



The Causal Relationship between EFL Student's Self Efficacy and EFL Student's Writing Ability in Paragraph Writing Class at English Department of Universitas Negeri Padang

Dian Pratiwi¹ and Ririn ovilia²

Universitas Negeri Padang

Correspondence Email: Dian898999@gmail.com

Article History

Submitted: 2024-01-26

Accepted: 2024-02-21

Published: 2024-02-21

Abstract

This research addresses the challenges students face in English writing, marked by anxiety, worry, and perceived deficiencies in linguistics, grammar, and vocabulary. The study investigates the causal relationship between students' self-efficacy and writing abilities in the context of English as a Foreign Language (EFL) students. Utilizing a causality design and quantitative descriptive methodology, researchers from Universitas Negeri Padang found a significant correlation between self-efficacy and writing ability. The study concludes that 26.3% of the variance in writing ability is attributable to self-efficacy, supported by a high correlation value (0.513) and a significance level below 0.05. Acceptance of hypotheses (H1, H2, and H3) underscores the influential role of self-efficacy in students' writing ability. In essence, the research confirms that students' belief in themselves significantly impacts their effectiveness in English writing. Put simply, heightened self-efficacy correlates with improved English writing ability among students.

Keywords:

Writing, writing ability, self-efficacy

©2024 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Pratiwi, D., & Ovilia, R. (2024). The Causal Relationship Between EFL Student's Self-Efficacy and EFL Students Writing Ability in Paragraph Writing Class of Universita Negeri Padang, 13. (1): pp. 158-168, DOI: [10.24036/jelt.v13i1.127340](https://doi.org/10.24036/jelt.v13i1.127340)

INTRODUCTION

One of the demands of English education students to complete their studies is to write a thesis. One of the four English skills that affects a student's ability to finish their thesis is writing. According to Dalman (2015), writing is a kind of communication that entails sending messages (information) to other people via written. Students can express and relate to their own thoughts and feelings through writing exercises. In addition, writing can help students encourage their creativity and exploration. Students must develop their writing abilities since they can utilise them to communicate with others and convey their thoughts or feelings in writing.

Paragraph writing is a required course in the English Education Study Program at Universitas negeri padang . In paragraph writing classes, students learn the theory and practice of writing effective paragraphs. Students will be introduced to strong paragraph ideas, including the construction of powerful topic sentences, supporting

sentences, and concluding sentences. Students also acquire knowledge of concepts, unity, and cohesion. At the conclusion of this paragraph writing course, students will write an essay to assess their writing skills obtained throughout the course. Large classroom sizes frequently prevent professors and students from engaging in sufficient interactions to improve their writing abilities. Thus, students must also practice composing paragraphs independently outside of class.

Studying writing for EFL students is important and an excellent tool for learning vocabulary, spelling, and sentence patterns. Excellent skill in putting together sentences into written English is essential for improving students' writing performance, which results in academic success. Despite its significance, writing in English can be difficult, frustrating, and challenging for many learners because their writing is usually lacking in vocabulary, structure, substance, and linguistic aspects (Liao and Wong, 2010). according to Nurgiyantoro, developing writing skills is more difficult for language learners than other skills. The writing process consists of locating and organizing ideas, refining them, and revising them on paper (Meyers, 2005). Planning, drafting, revising, and editing, according to Richards and Renandya (2002), are the four essential phases of the writing process. Prewriting, also referred to as planning, is the activity that encourages students to write. Drafting is the process of collecting concepts for the first time. After receiving feedback, the revision process consists of rereading the content. Editing is the process of refining a text's grammar, orthography, punctuation, vocabulary, sentence structure, and accuracy in order to produce a final manuscript.

Despite being important, writing in English can be challenging for students. One of the most challenging components of language proficiency is writing, which has a very complicated procedure. Writing is the most difficult and disliked English talent because of its complicated actions, ignoring the fact that it is essential for language development, claims Setyowati (2017). Students should concentrate their efforts largely on creating a clear major idea in order to compose an effective paragraph that readers can understand. Nasser (2019) found that the problems made by Iraqi EFL students in their writing were due to improper use of grammar, punctuation, spelling, and handwriting. On the other hand, for the reader to receive the message being conveyed, each paragraph must be clear and cohesive. According to According to study by Nur Faradhibah from 2017, because they are initially confused by their thoughts, most students find it difficult to maintain consistency and cohesion in their writing. Writing is therefore a difficult activity for students since they must be able to come up with the best ideas and compose them using correct grammar, vocabulary, and reasonable paragraphs, according to some of the research shown above.

The main thing that makes writing hard is using language elements like punctuation, spelling, grammar, and vocabulary. According to Jordan (1997), writing can be confusing because it involves putting words on paper in a certain structure, following an outline with the right style and words, and fixing mistakes in grammar and mechanics. Bryne (1988) categorized the challenges in writing into three groups. The initial one is Linguistic Difficulty, where aspects like grammar, vocabulary, language use, and sentence selection require careful attention in writing. The second category is Physiology Difficulty, emphasizing the challenges writers face due to the absence of direct interaction and feedback from readers while writing. This difficulty

is more centered on the challenge of creating written content or composition. The third category is Cognitive Difficulty, involving the need for thoughtful consideration of formal instructions such as spelling, punctuation, capitalization, and paragraphing in writing.

In contrast, students' writing problems are determined by both their own efficacy beliefs and their cognitive abilities. Some students feel worried when they have to write an essay. They feel a kind of tension, worry, and discomfort as they write. They find it difficult or confusing when they have thought of ideas to make good content for writing. They also feel that their vocabulary, grammar and linguistics are poor. They think that the writing they produce will be difficult for readers to understand. With practise, individuals need to become more confident that they can write effectively. Additionally, this is what is meant by self-efficacy—getting students to believe in their own skills and try to take action to get what they want. Bandura (2016, p. 2) says that "belief in one's capacity to plan and take the required steps to handle potential problems". Before beginning their essays, writers need prepare well and boost their confidence. Self-efficacy, according to Magogwe et al. (2015), "relates to an individual's personal evaluations and ideas regarding their capacity to do a task, such as writing an essay." Students can assess their talents with self-efficacy, which affects the accomplishment of the objectives they establish.

In the research titled "Dimensions of Self-Efficacy for Writing" by Zumbrunn et al.(2012), there are three categorized activities consistently involving writing. These aspects of self-efficacy for writing consist of three class exercises used as indicators to evaluate students' confidence in their writing abilities. The subsequent elements of writing self-efficacy examined by Zumbrunn et al. first is Ideation, which is the process of generating ideas and is typically connected to the semantic domain and schematic knowledge, is the first dimension of the self-efficacy writing model (Schraw, 2006).The conviction that writers possess the ability to develop ideas, or their ideation, is the first aspect of writing self-efficacy. Writing cannot develop without ideas, because Ideas are crucial components of writing that have the power to influence all other elements. The availability, quality, and ordering of students' ideas will be the primary concerns of the ideation questions, which make up the first dimension of self-efficacy. second, writing conventions, which are a collection of acknowledged guidelines for putting thoughts in writing in a specific language (Hayes, 2012). Conventions make up the second aspect of writing self-efficacy that describe a group of agreed guidelines for putting thoughts in writing in certain languages. These would include established rules for spelling, punctuation, capitalization, and sentence structure in English. Writing norms will briefly concentrate on writing mechanics including grammar, punctuation, and spelling. The third is self-regulation, the authors' conviction that they can successfully orient themselves through the several aspects and subtasks of writing reflects (Kitsantas, 2007). Although learning writing rules and having great ideas for writing are important, they do not guarantee perfect writing. To write well, one also needs self-control abilities. Writing will be challenging and tiresome without the ability to control one's emotions. Self-regulatory abilities are necessary for both coming up with useful ideas and controlling the anxieties and emotions that often come with writing.

Self-efficacy and writing have been the subject of numerous studies. Rayner (2016) compares the self-efficacy and writing skills of pupils who are native English speakers. This study examined students' perceptions of their writing-related competency in Australia (native English speakers) and Malaysia (non-native English speakers) using a self-assessment survey design. On Monash University campuses in Australia and Malaysia, these impressions were then compared to the results of particular writing projects. Australian students scored higher on the literature review because they exhibited higher self-efficacy across all six abilities. The grades for assignments requiring annotated bibliographies are same.

In the context of Iranian EFL students, Khosravi (2017) explores the connection between writing methods, self-efficacy, and writing ability. This study first looks at the connection between writing methods and self-efficacy before looking at the connection between those two variables and writing skill. The findings of the Pearson correlation test reveal a substantial link between self-efficacy and writing techniques and self-efficacy and writing talents.

The impact of writing attitudes and writing self-efficacy beliefs on students' summary accomplishment is covered by Bulut (2017). The established hypothesis is confirmed by the current study's examination of the impact of self-efficacy and writing attitudes on writing achievement using a structural equation model. In other words, writing attitudes and self-efficacy have a favourable and significant impact on writing achievement. In her 2014 study, Kauffman looked at many aspects of writing self-efficacy. This examination is regarded as a correlational research study. These results point to a resemblance between self-confidence to control the cognitive and metacognitive aspects of writing that is more closely related to feelings about writing than self-belief in one's capacity to follow conventions.

Self-efficacy and its relationship to students' writing abilities have been the subject of numerous research. The research object, the processing, and the data analysis are different between this study and prior studies. In the previous research conducted by Rayner (2016), the research object was conducted on native English-speaking students, As opposed to Khosravi's (2017) study, which focused on Iranian EFL students. In contrast, this study will be carried out on EFL students enrolled in the English Department's paragraph writing course at Universitas Negeri Padang. Additionally, the earlier studies looked at the connection between students' talents and their overall self-efficacy. In the meanwhile, this study will examine the connections between ideation, convention, self-regulation, and writing ability—all aspects of self-efficacy.

As a result, there are still few research that look at the causal relationship between each dimension of self-efficacy. The goal of this study is to determine how each dimension of self-efficacy factor affects students' writing abilities.

RESEARCH METHOD

Researchers carried out this study using a causality design and a quantitative descriptive methodology. A statistical test used to determine the propensity for two (or

more) variables or two data sets to fluctuate consistently is known as a causal relationship, according to Cresswell (2012). The independent variable in this study was students' self-efficacy, while the dependent variable was their writing abilities. Researchers from Universitas Negeri Padang carried out this study to ascertain whether there is a causal relationship between undergraduate students' self-efficacy and their writing abilities. Population of this research is students from the English language education class of 2022 at Universitas Negeri Padang who took the paragraph writing course make up the population of this study. The instrument used in this research area questionnaire and test. The data were collected by using the questionnaire which consist of 30 question with four-point Likert scale ranges from 1 to 4 (4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree). after the questionnaire researchers tested students' writing capacity by producing cause-and-effect essays. To find out the results of the questionnaire and test data that have been taken, researchers used multiple linear data analysis methods in SPSS.

FINDINGS AND DISCUSSION

Research Finding

1.1 Questionnaire Result

After distributing the questionnaire which has three indicators, namely Ideation, Conventions and Self-regulation, the results can be seen in the table below:

Table 1. Students' Self-Efficacy Questionnaires Score

Self-efficacy

Interval	Score	Number of the students	Percentage
>96.40	Very high	30	15.78947
86.25-96,40	High	11	21.05263
76.09-86.25	Low	12	50.87719
<76.09	Very low	4	12.2807

The data from the table indicates that a significant majority of the students who participated in the Self-Efficacy Questionnaire fell into the average category in terms of their scores. Of the 57 students as a sample who filled out the questionnaire, it was found that 30 students got scores in the very high category. while 11 students got scores in the high category. 12 students got scores in the low category, and 4 students got scores in the very low category. Based on this category, many students obtained scores in the value interval >96.40, for a total of 30 students.

1.2 Writing Result

Table 2. *Students' Writing Test Score*

Interval	Category	Number of the students	Percentage
90-100	Excellent	2	≥90%
80-90	Very Good	15	80-90%
70-80	Good	24	70-80%
60-70	Fairly Good	13	60-70%
50-60	Fairly	3	≤50%

The second finding was based on the information presented in the table, it can be inferred that the majority of students achieved scores in the good category in the written test. Of the 57 students as a sample who took the writing test, it was found that 2 students got scores in the excellent category. while 15 students got a score in the very good category. 24 students got scores in the good category, 13 students got scores in the fairly good category, and 3 students got scores in the fair category. Based on this category, many students obtained scores in the 70-80 value interval with a total of 24 students.

1.3 Analisis Multiple Regression Result

Table 2. *Test T of the Variables*

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.658	6.831		8.001	.000
	X1	.775	.248	.408	3.123	.003

X2	-.385	.136	-.385	-2.826	.007
X3	.330	.178	.258	1.859	.069

The results of this research after carrying out multiple regression analysis of the two data obtained from the questionnaire and writing test resulted in the conclusion that self-efficacy has a significant relationship with writing ability. This conclusion is based on the sig value of the correlation coefficient which is higher than the significance degree of 0.05 ($0.003 < 0.05$), ($0.007 < 0.05$), ($0.069 > 0.05$). In other words, the hypotheses (H2, H3 and H4) which state that there is an influence on self-efficacy are accepted. This shows that self-efficacy plays a major role in students' writing abilities. This can also be seen from the high correlation value (R) of the two variables (0.222).

Discussion

This research found that the significant value for variable X1 (Ideations) is 0.003, which is the variable that has the highest significant value for variable Y out of the other 2 variables. The high score on this ideations indicator explains that when writing essays students tend to be able to think of ideas either quickly or for a long time with good quality ideas and are creative in writing correctly and well.

This research shows that writing self-efficacy and English writing performance have a strong and positive relationship. This research also highlights that self-efficacy, as a psychological factor, impacts writing skills. Students who have self-efficacy will most likely enjoy the learning process when students write texts. because students are able and believe that they can complete an assignment or piece of writing well. As described in the theoretical framework, the level of self-efficacy has an important meaning in determining academic success. Self-efficacy includes factors beyond language proficiency, arises from students' inherent conditions, and influences their motivation to continue learning and deepen their writing achievements.

CONCLUSION

Based on what was found in the last section, the researcher concluded that students' confidence in themselves (self-efficiency) significantly influences how well they write in English. In fact, 26.3% of the difference in writing ability is caused by self-efficacy, and there is a strong relationship (0.222) between the two. So the initial hypothesis (H1) is supported. Simply put, when students feel confident in their English writing abilities, they tend to do better.

In some studies, students thought they were good at general writing tasks but weren't as confident in specific things like using vocabulary or correct word forms. This lack of self-confidence has an impact on their writing skills, especially on grammar. The results show that students should practice more on their own to feel more confident in all aspects of writing. In this way, they can create better written works and attract people's attention.

Based on research findings, there are recommendations regarding self-efficacy in English language skills for other researchers. Future researchers can discuss the relationship between other English learning skills and students' self-efficacy. such as reading, speaking or listening skills with various types of research or ways of obtaining data. That way we can find out the extent of the influence of student self-efficacy on students' English language skills.

REFERENCES

- Alwisol. (2009). *Psikologi Kepribadian*. Malang: UMM Press. Pdf
- Anggraini, Riana. (2015). *The Correlation Between Students' Self – Efficacy and Writing Achievement at Second Semester of Students' English Department At Stkip Pgri West Sumatera*. Pdf
- Arikunto, S. (2006). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Arikunto, S. (2006). *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- B. A. B., Bahasa.(1995)., T. P. K. P. P. Dan P., & Pustaka., K. B. B. I. J. B. (2019). *Menulis*. 20.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice–Hall
- Bandura, A. (1998). *Personal and collective efficacy in human adaptation and change. Advances in psychological science*.
- Bandura, A. (1994). *Self-Efficacy*. Journal of Encyclopedia of Human Behavior. Retrieved 16 September 2018 from <http://www.uky.edu/.../Bandura/Bandura1994EHB>. Pdf
- Bandura,A. (1997). *Sel-Efficacy: The Exercise of Control*.W.H. Freeman and company: New York. Pdf
- Bulut, P. (2017). *The Effect Of Primary Scholl Student's Writing Attitudes And Writing Self-Efficacy Beliefs On Their Summary Achievement*. 10.26822/iejee.2017236123
- Bwron, H. D. (2003). *Language Assessment: Principles And Classroom Practice*. San Fransisco: Pearson Education
- Chea, S. and Shumow, L. (2014). *The Relationships among Writing Self-Efficacy, Writing Goal Orientation, and Writing Achievement*. Journal of Language Education in Asia, Volume 5. Retrieved 2 September 2019 from https://www.researchgate.net/publication/273509227_The_Relationships_.....Achievement/link/5bf2dc6492851c6b27cacd86/download

- Creswell, J. W. (2012). *Educational Research*. Boston: Pearson Education.
- Dalman, D. (2015). *Keterampilan Menulis*. Raja Grafindo Persada
- Fauzi (2014) "The Relationship between Students' Self-Abilities and Their language Achievement" it was conducted on 1.146 students from eight secondary school in Petaling, Selangor. Pdf
- Flower, L., & Hayes, J. R. (1980). *The cognition of discovery: Defining a rhetorical problem*. *College Composition and Communication*, 31, 21– 32. doi:10.2307/356630
- Gay, L. R., & Airasian, P. (2012). *Educational Research Competencies For Analysis Dan Application*. New Jersey: Prentice-Hall
- Ghozali, Imam, 2006, Analisis Multivariate Lanjutan dengan Program SPSS, BP. UNDIP, Semarang
- Gredler, Margaret. (2009). *Learning and Instruction*. London: Pearson Education. Pdf
- Jacobs, H. L. et al (1981). *Testing ESL Composition: A Practical Approach*. Massachuset: Newbury House.
- Kauffman, D. (2014) *examines dimensions of self-efficacy for writing*. [Medical University of the Americas](#)
- Khosravi (2017). *the relationship between writing strategies, self-efficacy and writing ability: the case of Iranian EFL students*.
- Langan, J. (2006). *English Skills*. New York: Mcgraw-Hill Book Company
- Liao, M., & Wong, C. (2010). *Effects Of Dialogue Journals On L2 Students' Writing Fluency, Reflections, Anxiety, And Motivation*. *Reflections On English Language Teaching*, 9(2), 139–170.
- Lunenburg, Fred C. 2011. *Self-Efficacy in the Workplace Implications for Motivation and Performance*. *International Journal Of Management, Business, And Administration*, 14(1):1-2. Pdf
- Mahyudin, Elias, & Fauzi. (2006). *The Relationship between Students' Self-Efficacy and Their English Language Achievemen*. *Jurnal Pendidik dan Pendidikan*, 21, 61-71
- Meyers, A. (2005). *Composing With Confidence: Writing Effective Paragraphs And Essays*. New York, Usa:Longman, 2
- Muafiah, A. F. (2019). No Title $\epsilon\lambda\epsilon\upsilon\eta$. *Αγαθη*, 8(5), 55.
- Nasser, S. M. (2019). *Iraqi Efl Students' Difficulties In Writing Composition: An Experimental Study (University Of Baghdad)*. *International Journal Of English Linguistics*, 9(1), 178. <https://doi.org/10.5539/ijel.V9n1p178>

- Ningsih, R., Nurcholis, I. A., Saputra, E. (2020). "English Students' Ability in Writing Cause/Effect by Using Block Organization Pattern at Fifth Semester of Muhammadiyah University of Bengkulu". Repository Universitas Muhammadiyah Bengkulu, accessed March 20, 2021.
- Nurgiyantoro, Burhan. (2001). *Penelitian tindakan bahas adansastra*. Yogyakarta: Bpfe
- Oshima, Alice And Hogue, Ann. (2007). *Introduction To Academic Writing: Third Ed*. New York: Pearson Education , Inc. Pdf
- Puspita Wening (2016), *Studied the Correlation between Students' Self-Efficacy and Their Writing Achievement at SMAN 1 Kalirejo*. Lampung University. PDF
- Ratu Nur Faradhibah. (2017). *Analyzing Students Difficulties In Maintaining Their Coherence And Cohesion In Writing Process*. 1–14.
- Rayner et al., Cogent Education (2016), 3: 1179164
<http://dx.doi.org/10.1080/2331186X.2016.117916>
- Riduwan. (2010). *Metode & Teknik Menyusun Tesis*. Bandung: Alfabeta
- Rozalinda, R., Rozimela, Y., & Anwar, D. (2020). The Ability of English Department Students in Writing Cause and Effect Essay in Universitas Negeri Padang. 7th International Conference on English Language and Teaching (ICOELT 2019).
- Schmidgall, J., & Powers, D. E. (2020b). TOEIC® *Writing test scores as indicators of the functional adequacy of writing in the international workplace: Evaluation by linguistic laypersons*. *Assessing Writing*. Advance online publication.
<https://doi.org/10.1016/j.asw.2020.100492>
- Schraw, G. (2006). *Knowledge: Structures and processes*. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 245–264). San Diego, CA: Academic Press
- Schunk, D. H. (1995). *Self-efficacy , Education and Instruction*. In J. E. Maddux (Ed). *Self-efficacy. Adaptation, and Adjustment: Theory, research and application*. New York; Plenum Press. Pdf
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 69(S2), 107–131.
- Setyowati, L., Sukmawa, S., & Latief, M. A. (2017). *Solving the Students' Problems in Writing Argumentative Essay Through the Provision of Planning*. *Celt: A Journal of Culture, English Language Teaching & Literature*, 17(1), 86-102.
<https://doi.org/https://doi.org/10.24167/celt.v17i1.1140>

- Shah, P. M., Mahmud, W. H. W., Din, R., Yusof, A., and Pardi, K. M. (2011). *Self-Efficacy in the Writing of Malaysian ESL Learners*. World Applied Sciences Journal 15 (Innovation and Pedagogy for Lifelong Learning). Pd
- Sugiono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Penerbit Alfabeta Bandung
- Sugiyono. (2012). *Memahami Penelitian Kuantitatif*. Bandung : Alfabeta. Pdf
- Tim Penyusun Kamus Pusat Pembinaan Dan Pengembangan Bahasa.(1995). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Wigfield, A., Cambria, J., & Eccles, J. S. (2012). *Motivation in education*. In R. M. Ryan (Ed.), *The Oxford handbook of human motivation* (pp. 463–478). Oxford, England: Oxford University Press
- Wijaya, Anger Apri. (2016). *Pengaruh Expressive Writing Pada Efikasi Diri*. Universitas Sanata Dharma: Yogyakarta. Pdf
- Williams, T., & Williams, K. (2010). Self-efficacy and performance in mathematics: Reciprocal determinism in 33 nations. *Journal of Educational Psychology*, 102, 453–466.
- Yenita, Helvira. Fatimah Tanjung And Adzanil Prima Septy . (2014). *Teaching Writing Descriptive Text By Using Collaborative Technique*. Pdfs.Semanticscholar.Org.
- Zimmerman, B. J., & Kitsantas, A. (2007). *A writer's discipline: The development of self-regulatory skill*. In S. Hidi & P. Boscolo (Eds.), *Motivation and writing: Research and school practice* (pp. 51– 69). New York, NY: Kluwer.
- Zumbrunn, S. (2012). *Examining Dimensions of Self-Efficacy for Writing*. *Journal of Educational Psychology*, 105, 25-38