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Students' Perceptions of Self-Efficacy in English Writing Ability: An Analysis of Fourth-Semester Students at the English Depart- ment of UIN Fatmawati Sukarno Bengkulu

Relin Mardhatillah^{1*}, Fera Zasrianita², Yashori Revola³
^{1,2,3} Universitas Islam Negeri Fatmawati Sukarno Bengkulu
Email*: relinmardhatillah12@gmail.com

Abstract

This study investigates the influence of self-efficacy on the English writing ability of fourth-semester students in the English Language Study Program at UIN Fatmawati Sukarno Bengkulu. Self-efficacy refers to an individual's belief in their capability to accomplish specific tasks and achieve desired goals. In English writing, self-efficacy is considered essential because effective writing requires confidence, grammatical competence, vocabulary mastery, organization of ideas, and the ability to express thoughts clearly in written form. This research employed a quantitative method with a descriptive approach and a field research design. The population consisted of 61 fourth-semester students from the English Language Study Program, Faculty of Tarbiyah and Tadris, and all students were selected as the sample through a total sampling technique. Data were collected using a Likert-scale questionnaire and supported by documentation. The research instruments were tested for validity and reliability, while the data were analyzed using descriptive statistics, normality and linearity tests, t-test analysis, and the coefficient of determination (R^2) with the assistance of SPSS version 25. The findings revealed that self-efficacy had a positive and significant effect on students' English writing ability. The t-test showed a significance value of 0.000 (< 0.05) and a t-value of 8.038, which exceeded the t-table value of 1.999. Furthermore, the coefficient of determination (R^2) was 0.523, indicating that self-efficacy contributed 52.3% to students' English writing ability, while the remaining 47.7% was influenced by other factors beyond the scope of this study. In conclusion, self-efficacy plays a significant role in enhancing students' English writing performance. Students with higher levels of self-confidence tend to demonstrate better achievement in writing tasks. Therefore, lecturers and educational institutions are encouraged to foster students' self-efficacy to improve their academic writing skills.

Keyword: Self-Efficacy, Perception, English Writing Ability, Writing Skills.

INTRODUCTION

English writing skills are one of the essential skills in higher education that are increasingly gaining attention, especially in the context of globalization and the development of information technology. This ability is not only needed to meet academic standards, but is also very important

in supporting careers and professional communication in the modern era (Hao & Lu, 2024). In the realm of higher education, especially in the English Study Program, students are required to be able to express ideas, thoughts, and arguments in the form of good, logical, and language-compliant writing. This writing skill is one of the main indicators for measuring comprehensive English language mastery, which includes grammar, vocabulary, sentence structure, and cohesion and coherence. However, the facts show that there are still many students who face difficulties in writing, especially in a foreign language such as English, (Sulistianingsih et al., 2023).

In the social and academic context in Indonesia, the gap in writing skills between students is very striking. Students who come from secondary education backgrounds that do not focus too much on foreign language writing skills often face major obstacles when entering an academic environment that demands such skills (Ye & Xu, 2024). Moreover, low interest in reading in English, lack of structured writing practice, and limited access to supporting learning media are additional factors that exacerbate this condition. This is a serious concern in the campus environment, including at the State Islamic University (UIN) Fatmawati Sukarno Bengkulu which is trying to improve the quality of graduates who are not only religious but also competent in academics and international languages, (Rofi'ah et al., 2021).

Based on the EF English Proficiency Index (EF EPI) report in 2023, Indonesia is ranked 79th out of 113 countries in terms of English language proficiency, which is categorized as low proficiency. More specifically, writing skills are one of the lowest aspects in this assessment. The results of a national survey conducted by the Ministry of Education, Culture, Research and Technology in 2021 also showed that most students in Indonesia still have difficulty in writing academic papers in English, with 62% of respondents stating that they are not confident in writing scientific articles or essays in English. This data shows that the problem of English writing skills is a national issue that needs more attention, not only in educational institutions in big cities, but also in developing universities in regions such as UIN Fatmawati Sukarno Bengkulu.

English writing ability is not an ability that develops instantly, but rather the result of a combination of various interrelated factors. One of the main factors is self-efficacy, which is an individual's belief in their own ability to complete a particular task (Prihandoko et al., 2024). Students who have high self-efficacy are usually more confident in expressing ideas in writing, more motivated to complete writing assignments, and able to overcome fear or hesitation in expressing their thoughts in English. On the other hand, students with low self-efficacy tend to feel anxious, hesitant, and even avoid tasks related to writing because they feel incapable, (Tira Nur Fitria, 2020).

In addition, learning style is also a significant factor that influences the process of learning to write. Each individual has a different learning style, such as visual, auditory, and kinesthetic. This learning style affects how students receive, understand, and process information in the learning process. For example, students with a visual learning style find it easier to understand the structure of writing through concept maps or diagrams, while auditory students learn more effectively by listening to lecturers' explanations or group discussions (Prihandoko et al., 2024). Social support, whether from peers, lecturers, or family, also has a major influence on the development of writing skills. A supportive environment can increase motivation, provide constructive feedback, and help students overcome psychological or technical barriers in writing. Therefore, these three variables, self-efficacy, learning style, and social support, are theoretically and empirically believed to have a major contribution to students' English writing skills, (Zulfitri, 2019).

Various studies have shown that English writing skills are influenced by self-efficacy, learning style, and social support. Sari and Prasetyo (2019) found that students with high self-efficacy have better writing quality. Putra and Susanti (2020) showed that visual and auditory learning styles improve the quality of students' academic writing. Kurniawati (2018) emphasized that social support increases self-confidence in writing. Fitriani and Syafrizal (2021) found that the combination of self-efficacy and social support had a significant effect on writing results. Meanwhile, Nasution and Ramli (2022) highlighted the importance of the match between students' learning styles and lecturers' teaching methods so that mastery of writing skills is not disturbed.

This research was conducted in the English Study Program of UIN Fatmawati Sukarno Bengkulu because this campus focuses on the integration of Islamic values and global science, including in mastering foreign languages such as English. In addition, students in this study program are representatives of various regional backgrounds, cultures, and different educational experiences, so it is interesting to study more deeply the factors that influence their writing skills. Thus, this location is very relevant to be an object of study because there are still many challenges in improving the quality of students' English writing skills, even though they have been given various forms of learning and training.

Although there have been many studies discussing the influence of self-efficacy, learning styles, and social support on learning achievement, there are very few studies that specifically examine these three variables simultaneously in the context of English writing skills in Islamic higher education environments such as UIN Fatmawati Sukarno Bengkulu. The majority of studies are still separate and contextual in high schools or universities in big cities, so they do not describe the real conditions and challenges faced by students in developing areas. Therefore, this study is important to fill the gap in the literature while contributing to the development of more effective writing learning strategies. Therefore, this study is important to fill the gap in the literature while contributing to the development of more effective writing learning strategies.

While previous research has individually examined self-efficacy, learning styles, or social support, this study is one of the first to simultaneously analyze all three variables within the specific context of English writing skills in Islamic higher education institutions, particularly in regional areas such as UIN Fatmawati Sukarno Bengkulu. Most existing studies focus on larger universities in urban areas or investigate only one factor in isolation. By examining the interaction of these three factors in a less-explored academic environment, this study aims to contribute new insights that have not been fully addressed in previous literature. Additionally, this research will explore how these factors operate in an educational setting where religious values are integrated with global scientific learning, providing a unique perspective that has not been covered in prior studies. In the field, it was found that most students are still unable to produce good and correct academic writing in English. They have difficulty in composing coherent paragraphs, choosing the right vocabulary, and avoiding grammatical errors. This problem is exacerbated by low self-confidence, lack of adaptation of learning methods to each student's learning style, and minimal support from the surrounding environment to develop writing skills.

Based on the results of initial observations conducted in October 2025 on students of the English Study Program at UIN Fatmawati Sukarno Bengkulu, preliminary data were obtained to support this research. The observations were carried out during English writing classes through direct classroom observation and informal discussions with students when they were given writing assignments. The observation showed that many students experienced doubt and anxiety when facing English writing tasks. This could be seen from their hesitation to start writing, their tendency to postpone completing assignments, and the submission of writing with low quality.

Furthermore, based on informal interviews conducted during the observation period, several obstacles faced by students were identified. Most students stated that they lacked confidence in their writing ability, found it difficult to develop ideas, and were afraid of making grammatical and sentence structure mistakes. In addition, some students mentioned that they did not know effective ways to learn writing because they had never been taught learning strategies that suited their learning styles. These conditions indicate that students' writing problems are closely related to psychological factors and the absence of appropriate learning strategies. In addition, many students do not show the initiative to ask for help or consultation in writing. This shows weak social support, both from peers and from families who do not understand the importance of academic writing skills. Several lecturers also stated that they face challenges in developing learning approaches that can accommodate various student learning styles. This fact strengthens the assumption that self-efficacy, learning styles, and social support are important variables that need to be studied further to find the right solution.

The purpose of this study was to determine and analyze the influence of self-efficacy, learning styles, and social support on the English writing skills of students of the English Study Program at UIN Fatmawati Sukarno Bengkulu. This study also aims to empirically describe the relationship between the three variables simultaneously in the context of students at Islamic universities, as well as to contribute to the development of more effective, adaptive, and individual characteristic-based writing learning strategies. The results of this study are expected to be a reference in designing writing learning programs that can improve the academic quality and competitiveness of students on a national and international scale. So based on the description and explanation of the background above, the researcher is interested in conducting a study entitled "An Analysis Of Perception On Self-Efficacy On Students English Writing Ability At 4th Semester English Department Uin Fatmawati Sukarno Bengkulu".

METHOD

This research applies a quantitative method with a descriptive approach based on positivism philosophy. The study aims to examine a particular population through data collection using research instruments and quantitative data analysis. Quantitative research is used to test hypotheses and describe phenomena in the form of numerical data that can be processed systematically (Sugiyono, 2022). This research is categorized as field research using primary data obtained directly from respondents through questionnaires distributed to students of the English Education Study Program, Faculty of Tarbiyah and Tadris, State Islamic University (UIN) Fatmawati Sukarno Bengkulu. The research was conducted at the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, during 2025 until the completion of the research process. The study used a descriptive survey design to describe students' perceptions of self-efficacy toward English writing ability. The population consisted of all students of the English Study Program class of 2024, and the sampling technique applied was non-probability sampling with a purposive sampling approach. However, because the total population only consisted of 61 students, this study used a total sampling technique in which all population members were selected as respondents. The sample criteria included active students who were willing to complete the questionnaire, were not on academic leave, and were able to provide English writing assignments or portfolios as supporting data.

The operational definition of variables in this research explains how each variable is measured and observed in order to ensure clarity in data collection and analysis (Waruwu, 2023). The study employed a four-point Likert scale to measure students' perceptions of self-efficacy in English writing ability, ranging from strongly agree to strongly disagree, in order to avoid neutral responses and simplify interpretation. The research data consisted of primary data collected through questionnaires and secondary data obtained from books, journals, institutional documents, and other supporting sources. Data collection techniques included questionnaires and documentation. Before analysis, the research instrument was tested through validity and reliability tests. Validity testing used corrected item-total correlation, where

items were considered valid if the calculated r-value exceeded the r-table value, while reliability testing used Cronbach's Alpha with a minimum coefficient of 0.6. The data analysis technique used Likert scale analysis supported by descriptive statistics, including mean, minimum score, maximum score, and standard deviation. Percentage analysis was also applied using the formula $P = \frac{F}{N} \times 100\%$ to describe the distribution of responses. Furthermore, a normality test using Kolmogorov-Smirnov or Shapiro-Wilk was conducted to determine whether the data were normally distributed. Finally, hypothesis testing was performed using a t-test to identify whether there was a significant effect or difference related to students' self-efficacy toward English writing ability.

RESULTS AND DISCUSSION

Result

1. Data of Quality Test

Validity Test

Validity testing is conducted to ensure that the measuring instrument in a study is truly capable of accurately measuring the intended variables and aligning with the concept being studied. Instruments with high validity will produce consistent and reliable data, thus allowing for more accurate interpretation of research results. The validity testing process generally utilizes a statistical approach, for example, by calculating the correlation between each question in the instrument and the total score, to assess whether each item is relevant to the overall construct being measured (Maryam et al., 2025). The results of the validity testing of research findings are as follows:

Table 4.1
Self-Efficacy Validity Test Results

Statement Items	r count	t table	Information
X.1	0.494	0.296	Valid
X.2	0.473	0.296	Valid
X.3	0.609	0.296	Valid
X.4	0.591	0.296	Valid
X.5	0.622	0.296	Valid
X.6	0.588	0.296	Valid
X.7	0.529	0.296	Valid
X.8	0.385	0.296	Valid
X.9	0.396	0.296	Valid
X.10	0.558	0.296	Valid
X.11	0.526	0.296	Valid
X.12	0.619	0.296	Valid
X.13	0.422	0.296	Valid
X.14	0.541	0.296	Valid
X.15	0.468	0.296	Valid
X.16	0.615	0.296	Valid
X.17	0.720	0.296	Valid
X.18	0.536	0.296	Valid
X.19	0.710	0.296	Valid
X.20	0.527	0.296	Valid
X.21	0.371	0.296	Valid
X.22	0.585	0.296	Valid
X.23	0.471	0.296	Valid
X.24	0.465	0.296	Valid
X.25	0.473	0.296	Valid
X.26	0.522	0.296	Valid
X.27	0.398	0.296	Valid
X.28	0.502	0.296	Valid

Statement Items	r count	t table	Information
X.29	0.546	0.296	<i>Valid</i>
X.30	0.432	0.296	<i>Valid</i>

Sumber: Data Diolah, SPSS25, April 2026

Table 4.2
Results of the English Writing Proficiency Validity Test

Statement Items	r count	t table	Information
Y.1	0.696	0.296	<i>Valid</i>
Y.2	0.589	0.296	<i>Valid</i>
Y.3	0.601	0.296	<i>Valid</i>
Y.4	0.690	0.296	<i>Valid</i>
Y.5	0.695	0.296	<i>Valid</i>
Y.6	0.682	0.296	<i>Valid</i>
Y.7	0.662	0.296	<i>Valid</i>
Y.8	0.676	0.296	<i>Valid</i>
Y.9	0.785	0.296	<i>Valid</i>
Y.10	0.758	0.296	<i>Valid</i>
Y.11	0.751	0.296	<i>Valid</i>
Y.12	0.732	0.296	<i>Valid</i>
Y.13	0.749	0.296	<i>Valid</i>
Y.14	0.587	0.296	<i>Valid</i>
Y.15	0.620	0.296	<i>Valid</i>
Y.16	0.614	0.296	<i>Valid</i>
Y.17	0.649	0.296	<i>Valid</i>
Y.18	0.607	0.296	<i>Valid</i>
Y.19	0.684	0.296	<i>Valid</i>
Y.20	0.701	0.296	<i>Valid</i>
Y.21	0.693	0.296	<i>Valid</i>
Y.22	0.620	0.296	<i>Valid</i>
Y.23	0.700	0.296	<i>Valid</i>
Y.24	0.613	0.296	<i>Valid</i>
Y.25	0.581	0.296	<i>Valid</i>
Y.26	0.442	0.296	<i>Valid</i>
Y.27	0.666	0.296	<i>Valid</i>
Y.28	0.604	0.296	<i>Valid</i>
Y.29	0.556	0.296	<i>Valid</i>
Y.30	0.436	0.296	<i>Valid</i>

Sumber: Data Diolah, SPSS25, April 2026

Based on the results of the validity test conducted on the 10 statement items in the research questionnaire, it was found that all items obtained a significance value (2-tailed) of 0.000. Since the significance value of each item is smaller than the predetermined significance level of 0.05, all statement items were declared valid and suitable for use in this study. These results indicate that every item in the questionnaire is capable of measuring the intended research variables accurately and appropriately in accordance with the objectives of the study. The validity of the instrument also shows that the questions presented to respondents are relevant to the indicators being measured and are able to represent the concepts examined in the research. In addition, the results reflect that the instrument has good measurement accuracy, allowing the collected data to describe the actual conditions of the respondents objectively and systematically. A valid instrument is essential in quantitative research because it ensures that the data obtained truly reflects the variables under investigation without causing measurement bias. Therefore, the research instrument used in this study has fulfilled the validity criteria and can be reliably applied in the process of collecting research data. With all questionnaire items declared valid, the instrument is considered appropriate to proceed to the next stage, namely reliability testing and further

statistical data analysis to support the achievement of the research objectives comprehensively and accurately.

Reliability Test

Reliability testing is conducted to assess the extent to which a research instrument can produce consistent and reliable results when used repeatedly. An instrument with a high level of reliability will produce data that remains stable even when used in different situations. One commonly used technique for testing reliability is the Cronbach's Alpha method, which aims to evaluate the internal consistency between items in an instrument (Wu & Wu, 2026). If the Cronbach's Alpha coefficient value exceeds 0.6, the instrument is considered reliable and can be used in research. The results of the reliability test are presented as follows:

Table 4.3
Reliability Test Results Table

Variabel	Nilai Cronbach Alpha	Number of Items	Ket
Self-Efficacy (X)	0.902	30	Reliabel
English Writing Skills (Y)	0.953	30	Reliabel

Sumber: Data Diolah, SPSS25, April 2026

Based on the results of the reliability test, the instrument used in this study obtained a Cronbach's Alpha value of 1.000, which is far above the minimum reliability standard of 0.6. This result indicates that all items in the research instrument have a very high level of internal consistency, meaning that each statement item is capable of measuring the same construct consistently and accurately. The high reliability value also demonstrates that the data collected from respondents is stable and dependable, so the instrument can be trusted as a valid measurement tool in this research. Therefore, the research instrument has fulfilled the reliability requirements and is appropriate to be used in further statistical analysis in order to support the achievement of the research objectives accurately and systematically.

2. Prerequisite Analysis Test

Normality Test

The normality test was used to determine whether the data used in the study were normally distributed. Data were obtained from pretest and posttest results in each class, namely the experimental class and the control class. The data normality test used the Shapiro-Wilk Test formula in the SPSS version 21 application program. If the probability value generated by the formula is greater than 0.05, the data can be said to be normally distributed (Lin & Talib, 2025). The following is a summary table of the results of the normality test analysis:

Table 4.4
Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
				Unstandardized Residual
N				61
Normal Parameters ^{a,b}		Mean		.000000
		Std. Deviation	26	9.392218
	Most Differences	Extreme	Absolute	.163
			Positive	.085
			Negative	.163

Test Statistic	.163
Asymp. Sig. (2-tailed)	.200 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

Sumber: Data Diolah, SPSS25, April 2026

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov method in table 4.4, it is known that the number of samples (N) is 61 with a mean residual value of 0.0000000 and a standard deviation of 9.39221826. The Kolmogorov-Smirnov test statistic value (Test Statistic) is obtained at 0.163 with an Asymp. Sig. (2-tailed) value of 0.200. Because the significance value is greater than 0.05, it can be concluded that the residual data in this study is normally distributed. Thus, the regression model used has met the assumption of normality, so it is suitable for use in further analysis.

Linearity Test

The homogeneity test is used to determine whether the two samples used in the study have the same variance and there are no significant differences between one sample and another. The researcher used pretest data for each control and experimental class, and analyzed the data using ANOVA in the SPSS version 25 application program. If the significance value is greater than 0.05, the two classes can be said to be homogeneous (Fitriah, 2024). The results of the homogeneity of variance test analysis can be seen in the following table:

Table 4.5
Linearity Test Results

ANOVA Table		Sum of Squares	df	Mean Square	F	Sig.
* X	Between Groups	7950.301	3	2650.100	2.5307	.000
	Linearity	5796.125	1	5796.125	55.40100	.000
	Deviation from Linearity	2154.199	2	1077.099	.7100	.820
	Within Groups	3138.600	57	54.907		
	Total	11088.901	60			

Sumber: Data Diolah, SPSS25, April 2026

Based on Table 4.5, the results of the linearity test show that the significance value for Linearity is 0.000, which means it is less than 0.05 (0.000 < 0.05). This indicates that there is a linear relationship between the perceived self-efficacy variable (X) and students' English writing ability (Y). In addition, the significance value for Deviation from Linearity is 0.820, which is greater than 0.05 (0.820 > 0.05), so it can be concluded that there is no deviation from the linear relationship. Thus, the relationship between variables X and Y is truly linear and the simple linear regression model used in this study is appropriate. This is also reinforced by the F value for linearity of 55.401 which indicates a strong relationship between the two variables. Therefore, it can be concluded that the linearity assumption in this study has been met.

3. Hypothesis Testing
t-test

The t-test aims to determine the effect of each independent variable on the dependent variable. The criteria for this test are based on the significance of the regression data. The effect of each independent variable on the dependent variable can be determined by a t-value of <0.05, indicating that

the hypothesis is accepted. If $t\text{-value} > t\text{-table}$, H_0 is accepted; if $t\text{-value} < t\text{-table}$, H_0 is rejected (Esperanzate, 2025).

Table 4.6
T-Test Results

Coefficients ^a						
Model		Unstandardized Coefficients			Standardized Coefficients	
		B	Error Std.	Beta	t	Sig.
1	(Constant)	-4.620	11.231		.411	.682
	X	.976	.121	.723	8.038	.000

a. Dependent Variable: Y

Sumber: Data Diolah, SPSS25, April 2026

Based on Table 4.6 t-test results, it can be explained that the self-efficacy perception variable (X) has a regression coefficient value (B) of 0.976 with a calculated t value of 8.038 and a significance value of 0.000. Because the significance value is smaller than 0.05 ($0.000 < 0.05$), it can be concluded that the self-efficacy perception variable has a significant effect on students' English writing ability (Y). In addition, the calculated t value (8.038) is greater than the t table (± 1.999), so the hypothesis stating that there is an effect is accepted. A positive coefficient value indicates that the relationship that occurs is unidirectional, meaning that the higher the students' self-efficacy perception, the more their English writing ability will increase. In other words, students' confidence in their own abilities can encourage an increase in the quality of writing. Meanwhile, the constant value of -4.620 with a significance level of 0.682 (> 0.05) indicates that the constant is insignificant, so it has no significant effect when the self-efficacy variable is set to zero. Thus, it can be concluded that perceived self-efficacy has a positive and significant effect on students' English writing skills.

4. Coefficient of Determination (R^2)

The coefficient of determination is the ability of a model to explain the relationship between variables. The coefficient of determination is between zero and one, meaning the closer the number is to one, the better the regression line is because it is able to explain the actual data. Conversely, if the number is close to zero, we have a poor regression line. The coefficient of determination is a statistical concept, so a regression line is good if the R^2 value is high. The R Square (R^2) value shows the coefficient of determination which measures the percentage change in the dependent variable caused by the independent variables together (Mat et al., 2025).

Table 4.7
Results of the Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 ^a	.523	.515	9.471

a. Predictors: (Constant), X

b. Dependent Variable: Y

Sumber: Data Diolah, SPSS25, April 2026

Based on Table 4.8, the results of the coefficient of determination test show an R Square value of 0.523. This indicates that the perceived self-efficacy variable (X) is able to explain 52.3% of the variation in students' English writing ability (Y), while the remaining 47.7% is influenced by other variables outside this study that were not examined. The Adjusted R Square value of 0.515 indicates that after adjustment, the ability of variable X to explain variable Y is 51.5%, which means the regression model used is quite good. In addition, the R value of 0.723 indicates that the relationship between perceived self-efficacy and writing ability is in the strong category. Meanwhile, the Std. Error of the Estimate value of 9.471 indicates the level of error in predicting variable Y, where the smaller this value, the better the model is in making

predictions. Thus, it can be concluded that perceived self-efficacy has a significant contribution in influencing students' English writing ability.

Discussion

This study aims to determine the effect of self-efficacy perception on the English writing ability of fourth-semester students of the English Study Program at UIN Fatmawati Sukarno Bengkulu. Self-efficacy is an individual's belief in their own ability to complete a task or achieve certain goals. According to Hakim et al (2024), self-efficacy refers to a person's belief in their capability to organize and execute the courses of action required to manage prospective situations. In learning English, especially in writing skills, self-efficacy plays a very important role because writing requires critical thinking skills, vocabulary mastery, grammar, and the courage to express ideas in written form. Students who have high confidence in their abilities will be more prepared to face writing tasks compared to students who lack confidence. They tend to be more active in the learning process and do not give up easily when facing difficulties. Therefore, this study was conducted to see how much influence self-efficacy has on students' writing ability (Suryani, 2021).

Based on the research results, it was found that the perception of self-efficacy has a positive and significant effect on students' English writing ability. This is proven by the results of the t-test which show a significance value of 0.000, which is smaller than 0.05. In addition, the calculated t-value of 8.038 is greater than the t-table value of 1.999, so the hypothesis is accepted. These results indicate that there is a real relationship between students' self-confidence and their ability to write in English. The higher the self-efficacy possessed by students, the better the writing results they achieve. Conversely, the lower the self-efficacy, the writing ability also tends to decrease. These findings prove that psychological factors have a major contribution to the success of learning writing. This finding is supported by Hakim et al (2024), who states that writing is a complex process that requires both linguistic competence and psychological readiness, including confidence and motivation. The result of this study is also in line with the research conducted by Pajares (2003), who found that students with high writing self-efficacy tend to produce better writing performance because they are more confident in expressing ideas and solving writing problems.

The regression coefficient value of 0.976 indicates that the relationship between self-efficacy and writing ability is positive or in the same direction. This means that every increase in self-efficacy will be followed by an increase in students' writing ability. Students who are confident in their abilities will be braver in starting to write, more active in developing ideas, and not easily discouraged when facing difficulties in composing sentences. They are also more open to criticism and suggestions from lecturers, so the revision process becomes more optimal. In addition, they have higher learning enthusiasm and are more consistent in practicing writing. This finding is in line with the theory of H. Douglas Brown (2007), who explains that self-confidence is one of the important affective factors influencing second language acquisition. Learners with stronger confidence are more willing to take risks and participate actively in language learning activities, including writing tasks. This finding is also supported by the study of Zimmerman (2000), which explains that students with strong self-efficacy demonstrate better academic performance because they regulate their learning more effectively and persist longer in completing difficult tasks.

The linearity test results also show that the relationship between the self-efficacy variable and writing ability is truly linear. The significance value for linearity is 0.000, which is smaller than 0.05, while the deviation from linearity value is 0.820, which is greater than 0.05. This condition indicates that there is no deviation in the relationship between the two variables, so a simple linear regression model is appropriate for use in this study. This linear relationship strengthens that an increase in self-efficacy will consistently be followed by an increase in students' writing ability. In other words, the better the students' perception of their own abilities, the higher the quality of the writing they produce. This proves that self-efficacy is a highly relevant variable in this study. According to John W. Creswell (2014), a linear relationship between variables indicates a consistent pattern of influence, which strengthens the reliability of regression analysis results.

In addition, the results of the coefficient of determination test show an R Square value of 0.523, which means that self-efficacy contributes 52.3% to students' English writing ability. The remaining 47.7%

is influenced by other factors outside this study, such as grammar, vocabulary, motivation, teaching methods, reading habits, and the students' learning environment. This value indicates that self-efficacy has a fairly large and strong influence on students' writing ability. This means that although there are other factors that affect writing ability, self-confidence remains one of the dominant factors determining students' success in academic English writing. This supports the opinion of Revola et al (2023), who explain that successful language learning is influenced not only by cognitive factors such as grammar and vocabulary but also by affective factors such as motivation, confidence, and learner attitudes.

The findings of this study are strongly in line with Albert Bandura's Social Cognitive Theory, which explains that self-efficacy is a person's belief in their ability to carry out certain actions to achieve desired outcomes. According to Bandura, individuals with high self-efficacy will have greater effort, higher persistence, and stronger resilience when facing obstacles. In learning writing, students with high self-efficacy will be more active in organizing ideas, developing paragraphs, correcting mistakes, and completing writing tasks better. They view difficulties as challenges to be faced, not as obstacles to be avoided. This is what makes their writing ability more developed compared to other students. This finding is also consistent with research by Hakim (2025), who found that self-efficacy significantly predicts students' success in second language writing performance.

On the other hand, students with low self-efficacy tend to experience difficulties in learning writing because they lack confidence in their own abilities. They often feel afraid of making mistakes in grammar, hesitate in choosing the right vocabulary, and lack confidence in organizing ideas into good paragraphs. This condition causes students to become passive in the learning process and less willing to try. In fact, some students consider writing to be the most difficult skill in learning English. According to Sari et al (2025), writing is often considered the most difficult productive skill because it requires accuracy, organization, and the ability to express ideas clearly in written form. As a result, the writing they produce is less optimal and does not meet the expected academic standards. This lack of confidence often becomes the main obstacle in improving students' writing ability.

This study also shows that self-efficacy is not only related to self-confidence but is also closely related to students' learning motivation. Students who have high confidence in their writing ability tend to have better learning enthusiasm. They are more active in participating in learning, diligent in practicing writing, and have the initiative to correct mistakes independently without always relying on lecturers. Conversely, students with low self-efficacy often feel that writing is a difficult task, so they easily give up before trying their best. This proves that self-efficacy is an important factor that encourages students to continuously develop their writing ability. This is supported by Adnan et al (2024), who states that students' beliefs about their competence strongly affect their motivation, effort, and academic achievement. Similarly, research by Graham and Harris shows that students with strong writing self-efficacy are more motivated to revise and improve their writing performance.

The results of this study are also supported by previous studies stating that self-efficacy has a positive relationship with English writing ability. Previous research explains that students with high self-confidence are able to produce better writing because they are more prepared to face academic challenges. They are able to organize ideas well, use grammar more accurately, and compose writing that is more structured and easier to understand. The similarity of these research results shows that self-efficacy is an important variable in writing learning that needs more attention in education. This proves that writing success is not only determined by linguistic ability but also by students' psychological factors.

The role of lecturers in improving students' self-efficacy is also very important in the writing learning process. Lecturers do not only function as providers of material but also as motivators who can build students' self-confidence. Learning strategies such as providing gradual writing exercises, constructive feedback, appreciation of students' work, and a supportive classroom atmosphere will help students feel more confident in their abilities. When students feel appreciated and supported, they will be more willing to try, make mistakes, and improve themselves. According to Vygotsky's theory of social learning, supportive interaction and guidance from teachers play an important role in helping students achieve better learning development (Rahmat et al, 2022). Thus, increasing self-efficacy can be achieved through appropriate and continuous learning approaches.

Based on all the discussions above, it can be concluded that the perception of self-efficacy has a significant effect on the English writing ability of fourth-semester students of the English Study Program

at UIN Fatmawati Sukarno Bengkulu. The higher the level of students' self-efficacy, the better their writing ability. Therefore, improving self-efficacy should be a primary concern in the writing learning process in higher education. Students need to be encouraged to have more confidence in their own abilities in order to achieve more optimal learning outcomes. With increased self-efficacy, students are not only able to write better but also have stronger academic readiness in facing the challenges of learning English.

CONSLUSION

Based on the results of research on the influence of self-efficacy perceptions on the English writing ability of 4th semester students of the English Language Study Program at UIN Fatmawati Sukarno Bengkulu, it can be concluded that self-efficacy perceptions have a positive and significant influence on students' English writing ability. This is proven through the results of the t-test which shows a significance value of 0.000 which is smaller than 0.05 and a calculated t value of 8.038 which is greater than the t table of 1.999, so the research hypothesis is accepted. These results indicate that the higher a student's confidence in their own abilities, the better their writing abilities will be. The regression coefficient value of 0.976 indicates a positive or unidirectional relationship between self-efficacy and writing ability. This means that any increase in self-efficacy will be followed by an increase in students' writing ability. Students with high self-efficacy tend to be more confident in formulating ideas, using correct grammar, choosing appropriate vocabulary, and completing writing assignments better. Conversely, students with low self-efficacy tend to feel doubtful, afraid of making mistakes, and less active in the writing learning process. The results of the determination coefficient test show an R Square value of 0.523, which means that self-efficacy contributes 52.3% to students' English writing skills, while the remaining 47.7% is influenced by other factors outside this study such as learning motivation, grammar mastery, vocabulary, learning methods, writing experience, and academic environment. Thus, it can be concluded that self-efficacy is one of the important factors that greatly influences students' success in learning writing.

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