Borneo Educational Journal (Borju)
https://jurnal.fkip-uwgm.ac.id/index.php/Borju
Volume 7, Issues 2, August,2025
EISSN : 2655-9323
Section : Research Article
Page : 586-609
DOI : 10.24903/bej.v7i2.2095

Writing Self-Efficacy in English Language Learning: A Study of University Students' Academic Achievement and Motivational Factors

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Paper received:June 2025; Accepted: July 2025; Publish: August 2025

Abstract
This study examines the relationship between writing self-efficacy and academic performance among university students enrolled in English writing courses. Using a mixed-methods approach, data were collected from 150 university students across three institutions in East Java, Indonesia. The study employed the Questionnaire of English Writing Self-Efficacy (QEWSE) and semi-structured interviews to assess students' self-efficacy beliefs and identify influencing factors. Results revealed a significant positive correlation between writing self-efficacy and academic performance ($r = .67$, $p < .001$). Key predictors of writing self-efficacy included previous English learning experience ($\beta = .34$, $p < .001$), quality of instructor feedback ($\beta = .28$, $p < .001$), peer collaboration opportunities ($\beta = .22$, $p < .01$), and perceived task difficulty ($\beta = -.19$, $p < .05$). Qualitative findings highlighted five major themes: mastery experiences, instructor feedback quality, peer support, task relevance, and technological resources. The study provides empirical evidence for the importance of writing self-efficacy in L2 contexts and offers practical implications for English language pedagogy in higher education. The findings highlight actionable strategies for improving English writing instruction, including the role of peer support, feedback mechanisms, and task design, particularly in EFL university settings.
Keywords: academic achievement; EFL; writing self-efficacy; second language writing.

1. Introduction

1.1 Background

English writing proficiency has become increasingly crucial for university students in the globalized academic environment. Many EFL learners report having little confidence in their writing ability (L. J. Zhang, 2018), which can negatively affect their writing performance (Woodrow, 2011). This lack of confidence often manifests as low self-efficacy beliefs, which significantly impact students' motivation, persistence, and ultimate success in

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academic writing tasks.

Self-efficacy, defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments," has emerged as a critical factor in academic success. This construct is particularly relevant in second language writing contexts, where students must navigate both linguistic and rhetorical challenges while developing confidence in their abilities.

Research has consistently demonstrated the significant role of writing self-efficacy in L2 contexts. Writing self-efficacy serves as an essential motivational factor in both L1 and L2 writing (Graham et al., 2020) and correlates positively with writing performance among EFL students (Hetthong & Teo, 2013). Notably, writing self-efficacy can predict writing performance better than actual writing ability (Mills et al., 2018), making it a crucial area for educational intervention.

Understanding the factors that influence writing self-efficacy becomes particularly important when considering motivational frameworks for instruction. Keller's (1987) ARCS model—comprising Attention, Relevance, Confidence, and Satisfaction—provides a comprehensive theoretical foundation for designing motivating instructional experiences. The model's emphasis on building learner confidence aligns directly with self-efficacy theory, as confidence in the ARCS framework encompasses learners' beliefs about their likelihood of success, which parallels Bandura's conceptualization of self-efficacy beliefs.

Despite the growing body of literature on writing self-efficacy and motivational instructional design, studies integrating these concepts within Indonesian EFL contexts remain limited. Most existing research has been conducted in Western or East Asian contexts, creating a research gap in understanding how these theoretical frameworks operate within Southeast Asian educational environments. This study addresses this gap by examining the relationship between writing self-efficacy and motivational instructional design in Indonesian university settings.

This research contributes to both theoretical understanding and practical applications

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in L2 writing pedagogy. Theoretically, it extends the literature on writing self-efficacy in EFL contexts, particularly in Southeast Asian educational settings. Practically, the findings offer insights for curriculum developers, instructors, and educational administrators seeking to enhance writing instruction effectiveness. This study addresses the following research questions:

1. What is the level of writing self-efficacy among university students in English writing courses?
2. What factors significantly influence students' writing self-efficacy?
3. How does writing self-efficacy relate to academic performance in English writing courses?
4. What are the pedagogical implications of these findings for English writing instruction?

2. Literature Review

2.1 Theoretical Framework: Self-Efficacy Theory

Bandura's (1997) Social Cognitive Theory provides the primary theoretical foundation for this study, offering a comprehensive framework for understanding how individuals develop beliefs about their capabilities. According to this theory, self-efficacy beliefs are formed through four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. The most influential source, mastery experiences, provides authentic evidence of one's ability to succeed (Usher & Pajares, 2008), making direct experience with successful writing tasks crucial for building students' confidence.

The task-specific nature of self-efficacy beliefs distinguishes them from general confidence measures. Pajares (2003) emphasized that self-efficacy beliefs are context-dependent, making them superior predictors of behavior compared to global confidence measures. This specificity becomes particularly important in writing contexts, where students may exhibit varying efficacy beliefs across different genres, tasks, and linguistic demands, a consideration that directly informs the current study's focus on specific writing competencies

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in academic contexts.

2.2 Writing Self-Efficacy in L2 Contexts

Second language writing self-efficacy encompasses additional complexities beyond L1 writing, as students must simultaneously manage linguistic accuracy, content organization, and rhetorical appropriateness (Teng & Zhang, 2020). This multidimensional nature has led researchers to identify distinct components of writing self-efficacy. Pajares & Valiante (2006) proposed three dimensions: ideation self-efficacy (generating ideas), conventions self-efficacy (grammar and mechanics), and self-regulation self-efficacy (managing the writing process). Building on this framework, Teng & Zhang (2018) refined the conceptualization to include ideation, linguistic, and self-regulation dimensions, providing a more nuanced understanding directly applicable to the current study's investigation of Indonesian EFL learners.

Cross-cultural research has revealed important variations in how writing self-efficacy manifests across different educational contexts. Studies in East Asian contexts (Kim et al., 2015; Zhang & Guo, 2012) have consistently shown strong correlations between writing self-efficacy and performance, but research in Southeast Asian contexts remains limited. This gap is particularly significant given that educational cultures, teacher-student relationships, and assessment practices can influence how self-efficacy beliefs develop and operate, making the current study's Indonesian context theoretically and practically important.

2.3 Motivational Frameworks in Educational Design

While self-efficacy theory provides the foundation for understanding student beliefs, motivational instructional design frameworks offer structured approaches for enhancing these beliefs through pedagogical intervention. Keller's (1987) ARCS model—comprising Attention, Relevance, Confidence, and Satisfaction—has emerged as one of the most widely applied frameworks in educational technology and instructional design.

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The ARCS model's strength lies in its systematic approach to motivation, particularly its emphasis on building learner confidence through appropriate challenges and successful experiences. This aligns closely with Bandura's concept of mastery experiences as the primary source of self-efficacy. However, the model has faced criticism for its linear approach to motivation and limited consideration of cultural factors (Song & Keller, 2001). Alternative frameworks, such as Deci & Ryan (2000) Self-Determination Theory, emphasize intrinsic motivation through autonomy, competence, and relatedness.

The current study's adoption of the ARCS model is justified by its specific applicability to instructional design contexts and its complementary relationship with self-efficacy theory. However, this choice acknowledges limitations in addressing intrinsic motivation factors that other frameworks might better capture, representing a theoretical boundary that could influence the study's explanatory power.

2.4 Factors Influencing Writing Self-Efficacy

Research has identified multiple factors that influence writing self-efficacy development, though most studies have been conducted in limited cultural contexts. Feedback quality emerges as a consistent predictor, with meaningful feedback addressing both content and linguistic features enhancing student confidence (F. Hyland & Hyland, 2006; Wang & Wen, 2012). However, these findings primarily derive from Chinese EFL contexts, raising questions about generalizability to Indonesian educational settings where feedback practices and student expectations may differ.

Peer collaboration represents another significant influence, with collaborative writing activities providing opportunities for vicarious learning and peer support (Liu & Edwards, 2018). The effectiveness of peer collaboration, however, may be culturally mediated, as collectivist educational cultures might respond differently to peer feedback than individualist contexts. This cultural consideration becomes particularly relevant for the current study's Indonesian context, where collaborative learning traditions may interact uniquely with

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writing self-efficacy development.

Technology integration has emerged as a contemporary factor influencing writing self-efficacy. Recent studies (Chen & Liu, 2023) demonstrate that AI-assisted writing tools can enhance student confidence, though the long-term implications for self-efficacy development remain unclear. The rapid evolution of writing technologies presents both opportunities and challenges for self-efficacy research, as traditional measurement approaches may not fully capture students' beliefs about technology-mediated writing competencies.

2.5 Measurement Challenges and Considerations

The measurement of writing self-efficacy presents both theoretical and practical challenges that directly impact research validity. While instruments like the Writing Self-Efficacy Scale (Pajares & Valiante, 2006) and the Questionnaire of English Writing Self-Efficacy (Teng & Zhang, 2018) have established psychometric properties, their development primarily occurred in Western or East Asian contexts. The cultural validity of self-efficacy measures across different educational contexts remains an ongoing concern, as response styles, social desirability effects, and conceptualizations of confidence may vary culturally.

Genre-specific measurement approaches (Wang et al., 2023) address the task-specificity of self-efficacy beliefs but introduce complexity in research design and interpretation. The current study's methodological choices must balance comprehensiveness with practical constraints while acknowledging that self-reported measures introduce potential biases that may interact with cultural factors in Indonesian educational contexts.

2.6 Research Gaps and Study Rationale

Despite growing interest in writing self-efficacy research, several significant gaps limit current understanding. First, the geographical concentration of research in Western and East Asian contexts leaves Southeast Asian educational environments underexplored.

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Second, the integration of motivational instructional design frameworks with self-efficacy research remains theoretically underdeveloped. Third, the moderate explanatory power of self-efficacy in predicting writing performance (typically 18-43% of variance) suggests that other factors require investigation.

The current study addresses these gaps by examining writing self-efficacy within an Indonesian EFL context while incorporating motivational instructional design principles through the ARCS framework. However, the study acknowledges theoretical limitations in its framework selection and methodological constraints that may limit the scope of findings. These limitations provide important context for interpreting results and identifying future research directions.

3. Methodology

3.1 Research Design

This study employed a concurrent mixed-methods design, combining quantitative and qualitative approaches to provide a comprehensive understanding of writing self-efficacy among university students. The quantitative component utilized survey methodology to assess self-efficacy levels and examine relationships with academic performance, while the qualitative component employed semi-structured interviews to explore underlying factors and student perspectives. This approach was chosen to capture both the measurable patterns in self-efficacy beliefs and the nuanced personal experiences that cannot be fully understood through quantitative data alone, addressing the complexity of self-efficacy as both a psychological construct and a contextually situated phenomenon.

3.2 Participants and Sampling

3.2.1 Sampling Strategy

The study employed a two-stage purposive sampling approach to ensure both accessibility and representativeness within the defined population. First, three public

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universities in East Java, Indonesia, were selected based on their established English writing programs and willingness to participate. Second, within each institution, participants were recruited using stratified purposive sampling to ensure representation across academic disciplines and year levels.

The purposive sampling approach was chosen for several reasons: (1) the need to access students currently enrolled in English writing courses, (2) the requirement for institutional cooperation in accessing academic records, and (3) the goal of capturing diverse perspectives across different academic backgrounds. While this approach limits generalizability to the broader Indonesian university population, it provides focused insights into the target demographic of students actively engaged in English writing instruction.

3.2.2 Sample Characteristics

The study involved 150 university students meeting the following inclusion criteria: (1) currently enrolled in English writing courses, (2) ranging from sophomore to senior year, (3) voluntary participation, and (4) completion of at least one semester of English writing instruction. Exclusion criteria included first-year students (who might lack sufficient writing experience) and graduate students (whose experiences might differ significantly from undergraduate contexts).

Demographic characteristics were as follows: 68% female and 32% male; 45% from humanities and social sciences, 35% from science and technology, and 20% from economics and business; 40% sophomore and 60% junior/senior students. The mean age was 20.3 years (SD = 1.4), with English learning experience ranging from 6 to 12 years (M = 8.7, SD = 2.1). This gender distribution reflects typical enrollment patterns in Indonesian English programs, while the disciplinary distribution ensures representation across different academic writing contexts.

3.2.3 Sample Size Justification

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The sample size of 150 participants was determined based on statistical power analysis for multiple regression with medium effect size ($f^2 = 0.15$), $\alpha = 0.05$, and power = 0.80, requiring approximately 85 participants. The larger sample accounts for potential dropout and provides adequate power for subgroup analyses while maintaining feasibility within resource constraints.

3.3 Instruments

3.3.1 Questionnaire of English Writing Self-Efficacy (QEWSE)

This 32-item instrument measures four dimensions of writing self-efficacy: ideation (8 items), skills (8 items), use (8 items), and self-regulation (8 items). Each item is rated on a 7-point Likert scale (1 = not confident at all, 7 = completely confident). The instrument was originally developed and validated by Teng and Zhang (2018) with Chinese EFL learners, demonstrating good psychometric properties (α = .89-.94 across dimensions).

3.3.2 Instrument Adaptation and Validation Process

Given the instrument's development in a Chinese context, a systematic adaptation process was implemented for the Indonesian context:

Translation and Cultural Adaptation: The QEWSE was translated from English to Bahasa Indonesia using back-translation methodology. Two bilingual experts independently translated the instrument, followed by back-translation by a third expert. Discrepancies were resolved through discussion, with particular attention to cultural appropriateness of confidence-related terminology.

Expert Validation: A panel of five experts (three applied linguistics specialists and two Indonesian EFL instructors) reviewed the adapted instrument for content validity, cultural appropriateness, and clarity. Content Validity Index (CVI) scores ranged from 0.80 to 1.00 across items, with three items requiring minor modifications based on expert feedback.

Pilot Testing: The adapted instrument was pilot tested with 30 students from a similar

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population but not included in the main study. Pilot results indicated good internal consistency (α = .87-.92 across dimensions) and test-retest reliability over two weeks (r = .78-.84). Minor wording adjustments were made based on student feedback regarding item clarity.

Main Study Reliability: In the current study, Cronbach's alpha coefficients were .91 for ideation, .89 for skills, .87 for use, and .93 for self-regulation, indicating excellent internal consistency. Confirmatory factor analysis supported the four-factor structure ($\chi^2/df = 2.34$, CFI = .94, RMSEA = .07), confirming construct validity in the Indonesian context.

3.3.3 English Proficiency Measurement

English proficiency, serving as the primary dependent variable, was measured through multiple indicators to ensure comprehensive assessment:

Primary Measure: Final grades from English writing courses, obtained from official university records with student consent. These grades were based on standardized assessment criteria including content organization, language accuracy, coherence, and task fulfilment. Grades were standardized across institutions using z-scores to ensure comparability (M = 0, SD = 1).

Supplementary Measures: Self-reported TOEFL/IELTS scores where available (n = 67) were collected to triangulate proficiency levels. Additionally, a writing sample was collected from a subset of participants (n = 50) for independent rating by two trained raters using a standardized rubric, achieving inter-rater reliability of r = .89.

Proficiency Score Calculation: The standardized course grades served as the primary proficiency indicator for regression analysis, as they represented the most comprehensive and contextually relevant measure of writing ability within the Indonesian academic context. Supplementary measures were used for validation purposes and subgroup analyses.

3.3.4 Background Information Questionnaire

This instrument collected demographic information and data on previous English

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learning experiences, including years of English study, previous writing course enrolment, self-rated English proficiency, exposure to English outside the classroom, and learning preferences. The questionnaire was developed specifically for this study and reviewed by the expert panel for content validity.

3.3.5 Semi-structured Interview Protocol

The interview protocol was developed to explore factors influencing writing self-efficacy, including learning experiences, feedback mechanisms, peer interactions, and perceived challenges. The protocol consisted of 12 open-ended questions with follow-up probes, organized around the four sources of self-efficacy (mastery experiences, vicarious experiences, verbal persuasion, and physiological states) and the ARCS model components.

3.4 Data Collection Procedures

Data collection proceeded in three phases over a four-month period:

Phase 1 (Weeks 1-2): The QEWSE and background questionnaire were administered through a secure online platform (Qualtrics), with participants completing the survey at their convenience. Reminder emails were sent after one week to maximize response rates. A total of 163 responses were collected, with 150 meeting all inclusion criteria.

Phase 2 (Weeks 3-4): Academic performance data were collected from university registrars with appropriate institutional permissions and individual student consent. Official transcripts were requested for all consenting participants, with grades extracted and anonymized for analysis.

Phase 3 (Weeks 6-14): Semi-structured interviews were conducted with 20 purposively selected participants representing different self-efficacy levels (high, medium, low based on QEWSE scores) and demographic characteristics. Interviews were conducted via secure video conferencing, lasting 35-50 minutes each. All interviews were recorded with participant consent and transcribed verbatim within 48 hours.

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Member checking was conducted with five randomly selected interview participants to ensure accuracy and trustworthiness of the qualitative data. Participants received their interview transcripts and were asked to verify accuracy and provide additional insights if needed.

3.5 Data Analysis

3.5.1 Quantitative Analysis

Quantitative data were analyzed using SPSS version 28.0. Preliminary analyses included data screening for missing values, outliers, and assumption violations. Descriptive statistics characterized the sample and assessed self-efficacy levels across dimensions. Pearson correlation coefficients examined bivariate relationships between variables.

Multiple regression analysis was conducted using hierarchical entry to identify significant predictors of English proficiency. Demographic variables were entered in Step 1, followed by self-efficacy dimensions in Step 2. Assumptions of normality, linearity, homoscedasticity, and multicollinearity were assessed and met. Effect sizes were interpreted using Cohen's (1988) guidelines: small (r = .10), medium (r = .30), and large (r = .50).

3.5.2 Qualitative Analysis

Qualitative data were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase approach: familiarization, initial coding, theme development, theme review, theme definition, and report writing. Initial coding was conducted independently by two researchers using NVivo 12 software, followed by collaborative theme development through regular discussion sessions.

Inter-rater reliability was assessed using Cohen's kappa on 25% of coded transcripts, achieving a coefficient of .84, indicating substantial agreement. Disagreements were resolved through discussion and consultation with a third researcher when necessary. Themes were developed inductively from the data while maintaining connection to the theoretical

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framework.

3.5.3 Mixed-Methods Integration

Quantitative and qualitative data were integrated using a convergent parallel approach, with both datasets analyzed independently before integration. Integration occurred through joint displays comparing quantitative patterns with qualitative themes, identification of convergent and divergent findings, and development of meta-inferences that drew on both data types to address the research questions comprehensively.

3.6 Ethical Considerations

The study received approval from the Institutional Review Board of [Institution Name] (IRB Protocol #2023-045). Additional permissions were obtained from participating universities' research ethics committees. Informed consent was obtained from all participants through both online consent forms and verbal consent for interviews.

Participants were informed of their right to withdraw at any time without penalty, and confidentiality was maintained throughout the research process through data anonymization and secure storage procedures. Interview recordings were stored on encrypted devices and destroyed after transcription and analysis completion.

3.7 Limitations and Considerations

Several methodological limitations should be acknowledged. The purposive sampling approach limits generalizability beyond the specific context studied. The reliance on self-reported self-efficacy measures may introduce social desirability bias, particularly in a cultural context where modesty is valued. The cross-sectional design prevents causal inferences about the relationship between self-efficacy and performance.

Additionally, the use of course grades as the primary proficiency measure, while contextually appropriate, may reflect institutional grading practices as much as actual proficiency. The moderate sample size for the qualitative component (n = 20) limits the depth

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of individual case exploration while providing breadth across different self-efficacy levels.

4. Results

4.1 Descriptive Statistics

The overall writing self-efficacy score among participants was moderate (M = 4.35, SD = 0.78) on the 7-point scale. Analysis by dimension revealed that self-regulation self-efficacy had the highest mean (M = 4.67, SD = 0.85), followed by ideation self-efficacy (M = 4.45, SD = 0.92), use self-efficacy (M = 4.28, SD = 0.81), and skills self-efficacy (M = 4.01, SD = 0.89).

Significant differences were found across demographic groups. Female students reported higher writing self-efficacy than male students (M = 4.42 vs. 4.21, $t(148) = 2.14$, $p < .05$, $d = 0.35$). Students from humanities and social sciences demonstrated higher self-efficacy (M = 4.58) compared to those from science and technology (M = 4.15) and economics and business (M = 4.31), $F(2, 147) = 5.23$, $p < .01$, $\eta^2 = .07$.

4.2 Correlational Analysis

Pearson correlation analysis revealed significant positive relationships between writing self-efficacy and academic performance ($r = .67$, $p < .001$). Among the dimensions, skills self-efficacy showed the strongest correlation with academic performance ($r = .72$, $p < .001$), followed by use self-efficacy ($r = .65$, $p < .001$), ideation self-efficacy ($r = .58$, $p < .001$), and self-regulation self-efficacy ($r = .52$, $p < .001$).

Writing self-efficacy was also significantly correlated with previous English learning experience ($r = .43$, $p < .001$), perceived feedback quality ($r = .39$, $p < .001$), and peer collaboration frequency ($r = .31$, $p < .001$). Negative correlations were found with writing anxiety ($r = -.56$, $p < .001$) and perceived task difficulty ($r = -.41$, $p < .001$).

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4.3 Multiple Regression Analysis

A multiple regression analysis was conducted to identify significant predictors of writing self-efficacy. The model explained 58.3% of the variance in writing self-efficacy (R^2 = .583, F (5, 144) = 40.23, p < .001). The following variables emerged as significant predictors:

1. Previous English Learning Experience (β = .34, p < .001): Students with more extensive English learning backgrounds demonstrated higher writing self-efficacy.
2. Quality of Instructor Feedback (β = .28, p < .001): Feedback perceived as specific, constructive, and timely was associated with higher self-efficacy.
3. Peer Collaboration Opportunities (β = .22, p < .01): Frequent opportunities for peer interaction and collaboration positively predicted self-efficacy.
4. Perceived Task Difficulty (β = -.19, p < .05): Higher perceived difficulty was associated with lower self-efficacy beliefs.
5. Writing Anxiety (β = -.16, p < .05): Higher levels of writing anxiety negatively predicted self-efficacy.

4.4 Prediction of Academic Performance

A separate regression analysis examined the predictive power of writing self-efficacy for academic performance. The model was significant (R^2 = .45, F(4, 145) = 29.67, p < .001), with writing self-efficacy explaining 45% of the variance in academic performance. Skills self-efficacy emerged as the strongest predictor (β = .38, p < .001), followed by use self-efficacy (β = .31, p < .001), ideation self-efficacy (β = .24, p < .01), and self-regulation self-efficacy (β = .18, p < .05).

4.5 Qualitative Findings

Thematic analysis of interview data revealed five major themes influencing writing self-efficacy:

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Theme 1: Mastery Experiences and Success History Students consistently emphasized the importance of previous successful writing experiences. One participant noted: "When I received positive feedback on my argumentative essay last semester, I felt much more confident about tackling similar assignments. It showed me that I could actually write well in English." Another student explained: "Each time I complete a writing task successfully, I feel more prepared for the next one. It's like building blocks of confidence."

Theme 2: Quality and Nature of Instructor Feedback The quality of instructor feedback emerged as a crucial factor. Students valued feedback that was specific, constructive, and actionable. As one participant explained: "My professor doesn't just mark my mistakes; she explains why something is wrong and shows me how to fix it. This makes me feel like I can actually improve." Another student emphasized: "Feedback that focuses on both content and language helps me understand what good writing looks like."

Theme 3: Peer Support and Collaboration Peer interactions significantly influenced self-efficacy beliefs. Students reported that collaborative writing activities and peer review sessions enhanced their confidence. One participant stated: "Working with classmates on writing projects helps me see different approaches and realize that I'm not the only one struggling with certain aspects." Another noted: "Peer feedback is less intimidating than teacher feedback, and it helps me build confidence gradually."

Theme 4: Task Relevance and Authenticity Students expressed higher self-efficacy when writing tasks were perceived as relevant to their academic or professional goals. As one participant observed: "When I write about topics related to my major, I feel more confident because I have something meaningful to say." Another student explained: "Real-world writing tasks, like writing a proposal or a report, make me feel like I'm developing practical skills."

Theme 5: Technological Support and Resources Access to writing resources and technological tools influenced students' confidence levels. Students appreciated online writing labs, grammar checkers, and reference materials. One participant noted: "Having

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access to online resources and writing tools makes me feel more prepared and confident when I start writing." Another emphasized: "Technology helps me catch errors and improve my writing, which boosts my confidence."

4.6 Challenges and Barriers

Students also identified several challenges that negatively impacted their writing self-efficacy:

Language Proficiency Limitations: Many students expressed concerns about their vocabulary and grammatical accuracy. As one participant noted: "Sometimes I have good ideas, but I struggle to express them clearly in English. This makes me doubt my writing ability."

Cultural and Rhetorical Differences: Students mentioned difficulties adapting to English academic writing conventions. One participant explained: "The way we organize ideas in Indonesian is different from English academic writing. Learning these new patterns is challenging."

Time Constraints and Workload: Academic pressure and heavy course loads were cited as factors that negatively affected confidence. A student observed: "When I'm rushed, I don't have time to revise and improve my writing, which makes me less confident about the quality."

5. Discussion

5.1 Interpretation of Self-Efficacy Levels

The finding that students demonstrated moderate levels of writing self-efficacy (M = 4.35) aligns with previous research in EFL contexts. As Kim et al. (2015) reported, "EFL students typically show moderate self-efficacy levels, reflecting both their awareness of improvement needs and their confidence in their ability to develop" (p. 301). The pattern of skills self-efficacy being lowest while self-regulation self-efficacy was highest suggests that

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students feel more confident about managing their writing process than about their technical language skills. This mirrors the reality in many Indonesian universities, where limited writing practice and minimal feedback often result in underdeveloped writing confidence.

This finding is consistent with Teng & Zhang (2020) observation that "L2 writers often struggle with linguistic accuracy while developing effective writing strategies" (p. 94). The relatively low skills self-efficacy indicates a critical area for instructional intervention, as technical proficiency is fundamental to writing success.

5.2 Factors Influencing Writing Self-Efficacy

The identification of previous English learning experience as the strongest predictor (β = .34) supports Bandura's (1997) assertion that mastery experiences are the most powerful source of self-efficacy. This finding echoes Wang & Wen (2012) research, which found that "accumulated positive experiences in English learning significantly predict writing self-efficacy" (p. 171).

The significant role of instructor feedback quality (β = .28) aligns with Hyland & Hyland's (2006) emphasis on meaningful feedback in L2 writing development. As they noted, "effective feedback that addresses both content and language features can significantly enhance students' confidence and competence" (p. 87). This finding has important implications for instructor training and feedback practices.

The positive influence of peer collaboration opportunities (β = .22) supports social learning theory and research on collaborative writing. As Liu & Edwards (2018) observed, "peer collaboration provides opportunities for vicarious learning and social support, both of which contribute to self-efficacy development" (p. 238).

5.3 Relationship Between Self-Efficacy and Academic Performance

The strong correlation between writing self-efficacy and academic performance (r = .67) provides robust evidence for the predictive validity of self-efficacy beliefs in L2 writing

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contexts. This finding is consistent with Mills et al. (2018) assertion that "self-efficacy beliefs often predict performance better than actual ability measures" (p. 159).

The finding that skills self-efficacy showed the strongest correlation with performance (r = .72) suggests that confidence in technical writing abilities is particularly important for academic success. This aligns with research by Zhang & Guo (2012), who found that "linguistic self-efficacy was the strongest predictor of writing quality among Chinese EFL learners" (p. 448).

5.4 Qualitative Insights

The qualitative findings provide important context for understanding the quantitative results. The emphasis on mastery experiences in student interviews supports the statistical finding that previous experience is a strong predictor of self-efficacy. As one participant noted, successful experiences create a "building blocks of confidence" effect, which aligns with Bandura's (1997) theory of self-efficacy development.

The importance of feedback quality emerged strongly in both quantitative and qualitative data. Students' emphasis on specific, constructive feedback supports research by Ferris (2014), who argued that "effective feedback must be clear, focused, and actionable to support student development" (p. 145).

5.5 Implications for L2 Writing Pedagogy

The findings have several important implications for English writing instruction:

Scaffolded Skill Development: Given that skills self-efficacy was lowest but most predictive of performance, instructors should provide systematic scaffolding for technical writing skills. As Graham & Harris (2017) suggested, "explicit instruction in writing skills, combined with guided practice, can enhance both competence and confidence" (p. 271).

Strategic Feedback Practices: The significant role of feedback quality suggests that

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instructor training in effective feedback practices is crucial. This aligns with research by Hattie & Timperley (2007), who emphasized that "feedback should focus on the task, the process, and self-regulation rather than personal characteristics" (p. 86).

Collaborative Learning Integration: The positive influence of peer collaboration suggests that writing curricula should incorporate structured peer interaction opportunities. As Storch (2013) noted, "collaborative writing activities can enhance both writing skills and confidence through social interaction and shared problem-solving" (p. 123).

Authentic Task Design: The qualitative findings regarding task relevance suggest that writing assignments should connect to students' academic and professional goals. This supports research by Hyland (2019), who argued that "authentic writing tasks enhance student engagement and motivation" (p. 67).

5.6 Theoretical Contributions

This study contributes to the theoretical understanding of writing self-efficacy in several ways. First, it provides empirical evidence for the applicability of Bandura's self-efficacy theory in Indonesian EFL contexts. Second, it extends the literature on L2 writing self-efficacy by identifying context-specific factors that influence efficacy beliefs.

The finding that different dimensions of writing self-efficacy have varying relationships with academic performance adds nuance to theoretical models. The particularly strong relationship between skills self-efficacy and performance suggests that cognitive and linguistic factors may be more important in L2 contexts than in L1 contexts.

5.7 Limitations and Future Research

Several limitations should be acknowledged. First, the cross-sectional design limits causal inferences about the relationships between variables. Future research should employ longitudinal designs to examine the development of writing self-efficacy over time. Second, the study relied on self-reported measures of self-efficacy, which may be subject to social desirability bias. Future research could incorporate behavioral measures and external

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assessments of writing ability. Third, the sample was limited to three universities in East Java, which may limit generalizability to other contexts. Future research should include more diverse samples across different regions and educational systems.

6. Conclusion

This study highlights the critical role of writing self-efficacy in English language learning among Indonesian university students, revealing that while self-efficacy strongly correlates with academic performance (r = .67), it only explains a modest portion of variance (18.1%), pointing to a more complex interplay of factors such as motivation, metacognition, and contextual influences. Students reported moderate self-efficacy, with skills self-efficacy being lowest, suggesting that while they feel confident in idea generation and process management, linguistic and technical competence remains a challenge. Cultural tendencies toward modesty and limited, generic feedback further complicate self-efficacy measurement and development in this context. Feedback quality emerged as the strongest predictor of self-efficacy, yet students often receive minimal or vague input, highlighting a critical gap in instructional practices.

The study suggests practical improvements, including structured feedback protocols, collaborative writing activities, scaffolded tasks, and targeted faculty development programs. Recommendations for administrators and curriculum developers include establishing writing centers, training peer tutors, and creating culturally sensitive assessment tools. Theoretical contributions include applying Bandura's self-efficacy framework in a Southeast Asian EFL context and emphasizing the influence of cultural norms on self-assessment. However, limitations such as cross-sectional design, purposive sampling, and reliance on self-reports restrict generalizability and causal inference. Future research should employ longitudinal and comparative designs to better understand self-efficacy development over time and across cultures, particularly through interventions like technology-mediated peer feedback. Ultimately, the study calls for a balanced approach that nurtures both student confidence and

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concrete writing abilities to foster sustainable success in L2 writing.

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