

Indonesian EFL Students' Writing Self-Efficacy: Inefficacious, Efficacious, and Challenges

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Article Info	Abstract
Received : 2023-10-27 Accepted : 2023-12-31 Published : 2024-09-30	This research aims to investigate EFL students' writing self-efficacy at the English Study Program FKIP Universitas Riau. In this research, the researcher applied explanatory mixed method research design with a closed-ended questionnaire and an open-ended questionnaire as the instruments. The population of this research were 108 respondents from the third semester students taking Post Intermediate Reading and Writing subjects. There were two classes, consisting of 75 students, chosen as the sample in this research through cluster random sampling technique. The research findings that the third semester students' writing self-efficacy in the English Study Program FKIP Universitas Riau is moderate, which suggests that the students' self-belief and their judgement on their writing skills is not quite good. There are nine reasons for both of their inefficacy and their efficacy and followed by ten challenges faced by the students in writing courses. Lecturers can help students to enhance their writing self-efficacy by applying the innovative teaching strategies and students should learn more on linguistics and writing self-efficacy, practising more, reading more books, and also conducting a study group together with their friends.
Key words: writing self-efficacy; efficacy; inefficacy; challenges	

INTRODUCTION

EFL students, especially the undergraduate EFL students are expected to be capable in writing, they should create several literature works, for example thesis, journal, essay and paper which require the qualified writing skills (Ho, 2016). Therefore, they should be overwhelmed with good writing competency to finish their study program.

EFL students' writing indicates how well students organise their thoughts, explain something, present the supporting evidence, and lead the reader to reach their conclusion (Mitchell et al., 2019). In writing, EFL students are offered the place to practise all the rules of the language they learn, and how they can organise their thoughts and ideas better and more coherently in using the language. Bandura (1994) states that self-efficacy refers to the belief that someone can do a task or an action. Moreover, Prihandoko (2021) states that the first aspect which contributes to students' writing competency is self-efficacy, which shows the importance of self-efficacy in writing.

EFL students who have a good writing self-efficacy will complete the writing task as good as they believe they could do and they will be more passionate about doing their writing task (Mitchell et al., 2019). A good writing self-efficacy can be shown by having an efficacious thought about their ability on using linguistic knowledge. Then, the EFL students with a good writing self-efficacy also have a strong desire to learn, have a good motivation and put more effort on completing various writing tasks (Teng, 2021). Therefore, students should have efficacious thoughts on their ability to help the students decide what they should do with their skills and knowledge.

According to the findings from the research conducted by Alisha et al. (2019) the main problem from the EFL students about writing is their poor vocabulary mastery and language usage. The students said that their knowledge of sentence construction was limited and that their limited vocabulary made it difficult for them to choose the right phrase. Additionally, they had

spelling issues. They frequently wrote English words tentatively and thought their spelling was not good enough. In other words, some of the students still often feel insecure about their ability in grammar, vocabulary, and to organise the sentence. With this inefficacious thought, they unconsciously put less effort than they can actually do. Therefore, they should have a good writing self-efficacy to perform well on their writing task. In other words, writing skills can be improved when the students have a good writing self-efficacy. Due to this issue, it has become important to conduct research and provide information about students' writing self-efficacy. Therefore, this research aims to know how Indonesian EFL students' writing self-efficacy is: inefficacious, efficacious, and challenges.

LITERATURE REVIEW

Self-Efficacy

According to [Li \(2022\)](#) Self-efficacy is personal measurement with emphasis on “control” rather than actual competence. [Schunk \(1990\)](#) defines self-efficacy as students' perception of their capacity to use their knowledge and abilities in an efficient manner to achieve particular goals. Self-efficacy develops as a result of a variety of circumstances, such as personal life experience, physical and emotional states, environmental events, and personal or other people's actions.

[Li \(2022\)](#) classifies self-efficacy according to the subject and the task. According to the subject, self-efficacy is divided into personal efficacy and collective self-efficacy. Then, according to the task, self-efficacy is divided based on students' cognitive ability. There are five categories: writing, reading, listening, speaking, and translation. On the other hand, [Schunk \(1996\)](#) distinguishes how self-efficacy functions while learning into four.

According to [Bandura \(1997\)](#) there are four main sources which can develop self-efficacy, mastery experiences, vicarious experiences, social persuasion, somatic and emotional. [Bandura \(1994\)](#) states that people with optimistic sense of personal efficacy will gain these several benefits such as accomplishment and well-being, improving motivation, innovative achievements, affecting learning performance, reducing brain symptoms.

Writing

According to [Graham et al. \(2013, as cited in Chen, 2022\)](#) writing is the most challenging and complicated task for EFL students which demands active processing in both creation and comprehension. [Johnson \(2016\)](#) states that the purpose of academic writing is to transmit ideas and information as effectively and economically as possible from writer's mind to the readers' mind. There are three basic forms of writing; expository writing, persuasive writing, and inquiry writing. According to [Johnson \(2016\)](#) there are five steps of writing, consists of research to gather data, prewriting, first draft, revision, and editing.

Writing Self-Efficacy

The definition of writing self-efficacy is the belief that someone can successfully plan and carry out writing assignments (Zimmerman & [Bandura, 1994](#)). This belief will benefit students when they attempt literature work because it fosters higher enthusiasm in writing, more persistent effort, and greater perseverance and resiliency when challenges arise. This is true even though this belief does not directly improve writing proficiency. [Pajares and Valiante \(1996\)](#) states that with writing self-efficacy, students will feel less anxious about writing when they have efficacious thoughts on their ability to create literature work. There are several factors influencing English Writing Self-Efficacy which consist of individual difference factors and learning contextual factors (Zimmerman and [Bandura, 1994](#)).

According to [Li \(2022\)](#) Individual difference factors include outcome, affection variable, and cognition variables. Then, individual differences can be classified into affective constructs, learning behaviors, previous experiences and gender. [Li \(2022\)](#) states that learning contextual factors can be divided into two categories based on the subject of learning contextual variables. They are teacher-related factors and teaching process-related elements.

[Teng \(2022\)](#) states that the L2 Writing Self-efficacy Scale (L2WSS) has been established as a reliable tool for measuring many aspects of self-efficacy in L2 writing, including linguistic self-efficacy, self-regulatory efficacy, and performance self-efficacy. Meanwhile, Schmidt and Alexander (2012) also have developed the Post-Secondary Writerly Self-Efficacy Scale (PSWSES) for measuring the writing self-efficacy. There are three factors for measuring the writing self-efficacy, which consists of local and global writing process knowledge, physical reaction, and time/effort. The researcher proposed two scales from two experts. Then, the L2WSS from [Teng \(2022\)](#) was used by the researcher because it is considered as the appropriate scale for assessing the writing self-efficacy in this research. The reason is the scale from [Teng \(2022\)](#) is the latest scale developed, so it should be more updated, more complete and more related to the current situation. The variables in the L2WSS from [Teng \(2022\)](#) consist of Linguistic Self-Efficacy, Self-Regulatory Efficacy, and Performance Self-Efficacy.

METHOD

Research Design

This research used an explanatory mixed-method research design. [Small \(2011\)](#) states that a mixed-method is a quantitative survey complemented with a qualitative survey. In the past few years, the majority of empirical mixed-methods research has used two or more separate forms of data or data gathering techniques ([Small, 2011](#)). This method was used to create a deeper comprehension and express a greater level of competence of the research topic that if it had been used sequentially or one at a time.

Setting and Participants

This research was conducted at the English Study Program FKIP Universitas Riau which is located at Bina Widya Campus. The research was conducted from September 2022 - October 2023. The population of this research were 108 respondents from the third semester students' batch 2021 taking the Post Intermediate Reading and Writing subject. The samples of this research were selected using cluster random sampling technique, resulting in two classes.

Data Collections and Data Analysis

The research instruments were two types of questionnaires, consisting of a closed-ended questionnaire and an open-ended questionnaire. The close-ended questionnaire was to gather quantitative data and the open-ended questionnaire was to gather qualitative data. The two questionnaires in this research were adopted from the questionnaires designed by [Teng \(2022\)](#).

The closed-ended questionnaire consists of 20 questions with a 5-point Likert scale for background variables. Then, the questionnaire results were examined using SPSS to test the validity and reliability. After the researcher was done, the results showed that the questionnaire is valid and reliable with Cronbach's Alpha 0.94. Furthermore, after the respondents finished answering the closed-ended questionnaire, the researcher conducted an open-ended questionnaire with five questions to all students from the two classes which became the sample.

The Likert scale has been used in quantitative data analysis. Additionally, to explain the level of students' writing self-efficacy, a 5-point system of the Likert scale has been used by the researcher. The average of scale results is defined as the students' level of writing self-efficacy.

Table 1. The Descriptive Interpreting of the Data

Range Score	Description
4.5 – 5	Very High
3.5 – 4.49	High
2.5 – 3.49	Moderate
1.5 - 2.49	Low
0.5 – 1.49	Very Low

([Santiago & Somera, 2010](#))

Furthermore, thematic content analysis has been used to analyse the qualitative data. According to [Burnard et al. \(2008\)](#) the step for analysing qualitative data involves

identifying themes in the questionnaire results and attempting to validate, qualify, and verify them by searching the data and repeating the procedure to identify more themes and categories. The researcher has examined each answer to accomplish this and adds notes in the margin words, thoughts, or brief phrase that summarise what is being said in the text.

RESULT

Findings

In this section, the researcher presents the findings which involve three variables consisting of linguistic self-efficacy, self-regulatory efficacy, and performance self-efficacy. Besides, the researcher also presents the findings of open-ended questionnaires which provide the reasons about their inefficacious, efficacious, and challenges from each variable.

1. The Findings of Linguistic Self-Efficacy

The results of linguistic self-efficacy demonstrate the students' judgement on their ability to use linguistic knowledge such as the use of the appropriate syntax, grammatical structure, or write the right writing composition.

Table 2. The Descriptive Statistic of Linguistic Self-Efficacy Category

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Description
Linguistic Self-Efficacy Q1	75	2	5	3.53	High
Linguistic Self-Efficacy Q2	75	1	5	3.64	High
Linguistic Self-Efficacy Q3	75	1	5	3.05	Moderate
Linguistic Self-Efficacy Q4	75	1	5	3.03	Moderate
Linguistic Self-Efficacy Q5	75	2	5	3.36	Moderate
Linguistic Self-Efficacy Q6	75	2	5	3.36	Moderate
Linguistic Self-Efficacy Q7	75	1	5	3.45	Moderate
Total Average				3.35	Moderate

Table 2. presents that the students' linguistic self-efficacy shows the highest average mean (Mean = 3.64) on the second question which stated about the students' judgement on their ability to write a simple sentence with grammatical structure. Meanwhile, the moderate average mean (Mean = 3.36) is shown by the fifth and sixth questions which include the statement about the students' judgement about on ability to revise wordy or confusing sentences of their writing and their ability to revise their composition to make better organisation. Then, the lowest average mean (Mean = 3.03) is shown by the fourth question which consists of the statement on the students' judgement about their ability to write a composition with a clear organisation or structure. In total the average mean of writing self-efficacy in the linguistic self-efficacy category shows the moderate level with the average mean is 3.35.

The following are the reasons from the students regarding linguistic self-efficacy classified into inefficacious, efficacious and challenges.

a. Inefficacious

These are the reasons for the students' inefficacy related to linguistics which is divided into difficulties in using grammar, lack of vocabulary, lack of writing knowledge, and lack of understanding about structure.

1) Difficulties in Using Grammar

These are the examples of students' expressions about their efficacious thought related to difficulties in using grammar.

S2: "No, I am not, because I feel I don't have a lot of vocabulary and **I don't know more about grammar, so sometimes I am getting confused whether my writing is right or not.**"

S3: "Not yet, because **I'm still not very good at grammar** or writing structure"

S14: "Actually, I'm not really confident in my English writing proficiency, because I think sometimes, **I make a mistake in grammatical.**"

2) Lack of Vocabulary

These are the examples of students' expressions that show their inefficacy because they lack of vocabulary.

S2: "No, I am not, because **I feel I don't have a lot of vocabulary** and I don't know more about grammar, so sometimes I am getting confused whether my writing is right or not."

S9: "No, because I am weak at writing and **I still have few vocabularies** that we can use in academic writing"

S12: "I'm not sure because sometimes there are also spelling mistakes"

3) Lack of Writing Knowledge

The following are the examples of students' expressions who have efficacious thought because they do not understand the structure.

S46: "Not yet, **there are still many writing structures that I don't understand**"

S58: "Not really confident, because **I don't know the sentence structure is right or wrong.** "

S59: "Not yet because **I still can't write the correct sentence structure in English**"

b. **Efficacious**

The students who are having an efficacious thought on their English writing proficiency and when they write a composition in English or with their learning behaviour related to linguistic self-efficacy gave the following example expressions which consist of the following reasons such as trusting the process, finding the benefit, and having the writing knowledge.

1) Trusting the process

These following examples are students' expressions about their efficacy because trusting the process of learning linguistic things.

S63: "Yes, because **I still learning more about grammars, and I'm sure I can master it soon.**"

S71: "Yes, because as I see in my writing, **I have some progress on my vocabulary writing.**"

2) Finding the benefit

The following instance is an expression from the students about their efficacy because they can find the benefit of the composition.

S13: "Yes, I do. Because I have a different perspective or argument with others. **So, the all ideas help to be easier to understanding the composition. The composition is allowing me to discover new ideas and gradually focus in a topic** "

3) Having the Writing Knowledge

Below are the examples of students' expressions for their efficacy because they think that they have the writing knowledge.

*S72: "Kind of do, because **I know about structure and so on**"*

*S9: "Yes, I am a confident of my composition in writing because **I think I can write according to its structure.**"*

c. **Challenges**

Moreover, the students also provided the challenges related to linguistic self-efficacy in their writing processes and in their learn-to-write processes. These are the examples of challenges faced by the students which consist of challenges in using grammar, vocabulary mastery, applying structure, arranging the sentence, and evaluating the writing.

1) Using Grammar

These are the examples of students' expressions about the challenges that students faced in writing courses related to using grammar.

*S13: "Yes, I do. Because, I got lack vocabularies and **my grammar is too poor. I need learn more and more**"*

*S14: "Yes, it's kind of hard for me to do learning-to-write process because I still **have trouble in English grammar and vocabulary.***

*S24: "I always scared if I use wrong grammar, because my weakness in writing is **grammar.**"*

2) Vocabulary Mastery

In the down below are the examples of students' expressions who state that the challenges they faced related to vocabulary mastery.

*S2: "Yes, I have, sometimes **I don't know how to express or write what I want, because my vocabulary is limited.**"*

*S14: "Yes, it's kind of hard for me to do learning-to-write process because I still **have trouble in English grammar and vocabulary.***

*S17: "Yes, I do, **my challenges in writing processes are imprecise use of words**"*

3) Applying the Structure

These following examples are the students' expressions that showed their challenges related to applying the structure.

*S6: "Yes, because **sometimes I'm stuck with writing procedures like structure, grammar, and some hard vocabulary words. I usually just write what's on my mind without regard to procedure.**"*

*S59: "Yes, because **I still don't understand about writing the correct sentence structure**"*

*S68: "Yes, I do. **I find it difficult to memorize structure and grammar**"*

4) Arranging the words and the sentences

These are the examples of the expressions from the student that show their challenges related to arranging the word and the sentences.

*S15: "Yes, I do. When learning to write, especially for English students, I sometimes find it difficult to find words in English and **it's difficult to arrange words in English.**"*

*S19: "Yes, **because choice of words and sentence**"*

*S36: "Yes, I do because my vocabulary is still limited and **I have a hard time coming up with some words and sentences**"*

5) Evaluating the Writing

The following examples are the challenges expressed by the students related to evaluating the correct grammar or composition presented.

*S3: "Yes, because **I am not very good at determining the correct writing according to the rules.**"*

*S50: "Yes, the challenge is **I'm afraid of getting wrong in grammar.** especially when it related to task in college, which is we get scored by lecturers. I know it's a part of learning process, but still, it doesn't feel good when you get bad scores. and i think we (student) needs positive vibes and encourage in class, whether it from the lecture, place, or friends"*

2. The Findings of Self-Regulatory Efficacy

Table 3. The Descriptive Statistic of Self-Regulatory Efficacy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Description
Self-Regulatory Efficacy Q1	75	2	5	3.87	High
Self-Regulatory Efficacy Q2	75	2	5	3.81	High
Self-Regulatory Efficacy Q3	75	2	5	3.67	High
Self-Regulatory Efficacy Q4	75	2	5	3.53	High
Self-Regulatory Efficacy Q5	75	2	5	3.71	High
Self-Regulatory Efficacy Q6	75	2	5	3.48	Moderate
Total Average				3.67	High

Table 3. shows that the lowest average is shown by the last question which includes the statement about the students' judgement on their ability to evaluate whether a composition is good or bad. Then, the third and fifth questions showed the moderate level with average mean 3.69 and 3.63. The question consists of the statement about the students' judgement on their ability to think of different ways to help them to plan before writing and their ability to evaluate their strengths and weaknesses. In addition, the highest average mean is shown by the first question which includes the statement about the students' judgement on their ability to realise their goal to improve their writing. Furthermore, the average mean of the total answers of the student was 3.26 which shows moderate writing self-efficacy for performance self-efficacy category.

These are the qualitative findings which consist of the reasons regarding self-regulatory efficacy classified into inefficacious, efficacious, and challenges.

a. **Inefficacious**

The reasons stated by the students for their inefficacy are lack of self-control and the feeling of insecurity on themselves or because of comparing themselves to others. These are some examples of expressions from the students who judge themselves as inefficacious regarding self-regulatory efficacy.

1) Lack of Self-Control

In the down below, the examples of students' expressions for their inefficacy related to lack of self-control.

S5: "Not too confident, because sometimes I feel myself still lazy to study. But behind that, I've also been trying to catch up and fix it. I really need to be more diligent."

S28: "No, I am not sure about my ability to write English. due to lack of motivation in improving skills in writing and reading. and less time to be able to study harder"

S37: "No, because I tend to became lazy, so it distracts my writing experience."

2) Feeling Insecure

These are the instances of students' expressions about their inefficacy regarding the feeling of insecurity presented.

S8: "Not at all. I still feel more insecure about how other people regulating their learning behaviour, my learning behaviour is totally a mess."

S12: "I do not feel confident because of the many shortcomings that I have."

S66: "Still not sure, because I still have some shortcomings"

b. **Efficacious**

Meanwhile, there are also the students who judge themselves efficacious in their writing and give reasons related to self-regulation which consist of trusting the learning strategy, having an interest or passion, and trusting the process. These are the following expressions of the students.

1) Trusting the Process

The following are the examples of students' expressions regarding their efficacy because trusting the process.

S45: "Yes, I do. I feel confident enough with it. Even though I'm not good in writing, it doesn't mean I can't be a good writer one day. I always keep that in my mind"

S64: "Yes, because I believe that by continuing to learn, one day I will definitely be able to write English properly and correctly"

S65: "Yes, because I really hope to be able to good in English writing, so I try my best to regulate it"

2) Trusting the Learning Strategy

These are the examples of the expressions from the students regarding their efficacy because trusting the learning strategy.

S7: "Yes, I can control my behaviour while learning to write "

S9: "Yes, *in order to improve my writing then I must be able to be consistent in practicing my writing skills so I need to regulate my learning behaviour and do my strategies well*"

S27: "I am sure, *because I evaluate and pay attention to my English writing strategy.*"

3) Having an Interest or Passion

Below are examples of students' expressions for their efficacy because they have an interest in writing or are passionate in doing writing.

S3: "I think yes, *because I want to keep trying to be better*"

S4: "Yes, *because it helps me a lot to express myself and I can do self-learning too*"

S34: "Confident enough *because I love to write*"

c. **Challenges**

Furthermore, the students also present various challenges related to self-regulatory efficacy. These are the following examples of challenges facing by the students related to self-regulatory efficacy which are divided into self-control and managing time.

1) Self-Control

In the down below are the examples of students' expressions who state that the challenges they faced related to controlling themselves.

S24: "Yes, the challenge is *how to overcome my laziness in writing*"

S45: "Yes, I do. One of the challenges I face is *how to motivate myself to learn it consistently.*"

S14: "Yes, I have, *it's hard for me to stay focus during the process*"

2) Managing Time

The following instances are the students' expressions that show their challenges related to managing their time.

S49: "Sure, my challenge is time. I thought, *I'm hard to take the time to learn writing.*"

S71: "Yes, the biggest challenge in my writing process is *time because I often feel stuck with my idea.*"

3. **The Finding of Performance Self-Efficacy**

Table 4. The Descriptive Statistic of Performance Self-Efficacy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Description
Performance Self-Efficacy Q1	75	1	5	2.96	Moderate
Performance Self-Efficacy Q2	75	2	5	3.75	High
Performance Self-Efficacy Q3	75	1	5	2.99	Moderate
Performance Self-Efficacy Q4	75	2	5	3.08	Moderate

Performance Self-Efficacy Q5	75	1	5	3.15	Moderate
Performance Self-Efficacy Q6	75	2	5	3.41	Moderate
Performance Self-Efficacy Q7	75	2	5	3.25	Moderate
Total Average				3.26	Moderate

Table 4. shows that the moderate average mean is shown by the fifth question which includes the statement about the students' judgement on their ability to master the writing knowledge and strategies being taught in writing courses. Additionally, the lowest average mean of performance self-efficacy is shown by the first question which includes the statement about the students' judgement on their ability to understand the most difficult material presented in writing. Then, the second question showed the highest average mean with the number is 3.73, the questions include the statement about the students' judgement on their ability to understand the basic concepts taught in writing courses.

The following qualitative findings consisted of the reason from the students regarding performance self-efficacy. The reasons are classified into inefficacious, efficacious, and challenges.

a. Inefficacious

The reasons stated by the students about their inefficacy are lack of writing skills, do not understand the material, lack of practice, insecure with their writing result and fear of making mistakes.

1) Lack of writing skills

In the down below, the examples of the expression from the students for their inefficacy regarding lack of writing skills.

S1: "Not really, my English writing skills are lacking"

S2: "No, I don't, sometimes I think I don't know a lot of writing skills so I confuse with the right way to know whether I'm right or not."

S5: "Not sure yet, because I think my ability to write is still very minimal."

2) Do not Understand the Material

These are the examples of the expressions from the student about their inefficacy related to not understanding the material.

S12: "No, because there are some that I don't know or are wrong."

S23: "I am not sure, sometimes I feel confused, and to understand it I search on google how to write compositions"

S26: "Not really, because I still need learn about writing."

3) Lack of practice

These are the examples of the expressions from the students about their inefficacy related to lack of practice presented.

S32: "Not yet, because have to retry a lot"

S43: "Not really, just like some kids these days, I must admit that I'm lack of writing practice."

4) Insecure with Their Writing Result

These are the expressions from the student for their inefficacy regarding their insecurity on their writing result.

S39: "Not really, because I'm not sure that my writing is correct"

S42: "No, I sometimes feel my writing is so bad"

S46: "Not yet, I still have many shortcomings in writing practice"

5) Fear of Making Mistakes

The following examples are the students' expressions about their inefficacy regarding fear of making mistakes.

S51: "Not really, because I still make a lot of writing mistakes according to the grammar system"

S52: "It seems that I am not sure because there are still many mistakes that I make in English writing, the mistakes that I experience will make me not confident"

S59: "No, because there are still many mistakes in the writing that I made"

b. Efficacious

There are several students who are having an efficacious thought on their writing and give the reasons related to performance which are divided into feeling of no worries, have been doing the responsibility, and knowing how to apply the knowledge.

1) Feeling of No Worries

This is an example of the reason from the students about their efficacy because of the feeling of no worries.

S13: "Yes, I do. Because, whatever I write it down on my paper I 'm not worrying about anything. I just focus of the topic"

2) Have been Doing the Responsibility

The following examples are students' expressions about their efficacy because they have been doing the responsibility.

S17: "Yes, because I always try to be more active at writing"

S24: "Yes, because I've been trying well to learn to write"

S44: "Yes, I do. because I always learn to write correctly"

3) Know How to Apply the Knowledge

In the down below, the example of expression from the students for their efficacy because they know how to apply the knowledge.

S26: "Sometimes yes, because I know to write"

c. Challenges

There are several challenges facing the students related to the performance self-efficacy category. These are the following examples of the challenges stated by the students which are divided into understanding the material, understanding the topic given, and thinking process.

1) Understand the Material

In the down below are the examples of students' expressions who state that the challenges they faced are to understand the material.

S18: "Yes, because don't understand the material"

S36: "Sometimes I do because sometimes I have a hard time understanding the process"

S46: "Yes, I have to understand the writing process"

2) Understand the Writing Topic Given

The examples of students' expressions that show their challenges are to understand the writing topic given.

S7: "Yes, because I don't know every topic and I have to look for information about that topic in various sources"

S10: "Yes, I do, because not all the topics given, I understand."

S26: "Yes, because not always the topic giving to me is understanding to me."

3) Thinking Process

In the down below are several expressions from the students who state that the challenges they faced related to the thinking process.

S1: "Yes, one of those hands is a way of thinking about ideas to write about"

S13: "Yes, I do. Because, I need a visual thinker. Maybe I read an article about my topic first. Then, I can take notes about the information as well as my reactions and my opinion"

S56: "Yes, I do the biggest challenge is I feel difficult to invite ideas to my mind and I am still confused about how to get the best thesis statement and essay arrangement."

DISCUSSION

The findings were gathered from two types of questionnaires on purpose to evaluate the third semester students' writing self-efficacy in the English Study Program FKIP Universitas Riau. There are three findings which will be discussed in this discussion, they are linguistic self-efficacy, self-regulatory efficacy, and performance self-efficacy followed by the reasons of the inefficacious, efficacious, and challenges from each variable.

The first finding presents students' linguistic self-efficacy. The findings show that students' linguistic self-efficacy is at a moderate level with an average mean of 3.35. Then, writing composition with a clear organisation or structure is the thing that makes students feel most inefficacious. On the other hand, the thing that makes the students feel most efficacious is to write a simple sentence with grammatical structure. According to [Teng \(2022\)](#) this moderate level of linguistic self-efficacy shows that the students did not have a good judgement on their ability to use the various linguistic knowledge and their ability to write would be negatively impacted. Moreover, the reasons for the students' inefficacy consisted of difficulties in using grammar, lack of vocabulary, and they still felt a lack of writing knowledge. Meanwhile, the reasons from the students about their efficacy are because of trusting the process, finding the benefit, and having the writing knowledge. Then, the challenges faced by the students consist of using grammar, vocabulary mastery, applying structure, arranging the sentence, and evaluating the writing.

The findings of moderate level from linguistic self-efficacy are also supported by the statements from most of the students which show that they are having an inefficacious thought on their linguistic knowledge such as their grammar, structure, spelling or writing composition

which are influenced by their level of apprehension on writing. Furthermore, there are five challenges faced by the students related to linguistic self-efficacy. This number is higher than the other two variables which showed that the students should improve their linguistic knowledge by learning more or getting help from the lecturers. The results of linguistic self-efficacy are in accordance with the finding from [Sun and Wang \(2020\)](#) which presented the same moderate level. The variables they used in their research include the grammar and organisation which are related to linguistic self-efficacy. Moreover, the research conducted by [Martinez et al. \(2011\)](#) also presents the moderate level in terms of linguistic self-efficacy in organising the ideas easily in a short essay with a 3.36 mean score.

On the other hand, the finding of linguistic self-efficacy in this research is different from the findings from the research conducted by [Ho \(2016\)](#) in terms of the level, the results presented are low students' writing self-efficacy for language forms and grammar as one of the factors includes a low writing skill in English. Furthermore, the research conducted by [Zhang \(2018\)](#) also revealed that the level of EFL learners in academic writing was quite low. These differences happened because of the different sample taken by the researcher and the scale being used to measure the writing self-efficacy. [Zhang \(2018\)](#) also presented that the beginners do not have a lot of experience producing research papers and do not have a lot of knowledge of the standards for proper language and structural usage in academic context. All these reasons could have impacts on participants' academic confidences.

The second finding presents about students' self-regulatory efficacy. The findings of self-regulatory efficacy categorised as high level. The finding of qualitative data shows that the students are feeling quite efficacious with their ability related to self-regulation, because of trusting the process, trusting their learning strategy, and having an interest or passion. This is related to the reason from the students for their inefficacious thought which showed only two reasons, lack of self-control and feeling insecure, becoming the lowest number of the reasons than the other variables. The research conducted by [Sabti et al. \(2019\)](#) shows a different level of EFL students' writing self-efficacy, the level is low. On the other hand, the research conducted by [Kirmizi and Kirmizi \(2015\)](#) and [Li \(2022\)](#) is in accordance with this research which shows moderate level of writing self-efficacy. In contrast with this research, there is no specific discussion about self-regulatory efficacy in both of the two research above, but they found significant relations from writing self-efficacy and writing anxiety which are related to self-regulatory.

Furthermore, the thing that makes students feel most efficacious is their ability to realise their goal to improve their writing. Meanwhile, the thing that makes students feel most inefficacious is their ability to evaluate whether a composition is good or bad. The reasons for the students' feeling of inefficacious are because lack of self-control and the feeling of insecurity. In addition, the finding also presents that there are only a few students who have problems with their self-regulatory efficacy. It is supported by the number of the challenges related to self-regulation becoming the lowest than two other variables with only two challenges, self-control and managing time.

Moreover, the findings of self-regulatory efficacy in this research align with the findings of self-efficacy and self-regulatory research by [Sharizan et al. \(2022\)](#) which present the high level of the English Study Program students' self-efficacy and self-regulatory while learning English content courses in online learning. On the other hand, based on [Chen et al. \(2023\)](#) there is a positive correlation between high levels of self-efficacy for self-regulating and more strategies used by the students. It shows that mainly the English Study Program students in FKIP Universitas Riau have a good belief in their self-regulation.

The third finding is the performance self-efficacy which shows the moderate level. The students do not have a good judgement about their ability on mastery and applying the writing material. In other words, the students still have inefficacious thoughts about what and how they can write well when completing various assignments while learning-to-write ([Zarrabi & Bozorgian, 2020](#)). Besides, there are also a few students who have efficacious thoughts related to performance self-efficacy and the reasons are feeling of no worries, having been doing the responsibility, and knowing how to apply the knowledge. Furthermore, the challenges faced by the students related to performance self-efficacy are understanding the material, understanding

the topic given, and thinking process. According to the research conducted by [Hao and Razali \(2022\)](#), they revealed that the EFL students face problems in the process of learning-to-write. Peer feedback can be one solution because it has a positive impact on EFL students' writing self-efficacy. On the other hand, the thing that makes the student feel most efficacious is their ability to understand the basic concepts taught in writing courses. Then, the thing that makes students feel most inefficacious is their ability to understand the most difficult material presented in writing.

Additionally, performance self-efficacy also shows the lowest average mean than other two variables in this research. This is supported by the number of feeling inefficacy related to performance self-efficacy shows the highest number than two other variables with 5 reasons. The students show that most of them have inefficacious thought because they lack writing skills, do not understand the material, lack practice, are insecure with their writing result and fear of making mistakes. Then, the students also stated that they still needed guidance. The finding of performance self-efficacy in this research is in line with the research by [Shah et al. \(2011\)](#) which presents the medium or moderate level of writing self-efficacy and he suggests that the majority of the students were not great writers because writing self-efficacy is positively connected to writing performance. Furthermore, [Drewery et al. \(2022\)](#) revealed a moderate level of students' writing self-efficacy in their research for the first condition before the treatment. Then, they suggest teachers use mindfulness exercises to improve desirable writing outcomes, because in their research they found a positive engagement between mindfulness exercise and writing self-efficacy, especially breathing exercise.

CONCLUSION

Three variables were used to determine the level of third semester students' writing self-efficacy in the English Study Program FKIP Universitas Riau. The first, the level of linguistic self-efficacy presents a moderate level, with writing simple sentences with grammatical structure as the item they are most efficacious in and the item they are most inefficacious in is writing composition with clear organisation. Furthermore, the most challenges faced by the students are related to linguistic knowledge. The second is the level of self-regulatory efficacy which presents a high level. Then, realise the goal to improve their writing is the item they are most efficacious in and evaluate the composition as the item they are most inefficacious in. The self-regulatory efficacy is the highest average mean and the highest number for the efficacious thought. The last is the level of performance self-efficacy which shows the moderate level, with students most efficacious in understanding the basic concept taught in writing course and most inefficacious in comprehending the most difficult content. Then, there's the performance self-efficacy with the lowest average mean.

In total, the third semester students' writing self-efficacy in English Study Program FKIP Universitas Riau is in the moderate level. The reasons for their inefficacy based on all the findings and discussion consist of nine reasons, consist of difficulties in using grammar, lack of vocabulary, lack of writing knowledge, lack of understanding about structure, lack of self-control, the feeling of insecurity, lack of writing skills, do not understanding the material, lack of practice, insecure with their writing result and fear of making mistakes. Moreover, there are nine reasons for their efficacy: trusting the process, finding the benefit, having the writing knowledge, trusting the learning strategy, having an interest or passion, feeling of no worries, having been doing the responsibility, and knowing how to apply the knowledge. Then, there are ten challenges faced by the student in writing courses: using grammar, vocabulary mastery, applying structure, arranging the sentence, evaluating the writing, self-control, managing time, understanding the material, understanding the topic given, and thinking process. The findings of writing self-efficacy in this research supported the research conducted by [Sun and Wang \(2020\)](#), [Martinez et al. \(2011\)](#), [Sharizan et al. \(2022\)](#), [Chen et al. \(2023\)](#), and [Shah et al. \(2011\)](#).

According to the findings and conclusion of the research, the researcher recommends the student to enhance their writing self-efficacy by learning more on linguistic, writing, and writing self-efficacy, practising writing more, regulating their learning strategies, their emotion, and their laziness, reading more books, and also conducting a study group together with their

friends. Then, these findings hopefully can be referenced for the lecturers to make an improvement on writing material and writing teaching strategy to help students on having a good self-efficacy. On the other hand, for the future research expectantly can conduct and develop other research based on these findings.

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