

## Predicting Writing Performance Outcome via Writing Self-Efficacy and Implication on L2 Tertiary Learners in Malaysia

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**Abstract:** Generally, this study looks into the connection between writing self-efficacy level and writing skills performance. It will look into detail the accuracy of how far writing self-efficacy able to predict the outcome of a learner in L2 context and the implication that it has on the learning of writing among L2 tertiary learners in Malaysia. This study had been conducted in one of Malaysian universities, Universiti Putra Malaysia and the participants were the final year undergraduate learners majoring in Applied Linguistics and Literature. An analysis was conducted by looking at two categories of writer namely high self-efficacy writer and low self-efficacy writer. Self-efficacy level was measured through Writing self-efficacy questionnaire. All of these writers' essays had been collected and analysed qualitatively (i.e. language and content development) and quantitatively (i.e. scores) in order to relate to their writing self-efficacy level. Correlation analysis showed weak relationship between self-efficacy and writing skills performances. Apart from that, qualitative data depict two distinct style of writing between high self-efficacy writer and low self-efficacy writer and scores show that low self-efficacy writer performed better than high self-efficacy writer. The implications are discussed in relation to teaching and learning within the Malaysian tertiary setting.

**Key words:** Writing self-efficacy • Writing skills • L2 learners

### INTRODUCTION

Writing is not an easy task as it is a highly complex and demanding task that requires a number of skills to be performed. It is a complex cognitive activity involving attention at multiple levels: thematic, paragraph, sentence, grammatical and lexical [1, 2] noted that “writers, in contrast to readers, produce/create texts rather than simply consume them and, writers often have minimal environment/curricular input” (p.145). For example, “when given a topic to write about, the ideas and text generated require a knowledge base on which the individual can draw” (p.145) [3]. In addition, “the complexity of the task, the solitary nature of the activity, with no immediate feedback and the effort needed to persist in the task are other aspects of writing that can adversely affect writing” (p.145) [2]. Although writing is teachable, the transformation of thought into written communication is a difficult activity that requires many other levels of

complementary skills. Some of the necessary skills contributing to the complexity of writing were described by Montague and Leavell (1994) as cited in [4]:

Writing requires co-ordination and integration of multiple processes, including planning, production, editing and revision. Composing requires prior knowledge of topic, genre, conventions and rules as well as the ability to access, use and organise that knowledge when writing (p.220).

Given the complexity of writing tasks, it is not surprising that learners experience a wide variety of writing skills deficits and are often overwhelmed by writing activities [4].

[4] identified that learners' writing problems range “from lower level mechanical problems such as spelling, capitalisation and punctuation, to higher order cognitive and metacognitive problems such as planning and

revision” (p.221). The writer also suffers from the disadvantage of not getting immediate feedback from the reader and sometimes not getting feedback at all [5]. In spite of the difficulties, it is possible to teach the necessary skills and process approach to learners so that they are able to express their ideas competently [4, 6] pointed out that “it is crucial to understand that learners will write and will care about writing when it is personal and with extra support and guidance from more capable individuals, writers can benefit from writing experience” (p.154) [2]. Further elaborated that “nurturing learners’ positive beliefs about writing, fostering authentic writing goals and contexts, providing learners with a supportive context for writing and creating a positive emotional classroom environment are the conditions that determine learners’ motivation to write” (p.145) [6].

Based on the argument above, learners obviously need to develop positive self-beliefs in writing which finally can help in improving their writing skills. Self-belief, or more specifically ‘self-efficacy’, is also important here because it “influences the course of action people choose to pursue, how much effort they put forth in given endeavours” (p.3) [7]. In other words, one’s self-efficacy can affect how one behaves, thoughts and emotional reactions in achievement settings. This is because “self-efficacious individuals are more willing to participate, to work harder and persist longer in tasks and have less adverse reactions when encountering difficulties than those who doubt their capabilities” (p.148) [2].

The role of self-efficacy has received extensive support from a growing body of findings from diverse fields in the United States for meta-analysis of research on the relationship between self-efficacy and academic outcomes. Nevertheless, one academic area that has received little attention from self-efficacy researchers is written composition. The few researchers [8-13] who have investigated self-efficacy beliefs and essay writing agree that the two are related. However, the researches conducted to explore the relationship between self-efficacy and writing have been correlational researches so far. The researches conducted were basically based on the correlation between scores on self-efficacy and holistic essay scores.

In Malaysia, many studies have focused on the correlation between learners’ self-efficacy and various variables, such as learners’ English achievement (i.e. overall result), locus of control, motivations, counselling skills, science and mathematics achievement and teacher’s efficacy, but few have focused on writing

self-efficacy. At the post-graduate level (master’s degree) in Malaysian institutions of higher learning, there are more self-efficacy studies in counselling and education [14, 15], mathematics [16-18], business study [19-23], physical education [24], teacher’s self-efficacy [25, 26], sciences [27], English achievement [28, 29].

Overall, a review of various local sources of records of research shows that there is still limited documented study on writing self-efficacy of learners in a Malaysian tertiary institution context. Most of the studies [8-11, 13] have been conducted abroad which provides different cultural and educational context. In investigations of self-efficacy in Western settings, there are many examples of optimism and over-confidence to complete academic tasks [7, 30, 31]. According to Klassen [32], “a person’s efficacy beliefs are differentially influenced depending on their cultural orientation and the nature of the training offered” (p.221). [32] added that:

Efficacy beliefs operate differently in non-Western cultures than they do in Western cultures. In almost all of the studies that included direct comparisons of levels of efficacy beliefs, whether the studies compared pairs of cultural groups (e.g. Pastorelli *et al*, 2001) or a large number of cultural groups (e.g. Scholz *et al*, 2002), self-efficacy beliefs were typically higher for participants from Western than for the participants from Asian. (p.224)

Thus, it is important to investigate self-efficacy beliefs in a Malaysian setting where the culture and learning environment are different.

In sum, local research on the connection between learners’ writing self-efficacy and writing skills is still limited. Most of the researches in Table 1 focus on the relationship between learners’ self-efficacy and other learners’ affective factors such as self-regulation, locus of control and motivation. [33] had posited that “further research is of particular importance in light of the effect of psychosocial factors, such as self-beliefs, social environment might have on learner’s learning to write” (p.4). This is because learning to write is not a rigid process but involves social and contextual factors; the psychological development and interaction with social factors. Social factors such as other people, reinforcement and self-beliefs are seen as something that can directly and indirectly influence the learner’s writing skills [33]. In addition, [34] posited that interaction with social factor influences learners’ self-efficacy and will eventually leads

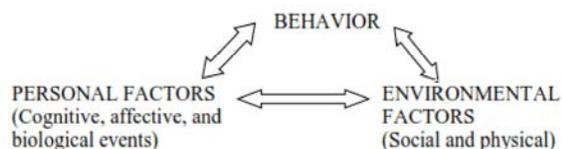


Fig. 1: Bandura's concept of triadic reciprocity behaviour  
Source: Bandura (1986)

to the changes of behaviour and performance in writing. Thus, given the complexity in writing faced by learners and the emphasis on the importance of the self-efficacy in writing, there is a need to look at how learners' self-efficacy affect skills in writing.

**Theoretical Framework:** Bandura's social cognitive model emphasises effective learning as involving three elements: the person (internal), the behaviour and the environment. This is because "how people interpret the results of their own behaviour informs and alters their environments and the personal factors they possess which, in turn, inform and alter subsequent behaviour" (p.1) [35]. This is the foundation of [36] conception of *reciprocal determinism*, the view that (a) personal factors in the form of cognition, affect and biological events, (b) behaviour and (c) environmental influences, create interactions that result in a *triadic reciprocity*. In the model of triadic reciprocity, the behaviour, personal factors and environmental events all operate as interacting determinants of one another. This model is illustrated in Figure 1;

In Figure 1, *Environmental* component refers to social and physical environments which can affect a person's behaviour and vice versa. Here, the social environment may include family members, teachers, friends and colleagues. Meanwhile, the physical environment is the size of a room, ambient temperature, availability of certain foods, or examination results. In other words, it refers to the condition of the environment where the learner interacts with the social environment. Next, the *Personal Factors* refers to the cognitive or mental representations of the environment such as their motivation or confidence to learn that may also affect a person's behaviour. It can affect behaviour as it may include a learner's perception of the place, time, physical features and activity [37]. Here, *Environment* and *Personal* factors provide the framework for understanding behaviour [38]. *Behaviour* can also affect these two factors as it may lead other people such as teachers to modify their response to suit the learner's *behaviour*.

Meanwhile, how the learner performs (behaviour) may in turn affect the learner's perception of her/his own ability. Apart from being affected by *behaviour*, both factors (i.e. personal and environment) also may affect each other in which how learners *think or react* may alter the environmental factor. The environmental factor vice versa may affect how learners *think or react* through the responses that they receive in learning. In sum, it can be seen that learners' behaviour is driven by two factors which are the surrounding (people and condition) and cognitive (thinking).

The discussion above somehow shows that the three factors which are environment, personal factors and behaviour constantly influence one another. "With respect to the link between personal factors and behaviour, learners' self-efficacy beliefs influence achievement behaviour such as choice of tasks, effort, persistence and achievement" (p.160) [39]. This implies that when the learners have high self-efficacy in writing, they are probably more optimistic and confident in completing their writing tasks. Conversely, learners' behaviours can also alter efficacy beliefs. For example, as they work on their writing tasks, they notice their progress and capabilities in writing. This goal progress and accomplishment will convey to the learners that they are capable of performing well. As a consequence, it enhances self-efficacy for continued writing. As noted by [40], "learners' academic accomplishments can often be better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills" (p.159).

In sum, the discussion above implies that behaviour in the triadic model is not simply the result of the environment and the personal factors, just as the environment is not simply the result of the personal and behaviour, but they reciprocally affect one another in the writing process. This is because the environment perhaps provides models for learners' *behaviour capability* largely through *observational learning*. *Observational learning* is when a person watches the actions of another person or the reinforcements that the person receives [7]. Meanwhile, *behaviour capability* means that if a person is to perform a writing task, he must know what process is involved and have the skills to perform it [38]. [7] noted that people do indeed acquire many forms of behaviour through observing others and also learn from this experience. Here, Bandura called attention to the fact that many cognitive factors also play a role as human beings do not respond passively or automatically to external conditions. Instead, "they plan, form expectancies, set

goals, imagine possible outcomes” (p.489) [41]. In other words, it can be said that [7] saw human mind as generative, creative, proactive and reflective and not just reactive. It can be concluded that learners actually explore, manipulate and influence the environment that counts. Through this, “they regulate their motivation and activities, produce the experience that finally form the functional neurobiological substrate of symbolic, social, psychomotor and other skills necessary” (p.4) [42].

## MATERIALS AND METHODS

**Participants and Procedures:** Participants were 33 final year undergraduate learners majoring in Applied Linguistics and Literature. There were 13 boys and 20 girls. Instruments were group administered in the individual classes. During the first class period, learners were asked to complete the writing self-efficacy (WSE) questionnaire. Directions and individual items were read aloud by the administrator. Towards the end of the course that was after 14 weeks, the learners were asked to write 3 to 4 pages of writing assignment and again they had to answer WSE questionnaire.

**Instruments:** The aim of this study is to see how writing self-efficacy is related to learners’ writing skills and the implications that we may drawn from this connection. Based on these aims, writing self-efficacy questionnaire and learners’ essays were used for the purpose of this study.

*Writing self-efficacy.* This study used Writing Self-Efficacy (WSE) questionnaire to measure the learners’ writing self-efficacy. The questionnaire was adapted from Writing Self-Efficacy Scale prepared by [43]. The questionnaire was administered during the first and final week of the research period. It consisted of 37 items that were based on the four scales proposed by [36] when measuring one’s self-efficacy. The four scales are General (GPR – Question 3, 6, 12, 14, 16, 17, 18, 19) and Specific Progress (SPR – Question 21, 24, 28, 30, 33, 35, 37), Observational Comparison (OC – Question 1, 4, 8, 11, 15, 20, 22, 25, 29), Social Feedback (SF – Question 5, 9, 10, 13, 27, 32, 36) and Physiological States (PS – Question 2, 7, 23, 26, 31, 34). Bottomley, Henk and Melnick (1998:296) reported strong reliability characteristics for each scale where “the Cronbach alpha reliability for Specific Progress (SPR), .89; Observational Comparison (OC), .90; Social Feedback (SF), .87; and Physiological States (PS), .91”.

Table 1 Correlation Guidelines (Cohen, 1988)

Coefficient Value	Strength of Association
$r = .10$ to $.29$ or $r = -.10$ to $-.29$	Small correlation
$r = .30$ to $.49$ or $r = -.30$ to $-.49$	Medium/moderate correlation
$r = .50$ to $1.0$ or $r = -.50$ to $-1.0$	Large/strong correlation

*Writing tasks.* Learners were asked to produce a 3-4 pages essay discussing about the speech delivered by Martin Luther King Jr. by looking at how effective the speech was. The final writing tasks were produced after fourteen weeks of course on writing and analysing text. The learners’ composition scripts were important because they provided data on the learners’ writing proficiency level and indicated relation with writing self-efficacy. According to [44], “researchers in the field of composition believe that although a timed, in-class writing sample is an imperfect reflection of writing ability, it is the most reliable measure available to measure writing development” (p.10).

**Data Analysis:** There were two stages involved in analysing the data. In the first stage, essays written by learners were assessed by two independent markers. The learners’ composition drafts were marked using the holistic marking used by the UPM language instructors in teaching General Writing Skills. The researcher chose to use a holistic marking as it looks at an essay as a whole piece of discourse rather than looking at parts. The marks were more reliable when each scorer tends to look at the essay as a whole [45]. Once the essays marks were obtained, a Pearson’s product-moment correlation was run to assess the relationship between tertiary learners’ writing skills and writing self-efficacy level.

The magnitude of the Pearson correlation coefficient to determine the strength of the correlation was based on the guidelines provided by [46] in Table 1 below;

Meanwhile, the significance level (p-value) in the correlational analysis was determined at the 95% level of confidence (0.05). If the significance level was relatively small (less than .05) then the correlation was significant and the two variables were linearly related. If the significance level was relatively large (higher than .05) then the correlation was not significant and the two variables were not linearly related.

After the analysis of relationship between writing skills and writing self-efficacy was established, this paper will focus on the two different essays written by the low self-efficacy writer and high self-efficacy writer. The discussion will focus on the language and idea development of the two groups of learners.

**Research Questions:** Four research questions will be discussed for the purpose of this research:

- Is there any significant relationship between tertiary learners writing self-efficacy level and writing skills?
- What are the implications that writing self-efficacy and writing skills connection have on writing skills development?

**RESULTS AND DISCUSSION**

**The Relationship Between Tertiary Learners’ Writing Skills and Writing Self-Efficacy Level:** The relationship between writing self-efficacy level and writing skills was investigated using Pearson product-moment correlation coefficient. Writing skills level was based on the final writing tasks that learners produced after fourteen of learning course. Meanwhile, writing self-efficacy level was measured by the four components as proposed by Bandura (1986) namely General (GPR) and Specific Progress (SPR), Observational Comparison (OC), Social Feedback (SF) and Physiological States (PS). The General Progress (GPP) dealt with the overall aspects of writing. Meanwhile, the Specific Progress (SPR) focused more on specific aspects of writing such as vocabulary, topic sentence, coherence, part of speech, organisation and content descriptions. The other components focused on the learners’ sense of how their performance compares with their classmates based on their observation (OC), the kind of positive Social Feedback (SF) they received about their writing and their internal comfort while engaging in the composing activities (PS). The correlation matrix between writing self-efficacy components and writing skills can be shown in Table 2;

Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. Results showed that the relationship to be linear with both variables writing self-efficacy (GPR, SPR, PS, OC and SF) and writing skills as assessed by Shapiro-Wilk test ( $p > .05$ ) and there were no outliers.

In terms of GPR, there was a weak, negative correlation between the two variables [ $r = -.124$ ,  $n = 33$ ,  $p > .05$ ], with self-efficacy perception on general writing progress explaining only 1.5% of the variation in writing skills performance. Similarly, there was a negative weak correlation between specific writing progress perception and writing skills performance,  $r = -.261$ ,  $p > .05$ . Based on the

result between GPR ( $r = -.124$ ,  $p > .05$ ) and SPR ( $r = -.261$ ,  $p > .05$ ) with writing skills performance, the researcher concluded that there is no significant relationship between GPR and SPR with writing skills performance. The weak correlation ( $r = -.123$ ,  $r = -.261$ ) perhaps happened by chance. A negative correlation coefficient indicated by both variables GPR and SPR with writing skills performance implied that the higher writing self-efficacy level in terms of content development and language skills in writing, the lower the writing performance is. This can be further depicted in the qualitative data of the essay analysis below whereby it showed specifically how the high and low self-efficacy writer actually wrote.

In the essay written by Learner A who depicted the highest self-efficacy level in terms of General Progress (GPR) and Specific Progress (SPR). In the questionnaire, Learner A indicated that she strongly agreed that it is easy to write essay now and she can write simple sentences with good grammar. Nevertheless, in actual writing, the learner A did not managed to produce one simple sentence with a logic meaning as portrayed in the sentence below;

*The speech is full of hope and positive elements. He apples to the shared religious believe in Chris believe of both the whites and blacks of America, that is of the believe in Chris as they are all God’s children. (Essay 1)*

Based on the sentence above, it can be seen that the learner’s writing indicated several errors. The first one is the spelling of ‘apples’ which should be ‘appealed’ and ‘Chris’ is supposed to be ‘Christ’. Secondly is the sentence structure itself. In the sentence, the learner did not relate the two clauses that are ‘shared religious believe in Chris’ (Clause 1) and ‘believe of both the whites and blacks of America’ (Clause 2). Thus, this made the sentence unclear and run-on occurred as no significant meaning managed to be established. Logically, the learner perhaps tried to convey the message that ‘everyone regardless of whites or blacks need to share belief in God as they are all God’s children’. Another examples of improper sentence produced by Learner A is as followed;

Table 2: Pearson correlations for writing self-efficacy components and writing skills

		GPR	SPR	PS	OC	SF
Final total writing	Pearson Correlation	-.124	-.261	-.120	.014	-.135
	Sig. (2-tailed)	.493	.142	.506	.940	.455
	N	33	33	33	33	33

\*. Correlation is significant at the 0.05 level (2-tailed).

*The speech is efficient, it has gotten much of the improment needed by the American Negro today. In the speech, the speaker also never settles for less that total equality. (Essay 1).*

Again, in this example the learner wrote unclear sentence with wrong spelling error in the sentence. For instance, the word 'improment' perhaps actually refers to the word 'prominent' to indicate how important the speech was for the American. Secondly, the sentence 'the speaker also never settles for less that total equality' was unclear and it is hard for the reader to determine the exact meaning that the learner was trying to convey.

The writing performance nevertheless is different with the lowest high self-efficacy writer in terms of GPR and SPR whom can be labeled as Learner B. Learner B indicated in the questionnaire that she never felt that her writing is getting better or whether she can use all parts of speech correctly in writing. Nevertheless, in the learner's writing, she managed to depict a simple sentence with good grammatical structure. For instance;

*Basically, Sir Martin's goal was to have equal rights and free from discrimination for the black people. His speech was made to motivate and persuade his people that they can win this. They can achieve their long-time goal. He advised his people not to turn to violence. (Essay 1).*

Though, Learner A used simple sentences to convey messages, she managed to use correct tense of past tense and she even explained the reason why the speech was so effective by elaborating on the main aim of the speech. There was no constant spelling error in a sentence compared to the high self-efficacy writer. The message conveyed was precise by directly mentioning the intention that is 'to have equal rights, free from discrimination, they can win and avoid violence'.

From the Physiological states (PS) perspective, result indicated a weak relationship ( $r=-.120$ ) between learners' physiological states and writing skills performance with self-efficacy in terms of physiological states explaining only 1.4% of the variation in writing skills performance. Based on the result, the researcher decided that there is no significant relationship between physiological state and writing skills performance ( $r=-.120$ ,  $p>.05$ ). A negative correlation coefficient portrayed by the variables indicated that the higher the learners feel comfort when engaging in the composing activities, the lower the writing performance is. This is similar to writing

self-efficacy on social feedback (SF) which indicated a negative weak correlation between SF and writing skills performance [ $r=-.135$ ,  $n=33$ ,  $p>.05$ ], with self-efficacy perception on social feedback explaining only 1.8% of the variation in writing skills performance. The result also showed no significant relationship ( $r=-.135$ ,  $p>.05$ ) between how positive they perceived other people see their writing skills with the writing skills performance. The negative correlation indicated that the higher the learners feel positive about other people perception on their writing skills, the lower their writing skills performance is.

Even though four of the writing self-efficacy components (GPR, SPR, PS and SF) indicated negative correlation, one component that was Observational Comparison (OC) portrayed a positive correlation. Finding on OC indicated a positive weak correlation between the learners' sense of how they performed in comparison to their peers and writing skills performance [ $r=.014$ ,  $n=33$ ,  $p>.05$ ]. The researcher concluded that there was significant relationship between observational comparison and learners' writing skills performance ( $r=.014$ ,  $p>.05$ ). Positive correlation indicated that the higher the learners feel good in writing skills after they observe and compare to their peers, the higher their performance in the writing skills will be. Here, indirectly by observing their peers and how they work actually had guided the learners on how to produce their own writing. In the way, it shows that this vicarious experience had motivated the learners to write and increase their own writing self-efficacy as the learners were clear on the process and knew how to do the writing task. This supports [7] socio cultural theory that people who have been observed would normally be treated as model and efficacy is increased when individual observes a variety of models achieving success.

**Implication on Learning to Write:** In general, results reveal that writing self-efficacy did not make significant contribution to the prediction of writing performance and this recent finding contradict previous findings [8, 47-50] which found that self-efficacy actually has strong significant relationship with writing outcome. Nevertheless, this finding is consistent with the EFL research [51-53]. found negative correlation between self-efficacy level and writing scores among the EFL learners whose English is not their mother tongue. Meanwhile, [52] and [53] found no significant relationship between writing sores and performance in writing. Again, the participants were international students and English is their second or

third language of command. Here, it can be seen that context play a more important role in determining the performance of the learners in writing. This supports [32] notion that efficacy operates differently in non-Western cultures where Westerners were typically higher in terms of self-efficacy level in comparison to Asian learners. Thus, this might be one of the factors that contribute to the insignificant relationship between L2 learners' writing self-efficacy and writing performance as the L2 learners might undervalue their self-efficacy level.

Furthermore, the finding in this study also indicates that one can outperform others even though the participants have different level of writing self-efficacy. This contradicts previous findings such as [2, 10, 12, 40] which point out that self-efficacy and academic performances including writing outcomes are related. In general, the previous results revealed that writing self-efficacy makes an independent contribution to the prediction of writing outcomes and mediates between previous and subsequent achievement in writing. Nevertheless, in this study, Learner A was very confident in writing as revealed in the the WSE questionnaire scores. Meanwhile, Learner B had the lowest writing self-efficacy scores and admitted that she normally did not persist longer in the writing task. In addition, her writing self-efficacy score was the lowest among her classmates. Nevertheless, their results for writing self-efficacy did not correlate with their writing performance as predicted earlier in this study and previous research. In this study, Learner B, though had a very low writing self-efficacy still could outperform Learner A in the final writing task. In the task, Learner B could write better sentences with correct grammar while Learner A wrote illogic sentences with major grammar errors. Learner B was awarded with 17 marks out 20, while Learner A obtained 10 marks in total. These inconsistent findings may in part be explained by the context-sensitivity of self-efficacy beliefs. It is likely that different sources influence self-efficacy differently in different academic areas and at different academic levels. This justifies and supports the argument put forward by [54] that self-efficacy is actually subject and situation-specific which means that a learner might judge his/her competence high in mathematics for example, but within mathematics, the learner might feel efficacious about algebra but not geometry. This suggests that within an academic area, high self-efficacy does not imply that learners feel highly confident in all academic areas. Similarly, in this study, though Learner A showed high

self-efficacy in writing, it did not necessary imply to all types of writing. Thus, the findings are vary where certain learners could outperform others in certain area even though one reported an higher self-efficacy level from another.

Though the writing performance was not consistent with the writing self-efficacy level, the five basic categories of self-efficacy (GPR, SPR, SF, OC and PS) indicated similar range of result in terms of correlation value (-0.1 to -0.2). This thus perhaps implies that the writers' self-perception judgements do not operate independently, but rather overlap and influence one another. For example, the general and specific perceptions of writing progress (the GP and SP) were based on some extent upon the learners' sense of how their performance compares with their classmates (OC), the kind of positive Social Feedback (SF) they received about their writing and their internal comfort while engaging in the composing activities (PS). In the way, these interactions support the notion that literacy learning is both complex and social. As the sociocultural theory puts forward that sociocultural context influences the development of participants' learning process, while the socio-cognitive theory argues that learners need self-efficacy to complete tasks. With these two theories as the basis, this study portrays that learners' socio cultural context perhaps play an important role in L2 writing self-efficacy and performance in writing.

## **CONSLUCION**

Although this study hypothesized that writing self-efficacy would influence writing performance, the outcome of the correlation test was unexpected. The analysis showed that those students who obtained higher grades in composition perceived lower self-efficacy belief than those who did not. This calls for more in-depth analysis on ESL learners writing self-efficacy especially and its potential influence on their writing performance. As for future research, perhaps future researchers can work on studies of larger scale with a broader body of research subjects for international ESL learners' writing self-efficacy, as the current research adopted a rather limited body of research subjects. In addition, further attention on how to increase or even awaken ESL learners' awareness for writing self-efficacy is also important to change the perspective of English as a difficult subject to master.

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