



The Relationship Between Students' Motivation, Self-Efficacy, And Their Writing Achievement

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Received: 2024-12-20 Accepted: 2025-07-10

DOI: 10.24256/ideas.v13i1.5687

Abstract

This study aimed to analyze the relationship between students' motivation in writing, self-efficacy and their writing achievement. The variables of this study were: Writing Achievement as the dependent variable (Y) and Motivation In Writing as the first independent variable (X1) and Self-Efficacy as the second independent variable (X2). The population of this study were 252 students in tenth grade of SMA Negeri 5 Takalar while the sample of this study amounted to 35 students in the tenth grade of SMA Negeri 5 Takalar. Data collection was carried out by using questionnaire and test. Data analysis was carried out by using pearson correlation test. The results of this study showed that the average score of students' motivation in writing was 73.72, Self-Efficacy score was 73.00 and Writing Score was 51.00. As for the pearson correlation test, the significance of motivation in writing was 0.229, which means the first independent variable (X1) motivation in writing has a low correlation on dependent variable (Y) writing score and the significance of self-efficacy was 0.382, which mean the second independent variable (X2) self-efficacy has low correlation on dependent variable (Y) writing score. It can be concluded that the students' in SMA Negeri 5 Takalar has high motivation in writing, medium in self-efficacy and fair in writing. Furthermore, the relationship between students' motivation in writing, self-efficacy towards students' writing achievement is low.

Keywords: *Motivation in Writing, Self-efficacy, Writing Achievement*

Introduction

Writing is the art of expressing thoughts, ideas, and emotions through the medium of text. It encompasses a diverse range of forms, from storytelling and poetry to technical manuals and academic papers. At its core, writing is a means of communication that transcends time and space, allowing individuals to convey complex concepts, share experiences, and inspire others across cultures and generations. It involves not only the act of putting words on paper or screen but also the skillful arrangement of language to create meaning, evoke imagery, and provoke thought.

Moreover, writing is a powerful tool for both personal expression and collective understanding. It serves as a record of human history, documenting the triumphs and tribulations of societies, as well as the thoughts and aspirations of individuals. Through writing, people can explore their innermost thoughts, confront societal issues, and contribute to the ongoing discourse of humanity. Whether it's a novel that transports readers to distant lands, a persuasive essay that challenges societal norms, or a simple note that connects loved ones, writing plays a fundamental role in shaping our understanding of the world and ourselves.

In addition, writing requires mental that is related with motivation and physical effort. Writing involves the writer creating thoughts, considering how to structure the ideas, and arranging ideas into assertions inside a paragraph, which is why writing is cerebral. Writing also requires motivation, with strong motivation, writers can overcome challenges in selecting the right words, arranging grammar properly, and finding innovative ways to convey ideas to the readers.

Motivation is one of the key factors refers to language learning success. It is supported by Harmer (2015) said that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Furthermore, motivation in language learning not only influences the extent to which someone achieves goals but also plays a crucial role in determining the level of activity and engagement in the learning process. When someone has high motivation, they tend to be more proactive in seeking information, participating in discussions, and overcoming learning challenges.

Furthermore, Ouahidi (2020) said motivation is assumes, refers to the desire, effort and positive attitude towards learning that entices the learners to achieve their goals as "an inner drive, impulse, emotion or desire that moves one to a particular action". It is generally believed that motivation is a key component for successful academic proficiency; it plays a pivotal role in promoting language learning in academia.

Therefore, motivation is not merely a push or desire but it also involves effort and attitude towards learning that is related with the discipline and the capability to attain certain time and goals which called self-efficacy. Self-efficacy refers to an individual's belief in their ability to succeed in achieving specific goals. In this context, when individuals believe they have the capability to attain their academic goals, their motivation to learn is strengthened.

Self-efficacy is the belief in one's own ability to mobilize the motivation, cognitive resources, and action plans required to exert control over task demands. Self-efficacy, to put it briefly, is people's belief in their capacity to perform a particular task. Whereas Bandura (1986) Self-efficacy, defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Therefore, variations in writing achievement are not only attributive to students' writing competence but also to the beliefs they have in their writing capabilities.

Several previous research about the relationship between students' motivation in writing, self-efficacy and their writing achievement. First, a research by Khojasteh et al (2016) investigated the relationship between writing self-efficacy and writing performance of Iranian EFL students. The result showed that there are not significant between writing self-efficacy and writing performance for both males and females.

On the other hand, Khojasteh et al. (2016) states that there is no significant difference between self-writing efficacy and writing performance in male and female EFL students in Iran, the second research conducted by Wright et al. (2021) actually shows a strong correlation between the writing motivation of junior and senior high school students and their writing achievement. This creates a contradiction in the findings, as the first research does not find differences, while the second research highlights a close relationship between motivation and writing performance.

Another research related to the relationship between students' motivation in writing, self-efficacy and their writing achievement was done by Wright et al (2021). The research showed that the writing motivation of middle and high school students is strongly correlated with their writing achievements. Moreover, the relationships among writing self-efficacy, writing goal orientation, and writing achievement was investigated by Chea & Shumow (2015). The investigation examined whether there are structural similarities in writing self-efficacy and writing goal orientation between Cambodian students and Western students. The research investigated the relationship between writing self-efficacy and writing goal orientations related to mastery and performance-avoidance. Both writing self-efficacy and writing mastery goal orientation are proven to have a positive correlation with writing achievement.

Furthermore, the research findings previously explained by Wright et al. (2021) indicate that the writing motivation of junior and senior high school students has a strong correlation with their writing achievement. Additionally, Chea & Shumow (2015) further explore the relationship between self-writing efficacy, writing goal orientation, and writing performance. The focus of their research is to examine the potential structural similarity of self-writing efficacy and writing goal orientation between Cambodian and Western students. This research reveals that both self-writing efficacy and mastery goal orientation have a significant positive correlation with writing performance.

Based on the reviews, the previous researchers only investigated writing connected with motivation, or self-efficacy. Some also studied the relationship between motivation and writing achievement or self-efficacy and writing achievement. No research has been done related to the connection of the three variables. This research examines the relationship between students' motivation in writing, self-efficacy, and their writing achievement in SMA Negeri 5 Takalar. The students found it difficult to express what they thought especially in written form due to the lack of motivation and self-efficacy in learning English.

Method

This research used correlational research design. According to Creswell (2005), correlational research design, the writer used the statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The variables of this study are writing achievement as the dependent variable (Y) and motivation as the independent variable (X1) while self-efficacy as the independent variable (X2). This research utilized a descriptive research design and used quantitative data.

According to Creswell (2012) stated that population is a group of individuals who have the same characteristic. The population of this research was 252 students of eleventh grade from SMA Negeri 5 Takalar. Creswell (2012) stated that sample is a sub-group of the target. The sample of this research used 105 students of tenth grade from SMA Negeri 5 Takalar and they were selected by using random sampling technique.

Random sampling is a fundamental technique used in statistics to select a subset of individuals from a larger population, Cochran (1977). This random sampling is used so that the researcher can understand students' views on the relationship between motivation and self-efficacy in writing skills without selecting only the smart students or those known to like English. Therefore, students were randomly chosen to represent each class from X.1 to X.7, gathered in one place and given questionnaires.

This research used two kinds of instruments. They are questionnaires and test.

Questionnaires

Questionnaires used to collect the data. They are:

- a. To get data on students' motivation in terms of Intrinsic Motivation which consist of autonomy and enjoyment and Extrinsic Motivation which consist of approval with recognition and compliance with obligations.

There were 20 questions which the highest score is 100 and the lowest score is 20

- b. To get data on students' self-efficacy which consist of personal mastery experiences, social persuasion, physiological and emotional arousal. There will be 15 questions which the highest score is 75 and the lowest score is 15. The questionnaires above used a Liker Scale to measure motivation and self-efficacy.

The answers for every item of instrument that used Likert scale are gradation from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, (Gay, 2012). In this study the instrument, respondents ask to choose their retort to signify one of the numbers from 1 to 5 base explanation for the numbers:

- a. Strongly Agree, respondents got score (5)
- b. Agree, respondents got score (4)
- c. Undecided, respondents got score (3)
- d. Disagree, respondents got score (2)
- e. Strongly Disagree, respondents got score (1)

Test

In senior high school, writing tests were often designed to assess students' ability to effectively communicate ideas, demonstrate critical thinking skills, and apply writing conventions across various genres and contexts. These tests typically aim to evaluate students' proficiency in written expression, grammar, organization, and coherence. Writing tests at the senior high school level is essay tests are frequently used to evaluate students' ability to analyse complex topics, develop coherent arguments, and express their ideas persuasively.

The data analysis is the final steps in the procedure of quantitative. After the data collected, the researcher processed and analysed them. Analysing the data done by using SPSS Version 26 for counting the mean score of the result of the data. According to Cindy D. Kam in her book "Modeling and Interpreting Interactive Hypotheses in Pearson Product-Moment Correlation Analysis," The Pearson coefficient is a type of correlation coefficient that represents the relationship between two variables that are measured on the same interval or ratio scale. The Pearson coefficient is a measure of the strength of the association between two continuous variables.

Results

The researcher presents the data of students' motivation in writing and their relationship to writing achievement, the of students' self-efficacy and their writing achievement, and the data of students' motivation and self-efficacy in writing and their relationship to their writing achievement.

The Relationship between Students' Motivation in Writing and their' Writing Achievement

The data of students' motivation and their writing achievement are presented, and so is the data of their relationship. Pearson correlation is used to find out the relationship between motivation in writing that consisted of intrinsic elements and extrinsic elements, they are, autonomy, interest & enjoyment, approval & recognition and compliance with obligation and students' writing score in terms of descriptive text. The result can be seen as follows:

Motivation in Writing

Students' motivation in writing consists of intrinsic elements and extrinsic elements, they are, autonomy, interest & enjoyment, approval & recognition and compliance with obligation.

Table 4.1. Students' Motivation in Writing Mean Score

Number Students	of Students	Mean Score	Category
4	tudents	73.72	Medium

The mean score of total students is 73.72 which is categorized as "Medium" with the following detail explanation of the result of students' motivation in writing score which are consist of intrinsic and extrinsic element as follows Students' intrinsic motivation in terms of autonomy, there is no student in "Low" category, while in "Medium" category there are 21 students and there are 14 students in "High" category. In terms of interest and enjoyment, there is no student the low category, while in "Medium" category there are 7 students and there are 28 students in "High" category.

Therefore, students' extrinsic motivation in terms of approval and recognition, there are 3 students in "Low" category while in "Medium" category there are 23 students and there are 9 students in "High" category. In terms of compliance with obligation, there are 3 students in "Low" category while in "Medium" category there are 28 students and there are 4 students in "High" category.

Table 4.2. Frequency Distribution the Students' Motivation in Writing

No.	Score	Frequency	Percentage (%)	Category
1	20-56	0	0	Low
2	57-75	22	62.9	Medium
3	76-100	13	37.1	High
Total		35	100.0	

Table 4.2 presents the distribution of the students' writing scores based on a scale ranging "Low" to "High" in motivation. The classification scale ranges from scores of 20-56 for "Low" to 76-100 for "High". The results are displayed in terms of frequency and percentage (%). There is no student in the "Low" category, then there are 22 students in the "Medium" category which are 62.9% in total and there were 13 students in the "High" category which are 37.1% in total.

Thus, students still lack an extrinsic element of motivation in writing as a matter of fact there are students who still got 1.0-2.8 which is categorized as low in terms of approval and recognition. Students still lack of stem from the desire for approval, praise, or recognition from others, such as teachers, peers, supervisors, or the broader community. The drive to meet others' expectations or gain their admiration can be a powerful motivator.

Furthermore, students also got 1.0-2.8 which is categorized low in terms of compliance and obligation. Students still lack from a sense of duty or obligation, where individuals perform tasks because they are required to do so by external rules, regulations, or expectations.

The Relationship between Students' Motivation and Writing Achievement

The relationship between students' motivation in writing and their writing achievement of their descriptive texts is explained in Table 4.3 as follows:

Table 4.3. The Relationship between Students' Motivation and Writing Achievement

		Motivation	Writing Achievement
Motivation	Pearson Correlation	1	-.229
	Sig. (2-tailed)		.272

	N	35	35
Writing Achievement	Pearson Correlation	-.229	1
	Sig. (2-tailed)	.272	
	N	35	35

Table 4.3 shows that there is no relationship between students' motivation and their writing achievement. It is shown by $0.382 > 0.05$.

The Relationship between Students' Self-Efficacy in Writing and their Writing Achievement

The data of students' self-efficacy and their writing achievement are presented, and so are the data of their relationship. Pearson correlation is used to find out the relationship between self-efficacy that consists of personality mastery experiences, social persuasion, physiological and emotional and students' writing score in terms of descriptive text. The result can be seen as follows:

Self-Efficacy in Writing

Students' self-efficacy that consisted of personality mastery experiences, social persuasion, physiological and emotional.

Table 4.4. Students' Self-Efficacy Mean Score

Number of Students	Mean Score	Category
35 Students	73.00	Medium

The mean score of total students are 73.00 which is categorized as "Medium" with the following detail explanation of the result of students' self-efficacy score which are consist of personality mastery experiences, social persuasion and physiological as well as emotional as follows

Students' self-efficacy in terms of personality mastery experiences, there is no student in "Low" category, while in "Medium" category there are 16 students and there are 19 students in "High" category. In terms of social persuasion, there are 5 students in "low" category, while in "Medium" category there are 25 students and there are 5 students in "High" category. In terms of physiological and emotional, there are 3 students in "Low" category while in "Medium" category there are 26 students and there are 6 students in "High" category.

Students' self-efficacy in writing refers to students' personally mastery experiences, special persuasion, physiological and emotional. The table presents

data of the writing score based on a scale ranging "Low" to "High" in self-efficacy. The classification scale ranges from scores of 15-44 for "Low" to 61-75 for "High". The results are displayed in terms of frequency and percentage (%). There are 4 students in the "Low" category which is 11.4% in total, then there are 29 students in the "Medium" category which are 82.9% in total and there were 2 students in the "High" category which are 5.7% in total.

Table 4.5. Frequency Distribution of the Students' Self-efficacy in Writing

No.	Score	Frequency	Percentage (%)	Category
1	15-44	4	11.4	Low
2	45-60	29	82.9	Medium
3	61-75	2	5.7	High
	Total	35	100.0	

Thus, students still lack self-efficacy in terms of social persuasion and physiological and emotional in writing as a matter of fact there are students who still got 1.0-2.8 which is categorized as low. Students still lack of verbal encouragement, feedback, and persuasion from others that significantly influence one's self-efficacy. Positive feedback can enhance confidence, while negative feedback can diminish it.

Therefore, students also got 1.0-2.8 which is categorized low in physiological and emotional which mean students' physical and emotional states can affect self-efficacy. High levels of stress or anxiety may lower self-efficacy, while a calm and focused state can enhance it.

The Relationship between the Students' Self-Efficacy and Writing Achievement

The relationship between students' self-efficacy that consisted of personality mastery experiences, social persuasion, physiological and emotional and students' writing score in terms of descriptive text explained in the table as follow:

Table 4.6. The Relationship between Students' Self-Efficacy in Writing and Their Writing Achievement

		Achievement	
		Self-Efficacy	Writing Achievement
Self-Efficacy	Pearson Correlation	1	.382
	Sig. (2-tailed)		.060

	N	35	35
Writing Achievement	Pearson Correlation	.382	1
	Sig. (2-tailed)	.060	
	N	35	35

Table 4.6 shows that there is no relationship between students' self-efficacy in writing and their writing achievement. It is shown by $0.382 > 0.05$.

The Relationship Between Motivation and Self -Efficacy In Writing towards Students' Writing Scores

The data of the students' motivation and self-efficacy in writing have been presented in 1 and 2 above. This study used Pearson Correlation. To find out the relationship between students' motivation in writing that consisted of intrinsic elements and extrinsic elements, they are, autonomy, interest & enjoyment, approval & recognition and compliance with obligation and self-efficacy that consisted of personality mastery experiences, social persuasion and physiological & emotional towards students' writing achievement in terms of descriptive text. The result analysis of the Pearson correlation is shown in the following:

Students' Writing Achievement

Students' writing achievement in terms of descriptive text score explained as follow:

Tabel 4.7. Students' Writing Achievement Mean Score

Number of Students	Mean Score	Category
35 Students	51.00	Fair

The mean score of total students is 51.00 which is categorized as "Fair". The writing achievement consists of content of depth, text structure, language use, creativity and coherence & cohesion. Students still lack in terms of language use which is the students still lack of vocabulary, the words that used are not varied and many grammatical errors. Furthermore, in terms of creativity, students are not using an interesting language style due to lack of reading. Last is, the sentences are not coherent and cohesive which makes the ideas do not follow.

Table 4.8. Frequency Distribution of Students' Writing Score

No.	Score	Frequency	Percentage	Category
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			(%)	
1	5-49	14	40.0	Poor
2	50-74	11	31.4	Fair
3	75-89	3	8.6	Good
4	90-100	7	20.0	Excellent
Total		35	100.0	

Students' writing achievement refers to students' writing in descriptive text. The table presents data of the writing score based on a scale ranging "Poor" to "Excellent" in writing. The classification scale ranges from scores of 5-49 for "Low" to 90-100 for "Excellent". The results are displayed in terms of frequency and percentage (%). There are 10 students in the "Poor" category which is 40.0% in total, then there are 9 students in the "Fair" category which are 31.4% in total, and there are 9 students in the "Good" category which is 8.6% in total followed by 7 students in the "Excellent" category which are 20.0% in total.

The Relationship between Students' Motivation, Self-Efficacy and their Writing Achievement

The relationship between students' motivation in writing that consisted of intrinsic elements and extrinsic elements, they are, autonomy, interest & enjoyment, approval & recognition and compliance with obligation and self-efficacy that consisted of personality mastery experiences, social persuasion and physiological & emotional toward students' writing achievement in terms of descriptive text explained in the table as follow:

Tabel 4.9. Correlations between Students' Motivation and Self-efficacy Toward Writing Achievement

		Achievement		
			Motivation	Self-Efficacy
Writing Achievement	Motivation	Correlation	1.000	.375
		Sig. (2-tailed)	.071	.071
		dF	0	32
	Self-Efficacy	Correlation	.375	1.000
		Sig. (2-tailed)	.071	

dF	32	0
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The analysis shows that there is no relationship between students' motivation and self-efficacy in writing towards their writing achievement. It is proved by the Sig-2tailed (0.071) which is higher than 0.05.

Discussion

The mean score of students' motivation in writing is 75.46 which is categorized as good while their writing achievement is 65.42 which is categorized as fair. There is no relationship between students' motivation and their writing achievement because the significance is $0.382 > 0.05$. This finding contradicts the research conducted by Pratiwi et al. (2022). Based on their data on writing motivation and achievement, the r value is .902 with a significance value of $0.000 < 0.05$, rejecting H_0 and accepting H_a .

It was considered that writing motivation and writing achievement have a link. The calculation of Academic Writing Motivation questionnaire, it was demonstrated that the degree of writing motivation of the sixth semester students of English Department of Mulawarman University was in poor category. Second, a review of writing score documentation revealed that students' writing achievement in the sixth semester of Mulawarman University's English Department was in the low category.

Furthermore, Helmasena et al. (2019) found that the r values for students' motivation and writing skill were 0.921 and 0.719, indicating a significant association between the two. The more motivated kids are, the better their writing abilities will be. Limeranto & Mbato (2022) The quantitative data analysis revealed a positive connection between students' motivation and essay writing achievement ($r(23) = .304, p < .05$). It revealed that students who were more motivated to write performed better.

While a qualitative study indicated certain issues that hampered students' writing motivation and accomplishment, these included a lack of effective teaching techniques and attitudes from teachers, as well as a lack of linguistic competence among students. This study has useful implications for education and future research. Wright et al. (2021) The lack of a relationship between students' writing motivation and writing achievement might be attributed to the fact that their writing knowledge was not yet aligned with their students' motivation, implying that the students still need to enhance their writing knowledge and skills.

The mean score for students' self-efficacy in writing was 53.6, which is classified as medium, and the mean score for students' writing achievement was 65.42, which is classified as fair. There is no link between students' self-efficacy in writing and their writing performance. This result is reinforced by Setyowati et al.

(2024), who found no link between students' writing self-efficacy and writing achievement ($r = -.020$, $n = 50$, $p = .892$). The findings imply that writing teachers should constantly promote their students' writing self-efficacy by providing ample practice opportunities, positive comments, and emotional and psychological support in times of difficulty.

As a consequence, Aldina (2022) found that the mean value of students' writing self-efficacy is 4.83, with 1-2 being the lowest level, 3-5 being moderate, and 6-7 being the highest, indicating a moderate degree of writing self-efficacy. While the correlational analysis shows a significance value of 0.602, which is greater than 0.05 ($p > 0.05$), this indicates that there is no significant correlation between students' writing self-efficacy and their writing skill at the secondary level, particularly when producing descriptive prose.

Contradicting the result, Wulandari (2019) The results of her investigation suggest that the sig.(2-tailed) value is 0.047. The sig. (2-tailed) value is 0.047, which is less than 0.05. It signifies that the null hypothesis (H_0) is rejected, but the alternative hypothesis (H_a) is accepted. The correlation coefficient (R) is 0.285. In conclusion, there is a significant relationship between students' self-efficacy and their writing skills.

This finding contradicts the research conducted by Asmaul et al. (2021), who found no association between self-efficacy and writing achievement. This contradicts some prior research that found a link between students' self-efficacy and their writing achievement. The result was not the same as the preceding arguments. It is believed that learners' belief in their ability to execute specific tasks influences their learning growth.

The students' self-efficacy in writing influences how they continue the task and optimize their effort to achieve the goal. The findings revealed that students' self-efficacy levels do not connect with their writing achievement. Another remark made previously is that self-efficacy is an important aspect in determining communication effort. The findings suggest that self-efficacy cannot be the only element influencing learners' writing achievement.

Even the combination of students' motivation and self-efficacy does not predict their writing achievement. This finding indicates that there is currently no link between motivation and self-efficacy. Each variable continues to improve independently, with no link to the others.

The analysis of relationship between students' motivation in writing that consisted of intrinsic elements and extrinsic elements, they are, autonomy, interest & enjoyment, approval & recognition and compliance with obligation and self-efficacy that consisted of personality mastery experiences, social persuasion and physiological & emotional toward students' writing achievement in terms of descriptive text show that there is no relationship between students' motivation

and self-efficacy in writing towards their writing achievement. It is proved by the Sig-2tailed (0.071) which is higher than 0.05. There are no other researchers that discussed this topic before.

Conclusion

The students of tenth grade at SMA Negeri 5 Takalar have a medium motivation in terms of extrinsic that consisted of approval-recognition and compliance with obligations and intrinsic that consisted of autonomy, interest, enjoyment with the total score of 73.72 and the correlation between students' motivation in writing and their writing achievement is -0.229 which mean the correlation is low because the range of correlation is in 0.20-0.399.

The students of tenth grade at SMA Negeri 5 Takalar have a high self-efficacy in terms of personal mastery experiences, social persuasion and physiological and emotional arousal with the total score of 76.60 and the correlation between students' self-efficacy and their writing achievement is 0.382 which mean the correlation is low because the range of correlation is in 0.20-0.399.

The students of tenth grade at SMA Negeri 5 Takalar have a "fair" skill in writing descriptive text with the total score of 51.00 and The correlation between students' motivation and self-efficacy toward their writing achievement is 0.375 which mean the correlation is low because the range is in 0.20 – 0.399 and the significance (2-tailed) is $0.071 > 0.05$ then H_0 was accepted and H_a was rejected, meaning the relationship between students' motivation and self-efficacy toward writing achievement was not significant.

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