

**A CORRELATION BETWEEN SELF-EFFICACY AND  
ENGLISH PROFICIENCY: AN ANALYSIS OF  
EFL STUDENTS' WRITING TASKS**

**THESIS**

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# THESIS

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**A Correlation Between Self-Efficacy and English Proficiency:  
An Analysis of EFL Students' Writing Task**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2024

ya yang membuat surat pernyataan,



Nora Lizanna

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Banda Aceh, December 31<sup>st</sup>, 2024

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## ABSTRACT

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The research determines the correlation between self-efficacy and writing ability of EFL students at the English Educational Department of *Fakultas Tarbiyah dan Keguruan* at UIN Ar-Raniry University. The purpose of this research is to investigate how EFL students' writing abilities and self-efficacy relate to each-others. It emphasizes how crucial self-efficacy is for increasing students' ambition, determination, and proficiency with writing techniques. The population of this research was 149 third-semester students of the Advanced Language Skills course; the sample taken was 23 students. A quantitative research design was used to gather data by implement questionnaires and writing tests. The findings show a strong positive association ( $r_s = 0.94$ ) between self-efficacy and writing skills, implying that, while self- efficacy improves writing performance. For students to enhance their writing skills and general academic accomplishment in EFL environments, the research highlights the necessity for teachers to cultivate self-efficacy through constructive criticism and reasonable goal-setting.

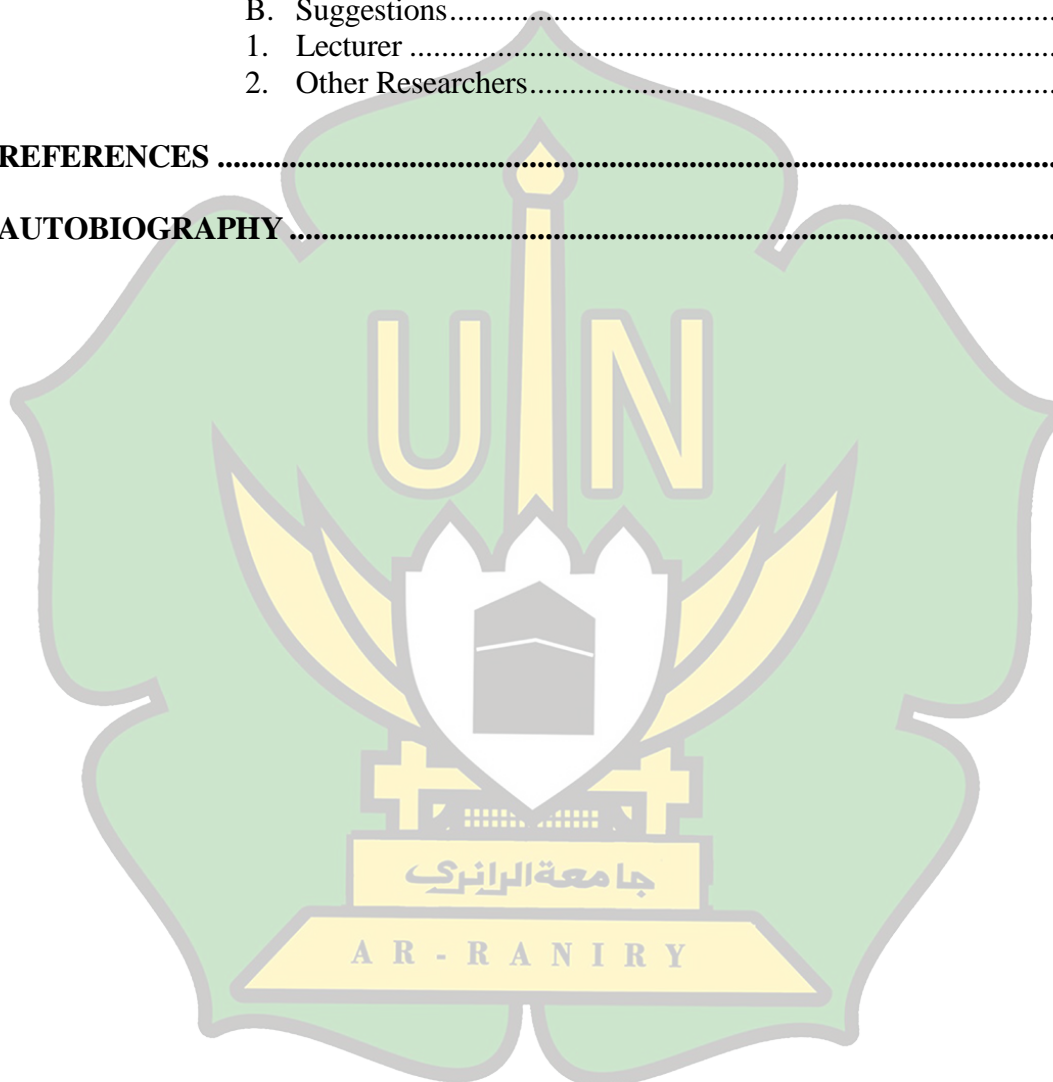
## TABLE OF CONTENTS

<b>DECLARATION OF THE ORIGINALITY .....</b>	<b>.....</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>

<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
A. Background of The Study .....	1
B. Research Questions .....	3
C. Hypothesis.....	4
D. Research Aims.....	4
E. Significance of The Study.....	4
1. For Teachers:.....	4
2. For Students: .....	5
3. For Lectures: .....	5
F. Research Terminology .....	5
1. Correlation.....	5
2. Self-Efficacy.....	6
3. English Proficiency .....	6
4. EFL Student .....	6
5. Writing Task.....	7
<b>CHAPTER II : LITERATURE REVIEW .....</b>	<b>8</b>
A. Exploring Self-Efficacy's Role in Enhancing Writing Proficiency and Performance among EFL Students.....	8
1. Definition of Self-Efficacy .....	8
2. Writing Proficiency Impact.....	10
3. Writing Performance .....	13
4. EFL Learners' Insights .....	15
B. Previous Research .....	16
<b>CHAPTER III : RESEARCH METHODOLOGY .....</b>	<b>19</b>
A. Research Design.....	19
C. Technique of Data Collection.....	21
1. Questionnaire.....	21
2. Writing Test .....	22
1. Description of Research Respondents.....	20
D. Technique of Data Analysis .....	24



<b>CHAPTER IV : FINDINGS AND DISCUSSION .....</b>	<b>26</b>
B. Findings .....	26
1. Description of Questionnaire Test Results .....	27
2. Description of Writing Test Results .....	29
C. Discussions .....	33
<b>CHAPTER V : CONCLUSION AND SUGGESTIONS .....</b>	<b>39</b>
A. Conclusion.....	39
B. Suggestions.....	39
1. Lecturer .....	40
2. Other Researchers.....	40
<b>REFERENCES .....</b>	<b>42</b>
<b>AUTOBIOGRAPHY .....</b>	<b>51</b>



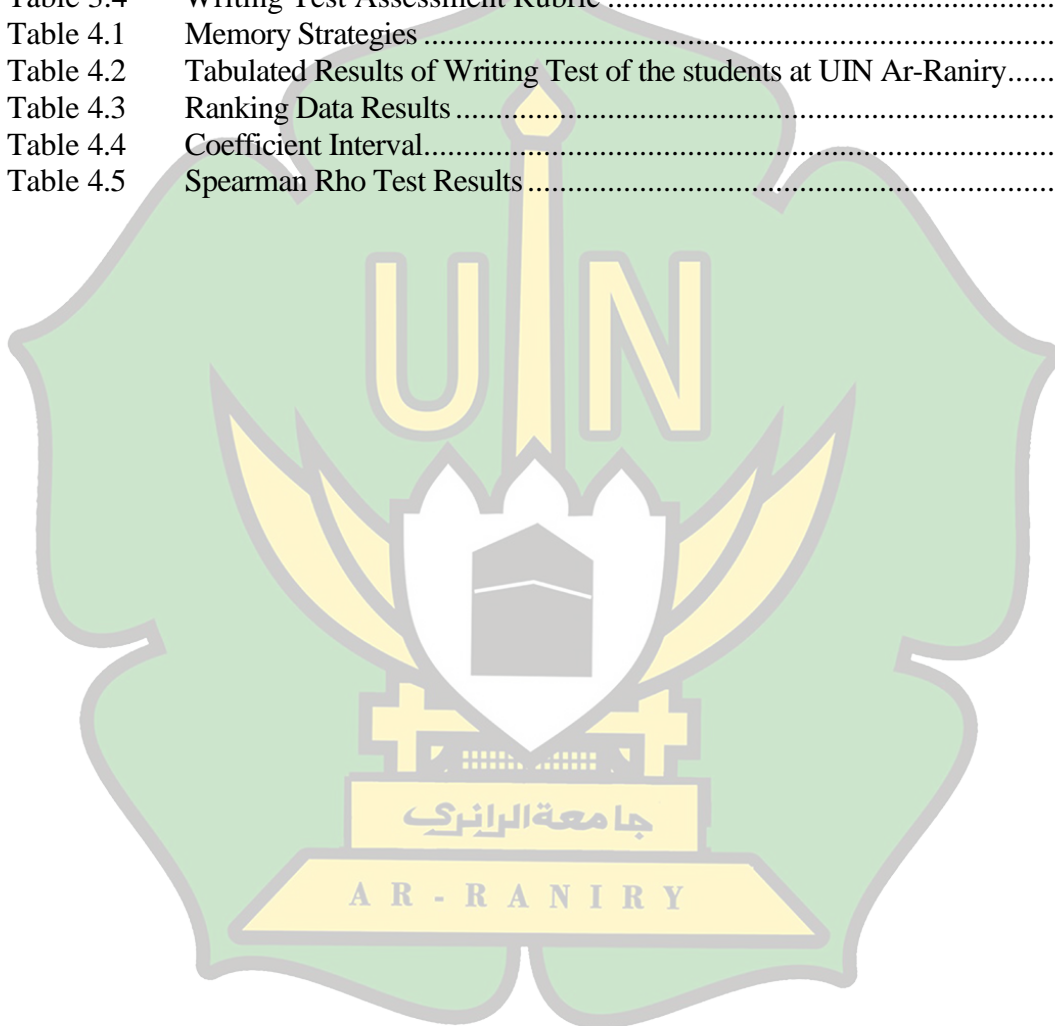
## LIST OF APPENDICES

Appendix I	Appointment Letter of Supervisor
Appendix II	Recommendation Letter from The <i>Fakultas Tarbiyah Dan Keguruan</i> to conduct field research
Appendix III	Worksheet Attachment
Appendix IV	Questionnaire



## LIST OF TABLE

Table 3.1	Respondent data .....	20
Table 3.2	Self-Efficacy Assessment Rubric .....	21
Table 3.3	Distribution of Frequency Use Category .....	22
Table 3.4	Writing Test Assessment Rubric .....	23
Table 4.1	Memory Strategies .....	27
Table 4.2	Tabulated Results of Writing Test of the students at UIN Ar-Raniry.....	29
Table 4.3	Ranking Data Results .....	31
Table 4.4	Coefficient Interval.....	34
Table 4.5	Spearman Rho Test Results .....	35





# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Self-efficacy, the belief in one's ability to succeed at specific tasks, plays a critical role in educational psychology and learning (Bandura, 1997). It influences motivation, learning approaches, and overall academic performance. High levels of self-efficacy enable students to tackle challenges with confidence, persist through difficulties, and employ effective strategies, thereby enhancing their learning outcomes.

In the context of English as a Foreign Language (EFL), self-efficacy is particularly significant. EFL learners often face unique challenges, including language barriers and cultural differences, which can impact their academic performance. Self-efficacy beliefs are crucial for language learning, influencing students' engagement and persistence in language-related tasks.

Writing proficiency is a key component of language learning that requires not only language comprehension but also cognitive and metacognitive skills (Hyland, 2022). Research indicates that self-efficacy beliefs significantly affect writing performance. For instance, Zhang (2021) observed that students with high writing self-efficacy are more likely to engage in writing activities, apply constructive feedback, and persist through writing challenges.

The relevance of self-efficacy in EFL students' writing tasks cannot be overstated. Lee and Evans (2022) discovered that writing self-efficacy is a strong

predictor of writing performance among EFL learners. This correlation suggests that enhancing self-efficacy could improve writing outcomes and overall language proficiency for EFL students.

Despite the acknowledged importance of self-efficacy, there is limited research specifically examining its correlation with English proficiency in the context of EFL students' writing tasks. Most studies have focused broadly on language skills or specific aspects of self-efficacy without a comprehensive analysis of how these factors interact in writing tasks.

Bandura's (1997) theory of self-efficacy provides a useful framework for understanding the dynamics between self-efficacy beliefs and academic performance. This theory posits that self-efficacy influences the effort, persistence, and resilience students apply to their tasks, which in turn affects their performance outcomes.

EFL students' proficiency in English significantly impacts their academic success. Wang and Lin (2023) found a strong positive correlation between English proficiency and overall academic performance. Higher levels of proficiency enable students to better comprehend and produce academic texts, which are crucial for their academic progress.

Understanding the correlation between self-efficacy and English proficiency has practical implications for EFL education. Developing instructional strategies that enhance self-efficacy could lead to improved language learning outcomes. This approach can be particularly beneficial for EFL students who may struggle due to language barriers and cultural differences.

This research aims to fill the gap by analyzing the correlation between self-efficacy and English proficiency through the lens of EFL students' writing tasks. By providing empirical evidence on this correlation, this research will contribute to the development of targeted interventions and teaching strategies that support EFL learners.

Self-efficacy is a crucial factor in language learning, particularly for EFL students. Its impact on writing proficiency highlights the need for further research to explore and address the specific challenges faced by these students. This research seeks to enhance understanding and support academic success for EFL learners by examining the correlation between self-efficacy and English proficiency.

Based on the previous paragraphs, this research attempts to determine the correlation between self-efficacy and English competency through an analysis of EFL students' writing tasks.

## **B. Research Questions**

Regarding the background of the above issues, the researchers formulated the following research question:

1. What is the correlation between self-efficacy and writing proficiency among EFL students?



### C. Hypothesis

Ha : Self-efficacy has a significant impact on writing proficiency in the Advanced Language Skills course students at UIN Ar-Raniry University.

Ho : Self-efficacy does not have a significant impact on writing proficiency in the Advanced Language Skills course students at UIN Ar-Raniry University.

### D. Research Aims

Based on the problems mentioned above, this research is intended to present a description of a research question. The aims of the research are as follows:

1. To investigate how EFL students' writing abilities and self-efficacy correlate with each other

### E. Significance of The Study

The researcher anticipates that this research will have positive outcomes for teachers, students, and lecturers.

#### 1. For Teachers:

This comes from the capacity to improve methods of instruction by emphasizing the correlation between self-efficacy and English proficiency in EFL students, especially with writing activities. Realizing how students' trust in their skills affects their language performance allows teachers to influence how they teach to provide a more helpful and encouraging learning environment.

## **2. For Students:**

Its value comes from having the capacity to provide insight into the influence of self-efficacy on English proficiency, particularly in writing activities. Students may develop a more proactive attitude toward researching by understanding how their self-belief affects their performance. This research emphasizes the importance of establishing trust in oneself in students' writing skills, allowing them to set higher objectives, persist through barriers, and connect more fully with their educational resources.

## **3. For Lecturers:**

This research holds importance for lecturers as it offers a more profound comprehension of the correlation between EFL students' self-efficacy, especially English proficiency, especially when it comes to writing assignments. Lecturers can learn many things about the psychological aspects that affect students' performance by examining this connection.

## **F. Research Terminology**

To avoid misunderstanding, the researcher defines several terms in this research as follows:

### **1. Correlation**

The analytic measure that shows how much two variables increase together is called correlation. This research analyzes the correlation between self-efficacy and English proficiency in EFL students, revealing how variation in one may predict changes in the other, influencing writing performance.

## **2. *Self-Efficacy***

Self-efficacy is a belief that one is capable of performing particular activities. It has a major effect on persistence, drive, and effort, especially in academic settings. High self-efficacy enhances EFL students' confidence in writing, motivating them to take on difficulties and improve their language abilities through consistent practice.

## **3. *English Proficiency***

The ability to successfully comprehend, communicate, read, and write in English is known as English skills. It includes a range of abilities, like vocabulary, grammar, and comprehension. Higher proficiency levels are associated with improved academic performance and improved communication skills, especially when it comes to writing assignments, for EFL students.

## **4. *EFL Student***

Students who learn English in developing countries where English is not the primary language are known as EFL (English as a Foreign Language) students. The EFL students who are the sample for this research were taken from third-semester students in the advanced language skills course in the English educational department at the Faculty of Tarbiyah and Teacher Training at UIN Ar-Raniry University.



### 5. *Writing Task*

Writing tasks require the drafting of written material that exhibits both cognitive and linguistic ability. EFL students have to utilize grammar, vocabulary, and organizational abilities to complete these activities. Writing tasks that's effective promote creativity and critical thinking and are an important way to evaluate language learning objectives



## CHAPTER II

### LITERATURE REVIEW

#### **A. Exploring Self-Efficacy's Role in Enhancing Writing Proficiency and Performance among EFL Students**

##### ***1. Definition of Self-Efficacy***

Self-efficacy is defined as the belief that one is capable of performing the actions required to achieve specific goals. Self-efficacy has a substantial impact on EFL students' writing skills because it affects their motivation, perseverance, and approach to writing projects. High-self-efficacy students are more probable to use successful writing approaches, establish ambitious goals, and devote themselves fully to their writing projects (Lee & Evans, 2022). Being able to see writing as a rewarding and controllable activity motivates students to engage in chances with imagination to tests with language. Low self-efficacy, on the other hand, might cause fear and writing task avoidance, which will have a negative influence on writing performance as a whole. Therefore, improving writing abilities and reaching higher grades in an EFL setting need cultivating self-efficacy.

The psychological framework of social cognition, originally established by Albert Bandura, is where the phrase "self-efficacy" originated. It characterizes a person's confidence in their ability to carry out the actions required to achieve particular performance goals. Self-efficacy is simply the belief in an individual's capacity to succeed in specific circumstances or

complete a task. This idea has a big impact on how individuals feel, think, act, and encourage themselves. For EFL (English as a Foreign Language) students in particular, self-efficacy is crucial to their learning outcomes and processes, especially when it comes to writing proficiency. Self-efficacy affects EFL students' writing skills in a variety of ways, such as through persistence, motivation, and effort. Students who have a high sense of their own abilities are more inclined to set demanding objectives, work hard, and overcome challenges. They are more inclined to experiment with language use, investigate novel concepts, and take chances when writing.

Students' self-efficacy affects the type of feedback they seek for and accept. EFL students with strong self-efficacy are more likely to seek constructive feedback and apply it into their writing, resulting in better abilities and confidence (Woodrow, 2011). At some point, a pattern of positive reinforcement improves their writing skills, so it is crucial for teachers to use techniques that support students' self-efficacy when writing. Teachers may assist students in creating a resilient attitude toward writing difficulties by creating a supportive atmosphere and promoting reflection (Bandura, 1997).

Teachers may employ many kinds of ways in the writing courses to assist EFL students in appearing more confident. These methods center on increasing students' self-esteem, offering encouraging educational opportunities, and developing a positive mindset toward writing. For writing assignments, students may experience success and increase their self-efficacy by setting clear, achievable goals. These objectives should be difficult yet achievable so that



students can work hard and persist to reach them. Writing a well-structured paragraph with newly acquired vocabulary words from class might be one example of a goal. Students can progressively take on increasingly difficult assignments, including writing essays or reports, as they meet these objectives.

## ***2. Writing Proficiency Impact***

Writing proficiency not only improves communication but also promotes cognitive development by stimulating critical thinking and self-expression (Grabe & Kaplan, 2021). Clearer and more compelling arguments are produced by skilled writers who are better able to arrange their ideas, use suitable language, and follow grammatical rules, according to research (Hyland, 2022). The ability to write effectively promotes other language abilities. According to studies, students who perform well in writing frequently have enhanced reading comprehension and oral communication abilities, as they are implicated within the context of language learning. Writing, for example, depends on students to synthesize information, evaluate sources, and clearly express their opinions—skills that are just as useful in both oral and written situations.

The most important phase for students researching English as a foreign language (EFL) is the pursuit of writing skills. This expertise includes many different skills, such as the ability to structure ideas effectively, use proper terminology and syntax, make compelling arguments, and have the flare to captivate readers. It goes beyond simply being able to write grammatically right phrases.

Self-efficacy influences students' strategies for improving their writing. Students with high self-efficacy are more able to use a variety of learning strategies, including drafting, revising, and soliciting feedback. These strategies are essential for improving writing abilities and overall proficiency. According to Lee and Evans (2022), high writing self-efficacy is associated with greater use of metacognitive strategies such as planning and self-monitoring, both of which contribute to better creating organization and coherence.

Self-efficacy affects writing proficiency in settings other than the classroom. Students who have high self-efficacy are more able to engage in writing activities outside of the classroom, such as journaling, blogging, or joining writing communities. These extracurricular activities provide additional practice and opportunities for feedback, thereby improving writing skills. Students who participate in non-academic writing activities on a regular basis tend to become more confident in their writing skills and demonstrate higher writing proficiency, according to Hsieh and Schallert (2020).

Self-efficacy influences students' emotional responses to writing. Writing can be a stressful and anxiety-inducing task, particularly for EFL students who lack confidence in their language abilities. Students with high self-efficacy, on the other hand, are better equipped to deal with anxiety and stress associated with writing. Self-efficacious students are more able to view obstacles as chances for personal development rather than as dangers to their abilities, according to Bandura (1997).

Self-efficacy affects students' strategic writing practices in addition to motivation and emotional reactions. High-self-efficacy students are able to use successful writing techniques, including brainstorming, drafting, editing, and getting feedback. These techniques are essential for improving writing skills because they help students structure their ideas, enhance their arguments, and make their writing more coherent and clear. Students having high levels of self-efficacy are also more inclined to try new things, write boldly, and use intricate sentence structures.

Another important area in which self-efficacy is crucial to writing proficiency is persistence. Writing is a difficult and iterative process that calls for perseverance and ongoing dedication, particularly when done in a second language. High-self-efficacy students are more able to stick with the writing challenges, keep up their efforts regardless of difficulties, and stay dedicated to developing their skills. To become proficient and understand the complexities of writing, one must be persistent. Students with low self-efficacy, on the other hand, could give up easily when writing difficulties arise, resulting in assignments that are either badly completed or incomplete.

Teaching self-regulation is a valuable method. Self-regulation entails preparing, monitoring, and assessing one's writing process. By improving these skills, students may gain control of their writing, set realistic goals, measure their progress, and make required changes. Self-regulation not only improves writing skills but also empowers students by making them more confident and self-sufficient writers.

### 3. *Writing Performance*

Writing proficiency is frequently evaluated using a number of factors, such as vocabulary, grammar, coherence, cohesiveness, and content (Hyland, 2022). Writing well necessitates not only an understanding of language but also the capacity to arrange concepts logically and communicate them in an understandable manner. EFL students must negotiate these complex demands while improving their language skills, making writing a particularly difficult skill to comprehend (Grabe & Kaplan, 2021).

One of the most important cognitive factors influencing writing performance is cognitive function, which entails planning, monitoring, and evaluating one's writing process. Cognitive methods assist students in handling the intricacies of writing, including idea generation, content organization, and draft revision (Graham & Harris, 2021). Students who employ metacognitive strategies are more able to write more effectively texts and do better on writing assignments, according to research (Zimmerman & Risemberg, 2000). By encouraging a deeper comprehension of the writing process, these techniques help students become self-sufficient and proficient writers (Sasaki, 2020).

Students with a high level of self-efficacy are able to write, stick with a project through difficulties, and utilize effective methods to write. Low self-efficacy, on the other hand, can cause reduction of writing tasks and a lack of motivation, resulting in less fortunate writing performance (Bandura, 1997). Also, fear of writing may affect performance by causing students to quickly rush through assignments or avoid them entirely (Hsieh & Schallert, 2020).



Environmental factors, such as methods of instruction and feedback, have a further impact on writing performance. Effective instruction that includes straightforward instructions, modeling, and frameworks can help students improve their writing skills (Hattie & Timperley, 2022). Another essential element is feedback, which helps students pinpoint their particular areas of limitations and leads them as they polish their writing. Research has indicated that prompt and targeted feedback is more beneficial for enhancing writing abilities than general remarks (Ferris, 2020). Another factor is the classroom setting, where cooperative and encouraging environments promote improved writing results (Rijlaarsdam et al., 2020).

The correlation between writing performance and self-efficacy is especially strong for EFL students. Not only does high self-efficacy inspire students to write, but it also encourages those to try new things and use language in unconventional ways. Their writing becomes more linguistically and stylistically varied as a result (Wang & Lin, 2023). As being able students are prone to ask for and apply feedback, which will help them become even better writers. These students are more adaptable, observing unsuccessful attempts as teaching moments rather than impossible obstacles (Usher, 2021).

#### 4. *EFL Learners' Insights*

English as a Foreign Language (EFL) learners' perspectives offer priceless insights into how self-efficacy affects writing performance. Teachers can better adapt their teaching methods to improve students' writing abilities and confidence by being aware of these insights. This section explores the experiences and views of English as a Foreign Language students regarding self-efficacy, emphasizing how it affects their writing abilities.

One important factor influencing how EFL learners approach writing is self-efficacy, which is the conviction that one can succeed at particular tasks. Bandura (1997) asserts that students' self-efficacy affects their drive, perseverance, and effort—all of which are crucial components of writing performance. High self-efficacy EFL learners are more able to set challenging writing objectives, write enthusiastically, and persevere through difficulties.

EFL students frequently state that their self-efficacy assumptions come from previous writing experiences. Good experiences—like getting good grades or praise from teachers—can promote self-efficacy, which in turn may increase confidence and willingness to take on more challenging writing assignments. Negative situations, such as multiple failures or harsh evaluations, can undermine self-efficacy, causing anxiety and avoidance of writing tasks (Usher, 2021). For example, EFL students who received constructive and encouraging feedback from their teachers were more probable to believe in their own skills and do more effectively on writing assignments, according to Hsieh and Schallert (2020).

The experiences of others, or observing successful writers, are also essential to shaping EFL learners' self-efficacy beliefs. Students who see their classmates succeed, particularly those who are similar they define, are more able to believe in their own abilities. The significance of independently learning and cooperative learning in the classroom is highlighted by this phenomenon. Mentoring and group projects can greatly improve EFL learners' self-efficacy and writing abilities.

### **B. Previous Research**

Research by Zhang, Dai, Ardasheva, and Hong (2023) examined relationships among English language proficiency, motivation, motivational intensity, self-efficacy, and achievement in an English for Specific Purposes (ESP) context. The sample consisted of 189 non-English-major students<sup>1</sup>. The study found that English language proficiency and English public speaking (EPS) self-efficacy had both direct and indirect impacts on EPS performance (Zhang et al., 2023)<sup>1</sup>. The use of a structural equation model revealed that these variables explained 23.4% of the variance in EPS achievement, showcasing the importance of motivational intensity and self-efficacy in enhancing language performance (Zhang et al., 2023).

In contrast this research specifically focuses on the correlation between self-efficacy and writing proficiency among EFL students, targeting a more defined group of third-semester students at UIN Ar-Raniry University. While Zhang et al. utilized a broad sample of non-English major students,

this study narrows its focus to EFL learners, which may yield different insights into the specific challenges and dynamics of writing proficiency. Additionally, this research employs a targeted quantitative approach with extensive writing assessments, differing from the structural equation modeling used by Zhang et al. Furthermore, while Zhang et al. found that their variables explained a significant portion of the variance in EPS achievement, this research aims to provide empirical evidence on the correlation between self-efficacy and writing proficiency, potentially revealing different relationships and outcomes specific to writing tasks. This focus on writing, as opposed to speaking, allows this study to contribute uniquely to the understanding of how self-efficacy influences language learning in the context of written communication.

This study investigated the correlation between self-efficacy and EFL (English as a Foreign Language) students' speaking performance, focusing on the English Department Batch 2019 at Hasanuddin University. It aimed to determine how students' beliefs in their abilities to succeed in specific speaking tasks (self-efficacy) are related to their actual speaking performance. The research utilized a quantitative approach and provided evidence of a positive correlation between self-efficacy and speaking performance among the sampled students.

Nurafadhlani, F. E. (2022)

In contrast, this research centers on the correlation between self-efficacy and writing proficiency among EFL students at UIN Ar-Raniry University, specifically targeting third-semester students. While Nurafadhlani's study focuses on speaking skills,



this research emphasizes writing skills, which may reveal different dynamics and implications for language learning. The difference in the sample population—Her study involving a specific cohort from Hasanuddin University and this research focusing on a different institution—also highlights the contextual variations in language learning experiences.

Additionally, while both studies employ a quantitative approach, this research utilizes extensive writing assessments to evaluate writing proficiency, whereas Nurafadhlani's study assesses speaking performance. This methodological difference may lead to distinct findings and insights regarding the role of self-efficacy in language learning, as this research aims to explore how self-efficacy influences writing tasks specifically, rather than speaking tasks. Consequently, the results of this study may provide unique contributions to understanding the relationship between self-efficacy and writing proficiency in EFL contexts.

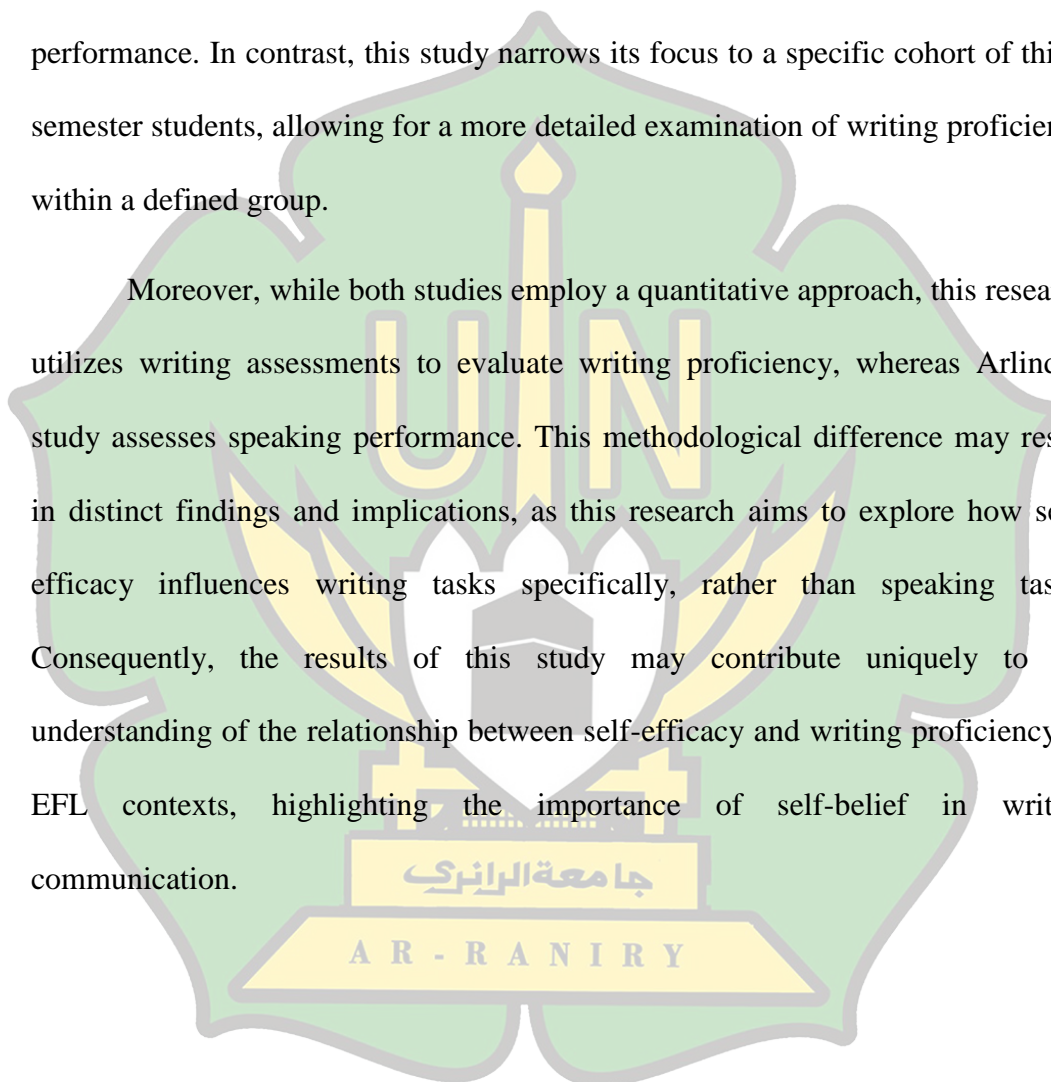
Arlinda, F. (2023). This research explored the relationship between self-efficacy in speaking and speaking performance among EFL students. Conducted as part of the RETAIN project, the study involved EFL students from various levels and examined how students' confidence in their speaking ability (self-efficacy) influences their actual speaking performance. The findings highlighted significant positive correlations, suggesting that higher self-efficacy in speaking is associated with better speaking performance.

In contrast, this research focuses on the correlation between self-efficacy and writing proficiency among EFL students at UIN Ar-Raniry University,

specifically targeting third-semester students. While Arlinda's study centers on speaking skills, this research emphasizes writing skills, which may lead to different insights regarding the impact of self-efficacy on language learning.

Additionally, the sample in Arlinda's research includes EFL students from various levels, providing a broader perspective on self-efficacy and speaking performance. In contrast, this study narrows its focus to a specific cohort of third-semester students, allowing for a more detailed examination of writing proficiency within a defined group.

Moreover, while both studies employ a quantitative approach, this research utilizes writing assessments to evaluate writing proficiency, whereas Arlinda's study assesses speaking performance. This methodological difference may result in distinct findings and implications, as this research aims to explore how self-efficacy influences writing tasks specifically, rather than speaking tasks. Consequently, the results of this study may contribute uniquely to the understanding of the relationship between self-efficacy and writing proficiency in EFL contexts, highlighting the importance of self-belief in written communication.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used a quantitative research method. Quantitative research is systematic scientific research on phenomena and is statistical in nature. This research focuses more on numerical data with certain instruments or measuring tools, where the data collected for analysis is mostly in the form of numbers (numerical). According to Matthews and Ross (2010), quantitative research methods are applied to the collection of structured data that can be represented numerically. Generally, quantitative data are collected when the researcher has adopted a positivist epistemological approach and the data can be scientifically analyzed.

The research examined the connection between self- efficacy and English proficiency in writing tasks, using students from Advanced Language Skills at the English Educational Department at *Fakultas Tarbiyah dan Keguruan* in UIN Ar-Raniry as a source. This is because the present research wanted to determine the level of self-efficacy among students; hence, the researcher used this method.

#### **B. Population and Sample**

Population is the total number of individuals, units, or other subjects of research. In this case, the population consists of a general group of objects or people chosen by the researcher to be studied and from which

conclusion are drawn based on certain quantities and characteristics (Sugiyono, 2019). In this research, the population consisted of 149 third- semester students in the Advanced Language Skills course at UIN Ar-Raniry. A sample is a large portion of the population whose characteristics are examined. According to Sugiyono (2019), samples are representative or able to describe the characteristics of the population. The participants in this research were 23 students participating within the Advanced Language Skills course at UIN Ar-Raniry University during each odd- numbered semester of the 2024/2025 academic year, as defined in the table below.

**Table 3.1:**

*Respondent data*

No	Initial	Sex
1	AZ	Male
2.	NAS	Female
3.	ALZ	Female
4.	NH	Female
5.	MFZ	Male
6.	NA	Female
7.	MZBS	Male
8.	DI	Female
9.	KN	Female
10.	ZA	Female
11.	FKN	Female
12.	ARHQ	Male
13.	IS	Female
14.	CU	Female
15.	FJ	Female
16.	RS	Male
17.	SZ	Female
18.	NW	Female
19.	CMM	Female
20.	MCI	Male
21.	AN	Female
22.	KF	Female
23.	HH	Female

*Data Source: The students of the 5th Unit Advanced Language Skills Course*



## C. Technique of Data Collection

### 1. Questionnaire

Students completed the questionnaire to assess their writing self-efficacy. Participants were asked to complete a self-efficacy questionnaire with ten statements scored on a five-point Likert scale from "always," "often," "sometimes," "rarely," and "never." The questionnaire was distributed in an Advanced Language Skills class environment, based on accessibility and convenience. Data were collected anonymously to ensure honest and accurate responses, and the results were examined to determine correlations between self-efficacy and writing proficiency.

**Table 3.2**

*Self-Efficacy Assessment Rubric*

<b>Criteria (Point)</b>	<b>Always (10)</b>	<b>Often (8)</b>	<b>Sometimes (6)</b>	<b>Rarely (4)</b>	<b>Never (2)</b>
<b>Confidence</b>	Consistent ly confident	Frequentl y confident	Occasionall y confident	Seldom confident	Never confident
<b>Motivation</b>	Always motivate	Often motivate	Sometime s motivated	Rarely motivate	Never motivated
<b>Strategies</b>	Always uses effective	Often uses effectively	Sometimes uses effectively	Rarely uses effectively	Never uses effectively
<b>Handling Feedback</b>	Always uses constructi vily	Often uses constructi v	Sometime s constructi v	Rarely uses constructivi st	Never uses constructi vly

*Data Source: Widodo, A. F. W. (2022).*

**Table 3.3***Distribution of Frequency Use Category*

Category	Details	Range of Value
High	Always used	8.1 to 10.0
	Often used	6.1 to 8.0
Medium	Sometimes used	4.1 to 6.0
Low	Rarely used	2.1 to 4.0
	Never used	1.0 to 2.0

The distribution of frequency use category table classifies activities or items based on their usage frequency into three distinct categories—high, medium, and low. In the high category, items are either always used or often used, with a value range from 8.1 to 10.0. This indicates a very frequent use of such items. The medium category includes items sometimes used, with values from 4.1 to 6.0, reflecting moderate frequency. Items in this range are neither too frequently nor too rarely utilized.

Meanwhile, the low category consists of rarely used or never used items. Values ranging from 1.0 to 4.0 indicate that these items are not commonly utilized or might even be unused. By systematically categorizing usage frequencies, this table helps in understanding and assessing the prevalence of different activities or items, which can be useful in research or evaluation contexts, such as evaluating the usage of different tools, apps, or habits.

## **2. Writing Test**

In the writing test, students must argue "The Benefits of TikTok in Learning English." With blank paper, brainstorming, and an outline provided, they have 30-

45 minutes to write. Essays are assessed with a detailed rubric evaluating task response, coherence, cohesiveness, lexical resource, and grammatical accuracy.

**Table 3.4**

*Writing Test Assessment Rubric*

Criteria	Band 5	Band 4	Band 3	Band 2
<b>Task Response</b>	Holistic and detailed task assessment.	Partial task coverage with gaps.	Task mostly done, some gaps.	Inadequate task response, unrelated concepts.
<b>Coherence and Cohesion</b>	Ideas flow seamlessly, well-connected.	Ideas clear despite uncertain transitions.	Inconsistent structure, limited cohesiveness.	Poorly structured, minimal cohesiveness.
<b>Lexical Resource</b>	Accurate and extensive terminology usage.	Varied but sometimes inaccurate vocabulary.	Limited range of vocabulary; noticeable errors.	Narrow vocabulary range, many errors.
<b>Grammatical Range and Accuracy</b>	Accurate use of diverse grammar.	Varied grammar usage, some errors.	Limited grammar range, understanding errors.	Extremely limited grammar, comprehension errors.
<b>Overall Band Score</b>	40	30	20	10

*Data Source:* Graham, S., & Harris, K. R. 2021.

#### **D. Technique of Data Analysis**

The questionnaire's questions demand students respond using the list or scale provided in the questionnaire. According to Sugiyono (2018), a Likert scale is an instrument for assessing the attitudes, opinions, and perceptions of a person's group towards social phenomena. The variables assessed using the Likert scale are then turned into variable indicators. This scale is used to assess attitudes toward statements in the questionnaire. For each question, the researcher applied a five-point scoring framework, with always = 10, often = 8, sometimes = 6, rarely = 4, and never = 2 for positive questions and vice versa for negative ones.

In this research, data was analyzed using inferential statistics, often known as non-parametric statistics. Non-parametric statistics is sometimes known as "free distribution" since it does not require numerous presumptions to be met, such as the data to be explained not being regularly distributed. The associative hypothesis, specifically Spearman rank correlation, was applied. (Sugiyono, 2019).

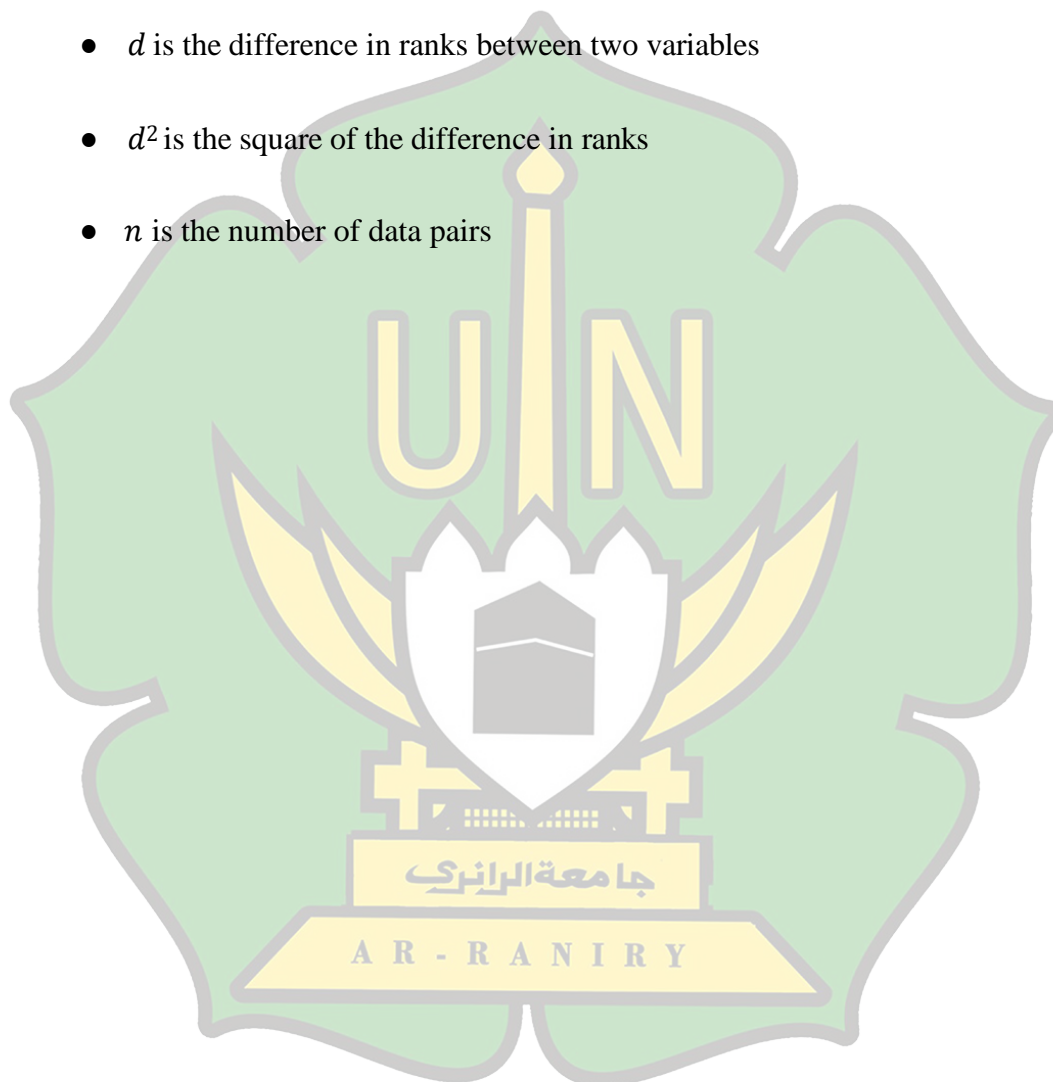
In order to determine the degree to which (X) self-efficacy increases (Y) writing skills and the significance of the correlation between self-efficacy (X) and writing skills (analyzed using SPSS type 27), a researcher utilized the rank spearman correlation analysis. Variable X has an impact on variable Y if the p-value is less than 0.05; if p is greater than 0.05, there is no difference between X and Y.



Spearman's rank correlation coefficient ( $r_s$ ) will be calculated using the formula:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

- $d$  is the difference in ranks between two variables
- $d^2$  is the square of the difference in ranks
- $n$  is the number of data pairs



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter provides the findings of the research and presents the discussion of the research.

#### **B. Findings**

The results of the data gathered via questionnaires and writing tests are shown in this section. Following data collection, the researcher discovered the following findings that are relevant to this research. In the context of research with a limited time frame, recruiting fewer than 30 participants is often driven by practical and methodological reasons. Data collection becomes quicker and more efficient, allowing researchers to complete the study on time and save resources. This type of research usually serves as a preliminary study, providing initial insights to identify trends or potential issues that form the basis for larger future studies (Walliman, 2011)

From a statistical perspective, although a small number of participants has limitations in terms of generalization, it can still offer meaningful data. (Creswell & Plano Clark, 2018) Studies with a small sample size can yield relevant and useful insights as long as the methods used are valid and data collection is thorough. This approach allows researchers to meet tight deadlines without significantly compromising the quality or integrity of the research. (Salkind, 2016)

### 1. Description of Questionnaire Test Results

The researcher's questionnaire, presented in (Appendix IV), contains ten statement-based questions. The table below reveals the questionnaire's results.

**Table 4.1**

*Memory Strategies*

No	Statement	Mean Use	Category
1.	Confidently organize essay ideas.	7.2	Medium
2.	Confident in successful task completion.	7.28	High
3.	Writing in English is easy.	7.2	High
4.	I use correct English well.	6.32	Medium
5.	I improve writing with feedback.	7.6	High
6.	Motivated to practice writing.	8.24	High
7.	Aware of writing strengths and weaknesses.	7.44	High
8.	Anxious writing English essays.	6.69	Medium
9.	Seek help when struggling.	7.76	High
10.	Better writing boosts English proficiency.	8.88	High

*Data Source: The self-efficacy questionnaire results of students in the 5th Unit Advanced Language Skills Course*

The table 4.1 reveals a range of statements related to students' attitudes towards writing in English, along with their mean scores and corresponding categories of confidence. These responses offer valuable insights into how students perceive their writing abilities and the various factors influencing their confidence levels. Overall, the data suggests a generally positive attitude towards writing in English, with certain areas highlighting both strengths and potential areas for improvement.

Several statements indicate high levels of confidence among students. For instance, students feel assured in their ability to complete writing tasks successfully (mean score of 7.28), find writing in English relatively easy (7.2), and are motivated to practice writing regularly (8.24). Additionally, students actively seek help when struggling (7.76) and believe that better writing skills will enhance their overall English proficiency (8.88). These high scores suggest that students are well-engaged and optimistic about their writing capabilities, appreciating the role of feedback in their development.

Despite the overall positive outlook, there are areas where students exhibit moderate confidence. For example, students feel somewhat confident in using correct English well (mean score of 6.32) and are moderately anxious about writing English essays (6.69). This indicates that while they have a reasonable level of self-assurance, they also recognize specific challenges, particularly in grammar and the anxiety associated with essay writing. Such areas might benefit from targeted support and additional practice to bolster their confidence.

## 2. Description of Writing Test Results

In the writing test, the researcher required students to create an argumentative essay titled "The Benefit of TikTok for Learning English." by offering guidelines or a framework for writing, among others. Please (see Appendix III) for more info about the essay test.

**Table 4.2**

*Tabulated Results of Writing Test of the students at UIN Ar-Raniry*

No	Initial	Response	NO ITEM WRITING ABILITY (Y)			TOTAL Y
			Cohesion	Lexicon	Grammar	
1.	AZ	10	10	20	20	60
2.	NAS	10	10	30	10	60
3.	ALZ	10	20	20	10	60
4.	NH	30	10	10	10	60
5.	MFZ	10	20	10	20	60
6.	NA	10	10	30	20	70
7.	MZBS	20	20	20	10	70
8.	DI	30	20	10	10	70
9.	KN	10	10	20	30	70
10.	ZA	20	20	20	10	70
11.	FKN	10	30	20	10	70
12.	ARHQ	30	30	10	10	80
13.	IS	20	10	40	10	80
14.	CU	20	20	20	20	80
15.	FJ	20	20	30	10	80
16.	RS	20	20	20	20	80
17.	SZ	20	10	30	20	80
18.	NW	20	30	20	20	90
19.	CMM	30	20	20	20	90
20.	MCI	10	20	40	30	90
21.	AN	30	20	20	20	90
22.	KF	30	30	30	30	90
23.	HH	40	20	20	10	90
Total		460	430	510	380	1740
Average		20	18.70	22.17	16.52	75.65



Maximum Score	920	920.00	920.00	920.00	920.00
Percentage	50%	46%	55%	41%	189%

*Data source: The Writing Test results of students in the 5th Unit Advanced Language Skills Course."*

It appears in table 4.2. The four elements are grammar, lexicon, cohesion, and response. Every element will be ranked from 10 to 40. Six students obtained an excellent score (90) out of 23 replies. In terms of response, the greatest score received by students is 40 and the lowest score is 10, for a total score of 460 and a percentage of 50% from 23 students. In terms of cohesiveness, the best score is 30 and the lowest score is 10, for a total score of 430 and a percentage of 46%. In terms of lexicon, the highest score is 40 and the lowest score is 10, for a total score of 510 and 55% accuracy. In terms of grammar, the greatest score is 30 and the lowest score is 10, for a total score of 380 and a 41% rate. According to the above table, writing ability is influenced by a number of factors, including response, cohesion, lexicon, and grammar, in addition to self-efficacy.

Most students show good writing skills, according to the overall percentage (189%), but their cohesion might use a bit of effort. Vocabulary and response got higher than average scores, showing that students performed better when responding to writing tasks using proper responses. Students should work on their word choice and lexical variety in their writing, as grammar usage had the lowest average score.

The both of the student questionnaire scores and the writing test should be calculated using the Spearman correlation formula, which is as follows: To obtain the result of correlation rank, spearman is necessary to process in the following table of distribution, as follows:

**Table 4.3**

*Ranking Data Results*

No	Initial	Total X	Total Y	Ran k (x)	Ran k (y)	d	d <sub>2</sub>
1.	AZ	64	60	21	21	0	0
2.	NAS	72	60	15	20.5	-5.5	30.25
3.	ALZ	68	60	17	20	-3	9
4.	NH	84	60	3.5	19.5	-16	256
5.	MFZ	74	60	12.5	19	-6.5	42.25
6.	NA	70	70	13	15.5	-2.5	6.25
7.	MZBS	76	70	10	15	-5	25
8.	DI	68	70	12.5	14.5	-2	4
9.	KN	88	70	1.5	14	-12.5	156.25
10.	ZA	78	70	6.5	13.5	-7	49
11.	FKN	76	70	7.5	13	-5.5	30.25
12.	ARHQ	80	80	4.5	9.5	-5	25
13.	IS	74	80	7	9	-2	4
14.	CU	60	80	10	8.5	1.5	2.25
15.	FJ	76	80	6	8	-2	4
16.	RS	84	80	2	7.5	-5.5	30.25
17.	SZ	68	80	5	7	-2	4
18.	NW	82	90	2	3.5	-1.5	2.25
19.	CMM	80	90	2	3	-1	1
20.	MCI	62	90	4	2.5	1.5	2.25
21.	AN	88	90	1	2	-1	1
22.	KF	66	90	2	1.5	0.5	0.25
23.	HH	78	90	1	1	0	0

<b>JUMLAH</b>	<b>684,5</b>
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*Data Source: Data Ranking based on Excel*

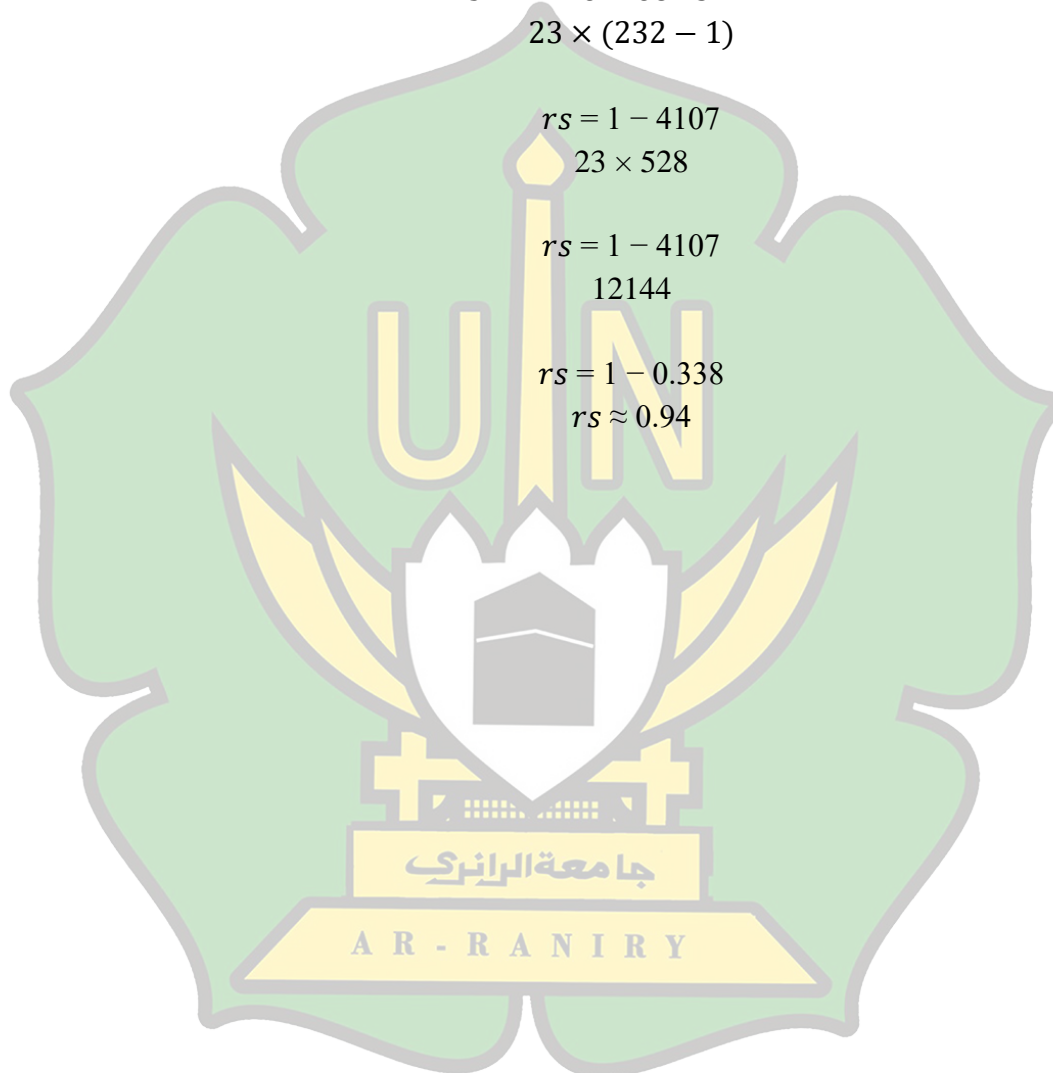
$$rs = 1 - \frac{6 \times 684.5}{23 \times (232 - 1)}$$

$$rs = 1 - \frac{4107}{23 \times 528}$$

$$rs = 1 - \frac{4107}{12144}$$

$$rs = 1 - 0.338$$

$$rs \approx 0.94$$



### C. Discussions

The research issue from chapter 1 is examined in this discussion to determine how much self-efficacy influences advanced language skills at the English Educational Department of UIN Ar-Raniry University students' abilities to write.

Based on the result of  $r_s$  correlation, it is obvious that the  $r_s$  is 0.94. In order to make it clear, it is necessary to show the level of  $r_s$  correlation based on the following rank: (Dr. Sugiyono, 2019).

This dataset ranks entities based on their Total X and Total Y scores. Each entity is assigned ranks for both criteria, with  $d$  (d) representing the difference between these ranks. Squaring these differences ( $d^2$ ) emphasizes the magnitude of the deviation. The sum of these squared differences,  $d^2$ , is essential for calculating Spearman's rank correlation coefficient, which here measures the similarity between the rankings based on X and Y.

Spearman's rank correlation coefficient ( $r_s$ ) helps determine the strength and direction of the correlation between two variables. It's calculated using the formula:  $r_s = 1 - [(6\sum d^2) / ((n^2 - 1))]$ , where  $\sum d^2 = 684.5$  and  $n = 23$ . With these values, the  $r_s$  is approximately 0.94, indicating a strong positive correlation. This means entities ranked high in Total X are also likely to be ranked high in Total Y.

A strong positive correlation suggests that the factors influencing success in Total X are related to those in Total Y. If X and Y represent different performance metrics, this strong correlation implies that entities performing well under one criterion will likely perform well under the other. This correlation can be crucial for analyses that rely on multifaceted performance evaluations.

Using Spearman's rank correlation is significant because it is a non-parametric measure, which doesn't assume normal data distribution and is suitable for ordinal data. It captures the strength and direction of monotonic correlations, valuable when variables are not linearly related but consistently ordered. This method helps in uncovering patterns and making informed predictions based on ranked data.

**Table 4.4**

*Coefficient Interval*

No	Coefficient Interval	Correlation Level
1.	0,80 - 1.000	Very Strong
2.	0,60 - 0,799	Strong
3.	0,40 - 0,599	Medium
4.	0,20 - 0,399	Low
5.	0,00 - 0,199	Very Low

*Data Source: Dr. Sugiyono, 184*

The Spearman rank correlation coefficient, or  $r_s$ , generated a value of 0.94, suggesting a very strong correlation between writing skill scores and self-efficacy levels. In other words, self-efficacy affects writing skills.



One important quality that any student should possess is self-efficacy. On one side, students who have a higher level of self-efficacy will be more eager to learn and will have a more positive outlook on themselves and their surroundings. However, a student's self-efficacy does not only develop overnight; rather, it can develop and emerge from within and outside of the individual. For example, the family environment is the first place for each person to get education and that will serve as a warning for their own class (Imam Mahmudha, 2017)

**Table 4.5**

*Spearman Rho Test Results*

		<b>Correlations</b>	
		Self-Efficacy	Writing Skills
Spearman's rho	Self-Efficacy	Correlation Coefficient	1.000
		Sig. (2-tailed)	.510
		N	23
Writing Skills		Correlation Coefficient	.145
		Sig. (2-tailed)	.510
		N	23

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The first key finding is the Spearman's rank correlation coefficient (rho) between self-efficacy and itself, which is 1.000. This indicates a perfect positive correlation, as one would expect when comparing a variable to itself. The correlation coefficient between self-efficacy and writing skills is 0.145, suggesting a weak positive correlation between the two variables.

The significance (2-tailed) value for the correlation between self-efficacy and writing skills is 0.510, which is not statistically significant. This means that the observed correlation between the two variables may have occurred by chance and cannot be reliably generalized to a larger population. The sample size (N) for both correlations is 23, providing a relatively small dataset for the analysis.

The suggests that while there is a positive correlation between self-efficacy and writing skills, this correlation is not strong or statistically significant based on the given data. These findings may have important implications for understanding the complex dynamics between an individual's self-beliefs and their writing performance, which could be further explored in future research.

The Spearman correlation coefficient between self-efficacy and writing skills is 0.94. This correlation coefficient measures the degree and direction of the linear correlation between two variables. The score of 0.145 indicates a strong positive correlation between self-efficacy and writing skill. This suggests that, in general, an increase in writing self-efficacy correlates with a slight gain in writing skill.

Based on the results of the Spearman rank correlation test, it was determined whether or not the writing ability of the Advanced Language Skills students was influenced by self-efficacy.

*ha*: Self-efficacy has a significant impact on writing proficiency in the Advanced Language Skills at The English Educational Department students in UIN Ar-Raniry University.

*ho*: Self-efficacy does not have a significant impact on writing proficiency in the Advanced Language Skills at The English Educational Department students in UIN Ar-Raniry University.

Spearman rank testing rules are:

- a) If the significant value. (2-tailed) calculation results are smaller than the value of 0.05, then there is a significant correlation.
- b) If the Significant value. (2-tailed) is greater than 0.05, then the correlation between these variables can be said to be insignificant

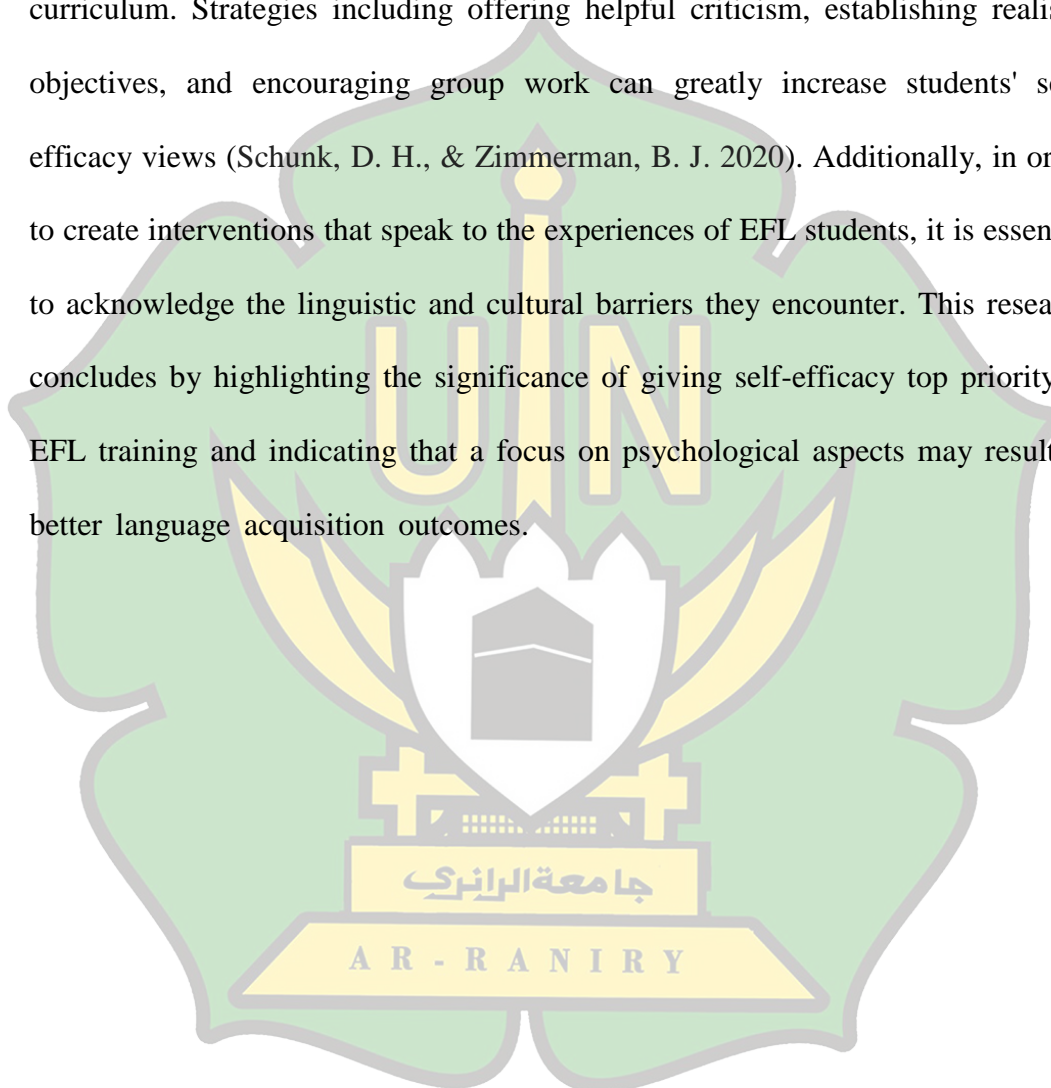
This connection is statistically significant at 0.510. This p-value is used to examine if the observed correlation between two variables is a chance or not. In inferential statistics, a p-value less than 0.05 is usually regarded as significant, indicating that the observed correlation appears to have occurred by chance. In this situation, the p-value of 0.510 is significantly larger than 0.05, indicating that we fail to reject the null hypothesis. A null hypothesis typically asserts that there is no correlation between the two variables. Because the p-value is more than 0.05, we do not have sufficient information to conclude that there is a significant correlation between self-efficacy and writing competence in the sample.

With a sample size of 23 in the two variables, information provided by respondents was gathered. Spearman's correlation is symmetric, which implies that the correlation coefficient between writing skills and self-efficacy is 0.145, with the same p-value of 0.510. This verifies that the correlation's direction (positive or negative) and intensity remain constant, even though the order of the variables changes.

These findings suggest that there is not properly reliable data in the examined sample to support the claim that writing skill and self-efficacy are significantly correlated. A rise in self-efficacy may be correlated to an insignificant gain in writing skill, based on the strong positive correlation (0.94); however, the correlation is not statistically significant.

The importance of self-efficacy in helping EFL students improve their ability to write is emphasized in the discussion section. According to the results, students who have higher levels of self-efficacy not only participate more actively in writing assignments but also show greater perseverance in accomplishing goals and using efficient research techniques. This supports the idea put forth by Bandura (1997) that self-efficacy has significant effects on motivation and performance. Teachers can enable students to approach writing assignments with confidence by encouraging self-belief, which turns apparent difficulties into doable challenges. In addition to developing capacity for writing, this change promotes general academic performance, generating a positive feedback loop of accomplishment and self-efficacy.

These findings have significance for teaching strategies used in EFL classes. Teachers can foster a positive learning environment that encourages risk-taking and resilience by including self-efficacy enhancement techniques into the curriculum. Strategies including offering helpful criticism, establishing realistic objectives, and encouraging group work can greatly increase students' self-efficacy views (Schunk, D. H., & Zimmerman, B. J. 2020). Additionally, in order to create interventions that speak to the experiences of EFL students, it is essential to acknowledge the linguistic and cultural barriers they encounter. This research concludes by highlighting the significance of giving self-efficacy top priority in EFL training and indicating that a focus on psychological aspects may result in better language acquisition outcomes.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

From the finding cited earlier, it can be drawn some conclusions as follows:

1. The data obtained shows that self-efficacy (X) affects writing ability (Y), where in table 4.5 it is known that the significant correlation value is 0.145, indicating a strong positive correlation between self-efficacy and writing skill. So *ho* is rejected and *ha* is accepted.
2. There is a strong correlation between self-efficacy and writing ability. The level of influence between self-efficacy and writing ability can be seen in the Spearman rank correlation, which shows a *rs* value of 0.94. This correlation is considered a strong positive according to Sugiyono's (2018) correlation strength scale. Therefore, the final conclusion is that self-efficacy influences the writing ability of students taking the Advanced Language Skills course by 94%, leaving the remaining 6% influenced by other factors. Other factors influencing writing ability include teacher feedback, regular practice, effective writing strategies, motivation, cognitive abilities, access to resources, and peer feedback.

#### B. Suggestions

After concluding the results of this research, the researcher would like to propose several suggestions to the teacher and other researchers. The suggestions are as follows:

### **1. *Lecturer***

Lecturers should think about including exercises to increase students' confidence in their writing talents because self-efficacy and writing skills have a slight but favorable association. This can involve giving students constructive criticism, establishing realistic objectives, and giving them chances to write in low-pressure settings. Since a significant amount of the variation in writing abilities cannot be explained by self-efficacy alone, lecturers might benefit from taking a more comprehensive approach to education. Other elements like motivation, involvement, and language exposure should be covered by this strategy. Multimedia materials and group projects can be incorporated to improve the effectiveness and engagement of learning. Frequent evaluations and helpful criticism are also essential since they can assist students in recognizing their areas of strength and growth, which will eventually increase their self-assurance and writing skills.

### **2. *Other Researchers***

Additional factors that might affect writing skills, like anxiety, exposure to language, teaching strategies, and cultural background, should be investigated in future studies. Knowing these aspects can help you get a more complete understanding of what influences writing ability. By identifying patterns and long-term impacts that are not visible in cross-sectional studies, longitudinal research can assist in determining how self-efficacy and other factors affect writing abilities over time.

In order to evaluate if the results are generalizable and offer more relevant insights for a range of educational environments, researchers should also incorporate varied populations in their studies. Finally, putting certain interventions into practice and evaluating their usefulness in enhancing writing abilities and self-efficacy might yield useful suggestions for teachers. Examining the effects of specialized writing classes or peer guidance initiatives may be especially beneficial.



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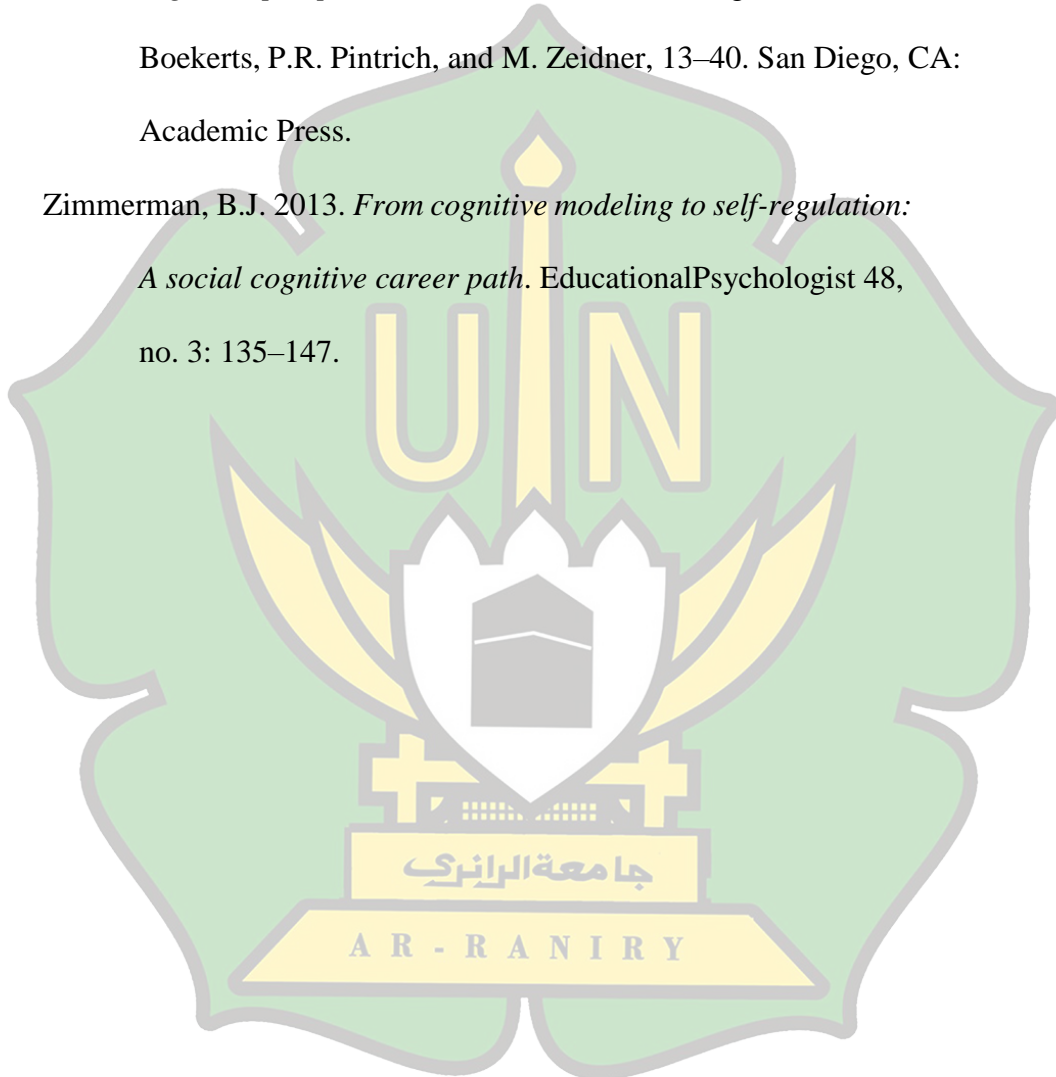
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## APPENDIX I

### APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR: 366 TAHUN 2024  
TENTANG:

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :  
**Drs. Lukmanul Hakim, M.A**

Untuk membimbing Skripsi

Nama : Nora Lizanna

NIM : 200203030

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : A Correlation Between Self-Efficacy and English Proficiency: An Analysis of EFL Students' Writing Tasks

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Oktober 2024  
Dekan,

Safrul Mulyati

#### Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



## APPENDIX II

### RECOMMENDATION LETTER FROM THE *FAKULTAS TARBIYAH DAN KEGURUAN*



**KEMENTERIAN AGAMA REPUBLIK  
INDONESIA UNIVERSITAS ISLAM  
NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

...Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10153/Un.08/FTK.1/TL.00/12/2024

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris UIN Ar-Raniry  
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini  
menerangkan bahwa: NIM 200203030

Nama : NORA LIZANNA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : LAMPOEH TAROEM, MEUNASAH BAYI  
RT 000 RW 000

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah  
Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang  
Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***A  
CORRELATION BETWEEN SELF-EFFICACY AND ENGLISH  
PROFICIENCY: AN ANALYSIS OF EFL STUDENTS' WRITING  
TASKS***

Banda Aceh, 02 Desember 2024

An. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan

Berlaku sampai: 17 Januari  
2025



Prof. Habiburrahim, S.Ag.,  
M.Com., Ph.D. NIP.  
197208062003121002

## APPENDIX III

### WORKSHEET ATTACHMENT

Name:

NIM:

#### The Benefits of TikTok for Learning English

##### Instructions:

1. **Main Idea:** State this opinion on how TikTok helps people learn English.
2. **Support This Opinion:** Give three reasons with examples to explain why TikTok is good for learning.
3. **Counterargument:** Mention one argument against using TikTok and explain why it's not strong.
4. **Conclusion:** Wrap up by repeating this main points and restating this opinion about TikTok's benefits for learning English.

*Source: Brown, 2004, p. 238)*

جامعة الرانري

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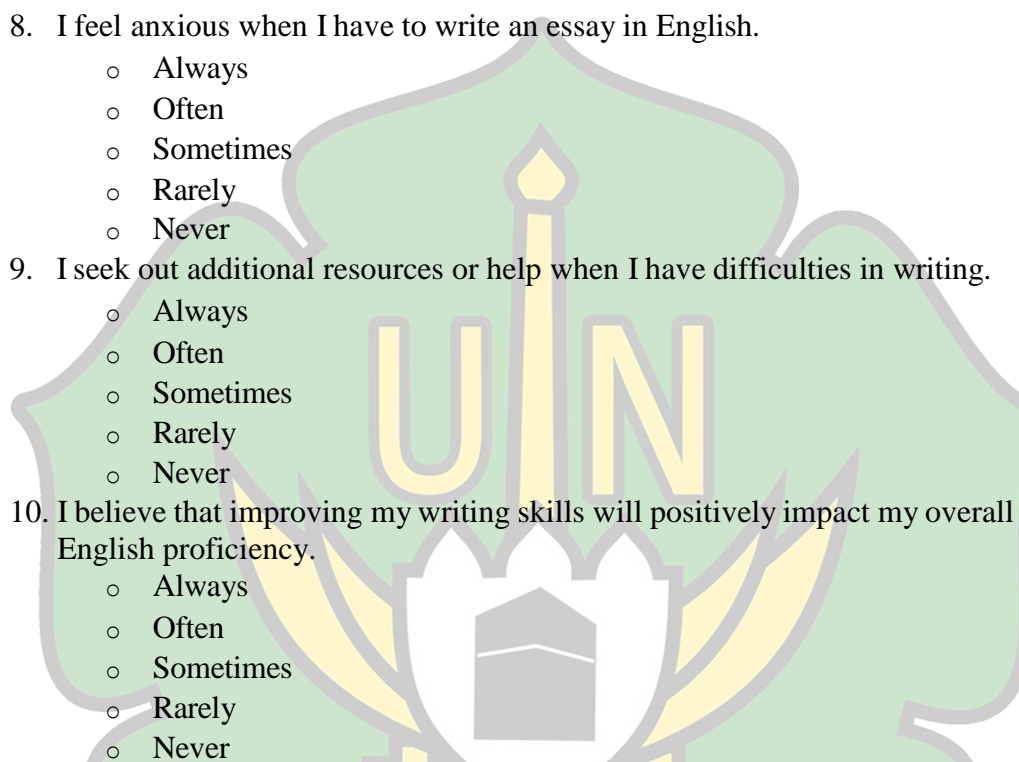


## APPENDIX IV

### QUESTIONNAIRE

**Instructions:** Please select how often each statement relates to you by marking the relevant answer.

1. I feel confident in my ability to organize my ideas before writing an essay in English.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never
2. When given a writing task, I believe I can complete it successfully.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never
3. I find it easy to express my thoughts clearly in English when writing.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never
4. I am able to use appropriate grammar and vocabulary in my English writing.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never
5. I can revise and improve my writing effectively after receiving feedback.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never
6. I feel motivated to practice writing in English regularly.
  - ☐ Always
  - ☐ Often
  - ☐ Sometimes
  - ☐ Rarely
  - ☐ Never

- 
7. I can identify my strengths and weaknesses in writing in English.
- Always
  - Often
  - Sometimes
  - Rarely
  - Never
8. I feel anxious when I have to write an essay in English.
- Always
  - Often
  - Sometimes
  - Rarely
  - Never
9. I seek out additional resources or help when I have difficulties in writing.
- Always
  - Often
  - Sometimes
  - Rarely
  - Never
10. I believe that improving my writing skills will positively impact my overall English proficiency.
- Always
  - Often
  - Sometimes
  - Rarely
  - Never

*Data Source: (Widodo, A. F. W. 2022).*

## AUTOBIOGRAPHY

1. Name : Nora Lizanna
2. Place / Date of Birth : Banda Aceh/ May 18<sup>th</sup> 2024
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesian
6. Address : Blangkrueng, Aceh Besar
7. Email : Olalizanna@gmail.com
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
  - a. Father's Name : Abdul Jalil Salam
  - b. Mother's Name : Lailita Roza
  - c. Father's Occupation : PNS
  - d. Mother's Occupation : PNS
10. Educational Background
  - a. Elementary School : MIN Model Banda Aceh
  - b. Junior High School : Gontor Putri 1, Ngawi, Jawa Timur
  - c. Senior High School : Gontor Putri 1, Ngawi, Jawa Timur
  - d. University : Department of English Language Education, *Fakultas Tarbiyah dan Keguruan*, UIN ArRaniry

Banda Aceh, December 31<sup>st</sup> 2024

The Writer,

Nora Lizanna