

Correlation between Junior High School Students' Self-Efficacy in Writing and Their Writing Performance

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui tingkat efikasi diri menulis siswa kelas VIII di sebuah SMP negeri di Surabaya, serta hubungan antara efikasi diri siswa dalam menulis dan kinerja menulis mereka. Data dikumpulkan dengan kuesioner untuk mengukur tingkat efikasi diri dan tugas menulis terbaru siswa untuk mengukur performa menulis mereka. Penelitian ini awalnya akan menggunakan metode korelasi Pearson, namun karena sebaran datanya terbelang tidak normal, maka yang dipilih adalah metode korelasi Spearman. Hasil penelitian menunjukkan bahwa siswa kelas VIII SMP ini memiliki tingkat efikasi diri yang tinggi dalam menulis dengan skor 3.56 dari 5. Para murid memiliki performa yang bagus dalam menulis, dan hal ini terlihat dari draf tugas menulis mereka. Hasil korelasi Spearman terhadap efikasi diri menulis dan kinerja menulis siswa, dengan korelasi koefisien 0.264, hanya dapat memberikan pembuktian lemah terhadap teori tentang adanya korelasi positif dan linier antara kedua variabel, dimana sebagian besar siswa yang tingkat efikasi dirinya tinggi terbukti mengerjakan tugas menulisnya dengan baik. Karena kedua variabel tersebut dapat saling mempengaruhi, meningkatkan efikasi diri siswa dalam menulis dapat menjadi salah satu cara untuk meningkatkan kemampuan menulis siswa, yang juga akan meningkatkan motivasi dan kepercayaan diri siswa. Karena penelitian ini hanya dilakukan di satu SMP di Surabaya, maka penelitian ini belum bisa mewakili sekolah-sekolah lain secara sempurna, terutama sekolah-sekolah yang berada di kota-kota kecil atau terpencil. Untuk itu, penelitian berikutnya dapat menyelidiki hubungan dan keterkaitan antara performa menulis siswa dan kemandirian diri menulis mereka, tidak hanya di sekolah menengah pertama tetapi juga pada jenjang pendidikan lainnya, serta menggunakan berbagai jenis teks untuk lebih membuktikan teori efikasi diri guna melihat apakah efikasi diri memengaruhi performa secara berbeda di berbagai genre tulisan.

Kata Kunci: menulis, efikasi diri, efikasi diri menulis, kinerja menulis, sekolah menengah pertama

Abstract

This study's purpose is to find out the writing self-efficacy level of eighth-grade students in a public junior high school in Surabaya and the correlation between students' self-efficacy in writing and their writing performance. The data is gathered by using a questionnaire to measure the self-efficacy level and students' latest writing assignment to measure their writing performance. This study used Pearson's correlation method at first, but since the data distribution was considered abnormal, Spearman's correlation method was chosen instead. The results of this research denote that the eighth-graders in this junior high school have a high level of self-efficacy in writing, with their average score being 3.56 out of 5. Students can perform well in writing, as can be seen from their writing assignment's drafts. The Spearman's correlation result for the students' writing self-efficacy and writing performance, with the correlation coefficient being 0.264, barely confirms the theory that there is a positive and linear correlation between the two variables, in which most students who have high self-efficacy level are proved to perform their writing assignment well. As the two variables can affect each other, increasing students' self-efficacy in writing can be one of the ways to improve the students' writing performance, which will also increase the students' motivation and confidence. Since this study is only conducted in one junior high school in Surabaya, it can't perfectly represent the other schools, especially the schools in smaller cities. Future researchers may investigate the connection and relationship between students' writing performance and their writing self-efficacy, not only in junior high school but also at other educational levels, as well as using different types of text to further prove the theory of self-efficacy to see if self-efficacy impacts performance differently across various writing genres.

Keywords: Writing, self-efficacy, writing self-efficacy, writing performance, junior high school

INTRODUCTION

Among the four primary language skills, two of them are productive skills, and one of them is known as writing. That statement means that along with three other core skills, writing needs to be learned by those who learn language so that they can use the language to lessen the risk of misunderstanding when communicating with others. Despite its importance, it is not easy to write properly, because writing is considered as a complex process, as it is one of the needed skills to generate the required symbols and signs for expressing our feelings and thoughts (Cer, 2019). The process of conveying the information and thoughts into writing is a tricky one, especially considering that one has to determine what each paragraph will cover and what to set as the first sentence before actually writing a paragraph.

Some people might find writing difficult and discouraging, as one needs to practice for a lot of time to be able to write well. This is where school plays an important role to guide the students in writing. EFL students' process of teaching-learning writing is crucial (Sukandi, 2019). When the learners can write in English, they go from 'learning to know what they will write' to 'learning to write what they have already known from things they learned', and it cannot be accomplished in a short time. However, as time goes on and they gain more experiences, they will begin to improve, and so will their self-efficacy in writing.

Self-efficacy is very necessary and influential on students' academic performance (Klassen & Usher, 2010). It refers to someone's perception of their own capability to arrange and do required courses of action to achieve certain results (Bandura, 1977). Self-efficacy has four domain-specific sources: mastery experience (ME), vicarious experience (VE), verbal persuasion (VP), and physiological states (PS). Those sources contribute a lot in strengthening one's self-efficacy. There is a research that shows that learners with high academic self-efficacy are usually not hesitant in engaging with challenging tasks (Bandura & Schunk, 1981). On the other hand, low self-efficacy students are usually more reluctant to deal with challenges and difficult tasks (Schunk, 1990). This can be seen in any field of education, including writing.

Writing self-efficacy is referring to one's beliefs in their ability to perform a writing assignment based on their evaluations of "various composition, grammar, usage, and mechanical skills" (Pajares et al., 2001). It has been confirmed that there is a close, positive correlation between learners' writing self-efficacy and their writing performance, where learners whose level of self-efficacy is low often find it difficult to engage in writing tasks as

they tend to react adversely when meeting difficulties or failures (Chen & Lin, 2009).

Several studies have been conducted to find out whether self-efficacy correlates with writing achievement or not. For example, a study has discovered that higher value of writing self-efficacy and achievement motivation led to greater writing performance (Sabti et al., 2019). Moreover, this study's findings also proposed that writing self-efficacy's relationship with writing anxiety was negative, whereas writing self-efficacy had significantly positive correlation with writing achievement motivation. A meta-regression analysis concluded that the connection of writing self-efficacy and writing achievement in L1/L2 English was moderately positive, with L2 learners having statistically larger effect size than L1 learners (Sun et al., 2021). Another study also showed that writing self-efficacy affected the complexity, accuracy, and fluency of L2 learners' writings indirectly through writing anxiety (Zabihi, 2018). While most of the results are in line with the theory (Sabti et al., 2019; Sun et al., 2021; Zabihi, 2018), previous studies usually used college students as their participants (Sabti et al., 2019; Sun & Wang, 2020). Research involving junior high school students in this topic is rare, as well as the amount of research that takes place in Indonesia. Junior high school students differ from high school students, who have already had a foundation in English since elementary and middle school. In junior high, they are just beginning to explore more complex English than in elementary school, where they are required to write various types of simple texts. Considering that one source of self-efficacy is Mastery Experience, or experience in completing similar tasks, high school and college students clearly have enough experience to have a high level of self-efficacy. However, junior high school students, who generally rarely or never write English texts, very likely do not have enough mastery experience to cultivate self-efficacy. Therefore, it is important to determine whether it is possible for them to maintain high self-efficacy even though they have not written many texts before.

The mentioned research above, along with other research regarding writing self-efficacy and writing performance, mostly focused on proving the self-efficacy theory by finding the correlation between variables. Studies that also brought up the self-efficacy level of their participants are more difficult to find, even though knowing the level of self-efficacy of students in various schools will be very helpful in seeing how far the differences in the level of students' perception of their abilities are between schools, which can then be a basis for teachers, educational institutions, and even the Ministry of Education in compiling appropriate and universal learning

materials and curriculum for students based on their self-efficacy levels.

Other than to fill the research gap, another importance of conducting this research is because students in junior high school are being taught, built, and prepared to continue their studies to senior high school level and university level after graduation. If the theory of self-efficacy also applies at the junior high school level, then having a high self-efficacy level would help them to thrive when they are at a higher school level.

Therefore, this study has two specific purposes. Aside from to find out the junior high school students' self-efficacy in their writing skills, this study also aims to find out whether there is a notable correlation between students' self-efficacy in writing and their writing performance.

METHODS

The researcher used quantitative, non-experimental research design for this study. Quantitative correlation study was chosen to figure out the correlation between students' writing self-efficacy and their writing performance. According to Ary et al. (2009), the main purpose of correlational study is to determine the relationships and its patterns that naturally occur between two or more variables in a variety of subjects.

The researcher used Spearman's correlation study to figure out the correlation between students' writing self-efficacy and their writing performance. This study was conducted at one of the public schools in Surabaya with all the eighth graders in the school being the population, and 58 of them were the participants. Each grade had 10 classes with approximately 300 students in total. The researcher used a nonprobability sampling technique, specifically convenience sampling, where the researcher chose a sample based on availability, time, location, or ease of access (Ary et al., 2009). For this study, the researcher had chosen three classes of eighth graders students, in which the English teacher of this school was the one who picked the exact classes that were going to be the participants.

The instruments consist of a close-ended questionnaire named Self-Efficacy for Writing Scale (SEWS) that was developed by Bruning et al.(2012) and the students' writing scores that were collected by evaluating their latest writing assignment which was in the form of procedure texts. The scoring was based on the adaptation of Lukácsi and Euroexam International team's level-specific checklist for assessing EFL writing. In using this checklist, a participant's writing must fit at least 40% of the criteria to pass the test (Lukácsi, 2021). That meant a text was required to fit 14 criteria or items as the bare minimum. Once all the required data have been collected, the process

of data analysis with IBM's SPSS Statistics 27 was begun afterwards.

The process of analyzing the data was started by exploring the descriptive analysis information of the data for both self-efficacy and writing performance, and examining the level of each participant's self-efficacy in writing level based on the mean value of the answers. Afterwards, the researcher created a spreadsheet to put all the data that would be needed in the research. Once the spreadsheet had been made, the researcher ran a One-Sample Kolmogorov-Smirnov test using SPSS as a way to check whether the data collected for the two variables, self-efficacy and writing performance, had normal distribution or not. The normality test is an analytical method that functions to analyze the form of distribution of research data which has the possibility of being distributed normally (indicated by a significance value > 0.05) or abnormal (indicated by a significance value < 0.05), and then the Test for Linearity was carried out right after. After performing the normality and linearity test, the researcher continued to conduct Spearman's Correlation test while still using the same SPSS program.

RESULTS AND DISCUSSION

Results

Self-efficacy estimates a person's academic achievement in various domains, including writing (Bandura, 1997). That is why it is important to find out the level of writing self-efficacy that the participants have in order to see the way it correlates with the participants' writing performance.

For that purpose, The Self-Efficacy for Writing Scale (SEWS) questionnaire was used to measure the level of student's writing self-efficacy. 58 participants had rated 16 statements about their writing self-efficacy beliefs on a 5-point Likert scale, ranging from 1 (Fully disagree) to 5 (Fully agree), and the following table showed the Means of their answers for each item.

Figure 1
Means of SEWS' Items

No	Self-Efficacy for Writing Scale		
	Statements	Mean	Std Dev.
1	I can think of many ideas for my writing.	3.76	0.865
2	I can put my ideas into writing.	3.45	0.882
3	I can think of many words to describe my ideas.	3.78	0.796
4	I can think of a lot of original ideas.	3.53	0.821
5	I know exactly where to place my ideas in my writing.	3.50	0.960
6	I can spell my words correctly.	3.83	0.819
7	I can write complete sentences.	3.57	0.939
8	I can punctuate my sentences correctly.	3.50	0.822

9	I can write grammatically correct sentences.	3.43	0.861
10	I can begin my paragraphs in the right spots.	3.52	0.922
11	I can focus on my writing for at least one hour.	3.59	0.937
12	I can avoid distractions while I write.	3.29	0.918
13	I can start writing assignments quickly.	3.45	0.841
14	I can control my frustration when I write.	3.43	0.881
15	I can think of my writing goals before I write.	3.79	0.767
16	I can keep writing even when it's difficult.	3.59	0.879

Based on the table above, most of the participants have relatively high trust in their own ability in writing, with the highest mean score being 3.83, which indicates that they believe that they can spell the words correctly when writing a text. Meanwhile, the lowest mean value belonged to the statement of being able to avoid distractions while writing, with the score being 3.29. It indicates that while most of the students are still confident that they could stay focused on writing for at least an hour (item 11), they still might end up getting distracted by some kinds of distractions, especially if they have to write for more than an hour. Moreover, they seemed to agree with the statements

Furthermore, the following table shows the mean as well as standard deviation scores of three different classes that participated in this research.

Figure 2

Means of the participants' SEWS answers

Class	Participants	Lowest Individual Mean	Highest Individual Mean	Mean	SD
A	14	2.63	4.44	3.39	.470
B	23	2.69	4.38	3.53	.519
C	21	2.75	4.88	3.71	.481
Total Participants		Sum of Individual Means		Mean	SD
58 students		206.63		3.56	.503

Self-efficacy can be mapped based on the average score of the students for each statement contained in the questionnaire (Bangga, 2021). It is divided into five levels: Very Low (1-1.79) Low (1.80-2.59), Medium (2.60-3.39), High (3.40-4.19) and Very High (4.20-5). After gathering and calculating the data from the 58 junior high school students who have participated in this study, it was found that the mean of the 58 eighth-graders participants is 3.56, with the following table showing the level of self-efficacy of the participants individually.

Figure 3

Students' Levels of Writing Self-efficacy

Level	Range (Mean Value)	Participants
Very Low	1-1.79	0
Low	1.80-2.59	0
Medium	2.60-3.39	23
High	3.40-4.19	30
Very High	4.20-5	5

The table shows that the students have medium to very high levels of writing self-efficacy, with most of them being in a high level with the range of the mean value being 3.40-4.19. This means that the majority of the students in grade 8 have a high self-efficacy in their writing performance, believing that their skill is adequate to complete writing tasks well. On the other hand, 23 participants have a medium level of self-efficacy in writing, which is almost half of the 58 students who participated in the study. Moreover, 5 students have a very high level of writing self-efficacy, and none of the participants have a self-efficacy level lower than Medium.

It can be interpreted afterwards that the majority of students have medium-to-high self-efficacy in writing. It also meant that when filling the questionnaire, participants often chose to scale each provided statement as 3 (Neutral), 4 (Agree) or 5 (Fully Agree).

After the students' writing self-efficacy level has been figured out, the correlation between their writing self-efficacy level and performance can be studied afterwards. In order to ensure that the data collected have normal distribution and the two variables are linear, two kinds of test have been held beforehand, namely One-Sample Kolmogorov-Smirnov test as the normality test and Test for Linearity.

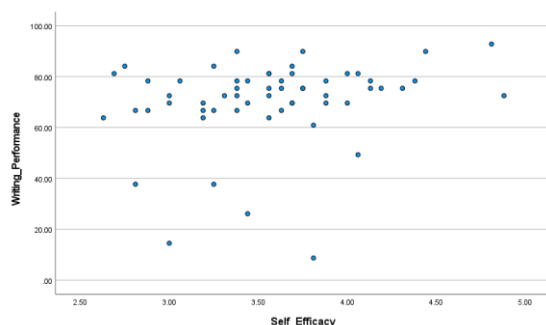
The result of the One-Sample Kolmogorov-Smirnov test stated that the self-efficacy's significance value was 0.2, meanwhile the writing performance's significance value was < 0.001 . Considering that a variable's significance must be above 0.005 to be considered normal, it can be concluded that unlike the self-efficacy data, the data of the writing performance is not normally distributed. Since Pearson's Correlation Test cannot be conducted using these variables, Spearman Rank Correlational method was used instead. This particular method does not require the data to have normal distribution and is categorized as non-parametric statistics.

Furthermore, the Test for Linearity's result indicates that the significance value of the two variables is 0.117. As it is higher than 0.005, this means that the two variables have a significantly linear relationship, thus the correlation can be analyzed and measured afterwards. The following

Scatter Plot graphic also shows that there is a positive and linear relationship between the two variables.

Figure 4

Scatter Plot of Self-Efficacy and Writing Performance



Afterwards, Spearman Rank Correlation test is conducted, and the following table shows the test's result.

Figure 5

Spearman's Correlation Output between Self-Efficacy (SE) and Writing Performance (WP)

		Correlation	
		SE	WP
Spearman's Rho	Self-Efficacy	Correlation Coefficient	1.000
		Sig. (2-tailed)	.264*
		N	58
	Writing Performance	Correlation Coefficient	.264*
		Sig. (2-tailed)	.045
		N	58

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

From the table, it can be inferred that correlation of the two variables is positive, with the correlation coefficient being 0.264. While it is a positive correlation, since the coefficient is less than .400 (the minimum value of moderate correlation), it is still considered as a weak correlation.

Discussion

Self-efficacy, according to Bandura (1997), estimates a person's academic achievement in various domains, including writing. That is why it is important to find out the level of writing self-efficacy that the participants have in order to see the way it correlates with the participants' writing performance.

Bangga (2021) mapped self-efficacy based on the average score of the students for each statement contained in the questionnaire. It is divided into five levels: Very Low (1-1.79) Low (1.80-2.59), Medium (2.60-3.39), High (3.40-4.19) and Very High (4.20-5). After gathering and calculating the data from the 58 junior high school students who have participated in this study, the result found that the mean of the 58 eighth-graders participants is 3.56, which can be interpreted afterwards that the majority of

students have medium-to-high self-efficacy in writing. This also meant that when filling the questionnaire, participants often chose to scale each provided statement as 3 (Neutral), 4 (Agree) or 5 (Fully Agree).

When performing a writing task, as soon as students are provided with a main topic or theme by the teacher, most of them can think of many original ideas that relate to the theme and are able to put those ideas into their writing, even though their confidence for the latter is slightly lower than the one for the first. The participants know where and how to place their ideas in their writing, dividing and sorting their ideas into some main ideas that will be delivered to two or more paragraphs. They have trust in their ability of choosing various words to describe and develop their ideas, and while writing the words to form complete sentences confidently, the students are sure that their spellings and punctuations are mostly correct, though they seem to be less certain when it comes to grammar. The students also believe that even though they have a lot of ideas and thoughts regarding what to put in their writing, they are still able to keep thinking of the goals of their writing in the process, ensuring that the content of each paragraph will not go out of topic.

Several students are quite positive that they don't wait long to start gathering ideas and working on their writing assignment quickly after the assignment has been announced. Moreover, when doing the writing task, they seem to be sure of their persistence to keep focusing on their writing for at least one hour. Even when it feels difficult for them to continue writing, they are convinced that they are capable of controlling their frustration, though they seem to be a bit unsure regarding their capability of avoiding distractions while doing their writing assignment.

Furthermore, since the students have medium to high levels of self-efficacy, it is safe to conclude that they share a similar belief that they have sufficient ability to do their writing assignment well, be it individually or in group. This is definitely not a bad thing, though, especially since the participants were still in their second year of junior high school and were going to enter their third year. Having a medium to high writing self-efficacy level is certainly a start and as they are going to learn more about writing in the next semester, it is very possible that their self-efficacy will increase along with their writing knowledge and, most likely, writing performance.

This study's result regarding students' writing self-efficacy level is closer to research conducted by Bangga, (2021) and Sun & Wang (2020) that pointed out that their participants had a medium to high level of self-efficacy. Furthermore, similar to Sun & Wang (2020)'s mentioned study, the respondents for this research also seemed to have relatively higher levels of self-efficacy for writing

organization, in which the students felt more confident in developing ideas and constructing paragraphs based on the ideas. On the other hand, the results of the two studies are not exactly the same due to differences in the number and level of participants, as Sun & Wang's study involved 319 sophomore Chinese college students.

Self-efficacy is very necessary and influential to students' academic performance, regardless of the subject (Klassen & Usher, 2010). This also applies to English writing performance, which is one of the main skills that are being taught and evaluated in English lessons. Students' self-efficacy in writing is said to play an important role in maintaining their ability to perform well in academic writing.

The result of this research seems to support this statement. This research found out that there is a positive correlation between the junior high students' self-efficacy and performance in writing, in which students whose writing self-efficacy mean values were at a medium level (2.60-3.39) or high (3.40-4.19) level were mostly able to compose a text that met more than 60% of the checklist for assessing writing. To be more specific, from all the 58 students participating in this research, 28 students, which means practically the majority of the participants, have both a high level of writing self-efficacy and their writing performance scored 60% to 89.9%. Additionally, 5 students managed to have even higher self-efficacy levels that their levels are labeled as Very High (4.20-5), and their writing performances are also satisfactory with the range being 71.43% to 91.43%.

On the other hand, 20 students also performed well in writing, albeit their self-efficacy level is just at a medium level (2.60-3.39). Some of these participants even have higher writing scores than a part of other participants who have higher writing self-efficacy level, as their writing performance scores ranged from 62.86% to 88.57%. Furthermore, 3 from 58 students have medium writing self-efficacy level and low writing performance scores that ranged from 8.57% to 37.14%. There are also 2 students with a high level of writing self-efficacy but were unable to perform well in writing, each scoring 8.57% and 25.71%. Since it has been stated that a participant is considered to pass the test if their writing gets a minimum score of at least 40% (Lukácsi, 2021), it is safe to conclude that most participants in this research, specifically 53 students, did well in their writing.

When students' self-efficacy level is moderate or high, it positively influences their writing outcomes (Pajares & Johnson, 1994). This statement is proven in this study, where most of the participants managed to score well in the writing test. On the other hand, there are also five students whose writing performance scores were lower than the bare minimum despite having self-efficacy levels

that are above the low level. It can be caused by various factors. For example, their writing skill and knowledge might not be sufficient to pass the test, thus they ended up unable to perform well in writing, proving the statement that those with high self-efficacy but no required knowledge and skills to improve their performance (Schunk, 2003).

Moreover, Bandura (1977) has divided the sources of self-efficacy into four domain-specific parts, one of them being mastery experience (ME) that comes from one's experience in mastering a similar task. This experience, aside from affecting a person's self-efficacy, also plays a role in determining whether the person will be able to perform well in the next task or not. While people can still have a high level of self-efficacy albeit not having a lot of experiences, the same condition cannot be applied to their performance because those who are inexperienced are less likely to perform better than those with more experiences. Therefore, to balance the students' self-efficacy level and performance, it is important to give knowledge, practice, and motivation, so that they can improve both their skills and courage to complete the upcoming tasks.

One thing that must be mentioned here is that while the correlation is linear, the strength of this correlation does not reach the minimum significance value to be at least a moderately significant correlation. This is because its correlation coefficient should have been at least .400 to be a moderate correlation, meanwhile its actual value is .264. This outcome is most likely due to the number of participants involved and the variation in their levels of self-efficacy and writing performance scores. 58 students participated in this study as respondents, and while their self-efficacy levels as well as their writing performance scores are various, the distribution of both data is not in line; students with higher self-efficacy levels' performance are often outshined by other students with lower self-efficacy levels who have higher writing scores. Thus, the pattern and correlation between the two variables, despite being positive, are not sufficiently strong in this research. It is advisable to involve more participants in the future study to see the correlation more clearly.

The result of this research is linear with the other studies that show the presence of a positive correlation between learners' self-efficacy in writing and their writing performance (Sun & Wang, 2020; Zabihi, 2018). However, the strength of this study's correlation is closer to Khojasteh et al. (2016)'s research that stated the presence of insignificant correlation between the two variables despite the results of Pearson's correlation being positive. The mentioned study involved 59 medical students from among medical university students in Iran, and it also found out that there was not any significant

relationship between our male and female participants' self-efficacy and their writing performance.

CONCLUSION

This study's findings show that middle school students have begun building self-efficacy in various aspects, including writing. No one of the eighth graders who participated in this research have a low self-efficacy, meanwhile the majority of the participants have high self-efficacy level in writing, and several students are in the medium level.

Their writing self-efficacy level also seems to be barely in line with their performance in writing. Most of the students whose writing self-efficacy level is medium or high also have high scores in writing performance, but the fact that there are five students who didn't pass the minimum performance score can't be ignored as well. This might be an indication that apart from not having enough experience or knowledge to go through the writing task well, they probably overestimated their ability and skills, causing them to have relatively high writing self-efficacy but low writing performance.

On the other hand, these findings also imply that self-efficacy in writing has a positive correlation with writing performance, in which those with medium to high writing self-efficacy are most likely able to have a satisfactory writing performance and vice versa, as those who truly believe their own ability to write will most likely succeed in performing a writing task, and when they actually succeed, their confidence will increase significantly. This proves Bandura's theory that self-efficacy remarkably estimates academic achievement in various domains.

Considering how self-efficacy can affect academic achievement, teachers and schools can begin increasing student's self-efficacy in writing as a start to improve their writing performance at school. The strategies to boost up the students' writing self-efficacy can be based on Bandura's theory about four domain-specific sources of self-efficacy, which are mastery experience (ME), vicarious experience (VE), verbal persuasion (VP), and physiological states (PS), and they can be used as the base for creating strategies to increase self-efficacy. Mastery experience comes from the student's own experience in completing a task; for example, when the student manages to complete a writing task well and achieve satisfying result, their self-efficacy will increase, but it might decrease again if they fail to get another good result. Vicarious experience can be achieved by watching a role model. By observing someone else performing similar task of challenge, the student's self-efficacy might be boosted as they learn the strategy that the role model uses to complete the task. Verbal persuasion comes from other people; when students receive praises or encouragement

from the teacher, parents or their friends, they will most likely be convinced of their capabilities, increasing their self-efficacy significantly. Furthermore, physiological state is based on the mental and physiological sensations that are experienced when performing a particular task. As these states can significantly affect students' self-efficacy by shaping the way they interpret their readiness and competence, teachers are encouraged to set the atmosphere of the class so that they can relax and not filled with anxiety so that when they are performing a task, they can perform well to the maximum. Moreover, it is also important to ensure that students are provided with the required knowledge and skills to enhance their performance, as Schunk (2003) states that it will be difficult for those with high self-efficacy but no required knowledge and skills to improve.

This study is fixed on finding out the level of middle school students' English writing self-efficacy and its correlation with students' writing performance. Other than that, this study also has some limitations. The research was only conducted in one public junior high school in Surabaya, East Java, and only involved three classes of eighth-grade students. Since this study is only conducted in one junior high school in Surabaya, it cannot perfectly represent the other schools, especially the schools in remote areas or smaller cities.

Therefore, researchers in the future might explore more about the correlation and relationship between learners' writing self-efficacy and their writing performance, not only in the junior high school but also in other educational levels as well to further confirm Bandura's theory. Involving more participants is also highly recommended to see the correlation between the two variables more accurately. Moreover, considering that this study is only conducted at one particular junior high school in Surabaya, future researchers can conduct similar study at other schools or institutions, as well as using different types of text to further prove the theory of self-efficacy to see if self-efficacy impacts performance differently across various writing genres.

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