

**THE RELATIONSHIP OF EFL STUDENTS'S WRITING SELF-
EFFICACY AND SELF-REGULATED LEARNING AT UNIVERSITY OF
ISLAM MALANG**

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Abstract: This study investigates the relationship between writing self-efficacy and self-regulated learning (SRL) strategies among EFL university students in Indonesia. Grounded in Bandura's Social Cognitive Theory and Zimmerman's SRL model, the research employed a quantitative correlational design involving 51 third-semester EFL students at the University of Islam Malang. Data were collected using adapted versions of the Self-Efficacy for Writing Scale (SEWS) and the Self-Regulated Learning Strategies questionnaire. Descriptive statistics revealed that students reported high levels of writing self-efficacy ($M = 3.55$) but only moderate use of SRL strategies ($M = 3.19$). Pearson correlation analysis indicated a weak positive relationship between self-efficacy and SRL ($r = .243$, $p = .086$), suggesting that while students who feel more confident in their writing are more likely to engage in self-regulation, the association is not strong. These findings highlight the need to promote SRL strategies alongside fostering writing confidence in EFL contexts.

Keywords: Self-efficacy, self-regulated learning, EFL writing, university students, academic writing

INTRODUCTION

Writing is a critical skill for EFL students, yet it is often the most challenging due to its cognitive complexity and linguistic demands. A key factor influencing writing success is self-efficacy—learners' beliefs in their capabilities

to complete writing tasks. Equally important are self-regulated learning (SRL) strategies, which involve planning, monitoring, and evaluating one's learning processes. While previous research has established connections between these two constructs, limited studies have explored their relationship in Indonesian EFL contexts, particularly in academic writing settings impacted by recent shifts to online learning.

LITERATURE REVIEW

Self-efficacy, according to Bandura (1997), affects learners' motivation, behavior, and emotional responses in academic tasks. High writing self-efficacy has been associated with reduced anxiety and improved writing performance. Similarly, SRL—defined by Zimmerman (2000) as self-directed control over learning—enables learners to apply metacognitive, motivational, and behavioral strategies for academic success. Prior studies have shown that students with higher self-efficacy tend to employ SRL strategies more effectively. However, in Indonesia, the dynamic between writing self-efficacy and SRL remains underexplored.

METHOD

This study utilized a correlational research design. The participants were 51 third-semester EFL students from two randomly selected classes at the University of Islam Malang. Data collection involved two standardized questionnaires: SEWS and an SRL strategy questionnaire. A 5-point Likert scale was used. Reliability testing yielded a Cronbach's alpha of 0.891, indicating high internal consistency. Data were analyzed using SPSS 22 for descriptive and Pearson correlation analyses.

FINDINGS AND DISCUSSIONS

Descriptive statistics revealed that the mean score for writing self-efficacy was 3.55, categorized as "high," while the mean for SRL strategy use was 3.19, indicating a "moderate" level. The correlation coefficient between the two

variables was $r = .243$ with a p-value of .086, suggesting a weak positive but not statistically significant relationship.

The results suggest that although students exhibit confidence in their writing abilities, they do not consistently employ SRL strategies. This finding contrasts with stronger correlations reported in other contexts, possibly due to cultural, instructional, or contextual factors unique to Indonesian higher education. It emphasizes the need for pedagogical interventions that integrate SRL strategy training into writing instruction.

CONCLUSIONS AND SUGGESTIONS

This study found a weak positive relationship between self-efficacy and SRL strategies among Indonesian EFL university students. While students generally feel confident in their writing, their strategic learning behaviors are underdeveloped. Teachers should aim to cultivate both self-efficacy and SRL skills to support autonomous and effective academic writing.

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