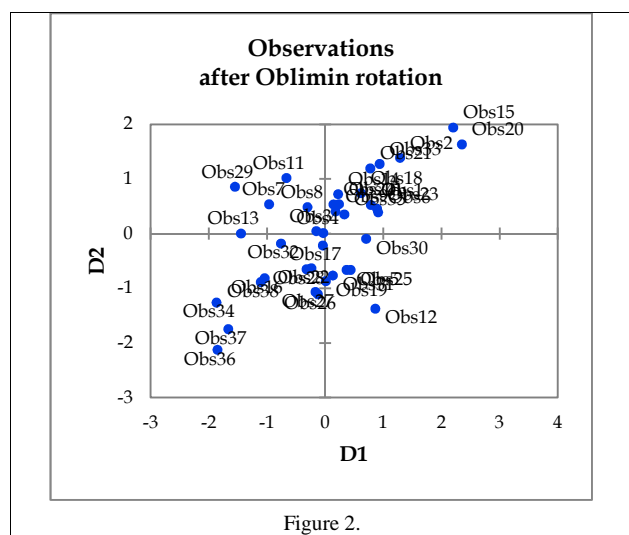Table 7. Factor loadings of Factor 1 and Factor 2 & factor scores of participants

Figure 1.

Figure 2.
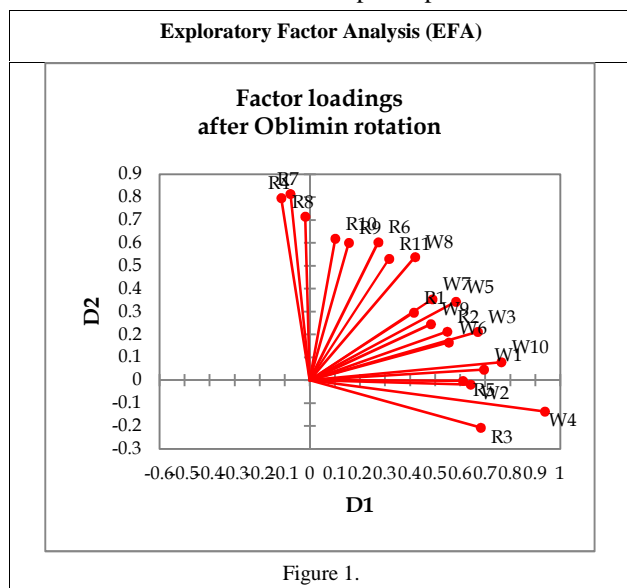
Table 8. Spearman rank-order correlation test on participants' reading self-efficacy (RSE) and writing self-efficacy (WSE) (n=38, p=0.05).

Spearman's Correlation $p=0.05$
0,612

4. Thematic Analysis

Perceptions on building mastery experience

This theme captured selected participants' perspective on how they had built their mastery experience in reading courses overtimes. Both participants agreed that they were not fond of reading in the beginning, suspected it as hard to perform and struggled to keep it as a habit. These perceptions then gradually changed as they progressed:

"…at first, I thought 'oh, this is going to be hard and challenging', but once I experienced it myself, I had it smooth and it wasn't actually as hard as I used to think. 'oh, I can do it'" (Participant 1)

"…it turned out reading wasn't that hard, I just need to turn it into a habit, and once we'd found the topic we like, we would want to know more." (Participant 2)

Being said so, however, participant 1 and participant 2 experienced different kind of personal success. The former reported that they had been able to maintain good achievements and even set a minimum standard of B+ (equivalence of 3,5 GPA) for both reading and writing courses, meaning that they were very determined to achieve above that level.

"For me, the least grade is B+ for both reading and writing. So far, there's none."

Meanwhile, the latter said to have struggled during 3rd semester's reading course primarily because the outcomes were lower than expected:

"…actually, I was pretty down myself during interpretive reading course because I thought I'd put a lot of effort but it turned out my ability and my achievement were not that good"

Participant 2's answer implied that they had doubted their own ability when they found out their effort could not merit the outcome they desired. It also indicated that the absence of proper guidance and feedback from lecturer; albeit insignificant to their perseverance in task performance; had undermined their self-efficacy to some extent as portrayed in this specific answer:

"just like in descriptive writing course, I really try very hard in that course but I get what I didn't deserve, (which made me wonder) did I really make a mistake?"

Though both participant 1 & 2 said their reading achievement were improving because they were given clear instructions especially in Critical Reading and Extensive Reading course, they still found it hard to avoid regression during reading because there were words that they were unfamiliar with:

"Then, since there were difficult vocabularies, I was reluctant to open dictionary, it was also because the sentences were very complex and hard to comprehend. Since then I felt I'd lost my interest… sometimes we had to think really hard like 'what's the meaning of this? Did I understand it right?' because sentences are related to each other." (Participant 1)

"Yes, I often regress during reading especially in literal reading course. I did it a lot. And yes, vocab (was mainly the reason) needs to be connected, this one, what does it mean, and the linkage among sentences." (Participant 2)

The problem with limited vocabularies in this case might contributed to the poor word choices in participant's paper and annotated bibliography. As field note recorded, there were attempts by lecturers in both reading and writing courses to correct participant's word choice that was deemed unfit in formal writing.

The lecturer's feedback was concerned with the use of a term which was considered impolite. The lecturer also suggested ways to structure the paper and addressing issues indirectly without being indefinite. (Paper Writing course note)

The lecturer asked the student to clarify what they meant by using the verb 'inspire' when introducing author's stance on the topic. The student was idle so the lecturer orally helped them to re-write the sentence using other verb before telling other students to pay attention when using certain verb to describe an author's tone in establishing idea. (Extensive Reading course note)

Relevance of external sources; verbal persuasions & vicarious experience

Participant 1 affirmed that the former was important but the latter was totally insignificant to their performance in any reading and writing courses. They regarded lecturer's and peers' feedback as valuable:

"I'd say, lecturer's feedback is also relevant. Since I'm the type of person that likes to listen to others and if the input is good then I'll take upon it. I was well-instructed in reading and the lecturer had been kind also as such 'this is your path and this is your way'. That's how I think of the lecturer"

Nonetheless, they did not want to be drawn into the 'environment' when referring to their underperforming peers whom they thought did not give as much effort:

"I think my effort in working on assignment was bigger than them. But I did not exactly know how much, just that I think I went harder than them... since they made me think I shouldn't be like them and be drawn into the environment"

Participant 1 also made it clear that they were confident with their effort and ability to maintain GPA from the start, therefore the effort to perform reading tasks to produce annotated bibliography and final paper draft was mainly made on account of previous achievements, as stated in their answer:

"I'm confident with myself...the biggest reason is to maintain it (good achievement). No one wants to step lower when they already have a good grade, right?"

On the contrary, participant 2 seemed to have highly valued verbal persuasion that they got through lecturer's feedback and vicarious experience they derived through peer's success and feedback. It was mentioned in their answer that feedback and motivation from lecturer directly aided participant 2 to gain back confidence after unsuccessful experiences in Literal and Interpretive Reading courses;

"I scored average in previous reading courses. I wanted to improve but it seemed it didn't end well with the achievement, but I finally found the right guide, the right lecturer, and she motivates me a lot in critical reading I think..."

Participant 2 viewed their peers as having equal effort but described themselves as a competitive learner in which they tried to surpass and or be on the level of those they acknowledged as better readers & writers:

"I think my peers were equally trying their best in Extensive Reading..."
"There's a classmate who reads a lot and she easily caught up with lectures, so I wonder how could she do that, then I desired I wanted to be her but I know my limit. She was better than I was and I want to be like her. Her grammar was good and so was her ideas organization"

Participant 2 had attempted to adopt learning strategy of those whom they considered better readers and writers before but reported it was ineffective:

"So, I try to know how she did this and this or this then she showed me the tips and so I learned it. But sometimes her tips did not work with me."

Beliefs in 'reading to write'

Participant 1 & 2 were content that their current reading skill defined their writing skill as stated in their answers:

"...because it's highly correlated. I read this much means my output in writing would also be this much..." (Participant 1)
"I think my writing is linear, not that much different from my reading skill" (Participant 2)

However, both participants gave contrastive answers when asked to further clarify their agreement to their previous answers. Participant 1 expressed themselves as a good reader because they had been driven by their achievement and that it signified their writing performance and outcome:
"...because my writing required reading, such as when making paper, my effort in reading should be equal; ideas and looking for reference needed to be balanced. My effort for searching reference and processing was balanced, I think."

Participant 2 on the other hand, believed that they were still a poor reader and that it was reflected in their writing:

"Because I think I'm still a poor reader...so yes, my reading skill pretty much reflected my writing skill"

5. Content Analysis

This part was basically aimed at providing evidence that reading self-efficacy by knowledge transforming facilitated English student teachers' paper construction. Contrastive result confirmed the stark differences among the two participants' ability in writing conceptual paper as such participant 1 finished with band score of 4 while participant 2 with band score of 2. Result of analysis in annotated bibliography also pointed at similar result.

Annotated Bibliography

Minor grammatical errors concerning subject-verb agreement were noticed in both writings. Participant 1 and 2 used particular signaling phrases as transition in between components. In explaining the results, for example, participant 1 used "they/ the authors discover…" while participant 2 began the sentence for

this particular component with "according to…." which somewhat redundantly followed by "based on…"and added "it confirms/concludes…" before findings. The evidences are bolded in the following direct quotations of both participants' works:

They discover *that students when they using e-portfolios to reflect on their learning increase self-regulated learning...*

According to *the researches, based on analyzing and examining the essay structurally and elements of arguments (claims, rebuttals and etc.), it concludes that the findings provide most of the students used the elements of arguments well but they were not aware in using good logical structure on the essay.*

In evaluating, participant 1 stated different reasoning as to why the articles catered to their interest and highlighted some deficiencies. On the contrary, participant 2 skipped evaluating what their referenced articles lacked and went by stating that the articles' topics were "referent enough" and repetitively used "gives me more information" when stating the importance.

This article is relevant with my interest because it provides a comparison of web-based portfolio assessment and paper-based portfolio assessment.

Although this article do not insert the limitation and future study, it still a good article because it stated clearly about the data which related to my topic interest such as...

In my opinion, this topic is referent enough with my article because this paper gives me more information about argumentation...

In my opinion, this topic is referent with my article because this paper gives me more information about argumentative writing especially the instructional approaches...

Conceptual Paper

Both participants submitted their final draft of conceptual paper which later qualitatively evaluated according to four incorporated criteria; content and paper structure, coherence and cohesion, lexical resources and grammatical range and accuracy. Participant 1 scored band writing of 4 which is described as pre-advanced writer. The criteria of this band level include presenting clear purpose, extending support for main ideas, having logical and clear progression of ideas organization, using appropriate range of cohesive devices though sometimes overused, flexibly conveying precise meanings and making very occasional errors in word formation and grammars. Knowledge transforming was observed in participant 1's paper as there were numbers of indirect quotations used to appropriately define key term and support claims.

Therefore, the aim of this paper is reviewing the literature of e-portfolio and self-regulated learning to discover whether e-portfolio based assessment could develop students' self-regulated learning and improve students' writing skills.

Next, according to Reese and Levy (2009), e-portfolio used for facilitating and documenting students' experiences authentically. Therefore, it expects students to involve on the teaching and learning process, hence they could support the improvement of the learning progress and reliable assessment. Next, e-portfolio make the time and energy for both students and teachers are efficient because through e-portfolio learners can save information easily, minimize the risks of loss, and give stress-free access for viewing and reviewing objectives (Goldsmith, 2007). Then, e-portfolio can develop students' self-government.

Negative factor scores from EFA estimated participant 2 would be struggling in transforming knowledge (paraphrasing) since. It might also indicate that participant 2 were more into knowledge telling in which claims are dominating over empirical evidence in their writing. The criteria described them as presenting largely repetitive and incoherently arranged ideas which leads to unclear progression and having limited control over vocabulary and word formation as well as inaccurately using structures and punctuation that makes it hard for reader to comprehend. Several attempts to indirectly quote related literatures were improperly done. Citation software use was most likely the case as such participant 2 did not correct the periods and parentheses. The lack of ability in knowledge transformation was apparent that the key term was not well-defined which means participant 2 made their own definition without quoting expert/ existing related literature.

Argumentation is a thought that students delivered in written form and it usually supported by several claims and evidences. Good argumentation needs a lot of effort in gathering information and opinion. The reason why critical thinking is important for argumentative writing is because it helps in building better argumentation.

(Newell, Beach, & Smith, 2011) Argumentation is simply defined as a set of assumption about problem, research and etc. (Library, 2015) In order to get agreement and overview, argumentation uses language for justify and refute the stand point. According to (Gomez-Laich, Miller, & Pessoa, 2019, p.22), "Argumentation uses both descriptive and analytical language, but does so in service of an overarching explicit evaluation that is usually made at the beginning of a text".

Previous studies have proven reading self-efficacy and writing self-efficacy to be interrelated (Tanyer, 2015; Prat-Sala & Redford, 2010). It was evident in the present study by the positive, significant moderate correlation

between reading self-efficacy and writing self-efficacy (= 0,612, p=0,05). This is one of the aligning results gained from quantitative data while majority of quantitative data itself demonstrated contradicting outcome.

The present study proposed that academic reading and academic writing might have been advocated through continuous process of 'reading to write' and 'writing to read'. The tendency of the two skills to overlap is apparent given product-oriented activities such as note-taking, summarizing and reviewing are part of instructions in reading courses and knowledge-intake activities that help promote extensive amount of reading is encouraged in writing courses.

Factor 1 and factor 2 obtained Cronbach's alpha 0,921 and 0,898 respectively, proving that the factors were reliable measures of the items loaded. Post-rotation reading self-efficacy items reported on 6-point Likert scale were mostly found within F2-axis with 7 out of 11 total items scored factor loadings from -0,208 to 0,814. Spotted at F1-axis was writing self-efficacy items reported on 6-point Likert scale with 9 out of 10 items positively loaded from 0,483 to 0,938. No cross-loading items were observed.

Factor loadings in EFA result further explained how reading self-efficacy facilitates writing and as predicted, knowledge transforming through paraphrasing which operates in a crucial part of synthesis was involved. This extends plausible evidence to academic literacy skills which place reading as an antecedent of writing (Pae, 2018). Synthesis skill thus arguably becomes a common ground for the two literacy skills to cooperate, as text production requires writers to read ahead of time and possibly during the time they write (Desmet & Waes, 2018). In factor scores result, selected participant 1 attained positive score and participant 2 negative score in factor 2. This means that participant 1 exceled in knowledge transforming, which is quite a rare case itself since undergraduates often lack skill in paraphrasing (Shi, 2018). Conversely, participant 2 performed inefficient knowledge transforming as suggested by their negative score in factor 2. They were more into knowledge telling; as proven by content analysis of their conceptual paper final draft; which according to Shi (2018) is a trait of unmatured writing characterized by writer's narrative of their topical prior knowledge.

Further evidences gained from qualitative phase include traits of self-efficacious individual, writing approach and strategies, as well as the impact of vicarious experience and verbal persuasion. Predicted traits of self-efficacious individual previously mentioned in studies by Shang (2013) and E. Elkhom et al (2015)

were confirmed in the present study by selected participants' answers. Participant 1 & 2 shared some of the same traits which were motivated and dedicated in accomplishing their reading and writing tasks. Although both of them can be taken as equally persistent in completing reading and writing tasks, they were not exactly moved by the same motives. Participant 1 was driven by the urge to maintain their achievement and most likely unaffected by their surroundings e.g. how their peers doing in Extensive Reading and Paper Writing course, albeit taking feedback from lecturers and peers as valuable. This might imply that equally self-efficacious individual in reading and writing tends to be intrinsically motivated; their effort in constructing conceptual paper is predominantly upheld by personally rewarding experience in previous reading and writing courses. This confirms Mikami's (2017) assertion that academic success helps sustain one's effort to attain a particular goal. On the contrary, individual with inequal self-efficacy in reading and writing; as in the case of participant 2; may direct their effort more on extrinsic motivation. Participant 2 explicitly stated that verbal persuasion through feedbacks form lecturers played an important role in their reading and writing performance, which then reflected in their reading and writing self-efficacy.

It is in line with previous studies' recommendation that instructions and motivations in reading and writing courses increased one's reading and writing self-efficacy (Bandura, 1997; Zhang, 2018; Lipp, 2017). Vicarious experience demonstrated rather dichotomous influence in which it had enhanced participant 2's sense of competitiveness while at the same time encouraged ineffective change in their writing approach and strategies. The latter implies that participant 2 was unaware of the disadvantage that came with adopting peers' writing approach and strategy as it is argued as characteristic of inefficacy (Prat-Sala & Redford, 2010). There are also gaps in several other traits including confidence and goal-setting. Participant 1 exhibited firm confidence in their ability to achieve above minimum standard that they set for both reading and writing achievement. Meanwhile, participant 2 at some point experienced anxiety in which they felt 'down' due to peer's feedback in Paper Writing course and had had similar situation in second year's writing course, which might have prevented them from having a long-term goal in mind and focused on short-term efforts instead.

Although it is safe to say that academic reading self-efficacy and writing self-efficacy were of little to no significance to participants' achievement in Extensive Reading course and Paper Writing course, a possible

logical explanation to such conclusion needs to be elaborated along with the context as to why the result did not entirely agree with previous studies. First, the type of academic reading and writing performance used as the base of self-efficacy scaling statements were distinguished from those of previous studies. For example, the study of Chea & Shumow (2015) scaled individual's writing self-efficacy in paragraph level while the current study sets at paper level. In other case, Tanyer (2015) examined the role of reading self-efficacy and writing self-efficacy in essay production limited to two genres with optional prompts while the present study delved into conceptual paper construction which generally demands more effort in reading references and writing revisions. Targeted subjects may as well be crucial to the context of the study. Prat-Sala and Redford (2010) carried out their study on first year psychology students in a UK university while the present study was completed with junior year English student teachers of an Indonesian public university as participants. Participants' linguistic background (Native, ESL, EFL) might have contributed to the outcome of study. To add, self-efficacy in academic setting especially in EFL reading and writing is rarely investigated (Osman, 2016; Boakye, 2015; Zhang, 2018), not to mention setting the study in higher education context doubled the disadvantage because this particular field of study has had shortage in literature.

4. CONCLUSION AND SUGGESTION
Conclusion

Portraying English student teachers' academic reading self-efficacy and writing self-efficacy through their reading achievement and writing achievement is a huge deal as such relying on the relationship among variables alone would likely lead to flawed assumption and possibly ignoring underdeveloped perspective about a specific kind of reading self-efficacy characterized by the complex nature of 'reading to write'. This was proven by the relationships between; self-efficacy and achievement in reading and writing that were found to be insignificant and non-linear at best. Differences among groups by self-efficacy levels also pointed out to the same direction in which it explained the possible inaccurate judgement made by English student teachers regarding their self-efficacy in reading and writing. The overlapping tendency in reading and writing was found to be mediated by synthesis ability and knowledge transforming ability which explained how both reading and writing self-efficacy could facilitate task performance that cross-operates within respective cognitive domains. Thematic and content study of selected cases revealed that reading self-efficacy could make both independent and joint contribution to English student teachers' conceptual paper writing in Paper Writing course.

Suggestion

Bringing the topic of academic self-efficacy especially in higher education EFL context back to attention is roughly challenging, therefore core aspects such as instrumentation and sampling method are best when well-prepared. That way, the result generated would be more robust and more interpretable. Aside from methodological aspect of the present study, it is suggested for lecturers to tailor verbal persuasion into their course instructions and re-consider the assessment system and their scoring criteria if not already giving a big portion of task performance in GPA than other aspects assessed. It is fairer for assessment to rely on the course's required product rather than other aspects so bias can be minimized. Furthermore, it can also prevent students from growing suspicions of lecturers' objectivity in assessment which to a certain degree might undermine their self-efficacy.

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