

The Successful of Students' Writing Skill and Their Self-Confidence in The Correlational Study

Dede Silfia¹, Venti Mawarni¹, Sari Astuti¹
English Education Study Program, STKIP Kusuma Negara, Jakarta, Indonesia
*dedesilfia@stkipkusumanegara.ac.id

Abstract

Writing is one of the important skills to learn in the process of learning English. All information in this world is not only conveyed orally but also writtenly, therefore self-confidence is needed to support students' writing skill. This study aimed to prove and to get the empirical data about the investigation between students' self-confidence and their writing skills of Eleventh grade students' of SMAN 12 Bekasi at the second semester, academic year of 2023/2024. The quantitative approach used in this study. The initial total of the samples were 36 students. Since 2 were absent, the sample of this study were 34 students. The data obtained from self-confidence questionnaire and writing test. Descriptive statistic, Pearson Product Moment correlation and regression analysis were administered to find out the correlation and the influence between variables. The result indicated that there was a significant positive correlation between students' self-confidence and their writing skill with r -obtained was (.741). It was higher than r -table (.355). Besides, there was also a significant influence of self-confidence on writing skill with 54.9%. This study could have implications for English language teachers, learners, and writers.

Keywords: *quantitative method, self-confidence, writing skill*

1 INTRODUCTION

Everyone in this world uses language to communicate. English is very important to learn because it is used internationally. In the process of learning English, the students study four language skills, there are listening, speaking, reading, and writing. Writing is one of the important English skills to learn in the process of learning English (Lee et al., 2016). From others language skills, (Saputra & Marzulina, 2015) stated that writing is the most difficult and apparently more complicated productive skill in written mode, even for native speakers, because it involves not only the representation of their speech, but also the development and structured presentation of their thoughts. Also, writing skills are quite complex and sometimes difficult to teach, requiring not only grammatical tools but also conceptual elements and judgment (Heaton, 1975). By writing, students' are expected to be able to find ideas, choose words, then apply them in sentences to form good paragraphs, so that the contents can be conveyed well to the readers. Therefore, writing is important skill to learn.

Writing is a productive skill, because it requires a lot of learn and practice. Not only think what they will write, writing require the ability to write naturally, coherently, grammatically, fluently, authentically, and purposefully. Therefore, in the learning process several problems can occur. (Jabali, 2018) said that the complexity of writing is a task tends to increase the level of tension and confusion in students. Frustration with writing assignments is often felt by students. This is due to the influence of their first language. (Jahin & Idrees, 2012) revealed that writing requires coordination of content, vocabulary, spelling, organization, and mechanics. However, in practice, errors are often found in the use of grammar, word choice, and also the use of punctuation. Problems in writing like this

can cause miscommunication, the content of the message conveyed through writing cannot be conveyed properly. These things often cause students to become frustrated and suffer from problems such as a lack of confidence in writing English.

It should be noted that actually in learning, especially learning a language, what we need is the process. This process will shape who we are. Because in that process we will know how capable we are, and how strong we are to survive so that you can do something well. So, we have to diligently practice how to write well. This is supported by (Graham et al., 2005) that stated "*To master writing skills, one must practice and work hard because writing is dynamic or active processes rather than passive or static ones*". Becoming a good writer is the goal of the learning outcomes. When we can write well so that the messages we convey through writing is well conveyed to the readers.

There were no successful cognitive and affective activities can be carried out without a certain level of self-esteem, self-confidence, knowledge of yourself, and belief in yourself ability for the activity (Brown, 2000). From that, it is known that self-confidence is a personal factor that is closely related to the learning process. (Rubio, 2021) stated that basically, it is a psychological and social phenomenon in which an individual evaluates himself according to a number of values can produce different emotional states, and which become developmentally stable, but this depending on personal circumstances. Self-confidence is one aspect of personality namely belief in one's own abilities so not influenced by others and can act according to whim, excitement, optimistic, quite tolerant, and responsible (Lauster, 2012). Self-confidence is an important aspect of a person's personality, because it is a very valuable part of a person's self in social life. Without self-confidence it can cause a lot of problems for someone. Self-confidence is very important for everyone to have, including students. Murray said in (Tridinanti, 2018), that "*if we confident about something, we don't worry about the outcome*". It is mean that success can be achieved because there is confidence in oneself. Therefore, this study is important because can identified relationship between self-confidence in language abilities.

Based on the preliminary study at eleventh grade of SMAN 12 Kota Bekasi, the researcher found differences capability between students during writing class. Some of them seemed to enjoy the writing class, shown by their activeness in asking what they didn't understand. After that they are continue to finish their writing. But others looked confused, this is shown by some students who do not know what to do when the teacher gives them a writing assignment but remained silent. Some of the students thought that writing was the most complicated activity. This happens because students think that writing is difficult because they have to think and then write and it is taking a long time. Next, some students have difficulty in find topics and ideas. When the teacher gives assignments, they are confused about what they will write. They are also not sure in their own ideas and then they look to their friends who have done the writing first. When they have an idea, then they can't develop sentences using their own language. In elaborating ideas into good sentences, students must pay attention to several aspects, such as the choice of words. Third, there are students' that are afraid to show their writing results. This is because they are unsure about the vocabulary and grammar of what they write. They are not enough mastering vocabulary and grammar, so they are afraid of making mistakes that occur in their writing, and after that cause them to be afraid to show their writing results. Whereas, mastering vocabulary and grammar will also greatly assist students' writing process, so they will be confident with their writing.

From these several circumstances it can be said that there is a difference between students' self-confidence in their abilities. Some of them are confused about what they will write. This causes them to run out of time and only work on their writing in the remaining class hours. Meanwhile, others seemed to have no problem with the writing assignment given by the teacher. (Ramdha, 2019) stated that in the classroom, the level of self-confidence in students may vary, but it can be classified into high self-confidence and low self-confidence. High self-confidence is indicated by the presence of good interpersonal skills such as responsibility, respect for others, assertiveness, and so on. On the other

hand, low self-confidence is characterized by fear, pessimism, difficulty communicating what is really needed, and insecurity in relationships with other people.

Some researcher had been done with their research on students' personal factors like self-confidence on their abilities. (Akbari & Sahibzada, 2020) which correlated self-confidence with student learning process concluded that self-confidence influences students learning process in the area of student participation, in achieve goals, develop interest in lessons, reduce student anxiety, feel comfortable with the teacher and his classmates and also in expressing his opinions regarding learning in class. Also, (Hasan et al., 2020) concluded that without self-confidence students will always afraid, embarrassed to speak English others, this disruption makes them speak fluently to other people. (Fahim & Rad, 2012) revealed that if teacher are given more guidance regarding behavior and attitudes, students can increase their self-esteem and confidence, which of course also becomes motivation to develop their writing skills. This proves that students really need self-confidence to support their abilities.

Based on the explanation above, researcher is interested in conducting research in order to find out whether there is a significant relationship between students' self-confidence and writing ability in eleventh grade students at SMAN 12 Kota Bekasi.

2 RESEARCH METHODS

The researcher used quantitative research though a correlational design to measure the relationship between two variables using the statistical procedure of correlational analysis. To obtain the data, a questionnaire was used to identify students' self-confidence. Then, the writing test was also given to determine students' writing abilities. After that, the data obtained was analyzed using the SPSS program for Windows. The last, explanation of the SPSS output analysis and the results of its interpretation were discussed.

This research was conducted at SMAN 12 Bekasi, which is located on Jl. I Gusti Ngurah Rai gg. Masjid Al Ikhlas Kranji, Kranji, Bekasi Barat, Bekasi, Jawa Barat, 17135. The population were eleventh grade students of SMAN 12 Bekasi. There were 401 students of eleventh grade as population that are divided into 11 classes. The distribution of the population as follows:

Table 1. The Research Population

No	Class	Male	Female	Total
1	XI-1	12	23	35
2	XI-2	13	23	36
3	XI-3	13	22	35
4	XI-4	12	23	35
5	XI-5	24	13	37
6	XI-6	25	12	37
7	XI-7	13	24	37
8	XI-8	12	24	36
9	XI-9	15	23	38
10	XI-10	16	22	38
11	XI-11	12	25	37
Total				401

The researcher used Cluster Sampling Technique to choose one class from the population to be the sample. (Johnson & Christensen, 2019) said that with the cluster sampling technique, the sample is selected by choosing one group from the huge population. Then to select the sample, the researcher used the help of spinner web wheel of names and the result of the sample was class XI-2 with 36 of the total students. The sample chosen describe as follows:

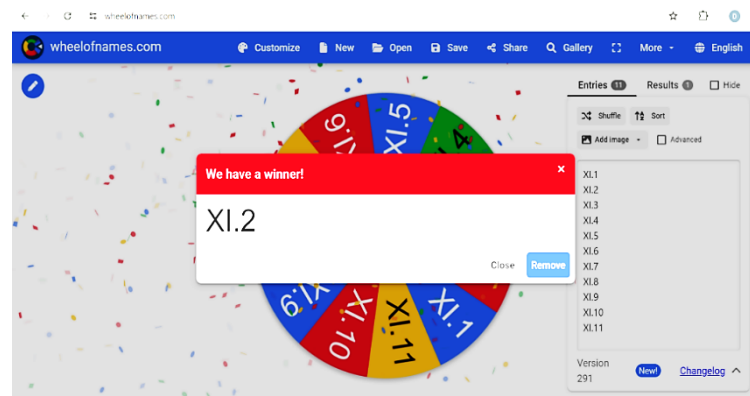


Figure 1. The Selected Sample by Web Wheel of Names

Table 2. The Research Sample

No	Class	Male	Female	Total
1	XI.2	13	23	36

Questionnaire was used as an instrument to measure students self-confidence. The questionnaire is about personal information on self-confidence. The questionnaire has 30 items based on the self-confidence indicators by Burton and Platts. The questionnaire consists of closed questions and uses two statements, they are favorable statements that consist of positive statement measuring positive attitude and unfavorable statements that consist of negative statement measuring negative attitude. The questionnaire uses Likert scale as the scoring method that consists of 4 points, they are: Strongly Agree, Agree, Disagree, and Strongly Disagree. The participants had to choose one choice of each item that they felt was suitable for themselves. Clearly, the Likert scoring method is shown in the table below.

Table 3. Likert Scale Scoring

Statement	Strongly Agree	Disagree	Agree	Strongly Disagree
Favorable	4	3	2	1
Unfavorable	1	2	3	4

An instrument needs to be tested validity and reliability before it was given to the sample class, to find out whether the questionnaire items can be used for research or not. The questionnaire was given to the trial class, here the researcher used class XI-6 as the trial class. The results of the validity test with the help of SPSS 27 program stated that 25 out of 30 questions items were declared valid. Then, the result of the reliability test with the significant 0,6 was 0,848. So, it is declared that the questionnaire was reliable, because the result was higher than 0,6.

The writing test was given to the sample class. The test of students' writing skill was an essay with at least have minimum of 3 paragraph. The researcher used writing test to analyzed students' writing score with analytic scale by Jacob which consist of 5 categories measured there are content, organization, vocabulary, language use, and mechanic. Also, the maximum score of the total scoring criteria was 100. The writing instrument was checked by 2 lecturers as assessors. The assessor checks the writing instrument and makes a judgment about the instrument so that it can be tested on students. Students must write descriptive texts about several topics which are distributed according to each student's serial number.

3 RESULT AND DISCUSSION

3.1 Result

The data obtained was calculated using the help of SPSS 27 program for Windows. Most of the following data was the result of data processing using SPSS output.

3.1.1 Result of Students' Self-confidence

The first total sample is 36, at the day of the research there were two students who were absent from the class due to health problem and non-academic activity, so the research continued with 34 students as samples. All 34 students completed the questionnaire. The 25 items questionnaire were used to collect the information about students' self-confidence.

The score of self-confidence questionnaire were calculated based on the likert scale 1 to 4. Statistical descriptive was analyzed to determine the average score (mean), median score (median), standard deviation, minimum score, and maximum score. Based on the result, the highest score (maximum score) from the self-confidence questionnaire was 99, the lowest score (minimum score) was 54, student self-confidence has a mean of 69.07, and a standard deviation of 9.528. The following was the detail of the students' self-confidence statistical data:

Table 4. Descriptive Statistics of Students' Self-confidence

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self_confidence	34	54	99	69.07	9.528
Valid N	34				

To determine students' level of self-confidence, researcher classified respondents' answer scores into 5 category classes as follow:

Table 5. Self-confidence Score Categories

Score Interval	Category	Frequency	Percentage
84 - 100	Very High	3	9%
74 - 83	High	6	18%
65 - 73	Moderate	13	38%
54 - 64	Low	12	35%
< 54	Very Low	0	0%
Total		34	100%

Based on the table above, it shows that the highest percentage of students' self-confidence is at a moderate level. The result of mean score of 69.07 also indicated that the level of students' self-confidence is at a moderate level. There were 9% consisting of 3 students were indicated to have very high self-confidence, 18% consisting of 6 students were indicated to have high self-confidence, 38% consisting of 13 students were indicated have moderate self-confidence, 35% consisting of 12 students were indicated have low self-confidence, and there was no student in very low self-confidence. In conclusion, it can be declared that the most of students' self-confidence were in the moderate level.

3.1.2 Result of Students' Writing Skill

The writing scoring criteria consist of five aspects, namely content, organization, vocabulary, language use, and mechanics. The highest writing score (maximum score) was

91, the lowest score (minimum score) was 67, a mean score of 80.74, and a standard deviation of 6.947. The following was the detail of students' writing skill:

Table 6. Descriptive Statistic of Students' Writing Skill

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Writing_Skill	34	67	91	80.74	6.947
Valid N	34				

To determine students' level of writing skill, researcher classified students' answer scores into 5 category classes as follow:

Table 7. Writing Score Categories

Score Interval	Category	Frequency	Percentage
92 - 100	Very Good	0	0%
85 - 91	Good	13	38%
78 - 84	Enough	8	24%
70 - 77	Poor	12	35%
< 70	Very Poor	1	3%
Total		34	100%

Based on the table above, it can be said that the most of students' writing skills are at a good level. This is proven by the highest percentage is on good category which getting 38% with a frequency of 13 students. Then, 24% consisting of 8 students were have enough writing skill, 35% consisting of 12 students were have poor writing skill, and 3% consisting of 1 student was has very poor writing skill. From that result, it can be declared that good writing skill was achieved by students.

3.1.3 Result of Normality Test

To calculated the normality test, the researcher was used the help of SPSS 27 program. The normality test was used to determine whether the data is normally distributed or not. The method used is the *Kolmogorov-Smirnov* test, with a significance level of $\alpha = 0.05$. The requirement of the normality test is if the significance value is higher than 0.05, then the data is normally distributed. On the other hand, if the significance value is lower than 0.05, this indicates that the data is not normally distributed. The following is the output SPSS of normality test:

Table 8. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Self_confidence	Writing
N		34	34
Normal	Mean	69.07	80.74
Parameters ^{a,b}	Std. Deviation	9.528	6.947
Most Extreme	Absolute	0.120	0.140
Differences	Positive	0.120	0.103
	Negative	-0.074	-0.140
Test Statistic		0.120	0.140

One-Sample Kolmogorov-Smirnov Test				
Asymp. Sig. (2-tailed) ^c			.200 ^d	0.089
Monte Carlo Sig. (2-tailed) ^e	Sig.		0.240	0.086
	99%	Lower	0.229	0.079
	Confidence	Bound		
	Interval	Upper	0.251	0.093
		Bound		

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

Based on the output above, the finding Sig. value of Self-Confidence is 0.200, and the Sig. value of Writing is 0.089. So that, it could be declared that the sample came from normal distribution population.

3.1.4 Result of Linearity Test

The linearity test was used to know whether there is a linear relationship or not between the two variables. The researcher calculated the linearity test with ANOVA Table of SPSS 27 program to calculated the linearity test, with a significance level of $\alpha = 0.05$. The requirement of the linearity test is if the *sig. derivation from linearity* value is higher than 0.05, then the data is linear. Also, if $F_{count} < F_{tabel}$, the data is linear. Below is the result of the linearity test:

Table 9. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Writing * Self_confidence	Between Groups	(Combined)	1538.118	30	51.271	2.822	0.214
		Linearity	874.076	1	874.076	48.114	0.006
		Deviation from Linearity	664.042	29	22.898	1.260	0.492
	Within Groups		54.500	3	18.167		
	Total		1592.618	33			

From the table above it can be seen that the *sig. of derivation from linearity* is 0.492, so it is higher than 0.05. If using F_{value} , the F_{count} need to compared with the F_{tabel} . The researcher calculated the F_{tabel} with the total sample ($N = 34$), the result is 4.130. So, when its compared, the $F_{count} = 1.260$, it is smaller than calculated $F_{tabel} = 4.130$. At the end, it can be declared that the data distribution is linear with sig. ($0.492 > 0.05$) also with F_{value} ($1.260 < 4.130$).

3.1.5 Result of Correlation Between Students' Self-confidence and Their Writing Skill

The calculation *Product Moment* was with the help of SPSS 27 program. The results of sig. value less than 0.05, namely ($0.000 < 0.05$). This indicates that there is a correlation between students' self-confidence and their writing skill. And also, the *Pearson Correlation*

results which have a value of 0.741, it shows that this research has a positive correlation with the strong correlation. Below is the output of the result.

Table 10. Correlation Product Moment

Correlations		Self_confiden	Writing
		ce	
Self_confiden ce	Pearson Correlation	1	.741
	Sig. (2-tailed)		0.000
	N	34	34
Writing	Pearson Correlation	.741	1
	Sig. (2-tailed)	0.000	
	N	34	34

3.1.6 Result of Significant Coefficient

The researcher calculated the significance test using the t-test, with obtained $t_{count} = 6.239$. To find out the significance of correlation coefficient of two variables, the t_{count} needs to be compared with the t_{table} . The researcher obtained a t_{table} value of significance = 0.05 with a total sample (N) = 34, and obtained a $t_{table} = 2.036$. If the t_{count} is compared with the t_{table} , the result is ($6,239 > 2,036$). T_{count} is higher than t_{table} , this means that H_0 is rejected and H_a is accepted. From these calculations, researcher can conclude that there is a significant correlation between students' self-confidence and their writing skill. Below is the output of the result:

Table 11. Significant Coefficient Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	43.426	6.035		7.196	0.000
Self_confidence	0.540	0.087	0.741	6.239	0.000

a. Dependent Variable: Writing

3.1.7 Result of Coefficient Determination

This part shows the influence or the contribution of students' self-confidence on their writing skill. Still with the help of SPSS 27 program, below is the output of the result:

Table 12. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	0.549	0.535	4.739

a. Predictors: (Constant), Self_confidence

b. Dependent Variable: Writing

Based on the result above, the obtained *R Square* is 0.549. The calculated coefficient correlation of determination between students' self-confidence and their writing skill was $r^2 \times 100\% = 0.549 \times 100\% = 54.9\%$. This is show how much percent students' self-confidence influences their writing skill. The results show that self-confidence has a contributes amounting to 54.9% of students' writing skill.

3.2 Discussion

This discussion comes from analysis of results from the collected data. The analysis has been fulfilled to answer the research problem. The data analyzed has been collected from two research instruments. The first was self-confidence using a questionnaire distributed to all XI.2 students as respondents in this research, they had to choose one answer that they believed was appropriate to what they experienced. The second instrument is an essay writing test to determine their writing skill.

According to the statistic descriptive data and self-confidence interval score, students' self-confidence at moderate level. It is based on the higher percentage that is 38% with a total of 13 students had moderate or average self-confidence. A moderate level of self-confidence can indicate that students doubt their abilities, so they are afraid of making mistakes or worried that the results will out of their expectations. (Mardiansyah, 2018) also said that students with moderate self-confidence may not focus when they do something in some situations such as assessment because they are afraid to express their ideas in essay writing.

Then, the 35% with 12 students had low self-confidence. A low level of self-confidence can indicate that students feel afraid and pessimistic about showing their abilities, students also do not understand what they want, but remain silent because they feel embarrassed and confused about expressing what they feel. Teachers should be able to pay more attention to students' self-confidence in learning process. For example, to teach students who have moderate and low self-confidence, teachers, lecturers, and language instructors can provide opportunities for group discussions. In this way, it is hoped that it can slowly increase students' self-confidence in the learning process. The 18% with total of 6 students had high self-confidence. High level of self-confidence can be shown by students that they know what they have to do, they are optimistic about their abilities and about the results they will get. Also, the remaining 9% with total of 3 students had very high self-confidence level. Students who have very high self-confidence usually prefer to work individually and independently, this can be shown by feeling full of enjoyment and believe in their abilities when given an assessment, not being nervous, and being motivated in the teaching and learning process.

According to the statistical data and writing score interval, students' writing skill is at enough criteria. Specifically, the highest percentage of their writing ability is in mechanics which has a percentage amount 85.80% of all students' capability. This shows that they have good writing skills because they are aware to mechanical things such as punctuation, capitalization, etc. Although the mean results show that their skill are at enough level, but the highest percentage of students having a good writing skill, with 38% a total of 13 students out of 34. It means that students have fairly good writing skills. Good writing skill indicates that they write ideas clearly, good organization, the topic is also relevant to what has been given by the teacher, the choice of words is correct, the writing is easy to understand, sometimes there are little mechanical errors such as punctuation or capital letters. The second highest percentage is 35% with a total of 12 students at poor category. It indicates by ideas that are not conveyed clearly, writing that cannot easily be understood due to errors in word choice, there are several mechanical errors such as typos in writing, punctuation, capital letters, and making readers confused. The remaining 24% with 8 students were at enough category or average level, this indicates by relevant topic but sometimes the ideas not clearly, mostly making errors in mechanical like punctuation and capital letters, the writing is quite understandable as long as it can be read. And 3% with only 1 student was at a very poor category. But overall, if seen from the mean result and the highest percentage, students have writing skills at enough level.

The result of r – obtained was $r = 0.741$. This shows that the correlation is at a strong level. The meaning of strong correlation is the changes of one variable will be followed by other variables. Here, if students have self-confidence, they will have good writing skill. If students' self-confidence is high, their writing skill will also be high. If students' self-confidence is low, their writing skill will also be low. So, the variables have a relationship with each other at the level of strong correlation.

The obtained r square was 0.549. The researcher calculated the coefficient of determination and the result is 54.9%. It means that the self-confidence contributed 54.9% to students' writing skill. Or it can be declared that there was significant influences with 54.9% of students' self-confidence on students' writing skill. Also, there is significance correlation between students' self-confidence and their writing skill, because $t_{count} > t_{table}$ ($6,239 > 2,036$). T_{count} was higher than t_{table} . It means that there is significant correlation between students' self-confidence and their writing skill.

The finding of this research is suites with the statement by Douglas Brown that "*There is no successful cognitive and affective activities can be carried out without a certain level of self-esteem, self-confidence, knowledge of yourself, and belief in your ability for the activity*". It can be understood that success can be achieved if you have several factors, one of which is self-confidence. If students have self-confidence, they can be sure that in any activity they will be able to get the maximum score.

(Hasan et al., 2020) declared that without self-confidence the students will always afraid, shy to speak English, this interference makes them speak fluency to another. He also found that there is a significant relationship between students' self-confidence and the eight-year students' speaking ability in SMPN 9 Pinrang with r -obtained was 0.700. Also, (Syafitri et al., 2019) on their research revealed that there is strong correlation between students' self-confidence to their english speaking ability, the result also stated that self-confidence is the important component that determine students' speaking skill. Also, (Akbari & Sahibzada, 2020) revealed that students' self-confidence is very effective in learning process and had positive impacts in the learning process. He found that students with self-confidence can lead them improved participation, enjoy learning, reduced test anxiety, increased interest in goal seeking, growth of comfort with their lecturers and classmates and finally help them in sharing their experience and opinions in the class.

Self-confidence and writing skill really connect each other. Students who have self-confidence, tend to have good writing skill. From the results above, students' writing ability is not only influenced by their self-confidence, self-confidence only affects 54.9%, and the remaining 45.1% is influenced by other possibly factors outside this research such as motivation, learning methods, students' knowledge, and etc.

4 CONCLUSION

Based on the result and discussion, there are some conclusions that researcher found: 1) Students level of self-confidence was moderate, this was proven with 38% students at moderate level. 2) Students' writing skill was good, with 38% of students achieved this level. 3) Students' self-confidence influenced 54.9% to their writing skill. It is based on the result of r square that was 0.549 then calculated by determination test become 54.9%. 4) There was significant positive correlation between students' self-confidence and their writing skill. This was proven through calculating the *Pearson Product Moment* correlation = 0.741, this result is a kind of strong correlation, and also the t test = $62.39 > 2.036$ indicated that the correlation was significant. So, it can be interpreted that self-confidence and writing skill really connect each other. Students who have self-confidence tend to be able to successfully pass writing tests cause have good writing skills.

5 REFERENCES

- Akbari, O., & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research*, 5(1), 1–15.
- Brown, D. H. (2000). *Principles of Language Learning and Teaching*. New York: Logmann. Inc.
- Graham, S., Harris, K. R., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30(2), 207–241.
- Hasan, H., Hanafi, M., & Sadapotto, A. (2020). Correlation between EFL learners self-confidence and speaking skill. *Majesty Journal*, 2(2), 48–56.
- Heaton, J. B. (1975). *Writing English language test practical guide for English as a second language*. London: Group Limited.
- Jahin, J. H., & Idrees, M. W. (2012). EFL major student teachers' writing proficiency and attitudes towards learning English. *Umm Al-Qura University Journal of Educational & Psychologic Sciences*, 4(1), 10–72.
- Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage publications.
- Lauster, P. (2012). Tes Kepribadian (Terjemahan Oleh DH Gulo). *Bumi Aksara*, 4.
- Lee, L. F., Sidhu, G. K., Chan, Y. F., Geethanjali, N., & Teoh, S. H. (2016). Assessing Writing Readiness for Academic Purposes Among Students in Higher Education. In S. F. Tang & L. Logonnathan (Eds.), *Assessment for Learning Within and Beyond the Classroom* (pp. 327–338). Springer Singapore. https://doi.org/10.1007/978-981-10-0908-2_27
- Mardiansyah, R. (2018). A correlation between self-confidence and essay writing achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(2), 154–166.
- Ramdha, T. (2019). The effect of teaching strategies and self-confidence on students' ability in writing descriptive text in an Indonesian school. *International Journal of Educational Best Practices*, 3(1), 15.
- Rubio, F. (2021). *Self-esteem and foreign language learning*. Cambridge Scholars Publishing.
- Saputra, H., & Marzulina, L. (2015). Teaching writing by using process genre approach to the eighth grade students of SMP Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 2(1), 1–12.