

## VOICES OF CONFIDENCE: AN EMPIRICAL AND LITERATURE REVIEW OF STUDENTS' EXPERIENCES WITH SELF-EFFICACY IN WRITING

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### ABSTRACT

This article discusses some writing difficulties faced by university students, and experts strategies to improve self-efficacy and the different aspects of self-efficacy in building students' confidence in writing. The purpose of this article is to provide a comprehensive overview of the word "self-efficacy," as well as the effects of writing anxiety and motivation on EFL university students' self-evaluative judgments of corrective feedback. Researcher used an empirical study by delivering questionnaires to 238 university students and strengthening students' experience by stating the relevant experts' perspectives on their paper's findings. The study's findings have implications; first, the results of this study provide implications for lecturers' Pedagogical Practices in improving students' self-confidence competence in writing. Second, lecturers' teaching implementation should encourage and support students' writing development, especially on writing strategies, and individualised support based on students' level of self-efficacy. The last is that an intervention programme is needed for low writing self-efficacy and focuses on building students' confidence, and fostering a growth mindset towards writing. his research highlights the significant role of self-efficacy in student writing success. The findings suggest three key areas for improvement: pedagogical practices that boost writing confidence, teaching strategies that provide individualized support and promote writing development.

**Keywords:** Self-Efficacy; Students' Experience; Writing Skill

### ABSTRAK

Artikel ini membahas beberapa kesulitan menulis yang dihadapi oleh mahasiswa, dan strategi para ahli untuk meningkatkan self-efficacy dan aspek-aspek yang berbeda dari self-efficacy dalam membangun kepercayaan diri mahasiswa dalam menulis. Tujuan dari artikel ini adalah untuk memberikan gambaran yang komprehensif mengenai kata "self-efficacy", serta efek dari kecemasan menulis dan motivasi terhadap penilaian evaluasi diri mahasiswa EFL terhadap umpan balik korektif. Peneliti menggunakan studi empiris dengan memberikan kuesioner kepada 238 mahasiswa dan memperkuat pengalaman mahasiswa dengan menyatakan perspektif para ahli yang relevan pada temuan makalah mereka. Temuan penelitian ini memiliki implikasi; pertama, hasil penelitian ini memberikan implikasi terhadap Praktik Pedagogis dosen dalam meningkatkan kompetensi kepercayaan diri mahasiswa dalam menulis. Kedua, pelaksanaan pengajaran dosen harus mendorong dan mendukung perkembangan menulis mahasiswa, terutama pada strategi menulis, dan dukungan individual berdasarkan tingkat efikasi diri mahasiswa. Terakhir, program intervensi diperlukan untuk efikasi diri menulis yang rendah dan berfokus pada membangun kepercayaan diri mahasiswa, serta menumbuhkan pola pikir yang berkembang dalam menulis. Penelitiannya menyoroti peran penting efikasi diri dalam keberhasilan menulis mahasiswa. Temuannya menyarankan tiga area utama untuk perbaikan: praktik pedagogis yang meningkatkan kepercayaan diri menulis, strategi pengajaran yang memberikan dukungan individual dan mendorong pengembangan menulis

**Kata Kunci:** Efikasi diri; Pengalaman Menulis; Kemampuan Menulis

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## INTRODUCTION

Self-efficacy in writing refers to students' confidence in producing quality writing. Ansori, M. (2019) and Bisriyah, M (2022) state that self-efficacy influences how individuals feel, think, motivate themselves, and behave, particularly in the context of teaching. It encompasses their beliefs in various writing abilities, including generating ideas, organizing thoughts, creating paragraphs, using grammar and punctuation appropriately, and editing and reworking their work. Students with high levels of writing self-efficacy are confident in completing tasks and producing high-quality work. Writing is a vital ability that is essential for education, career, and personal expression, among other parts of our lives. Bisriyah, M (2022) showed that all students improve their essay writing skills with traditional feedback and higher levels of self-efficacy. However, many students need help expressing themselves in writing and more confidence to do so. Their academic performance may suffer, and this lack of confidence may hamper their overall growth and development. Self-efficacy is a powerful idea that can help solve this problem.

"self-efficacy" describes a person's confidence in their ability to do a job or realize a particular goal. Ansori, M. (2019) adds that high self-efficacy demonstrates confidence in using interactive pedagogical, critical thinking and metacognitive techniques, which contribute to successful HOTS (Higher Order Thinking Skills) learning. Self-efficacy is necessary to help students become motivated and confident when writing. Students will be more likely to participate in the writing process, persevere in the face of difficulties, and produce high-quality work when they have confidence in their writing talent. This article discusses the definition, origins, effects, and methods to improve self-efficacy and the different aspects of self-efficacy in building students' confidence in writing.

Self-efficacy is not a natural attribute but is acquired through various means. Myyry, L (2022) indicates that female students have more complex writing ideas than their male counterparts, yet there were no variations in writing self-efficacy beliefs between the sexes. When it comes to writing, several essential factors support students' self-efficacy. Anggraeni, L., Asrori, M., & Setyaningsih, E. (2019) explain that self-efficacy significantly contributes to writing performance. Mastery experience is one of the most important sources of self-efficacy. It is the direct experience of completing a writing task or achieving a writing goal. According to Hun, S., & Sun, H. (2020), mastery experience helps students to improved their writing performance. Students' self-efficacy in writing increases when they enjoy writing and receive encouraging comments or praise for their efforts. However, persistent failure or unpleasant experiences can erode students' self-efficacy and cause them to lose confidence in their writing abilities.

By assigning students writing doable tasks that gradually become more difficult, teachers can encourage mastery experiences. Teachers can help students succeed and increase their self-efficacy by structuring the writing process and providing timely feedback. Myyry, L (2022) states that engaging teachers in the writing process and requiring them to reflect on it can enhance students' self-efficacy as writers. Learning from watching others is referred to as vicarious learning. Students can see friends or role models who are excellent writers when

they write. According to Daniels, S (2022), these activities are beneficial in any classroom across disciplines because they encourage students to consider their attitudes about writing and writer identity. Students can gain confidence in writing by seeing others succeed. For example, if students see their classmates produce an excellent essay and get praise from the teacher, they can be motivated and think they can succeed similarly. By displaying examples of good writing or inviting guest lecturers who are accomplished writers, teachers can provide opportunities to learn from others. Teachers can encourage and inspire students to believe in their writing abilities by exposing them to positive role models.

According to Arifin, Suwarni, et al., (2023), teachers can provide students with constructive criticism, emphasizing their strengths and potential for growth. Zumbrunn, S et al (2022) explains that writing instructors should be more accommodating, and they are perceived as better able to meet the unique needs of students, caring and understanding students, and eager to offer additional support. Teachers can boost students' confidence in writing by praising their achievements and providing specific development techniques. Activities involving group writing and peer review allow students to encourage and support each other, thus increasing their sense of self-efficacy. Students' self-efficacy in writing can be affected by emotional and physical situations. Anxiety and worry can undermine Students' confidence and affect their writing ability. Romrome and Mbato (2023), and Arifin et al. (2023) state that positive emotional states, such as being excited and feeling good, can increase self-efficacy.

Teachers may create a welcoming and positive learning environment that reduces fear and promotes a growth mindset in the classroom. According to Seran, Y., & Nalanan, J. S. (2022) state that regular writing practice contributes to vocabulary expansion and mastery of grammatical structures, essential for second language acquisition. By engaging in activities like mindfulness exercises, relaxation techniques, and reflective journaling, students can learn to regulate their emotions and develop a more positive attitude about writing (Sasmita, Y. V., & Setyowati, L. (2021). Writing self-efficacy has several positive effects on kids' learning and development. Enhancing their writing skills also impacts their overall academic success and personal growth. Some key results of writing self-efficacy are as follows: when students feel confident in their writing ability, they are more likely to be driven and interested in the writing process. They take on writing assignments with a constructive attitude and a sense of ownership, inspiring increased effort and tenacity. Students with a high sense of personal efficacy and who establish challenging goals are more likely to seek feedback and revise their work as necessary. The degree of students' self-efficacy has a direct bearing on their writing skills. Students with high self-efficacy usually produce superior written work compared to those with low self-efficacy. They are more likely to use persuasive writing strategies, be creative, and take risks while writing. Additionally, they actively seek improvement methods and are more conscious of their strengths and weaknesses.

Self-regulation skills and writing self-efficacy are closely related. According to Zumbrunn, et al. (2022) and Arifin (2023), self-regulation in writing is a complex system of interconnected processes that are closely related to a sense of self-efficacy and creates creative writing instruction. Students with high levels of self-efficacy can

better organize their writing tasks, set goals, monitor their progress, and control their writing style. They are more likely to reflect and assess themselves to write more effectively. These self-control skills not only in their writing but also in other facets of their academic and social lives. In terms of overall self-assurance and perception, writing self-efficacy is essential. Students who are confident in their writing abilities positively perceive themselves as writers. These students' self-assurance and self-worth in other areas of their lives are positively impacted by this confidence, carried over from the writing classroom. The writing classroom has a positive impact on their self-assurance and self-worth in other parts of their lives (Yang, Y., & Nazir, S., 2022; Sun, T., & Wang, C., 2020).

Teachers can create a positive learning environment in the classroom that reduces anxiety and promotes a growth mindset. To foster an emotionally supportive, organized, and cognitively engaging learning environment, teachers can encourage the cognitive processes critical to children's learning (Zumbrunn, S et al. et al., (2022)). Students can learn to regulate their emotions and develop a more positive attitude about writing by engaging in mindfulness exercises, relaxation techniques, and reflective journaling. For kids' learning and development, having a high level of writing self-efficacy has various positive effects. Their general academic progress, as well as their personal growth, are impacted in addition to how well they can write. In addition, Wardani and Kurniasih (2023) state that the use of multimodal texts positively impacts students' writing performance by enhancing their comprehension and ability to summarize narrative texts effectively. Students demonstrated improved engagement and motivation, leading to better organization and language use in their writing.

Students who are driven and interested in writing are likelier to engage in the process. They approach writing assignments with a constructive attitude and a sense of ownership, which motivates increased effort and tenacity. High self-efficacy students establish challenging goals for themselves, are more likely to actively seek feedback, and revise their work to make it better.

Levels of self-efficacy have a direct bearing on students' writing skills. Prat-Sulaiman, et al. (2023) illustrate the significance of self-efficacy in relation to students' performance, perspective, and self-control by demonstrating the relationship between students' success in writing essays and their level of self-efficacy in reading and writing. With stronger self-efficacy, students usually produce superior written work compared to those with lower self-efficacy. They are more likely to use effective writing strategies, be creative, and take risks. They also actively search for improvement methods and are more conscious of their strengths and weaknesses.

The results of previous research indicate that the role of self-efficacy has an impact on students' writing performance. Thus, in line with this, self-regulation skills and writing self-efficacy go hand in hand. Strong self-efficacy enables students to set goals, organize writing tasks, monitor their progress, and control their writing style. They are more likely to reflect and assess themselves to write more effectively. The skills they have to exercise self-control will improve their writing ability and other aspects of their academic and personal lives, and by understanding the factors that influence writing self-efficacy, students can take control of their writing development and achieve their full potential as writers. Part of overall confidence

and self-perception is writing self-efficacy. Learners' ability to generate self-efficacy will encourage them to have a helpful writing performance. Students who are confident in their writing abilities have a positive self-image as writers. This self-confidence spreads beyond the writing classroom and positively affects students' sense of self-worth and confidence in other areas of their lives.

## METHOD

This research used the survey method because it effectively collects information from many participants; surveys are a commonly used research approach to examine self-efficacy in writing. According to Li et al (2020) survey methods and instruments have been shown to provide different evaluation results on social factors and their impacts. The survey was created to evaluate students' perceptions of their writing ability, their perceived self-efficacy, and the variables that influence their confidence. Students were asked to rate their confidence in various writing activities, such as organizing an essay, using acceptable syntax and language, or expressing their thoughts concisely in a survey. The results of this survey were presented in narrative descriptions that provide in-depth information about the elements that influence writing self-efficacy and indicate areas where students may need further assistance.

### Instruments

The data was gathered in factual findings, that is, through the students and the existing paper related to the research consent. In addition, there were two kinds of data that the researcher took, namely questionnaires and documents, which are used to get factual information.

### Questionnaires

According to McCollet al (2001), questionnaires offer an objective means of gathering information about people's knowledge, beliefs, attitudes and behaviors. Questionnaires are one of the most common instruments used. Questionnaires were applied to the students to survey the data about their writing self-efficacy. It was made based on the objectives of this research. Therefore, the questionnaires for this research were complemented with some options to invite the respondents' opinions.

### Existing Information

The purpose of existing information in this research was to utilize any available information to support the research consent. To get valuable educational writing documents such as writing self-efficacy, the researcher selected the related writing papers from the writing experts to support the result of questionnaires or survey that has been done before. Those document collections helped support the writing self-efficacy of respondents.

**Table 1.** The instruments, data, and respondents

| <b>Instruments</b>       | <b>Data</b>   | <b>Respondent/ Subject</b> |
|--------------------------|---|----------------------------|
| Questionnaires           | Students' writing self-efficacy.  | Students                   |
| The existing information | The availability of documents (papers) from the writing experts to support the result of questionnaires related to writing self-efficacy. | Documents or Papers        |

**Data Analysis**

To make data collection more meaningful and understandable, the data is analyzed in various ways depending on the characteristics of the data and the purposes of its collection. Stufflebeam in Richards (2001) suggests that the data analysis process involves thoughtful, investigatory, systematic, and carefully recorded efforts so that they can be replicated and reviewed. The data collected from questionnaires was classified based on each item and was changed into percentages; the highest percentage of the data that showed respondents' preference was reported descriptively. The highest percentage of the item shows the respondents' preference. Finally, the table of percentage and frequency for each item in the questionnaires were used as the consideration for writing instructors. The data was supported by several experts based on their findings to give more meaning to the data from the questionnaire results so that the recommendations from the results of this study are more meaningful and positively contribute to problem-solving in students.

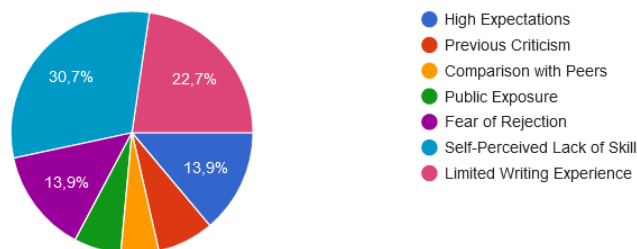
**FINDINGS AND DISCUSSION**

Based on the potential research implications and the implications of the research results that can be conveyed, namely on the implications for instructional design, research on self-efficacy highlights the importance of providing opportunities for students to succeed in writing. This can involve giving writing assignments, providing individualized feedback, and creating a supportive classroom environment where students feel comfortable taking risks. Secondly, teachers play an essential role in shaping students' self-efficacy beliefs. Research can inform teacher training programs on how to provide effective feedback, model positive writing practices, and foster a growth mindset in their students. Lastly, traditional assessment methods often focus solely on the final product, which can demotivate students who struggle with writing.

The following is a discussion of the research results that have been analyzed. Based on the research finding showed that they had a self-perceived lack of skill problems (30.7%), and they were afraid if their writing is criticized by other students or writing instructor (22.7%).

**Figure 1.** Afraid in fear of judgement

What is the main reason why students are afraid in Fear of Judgment in composing writing  
238 jawaban



Students' need for more confidence in writing is a significant factor in affecting their confidence; this happens because of their ability and not believing that they are less proficient than they are. Comparisons with peers, and past failures can contribute to this lack of confidence. In addition, some students may need more help and direction to improve their skills and confidence. It could be due to teachers' poor teaching strategies, limited access to educational resources, or inadequate support from parents or educators.

According to Ng, C., Graham, S et al. (2022), The study's conclusions have ramifications for teaching English writing since they demonstrate how intrinsic motivation and different types of writing anxiety affect how EFL college students assess feedback from peers and teachers. Students must also improve their abilities for fear of making mistakes or failing. When someone fears failing to meet expectations, they may shy away from complex tasks or opportunities for self-development. Students hold themselves to too high a standard and see any shortcomings or mistakes as evidence of incompetence. Even when they are highly proficient, this perfectionist perspective can cause individuals to feel like they lack ability. This fear can manifest as writing apprehension, which negatively impacts students' confidence in their writing abilities (Sun, T., & Wang, C, 2020).

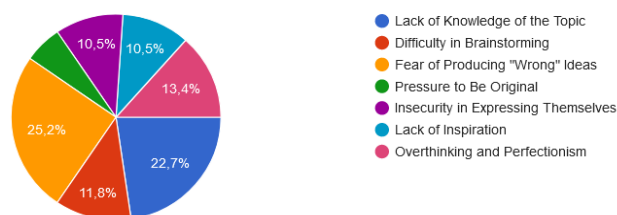
Students regularly engage in social comparisons with their peers, if they believe others have higher levels of talent, they may feel inferior. As a result, students may develop imposter syndrome, thinking they do not deserve success. In addition, students may struggle to learn specific skills due to cognitive difficulties or learning disabilities. Cultural and social factors are more critical in students' writing ability, meaning that cultural and social expectations and stereotypes can influence students' perceptions of their aptitude. Certain cultures may have racial or gender prejudices that affect how people perceive themselves. Line with Ng, C., Graham, S. et al ( 2022) claim that the Writing Ability Development Scale was a reliable measure of writing proficiency that was sensitive to both within- and between-class variation. It also correctly predicted scores on a continuous scale that writing instructors use, and the mean differences were comparable across racial and socioeconomic groups.

Concerning the fearful and uncertain about the ideas, students faced writing difficulties on fear of producing wrong ideas (25.2 %), and lack of knowledge of the topic (22.7 %). These writing difficulties exist because some reasons potentials caused limited exposure to writing, lack of reading habit, and insufficient language skills.

**Figure 2.** Fearful and Uncertain about the Ideas

What is the main reason why students are fearful and uncertain about ideas in composing writing?

238 jawaban



Many students aspire to write perfectly, which may cause them to worry about producing ideas that could be considered "wrong" or flawed. They may be reluctant to write down their ideas because they want every idea to be perfect. Therefore, students' difficulties in expressing their ideas may also be caused by poor writing experiences. Students may be reluctant to come up with new ideas if they have previously received unpleasant comments or criticism of their ideas. They may be afraid of experiencing what they have in the past if they are discouraged or receive negative feedback.

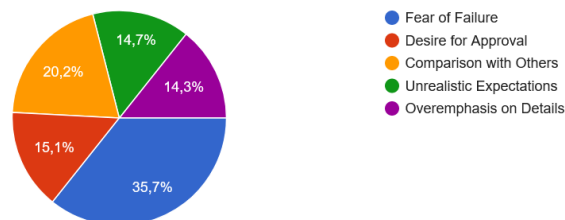
In addition, there may be a great emphasis on conformity and the "correct" or "approved" way of thinking in particular educational settings, such as classrooms. The study highlights how disciplinary norms have a significant impact on writing and that it is not solely an individual cognitive activity (Mitchell et al., 2021). Constraints to conformity, in some school or classroom environments, there is a strong emphasis on conformity and the "correct" or "approved" style of thinking. Students may be afraid to deviate from these standards for fear that their opinions will not be accepted or considered accurate, and students with low self-confidence may question the correctness of their theories. They may be reluctant to write down their ideas due to self-doubt or worry that others will dismiss or condemn them. Lastly, judgment from peers makes them feel fear, although this is exaggerated enough to produce "wrong" ideas, which can be exacerbated by peer pressure and the need to conform. Students may be reluctant to voice unusual or different opinions because they fear that their peers will criticize or make fun of them.

Concerning the perfectionism in composing writing, students had writing difficulties on fear of doing failure (35.7 %), and a desire to get approval too quickly without understanding the processes and procedures that make them more perfect (15.1%). The other writing difficulties that students faced that influenced their writing efficacy were comparison with other (20.2%), unrealistic expectation (14.7%), and overemphasis on details (14.3)

**Figure 3.** Perfectionism in Composing Writing

What is the main reason why students are Perfectionism in composing writing?

238 jawaban



There are several vital reasons writing teachers should know and understand so that they can provide solutions to the problems that students face in writing. First, students may fear failing a writing assignment if they believe it will result in a poor



grade or unfavorable feedback. This is especially the case when the task significantly impacts grades or academic evaluations. Anxiety may be caused by pressure to do their best. Second, students with too high expectations of their writing may worry that they will not fulfill these expectations.

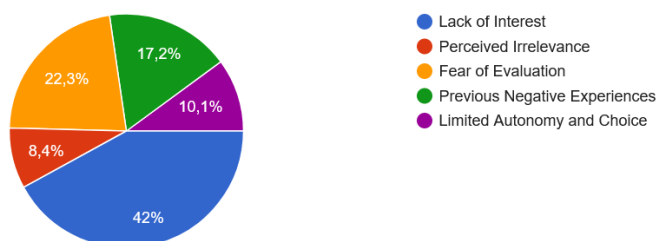
Putra, I. D. G. R. D, et al. (2020) show that among both student levels, cognitive anxiety is the type of writing anxiety that is most commonly encountered. Because they believe that anything less than perfection is a failure, they could feel anxious when writing. Third, students may develop a fear of failure again if they have previously received unfavorable grades or constructive criticism for their writing. Past setbacks can undermine students' confidence in their writing ability. Fourth, students often compare themselves to their peers regarding writing ability. They can feel worried about falling behind or not meeting their classmates' expectations if they believe others, are better writers. This can result in a fear of failure. Finally, students who do not believe in their writing ability may begin to question their talent. Their fear of failure can be exacerbated by their self-doubt, which stems from the belief that they are inherently wrong writers.

Students might not have faith in their writing skills, which can cause anxiety. Students can, however, develop confidence and get over these unfavorable thoughts if they receive the proper instruction and understand the fundamentals of writing (Challob, 2021).

Concerning the lack of motivation of students in composing, students had some writing difficulties that writing instructors can consider to find a best writing strategy in solve students' writing problems. They had a lack of interest (42%), fear of evaluation (22.3%), and students also have previous negative experience (17.2%)

**Figure 4. Lack of Motivation**

What is the main reason why students Lack of Motivation to compose writing?  
238 jawaban



Many complex and interconnected elements can cause students' disinterest in writing, which can result in lengthy and thorough justifications. Among the reasons given by students are the following:

That writing has limited relevance to real life. Students may feel that writing assignments have nothing to do with their hobbies, real-life experiences, or future goals. They may become disinterested if they cannot recognize the value of writing outside the classroom. Students may find it challenging to stay motivated if their writing assignments do not concern their interests, hobbies, or professional aspirations. According to Bruning and Horn (2000) systematic motivational

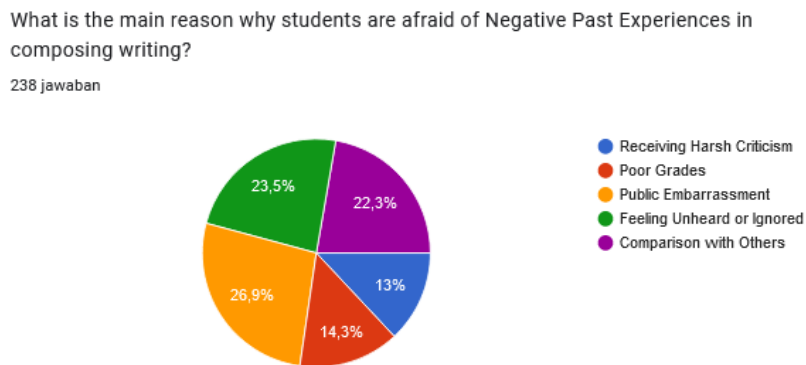
research is required to supplement our understanding of the cognitive processes involved in writing to comprehend the evolution of the desire to write.

In addition, writing is boring because there is only one activity other than writing. Boring or repetitive writing can make students disinterested. Asking students to write about the same topic or genre repeatedly can make students bored and uninterested. According to Prihandoko, L. A., & Nurkamto, J. (2022) writing is "something that is liked" corresponding to most participants, and they rarely consider it to be "boring". Therefore, it may be claimed that the students' metaphors about writing reflect their favorable perspective on the process.

Therefore, writing support also needs to be provided to students. Students who experience difficulties in writing may lose interest in writing because they feel they need the skills needed to complete a writing project. If they do not have the resources, methods, or encouragement to communicate their ideas well, they may see writing as an insurmountable obstacle. Inadequate guidance and evaluation in writing can exacerbate this problem.

Regarding students' afraid of negative past experience in composition, writing instructors can take into account the following writing challenges when determining the best writing strategies to address students' writing problems: public embarrassment (26.9%), students' feeling unheard or ignored (23.5%), and students' lack of writing score (14.3).

**Figure 5.** Afraid of Negative Past Experience



Previous negative experiences may include unpleasant incidents such as harsh criticism, humiliation in front of others, or discouraging comments from professors, peers, or family members. Compared to the urge to fit in, peer pressure and conformity may be more dangerous risk factors (Takarroucht, K. (2022)). These circumstances can leave emotional scars that last a lifetime and a deep fear of experiencing them again. In addition, students' self-confidence still needs to improve. Students who continuously need help with writing assignments or receive substandard grades may become less confident in their writing abilities. They may

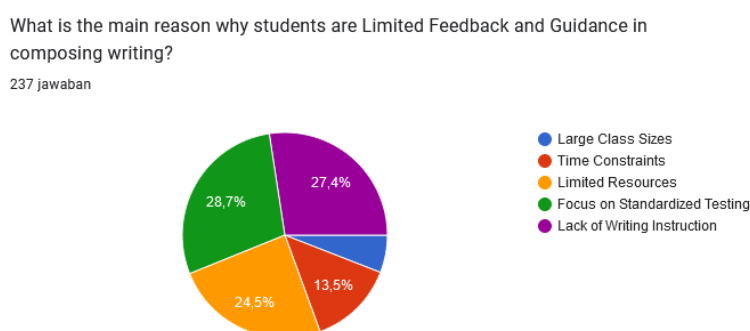
need to improve their writing ability, making them doubt themselves and avoid writing-related activities.

Students may internalize a sense of inadequacy if they often judge their work to be less quality than the work of classmates or predetermined benchmarks. Both outside criticism and their self-evaluation can support this idea. Avoidance behavior can develop as a result of unpleasant past experiences. Students who fear failure may procrastinate or procrastinate on writing tasks, which can result in more negative writing experiences and add to their anxiety. According to Chung, H. Q., Chen, V., & Olson, C. B. (2021) Optimism for success can decrease academic procrastination, but fear of failure increases it.

Another thing that significantly affects is the emotional impact. These poor writing experiences can cause negative feelings such as worry, annoyance, or embarrassment. Students may become reluctant to participate in writing activities due to the emotional reactions associated with writing itself. Finally, writing often involves self-expression and communicating one's views and opinions. Students may feel vulnerable and reluctant to expose themselves to potential criticism as they worry that others will ignore or reject their writing.

Regarding students' limited feedback and guidance in composition, writing instructors can take into account the following writing challenges when determining the best writing strategies to address students' writing problems: public embarrassment (26.9%), students' feeling unheard or ignored (23.5%), and students' lack of writing score (14.3). Teachers need to pay attention to the number of classes they teach so that they have plenty of time to provide guidance to students. In addition to providing personalized feedback to each student, teachers can also manage teaching time and student consultation time. Teachers may only be able to provide feedback on some important topics due to time and resource constraints, neglecting other parts.

**Figure 6.** Limited Feedback and Guidance



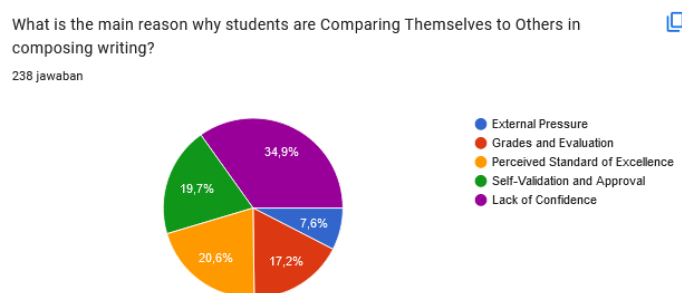
Overworked writing instructors make the role of students less visible in their efforts to encourage them to be confident in their writing. One of the leading causes of inadequate feedback and writing assistance is the heavy workload of instructors. Teachers often have large class sizes and much material to teach, so they only have

a little time to provide individualized comments to each student on their writing assignments. Providing detailed feedback often comes at the expense of educators' responsibilities for achieving curriculum standards, passing standardized tests, handling administrative tasks, and managing the classroom. Putra, I. D. G. R. D, et al (2020) revealed that: (1) L1 essential writers and L2 writers shared many strategies; (2) students in nonremedial courses consistently engaged in more interaction with the emerging texts; (3) there was little correlation demonstrated between proficiency, writing ability, and the students' composing strategies; and (4) a specific purpose and audience. Drawing on Eraut's classification of nonformal learning, the second expert claims that formative written feedback provided to students on their writings may lead to nonformal learning since it encourages them to take action (Baskan, A. (2021).

In addition, the focus on over-standardized testing so that the goal of pursuing standardized overlooks the critical role of students in producing work. Many education systems heavily emphasize standardized tests, often hindering a thorough assessment of students' writing abilities. As a result, teachers may spend more time on test planning and administration, leaving little time to provide in-depth feedback on writing tasks. Most importantly, teachers need more training to educate students to have higher quality written work. Some teachers may need more professional development or training to teach and evaluate writing effectively. Teachers may find it easier to provide valuable critiques on some areas of writing, such as organization, coherence, grammar, and style, with essential skills and techniques.

Regarding students' comparing themselves to others in composition, writing instructors can take into account that emphasize to students that every piece of writing is unique from the others and encourage students to continue to express their ideas in any writing. Based on the research finding showed that (34.9%) students faced that lack of confidence in exploring to generating their idea and (20.6%) students lack self-validation and agree that their writing is interesting enough, unique and different from others (19.7%). students have a poor mentality regarding the results and grades they get for evaluating their written work, so with a poor mentality comes a lack of confidence (17.2 %).

**Figure 7.** Comparing Themselves to Others



Social comparison is an essential psychological activity discussed in social comparison theory. This idea states that people naturally evaluate themselves by comparing their skills, traits, and performance with others. When writing, students often assess how they compare to their peers to feel validated or confident in their writing abilities.

Academic Pressure to perform can be ubiquitous in academic environments, defined by graded assignments, standardized tests, and competition for scholarships or college admission. Students can feel pressured to evaluate their academic performance or prospects by comparing their writing ability with others. In addition, conventional methods of grading and ranking students based on their writing ability may encourage comparison. Students may feel curious about comparing their work with their peers when receiving grades or feedback, especially if they receive lower grades. There is also something else: social dynamics and peer influence significantly impact how students behave and think. Students' writing may be influenced by their classmates' attitudes, skills, or work. They may follow prevailing norms and seek approval from their peers. One of the experts, Baskan, A. (2021) demonstrates a strong correlation between students' perceptions of their ability to adhere to writing norms and their achievement in writing as well as their ability to self-regulate.

Students often think that certain people or classmates are writing experts. They may compare themselves and these so-called experts, which may inspire them to be better or make them feel inadequate if they feel they are failing. Writing as a means of self-expression can significantly impact students' sense of identity and self-esteem. When writing is associated with self-esteem, people may compare themselves to others to seek reinforcement and affirmation. Baskan, A. (2021) asserts that in order for students to improve their writing abilities, the objectives set in each session should take into account their communication objectives rather than those of professional writers. Therefore, unique student writing models are needed. Students also feel fear of evaluation results from teachers; students may participate in comparisons for fear of evaluation or judgment from teachers and classmates. They want to ensure that their work meets the expected standards to avoid criticism or unpleasant comments.

## **CONCLUSION**

Based on the results of the study can be summarized in several potential points of implication of the findings and discussion. Building students' writing confidence is a difficult task requiring a multifaceted strategy. Based on this research, there are some potential implications should be done. First, Research on self-efficacy highlights the importance of providing students with opportunities to improve their writing performance. This could involve some writing activities such as scaffolding writing assignments, offering individualized feedback, and creating a supportive classroom environment where students feel comfortable taking risks. Second, this study can inform teacher training programs on how to provide effective feedback, model positive writing practices, and foster a growth mindset in their students. Last, this study recommends that self-efficacy indicates the need for more formative assessment practices that provide students with feedback and opportunities for revision. Researcher found that the weakness of this research is the over-reliance

on self-report measures and factors such as social desirability bias, where students may overestimate their confidence, and writing self-efficacy in general only after fully considering the nuances of different writing genres, academic disciplines, or digital environments. Future research should investigate the specific challenges and opportunities faced by students with learning disabilities, English language learners, and other diverse populations in developing writing self-efficacy.

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