

Self-efficacy in the writing of Malaysian ESL learners

ABSTRACT

The ability to express one's thoughts effectively in writing relies on one's efficacy with regard to this skill—a skill which an individual needs in his/her lifelong learning journey. This study was conducted to examine English language learners' self-efficacy in writing. Specifically, this study investigated the self-efficacy of Malaysian secondary school students learning English. The study also examined the relationship between the learners' self-efficacy and their writing performance and competence. Two instruments were used to collect data. First, the participants were given writing assessments and their scores were reflected in their performance measurements. Second, the participants responded to the questionnaires on self-efficacy. The data were analysed using descriptive statistical techniques and a correlation analysis was also performed. Descriptive analysis showed that the respondents exhibited a medium level of self-efficacy in writing. Correlation analysis revealed that there was a significant positive relationship between self-efficacy and writing performance. This study contributes to the understanding of student self-efficacy; this enables teachers to develop useful teaching materials and train students in the use of effective writing strategies. This will help students develop a substantive knowledge of the writing process and increase their sense of self-efficacy surrounding writing, helping them go through a wonderful, though subconscious, lifelong learning experience.

Keyword: English as a second language; General perceived self-efficacy; Writing self-efficacy; Writing skills; Writing performance