

Writing Self-Efficacy: Types, Level, and Relationship on Writing Anxiety on Secondary Islamic School Learners

Rizal Arisman^{1*}, Nurul Hasanah²

Universitas Dayanu Ikhsanuddin^{1,3}, IAIN Parepare²

*Corresponding author. Email: rizarisman@unidayan.ac.id¹, nurulhasanah@iainpare.ac.id²
Orchid ID: <https://orcid.org/0000-0002-6460-7413>¹, <https://orcid.org/0000-0001-8581-086X>²

Abstract. Writing self-efficacy is one of the factors that has a fundamental role in writing. In comparison, anxiety is considered a factor that reduces writing performance. This research is conducted to determine the relationship between dimensions of writing self-efficacy, including ideations, conventions, and self-regulation towards writing anxiety in secondary Islamic school students in Baubau Southeast Sulawesi, Indonesia. There are 56 students involved as the sample of this research. A questionnaire on writing-self efficacy and SLWAI are used to obtain the data. The finding reveals that ideations, conventions, and self-regulation achieve a high level. More specifically, the highest score of the self-efficacy dimensions is the convention. Besides, writing self-efficacy and writing anxiety have a positive and low relationship. The result also finds that the scores of all self-efficacy dimensions contribute to reducing writing anxiety. It means when the dimensions of self-efficacy increase, writing anxiety decreases. Therefore, the teacher is suggested to promote students' self-efficacy by activating the writing activity in the classroom, which is expected to gain zero anxiety.

Keywords: Self-efficacy, Anxiety, Writing

1. INTRODUCTION

Writing is one of the essential skills in the English language that has to be mastered via way of means students. By mastering writing skills, students can measure their writing achievement. Writing is the intellectual painting of inventing thoughts, wondering how to specify them, and organizing them into statements or paragraphs to be clean to a reader (1). So, the students need to properly perform in writing skills because it can be used to express their feelings, emotions, and ideas to achieve good achievement. According to Asmari (2), writing is the written expression of mind, desires, emoticons, and schemes, and this calls for skill in preference to knowledge. So that students can proportion and bring their minds and thoughts into phrases that have meaning. Many issues associated with the mastery and improvement of writing skills are visible thru the tiers of fundamental training and better training (3). One of the issues students face is low self-efficacy in their abilities in writing.

Self-efficacy is a person's assessment of competence in taking the necessary actions to get the right type of performance according to the views of oneself and others. Self-efficacy is also seen as the ability of a person to carry out activities that can be good or bad depending on the individual himself. Bandura (4) states that self-efficacy is a belief that learners have about whether or not the learners are capable of completing an activity. Bandura (5) also describes self-efficacy as a determinant of how individuals feel, motivate themselves, think about something and behave. According to Hashemnejad, *et al.* (6), writing self-efficacy means students' belief in their ability to perform written English tasks successfully. Stajkovic & Luthans (7) stated students who have high self-efficacy will do to maximize efforts and these maximized efforts will cause them to gain very good effects gaining knowledge. While students with low self-efficacy tend to surrender earlier than persevering with an attempt in gaining knowledge and frequently fail. The people who have an advantageous belief of themselves as properly writers tend to like writing activities; they will supply greater attempts at some point of their writing procedure and boom endurance to supply properly writing. Contrarily the ones who have negative perceptions of low self-efficacy will attempt to keep away from writing activity and will complain more when given writing assignments. Zumbrunn and

Krause (8) describe three types of writing self-efficacy that could affect a person's doing in a writing activity. Ideation is a vital dimension that could affect all different elements of writing. The convention is awareness of writing mechanics together with spelling, punctuation, and grammar. Self-regulation is the ability to control tension and feelings that can accompany the writer. Another factor that also affects students' writing activity is anxiety.

Spielberger and Vagg (9) state that anxiety is a subjective feeling of tension, fear, restlessness, and worry related to the arousal of the automatic nervous system. In line with them, MacIntyre and Gardner (10) explain that foreign language anxiety is defined as a feeling of tension, fear, and anxiety experienced by non-native speakers when learning or using a foreign language. This causes the mastery of English to be hampered. Zhang (11) adds that anxiety is one of the factors that affect the process of learning. When students perform activities that require productive skills, they experience a considerable amount of anxiety.

Writing anxiety is likewise taken into consideration in any such issues. Grupe & Nitschke (12) say anxiety is anticipatory affective, cognitive, and behavioral adjustments in reaction to uncertainty approximately capability destiny threat. Hassan (13) describes writing anxiety as a preferred avoidance of writing and of conditions perceived via way of means of the people to probably require a few quantities of writing followed via way of means of the capability for assessment of that writing. Writing anxiety is an anxious feeling commonly resulting from the concern of negative thinking and low motivation in writing. Hassan (13) also adds that writing anxiety as preferred avoidance of writing and of conditions perceived via way of means of the people to probably require a few quantities of writing followed via way of means of the capability for assessment of that writing.

Cheng (14) proposes three types of writing anxiety, they are somatic anxiety, cognitive anxiety, and avoidance behavior. Somatic anxiety is the physiological impact of the tension to revel in as contemplated in accelerated autonomic arousal and ugly feeling states which includes anxiety and tension. Cognitive anxiety refers back to the intellectual element of hysteria reveled in, terrible expectations pre-profession with overall performance, and situations approximately others' beliefs. Avoidance behavior offers a behavioral element for students concerning writing.

Researches have investigated the writing self-efficacy and writing anxiety. Shah, *et al.* (15) indentified that writing self-efficacy significantly correlated to writing performance on university students. In addition, Salem and Al Dyar (16) revealed that a positive relationship existed between writing anxiety and writing self-efficacy on students in Kuwait. Knowing the results, this research is aimed at examining types, level, and relationship of English writing self-efficacy toward writing anxiety on secondary Islamic school students in Baubau, Southeast Sulawesi, Indonesia. This research is usefull not only for the researcher, but alson for the English teacher and the student since it provides the information about students' English writing self-efficacy and which type of the efficacy contributes more to reducce the wrtign anxiety.

2. METHODS

A quantitative approach with the ex-post-facto method was utilized in this research. It was a research which conducted to examine the event that has happened and then trace back to know the factor that can cause the event (17). The variables in this research were writing self-efficacy which consisted of ideations, conventions, and self-regulations as the independent variable and writing anxiety as the dependent variable.

This research took place at MAN 1 Baubau which involved 56 eleventh-grade students as the sample of the research chosen using the simple random sampling technique. It was the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample (18).

In collecting the data, this research used questionnaire for both variables. A questionnaire of writing self-efficacy developed by Zumbrunn, *et al.* (8) and a Second Language Writing Anxiety Inventory (SLWAI) by Cheng (14) were applied to obtained the students' responses. They contained 5 options of Likert scale ranging from strongly agree, agree, uncertain, disagree, and strongly disagree. The result of the mean score obtained from the questionnaire was then consulted to the scoring range adapted from Suriansih (19) to define the level of writing self-efficay and writing anxiety consisted of five level: very low (1.0-1.8), low (1.9-2.6), moderate (2.7-3.4) high (3.5-4.2), and very high (4.3-5.0). Besides, the score of each variable was analyzed using Regression testing to find out the level relationship and prediction of writing self-efficacy toward the wrtign anxiety.

3. RESULTS AND DISCUSSION

This part contains description of ideations, convention, self-regulations, and writing anxiety which presented at least the mean score and the percentage of the students' answer from questionnaires. The hypothesis testing is placed as the closing of this part which explains the analysis of the correlation and regression testing.

3.1. Description of Ideations

The first measurement of writing self-efficacy is learners' ideals approximately their abilities to generate thoughts or their ideation. It took 5 items from the questionnaire, distributed in number 1, 2, 3, 4, and 5. The result of the descriptive testing of the ideations is presented in the figure 1 below.

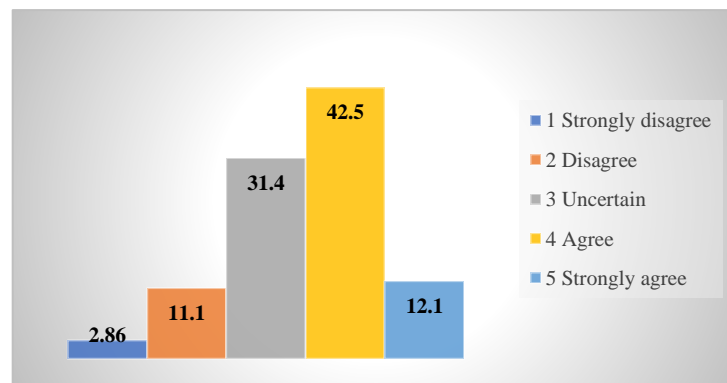


Fig. 1. Percentage of Students' Responses on Ideations Aspect.

The figure displayed above indicated that "strongly disagree" achieved the lowest percentage, that was 2.9% while the option "agree" got the highest percentage, that was 42.5% followed by "uncertain" with 31.4%. In addition, the mean score obtained from the data analysis was 3.5 which meant the students have high ideation in English writing self-efficacy.

3.2. Description of Conventions

The second measurement of writing self-efficacy is conventions. Conventions confer with a fixed of normally time-honored requirements for expressing thoughts in writing in positive languages. In English, those might consist of agreed-upon methods to spell, punctuate, capitalize, and shape sentences. Briefly, writing conventions would awareness of writing mechanics together with spelling, punctuation, and grammar. This part covers number 6, 7, 8, 9, and 10 in the questionnaire. The result of the students' response is displayed in the figure 2 below.

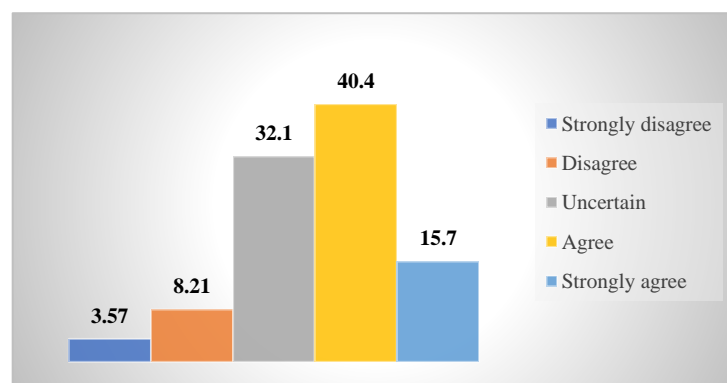


Fig. 2. Percentage of Students' Responses on Conventions Aspect.

Data shown in the figure 2 above explained that “strongly disagree” option gained the lowest percentage, that was 3.6% while 40.4% was the highest percentage possessed by “agree” option. It could be concluded that mostly students agreed with the statements contained in the convention aspect. Besides, the mean score acquired from the descriptive testing was 3.6 which was in high category. It meant the students possessed high convention in their English writing self-efficacy.

3.3. Description of Self-Regulation

Self-regulatory capabilities had to produce very good writing. Without self-regulatory capabilities, writing may be tough and tedious. Self-regulatory capabilities are wanted now no longer best to provide effective thoughts but additionally to control the tension and feelings that could accompany the writing. This aspect distributed in six items spreading in number 11, 12, 13, 14, 15, and 16. The distribution of students’ responses is featured in the following figure 3.

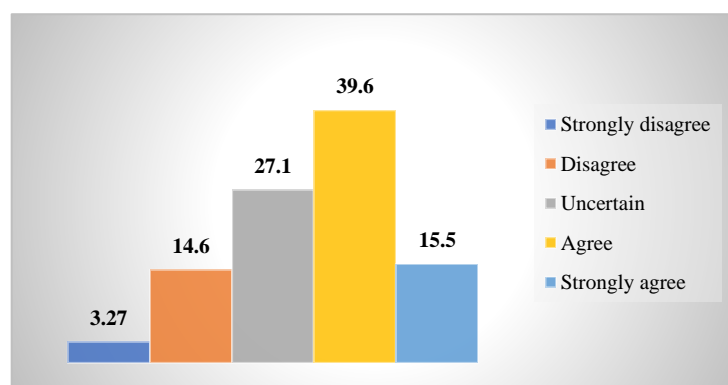


Fig. 3. Percentage of Students’ Responses on Self-Regulations Aspect.

Figure 3 above described that “strongly disagree” option occupied the lowest percentage, that was 3.27% while the highest percentage was acquired by “agree” option with 39.6%. It indicated that most students agree with the statements related to the self-regulations aspect. Furthermore, the mean score resulted in this aspect was 3.49 which categorized as moderate. It meant that the students owned the moderate level of self regulation in writing self-efficacy.

3.4. Description of Writing Anxiety

The writing anxiety data of the students was obtained from 22 items of SLWAI. In this survey, the writing anxiety was limited to the aspect of somatic anxiety, cognitive anxiety, and avoidance behavior. They were not separately analyzed, so that the data resulted was the overall aspect, which was writing anxiety. The items in the inventory were distributed into positive and negative items, in which there were 7 positive items and 15 negative items. The following figure 4 presented the score distribution of the writing anxiety.

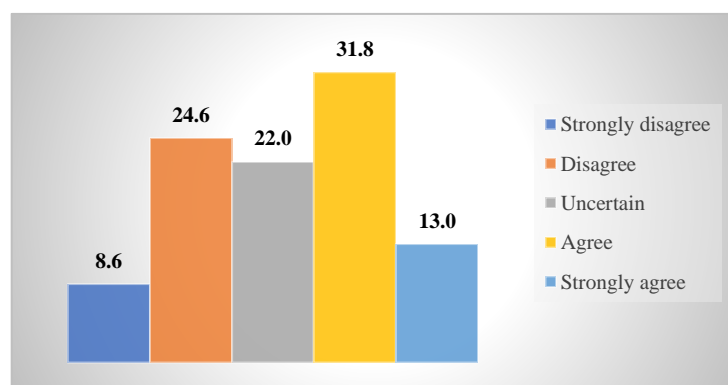


Fig. 4. Percentage of Students’ Responses on Writing Anxiety.

Referring to the data presented in the figure 4 above, it could be explained that “strongly disagree” option achieved 8.6% which was the lowest percentage. In the other hand, 31.8% was gained by “agree” option which was the highest percentage. In addition, the mean score achieved for writing anxiety was 2.99 which meant the students have moderate level of writing anxiety.

3.5. Relationship between Writing Self-Efficacy and Writing Anxiety

The final testing applied in this study was the regression testing. It was used to know the relationship and the prediction of the dimensions of ideations, conventions, and self-regulations towards writing anxiety. The correlation of those dimensions were simultaneously analyzed on writing anxiety, while the regression analysis were separately analyzed to determine the contribution of each dimension on writing anxiety. The testing resulted the model summary, ANOVA, and coefficient table.

The result of the model correlation testing presented in model summary revealed that the correlation of the dimensions of ideations, conventions, and self-regulated simultaneously towards the writing anxiety was 0.372. This score meant that the level of relationship was low. Therefore, it could be assigned that there was a low relationship between the dimension of writing self-efficacy and the writing anxiety. Furthermore, the score of R square was 0.138 which indicated the contribution of overall writing self-efficacy to writing anxiety was 13.8%. The rest was affected by another factor that did not observe in this research.

From the ANOVA testing, it was obtained the significance value that was 0.05. It indicated that the score of each dimension of writing self-efficacy could be used to predict the writing anxiety through the regression formula. The data obtained as the result of the coefficient testing indicated that the constant was 3.618, the ideations was -0.172, the conventions was -0.242, and the self-regulations was -0.240. Those result formed the regression formula: $Y = 3.618 - 0.172 - 0.242 - 0.240$.

4. DISCUSSION

Writing self-efficacy is individuals' judgment of their competence in writing, especially their judgment of their ability to write different writing tasks and their control of unreliable composition, usage, and mechanical skills (20). Writing self-efficacy means students' belief in their ability to perform written English tasks successfully (6). It refers to the student's belief about their competence in writing. Writing self-efficacy into ideations, conventions, and self-regulations (8). Ideation is a vital dimension that could affect all different elements of writing. Ideation objects because the first measurement of self-efficacy right here will be aware of the availability, quality, and ordering of students' thoughts. The mean score obtained for ideation aspect indicates that the students have high ideation in their writing self-efficacy. Meaning that the students have high availability, quality, and ordering of students' thoughts which will assist them in better writing.

Conventions confer with a fixed of normally time-honoured requirements for expressing thoughts in writing in positive languages. In English, those might consist of agreed-upon methods to spell, punctuate, capitalize, and shape sentences. Briefly, writing conventions will aware of writing mechanics together with spelling, punctuation, and grammar. The mean score for this aspect indicates that the students own high conventions. It means that the students have high ability in writing mechanics together with spelling, punctuation, and grammar which must aid them to produce good writing.

Self-regulatory capabilities are wanted now no longer best to provide effective thoughts but additionally to control the tension and feelings that could accompany the writing. Self-regulatory capabilities also are had to produce very good writing. Without self-regulatory capabilities, writing may be tough and tedious. This research finds that the students possess high level of self-regulations. It means they are able to produce good writing since they have high control of tension and feeling. In overall, the writing self-efficacy belongs to the students are also high with the mean score is 3.52. With this level of self-efficacy, students will improve their writing performance. As Sabti, *et al* (21) state, summarizing from some researches, that self-efficacy is one of factors which plays a fundamental role in students' English as a foreign language writing performance in particular and learning English in the foreign language context generally.

Meanwhile, the writing anxiety the students experienced is in moderate level. Masriani, *et al* (22) state that most of the studies conclude that EFL students felt moderate to high anxiety level and cognitive anxiety became the major type of anxiety of the students. In relation to the dimensions of writing self-efficacy, this research finds that the emerge of positive and low relationship with 13.8% contribution of self-efficacy to writing anxiety. Besides, the score obtained in the regression analysis forms the prediction formula that can be used to predict the self-efficacy to writing anxiety. A study from Baskan (23) found a significant positive relationship between writing anxiety and writing self-efficacy on students of Turkish as a foreign language with no significant difference between the scores from the writing anxiety scale and their language level. Accordingly, with the high self-efficacy the students own, it will reduce their writing anxiety. As Bandura (24) states that low self-efficacy in any activity led to someone's feeling inadequacy for completing that activity, and thus those people experience more anxiety than those with high self-efficacy. Identically, Senemoğlu (25) points out one of the primary sources of anxiety is low self-efficacy.

5. CONCLUSION

In summary, this research decides that three dimensions of self-efficacy are in high level. Eventhough so, the highest level of the self-efficacy is conventions aspect, followed by ideations, and self-regulation. While, writing anxiety obtains the moderate level. There is also a positive and low relationship between self-efficacy and writing anxiety. Furthermore, the regression formula indicates that the score of writing anxiety is 3.618 without the contribution of all dimensions of self-efficacy. The ideations contribute -0.172 to writing anxiety, which means every 1 poin increase of ideation, it reduces 0.172 poin of writing anxiety. The conventions contributes -0.242 to writing anxiety, which means every 1 poin increase of conventions, it reduces 0.242 poin of writing anxiety. The self-regulations contribute -0.240 to writing anxiety, which means every 1 poin increase of self-regulation, it reduces 0.240poin of writing anxiety. Finally, this research concludes that self-efficacy in English writing are able to reduce the level of writing anxiety. Therefore, the researchers suggest to the English teacher to improve the students' self-efficacy as high as possible to lower the anxiety as low as possible which also affects the high writing performance. İşcan (26) suggests that teachers frequently do writing activities without time limitation to eliminate or minimize students' writing anxiety, which can reinforce and encourage students' self-confidence in writing and choosing collaborative learning strategies in writing classes. Hasanah and Ali (27) also suggest that the selection the materials and creative teaching technique are able to make the writing class more interesting, motivating, exciting and effective.

Acknowledgments.

The authors address their gratitude to the headmaster, the English teacher, and the students who contributed in this research by providing the school as the site of the research, to manage the classroom so that the research run well and orderly. Many thanks also are pointed to the researcher team who has worked hard to conduct, to analyze, and to finish this paper. May this research provides a valuable information to the development of English language in further.

References

1. Nunan D. The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Q.* 2003;37(4):589–613.
2. Al Asmari A. Investigation of writing strategies, writing apprehension, and writing achievement among Saudi EFL-Major students. *Int Educ Stud.* 2013;6(11):130–43.
3. Topuzkanamis E. The effect of teaching writing strategies on Turkish Language Teaching Department freshman students' writing apprehension/Yazma stratejileri ogretiminin Turckce ogretmenligi birinci sinif ogrencilerinin yazma kaygisina etkisi. *J Lang Lit Educ.* 2015;(13):97–111.
4. Bandura A. The explanatory and predictive scope of self-efficacy theory. *J Soc Clin Psychol.* 1986;4(3):359.
5. Bandura A. Self-efficacy: The Exercise of Control. *Encyclopedia of Human Behavior.* 1997.

6. Hashemnejad F, Zoghi M, Amini D. The Relationship between Self-efficacy and Writing Performance across Genders. *Theory Pract Lang Stud*. 2014;4(5).
7. Stajkovic AD, Luthans F. Self-Efficacy and Work-Related Performance: A Meta-Analysis. *Psychol Bull*. 1998;124(2):240–61.
8. Zumbrunn S, Krause K. Conversations with leaders: Principles of effective writing instruction. *Read Teach*. 2012;65(5):346–53.
9. Spielberger CD, Vagg P. Test Anxiety: a transactional process model, test anxiety theory, assesment and treatment. Washington, D C Taylor &Francis. 2004;
10. MacIntyre PD, Gardner RC. The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Lang Learn*. 1994;44(2):283–305.
11. Zhang H. A study on ESL writing anxiety among Chinese English majors: Causes, effects and coping strategies for ESL writing anxiety. 2011;
12. Grupe DW, Nitschke JB. Uncertainty and anticipation in anxiety: an integrated neurobiological and psychological perspective. *Nat Rev Neurosci*. 2013;14(7):488–501.
13. Hassan BA. The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. Report Research. Faculty of Education, Mansoura University. Mesir. Eric. 2001;1–37.
14. Cheng YS. A measure of second language writing anxiety: Scale development and preliminary validation. *J Second Lang Writ*. 2004;13(4):313–35.
15. Shah PM, Mahmud WHW, Din R, Yusof A, Pardi KM. Self-Efficacy in the Writing of Malaysian ESL Learners. *World Appl Sci J* 15 (Innovation Pedagog Lifelong Learn. 2011;15(1):8–11.
16. Salem AAMS, Al Dyiar MA. Writing Anxiety as a Predictor of Writing Self-Efficacy in English for Special Education Arab Learners. *Int Educ Stud*. 2014;7(6):128–34.
17. Sugiyono D. Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. 2013;
18. Gay LR, Mills GE, Airasian PW. Educational research: Competencies for analysis and applications. Merrill/Pearson; 2012.
19. Suriansih M. The correlation among the students' writing motivation, writing anxiety and writing ability at SMP Ahmad Dahlan Kota Jambi (Undergraduate Thesis) [Internet]. The State Islamic University Sulthan Thaha Saifuddin; 2020. Available from: <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>
20. Pajares F, Margaret J Johnson. Confidence and Competence in Writing:The Role of Self-Efficacy, and Apprehension. *Res Teach English*. 1994;28(3):313–31.
21. Sabti AA, Md Rashid S, Nimehchisalem V, Darmi R. The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners. *SAGE Open*. 2019;9(4).
22. Masriani E, Mukhaiyar, Wahyuni D. Writing Anxiety and Writing Strategies Used by English Department Students State University of Padang. *Ling Didakt J Bhs dan Pembelajaran Bhs*. 2018;12(1):76–85.
23. Baskan A. The Relationship Between Writing Anxiety and Writing Self-Efficacy of Students Learning Turkish as a Foreign Language. *J Educ Learn*. 2021;10(4):70.
24. Bandura A. Self-Efficacy. *The Corsini Encyclopedia of Psychology* (p. 1-3). American Cancer Society. 2010.
25. Senemoğlu N. Development, learning, and teaching: From theory to practice. Ankara: Gönül Yayıncılık. 2011;
26. İşcan A. A study on writing anxiety in teaching Turkish as a foreign language (The Case of

Ürdün University). J Lang Lit Educ. 2015;14.

27. Hasanah N, Mada Ali S. The Students' Motivation in Writing through Mind Mapping at Tomakaka University of Mamuju. Edumaspul J Pendidik. 2020;4(2):341–6.