

The Relationship of Self-Efficacy Beliefs, Motivation, and Writing Performance of Indonesian EFL Students in Higher Education

Sahril

Universitas Negeri Makassar

Sukardi Weda

Universitas Negeri Makassar

Abstract

One of the cornerstones of academic achievement and the foundation for success across the curriculum is learning to write proficiently (Wilson & Trainin, 2007). Therefore, becoming proficient writer is a key objective for English students at university. There are a wide variety of factors that might influence foreign language writing. In this study, self-efficacy beliefs and motivation are two important factors which may enhance students' writing performance are studied. The purpose of this paper is to analyze the relationship of students' self-efficacy beliefs, motivation, and the EFL English writing performance in Indonesian Higher Education. Questionnaire-based data were obtained from 50 students, 30 females and 20 males of English Department, Faculty of Languages and Literature Universitas Negeri Makassar. The students' writing performance was obtained from the writing subjects: Basic Writing, Paragraph Writing, Argumentative Writing, and Essay Writing. The research findings address that 1) there was a significant correlation between students' self-efficacy belief and EFL students' writing performance and, 2) there was a significant correlation between motivation and students' writing performance while attending Writing Courses at State University of Makassar. Educational implications of the importance of students' self-efficacy beliefs and motivation in learning English as a foreign language (EFL) in Indonesia from secondary schools to universities are discussed in detail in this paper.

Keywords: self-efficacy beliefs, motivation, writing performance, EFL students, higher education

Introduction

There is no doubt that English is one of the most vital subjects at schools and universities in Indonesian educational context. Due to its importance, English is placed as one the compulsory subjects in the national examination for the senior

secondary school level in Indonesia. This implies that students should have already had a basic communicative skill in English after finishing senior secondary school. The target of English teaching at schools and universities in Indonesia is to achieve English language communicative competence (Weda & Sakti, 2018). To achieve the curriculum objectives as stated in the Indonesian curriculum policy seems to be difficult, even though the norms have been employed in the classroom setting by the teachers. By having basic communicative skill in English, hopefully they will have a high self-efficacy belief in learning English at the university level and be able to express their ideas, thoughts, and feelings in the form written and oral expressions.

In order to achieve the curriculum target at schools and universities in English, Indonesian government, beginning from the center government to local government has set the policy in educational system, especially in language education to promote success in language communicative competence.

Generally speaking, successful language acquisition requires one to gain theoretical knowledge of the grammar of a particular language, learning a certain number of words and collocations, learning how to pronounce the words as well as acquiring the skills to read texts of various styles or genre, writing different types of texts, understanding spoken language, and conversing with others (Vorobyeva, 2018, p. 136).

Dealing with the quality of teaching English as a foreign language (EFL) in Indonesia, many researchers reported that the quality of teaching English is still low (Weda & Sakti, 2018, p. 718). Even though various kinds of training for the English teachers have been done in all levels of education, the quality of teaching – learning process is still far from our demand. Most of the EFL teachers were unable to motivate and engage their students in most of the English classes. Most students show their unwillingness to communicate in the teaching process (Sahril, 2016, p. 206). On the other hand, in most cases, Indonesian classrooms face a large number of students with not experienced teachers. As the results, the graduates' English motivation and willingness to communicate in the English classrooms is still low (Nasiruddin & Sahril, 2018, p. 3). To enhance the quality of English teaching at schools and universities in Indonesia, many influencing factors contribute to the quality of teaching – learning process in the classroom. Those influencing factors are self-efficacy belief and motivation. In keeping with this, Weda, et al (2018, p. 141) argue that some psychological factors like self-efficacy belief, motivation, and learning strategies contribute to the successfulness of the learning process and academic performance.

Self-efficacy beliefs and goals in combination contribute to subsequent academic achievement (Zimmerman, et al, 1992, p. 674). Self-efficacy can influence the choices people make and the courses of action they pursue (Schunk and Pajares, 1999, p. 37).

The modeling of structural equations confirmed that stability and motivation of the second language or foreign language contribute to an increase in the level of proficiency in the second language or foreign language (Isatayeva, Gulzhan, et al., 2018, p. 147).

Considering motivation as the most important force in the process of mastering a foreign language, which ensures its effectiveness, it should be borne in mind that motivation is a part of the personal universe of a student and it is determined by his own ambitions, preferences, and requirements (Selivanora, 2018, p. 218).

Aims of the Present Study

The primary aim of the present study was to identify whether there is a relationship between self-efficacy beliefs and writing performance. The second aim was to explore the relationship between motivation and writing performance.

Review of Literature

Self-efficacy beliefs

Many researchers reported that self-efficacy belief is one of the influential factors in determining students' success in language learning. Numerous empirical studies have reported that self-efficacy beliefs have relationship and influence on academic performance (Pajares, et al., 2002; Bandura, et al., 2006; Cocca, et al., 2018; Ersanti, 2015). Self-efficacy beliefs are specific judgments of one's capability to succeed in a particular task (Wilson & Trainin (2007:262). Many researchers believed that self-efficacy belief as one of the crucial variables that influence students' success in EFL classroom. Bandura, et al. (1996: 1206) argue that the full set of self-efficacy, aspirational, and psychological factors accounted for a sizable share of the variance in academic achievement.

Motivation

Motivation is one of the influential factors in language learning successfulness in a wide variety of classroom activities (Reyes, et al., 2017; Borrego, et al., 2017; Libao, et al., 2016; Bernaus, Merce & Wilson, Annie, 2009; Simons, Joke, et al., 2004; Nasihah, Mutiatun & Cahyono, Bambang Yudi, 2017; El Aouri & Zerhouni, 2017; Ersanli, 2015; Pajares, 2003; and Wilson & Trainin; 2007). Motivation is one of the most vital factors contributing to the achievement of students' learning outcomes is motivation (Weda, 2018).

Motivated student to learn will succeed in his learning. Reyes, et al., (2017, p. 292) reveal that a motivated student is one that is most prepared to face a task, focused on handling it, and persistent in addressing the difficulties faced,

as well as that invests more time and effort in learning than the unmotivated student.

Borrego, et al., (2017, p. 163) argue that one of the problems identified in the Degree of Computer Engineering of the Universitat Autònoma de Barcelona that also affects other studies is the lack of motivation. They therefore add that this lack of motivation directly influences their study performance and their average mark. Since the motivation is an essential factor in determining language learning successful, so instructors or teachers need to improve students' motivation to involve in the classroom activities. In keeping with Borrego, et al., Bernaus, et al. (2009, p. 25) argue that any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students.

Beal & Stevens (Libao, et al., 2016, p. 210) state that motivation refers to reasons that underlie behavior that is characterized by the students' interests, willingness, and volition. So that, the teacher is recommended to nurture students' motivation in all levels of learning. Nasihah & Cahyono (2017, p. 250) state that pedagogically, EFL teachers are recommended to arouse the students' motivation to improve their language skills, especially for writing achievement.

Method

Participants

Table 1. Participants' Information

Program	Major	N	Percentage
Undergraduate Program	English Literature	15	30
	English Education	31	62
	Business English	4	8
Age	Age Scale	N	Percentage
	17 - 20	3	6
	21 - 25	47	94

Test and Procedure

The research contained questionnaire which test the students' perceptions on self-efficacy belief and motivation. Self-efficacy belief consisted of 10 items and motivation consisted of 15 items. In this present research, the participants

were asked to rate their perceptions to test their perception on self-efficacy belief and motivation on a 5-point scale on which 1 = strongly disagree; 2 = disagree; 3 = neither agree or nor disagree; 4 = agree, and 5 = strongly agree.

Data on students' writing performance were obtained from four English writing subjects, namely: (1) Writing 1/Basic Writing, (2) Writing 2/Paragraph Writing, (3) Writing 3/Argumentative Writing, and (4) Writing 4/Essay Writing). The results of the test were analyzed to find out (1) the correlation between self-efficacy belief and the writing performance of the students, and (2) the correlation between EFL students' motivation and writing performance after attending the four writing subjects.

Data Analysis

Data were coded and analyzed using the Statistical Package of Social Sciences (SPSS) Statistics 9.0 to determine the mean scores, Standard Deviation (SD), skewness, kurtosis, and percentage. The correlation between self-efficacy belief and students' writing performance and the correlation between motivation and students' writing performance were analyzed based on Pearson-product-moment correlation.

Findings and Discussion

Table 2. Self-efficacy belief test scores of English students (N= 50)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
SEB-1	3.9000	.64681	-.848	2.006	0	4.0	14.0	70.0	12.0
SEB-2	3.0000	.98974	.263	-.308	4.0	28.0	40.0	20.0	8.0
SEB-3	3.5400	.88548	-.769	1.301	4.0	4.0	36.0	46.0	10.0
SEB-4	2.1400	.80837	.942	2.215	18.0	56.0	22.0	2.0	2.0
SEB-5	2.6800	1.13281	.234	-.653	16.0	30.0	30.0	18.0	6.0
SEB-6	2.5800	1.16216	.082	-1.199	22.0	28.0	22.0	26.0	2.0
SEB-7	2.3600	.80204	.726	.111	8.0	60.0	20.0	12.0	0
SEB-8	3.9000	.67763	-.697	1.355	0	4.0	16.0	66.0	14.0
SEB-9	3.8400	.73845	-1.635	4.568	2.0	4.0	12.0	72.0	10.0
SEB-10	3.7000	.90914	-1.222	1.902	4.0	6.0	18.0	60.0	12.0

The means and standard deviations of students' perception on self-efficacy belief test scores of English students are displayed in table 2.

The findings indicate that the students achieved a mean of 3.9000 and SD = .64681 for SEB-1 (Self-efficacy belief 1). The students achieved a mean of 3.0000 and SD = .98974 for SEB-2 (Self-efficacy belief 2). The students achieved

a mean of 3.5400 and SD = .88548 for SEB-3 (Self-efficacy belief 3). The students achieved a mean of 2.1400 and SD = .80837 for SEB-4 (Self-efficacy belief 4). The means and SD for SEB-5 to SEB-10 are clearly revealed on table 2. Finally, a normal distribution can be observed for all scales in this current study as revealed by skewness and kurtosis value as presented in table 2.

Approximately 82% of students revealed experiencing with the statement “Even the English learning topic is difficult for me, I am sure that I can understand it and finish it.” Approximately 28% of students experienced some level of “I am not confident in understanding difficult English learning topics.”

Approximately 56% of students indicated experiencing to the statement “I am sure that I can do well the English tests.” Approximately 4.0% of students exhibited to the statement “No matter how much effort I put in, I cannot learn English well.” There were 24% of students exhibited to the statement “When the learning exercises in English subject are too difficult, I always give up or only do the easy parts.’ There were 28% of students experiencing with the statement “To finish the English assignment in the English as a foreign language (EFL) classroom, I tend to ask my friends for the answers rather than thinking of by myself.” There were 12% of the students experienced that they exhibited to the statement “When I found the content or the material in English difficult, I used to ignore it.” There were 80% of the students revealed that they exhibited to the statement “I encourage myself to succeed in English.” There were 82% of the students experiencing that he or she tries to behave to learn all difficult topics or materials in English. Finally, approximately 72% of the students revealed that he or she is convinced that he or she can maintain communication well in English with her friends and lecturers.

Table 3. The Average and SD of Students’ Motivational scores in English (N= 50)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Mot-1	4.0800	.69517	-2.006	8.387	2.0	2.0	2.0	74.0	20.0
Mot-2	4.0600	.86685	-1.098	2.048	2.0	2.0	16.0	48.0	32.0
Mot-3	4.2600	.66425	-.344	-.712	0	0	12.0	50.0	38.0
Mot-4	3.6000	.75593	.236	-.401	0	4.0	44.0	40.0	12.0
Mot-5	4.2200	.58169	-.051	-.274	0	0	8.0	62.0	30.0
Mot-6	3.7200	.80913	-1.122	2.043	2.0	6.0	20.0	62.0	10.0
Mot-7	3.7400	.69429	-.362	.308	0	4.0	28.0	58.0	10.0
Mot-8	3.4200	.67279	-.744	-.506	0	0	10.0	38.0	52.0
Mot-9	3.7000	.73540	-.417	.193	0	6.0	28.0	56.0	10.0
Mot-10	3.7000	.88641	-.458	-.360	0	12.0	22.0	50.0	16.0
Mot-11	3.4400	.99304	-.609	-.030	4.0	14.0	26.0	46.0	10.0

Mot-12	3.3400	.93917	-.592	.060	4.0	14.0	32.0	44.0	6.0
Mot-13	4.0800	.92229	-1.301	2.028	2.0	6.0	8.0	50.0	34.0
Mot-14	3.3200	.86756	-.490	-1.154	0	24.0	22.0	52.0	2.0
Mot-15	3.2200	.86402	-.451	-1.525	0	0	28.0	22.0	50.0

The average and standard deviations of students' motivational scores of learning English are displayed in Table 3.

The results of the analysis on students' motivation in learning English indicate that the students achieved a mean of 4.0800 and SD = .69517 for Motivation/Mot-1. The students achieved a mean of 4.0600 and SD = .86685 for Mot-2. The students achieved a mean of 4.2600 and SD = .66425 for Mot-3. The students achieved a mean of 3.6000 and SD = .75593 for Mot-4. The students achieved a mean of 4.2200 and SD = .58169 for Mot-5. They achieved a mean of 3.7200 and SD = .80913 for Mot-6. They achieved a mean of 3.7400 and SD = .69429 for Mot-7. The students achieved a mean of 3.4200 and SD = .67279 for Mot-8. They achieved a mean of 3.7000 and SD = .73540 for Mot 9. They achieved a mean of 3.7000 and SD = .88641 for Mot 10. The students achieved a mean of 3.4400 and SD = .99304 for Mot 11. The students achieved a mean of 3.3400 and SD = .93917 for Mot 12. The students achieved a mean of 4.0800 and SD = .92229 for Mot 13. They achieved a mean of 3.3200 and SD = .86756 of the Mot 14 and they achieved a mean of 3.2200 and SD = .86402 of Mot 15. Finally, a normal distribution can be observed for all scales in the present study as revealed by skewness and kurtosis value as presented in Table 3.

Approximately 94% of the students revealed experiencing with the statement "I want to learn all topics in English I need to learn." Approximately 80% of the students experienced to the statement "I have high expectation of myself to succeed in English." Approximately 88% of students experiencing to the statement "I feel good when I complete difficult tasks in EFL classroom." Approximately 52% of the students exhibited to the statement "I work best in group discussion." There were 92% of the students exhibited to the statement "I learn English for my future careers." There were 72% of the students experiencing with the statement "No matter how much I like or dislike a lecturer, I still try to learn from him." There were 68% of the students exhibited to the statement "No matter how much I like or dislike a topic, I still try to learn from it." There were 90% of the students revealed to the statement "I feel that I should be recognized by my friends when demonstrating abilities in front of the EFL classroom." There were 66% of the students experiencing that he or she feels more accepted by my friends and a lecturer when obtaining excellent score on a test or drill. Approximately 56% of the students stated that he or she completed his or her task and homework assignment because his or her teacher frequently gives reinforcement (rewards). 56% of the students revealed that he or she feels

ashamed when obtaining low score in a test or drill. 50% of the students stated that he or she gets nervous when his or her lecturer asks questions to him or her. There were approximately 84% of the students revealed that he or she tries to do the best in the classroom. There were 54% of the students said that he or she often feels nervous when he or she takes a quiz, mid-term test, and final-term test, and approximately 72% of the students revealed that even when he or she has studied for hours, he or she feels that he or she has no enough preparation for a test or a quiz.

Table 4. The Average Scores and SD of Students' Writings

Descriptive Statistics	Average Score of Writing 1	Average Score of Writing 2	Average Score of Writing 3	Average Score of Writing 4
Mean	3.1200	3.2400	2.8600	2.9600
SD	.47980	.59109	.80837	.80711

Table 5. Results of Correlational Analysis between Students' Self-Efficacy Belief and Students' Writing Performance

<i>Measures</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>p</i>
SEB	31.6400	3.57291		
Writing Performance	12.1800	2.14467	.057	.000
SEB-Writing Performance				

Note. $P < 0.01$

The Pearson product moment correlation examines the correlation between self-efficacy belief and students' writing performance. The results reveal that a mean score and standard deviation (SD) of SEB (M= 31.6400) out of possible maximum of 5 (strongly agree); SD= 3.57291 and writing performance (M= 12.1800; SD= 2.14467), a significant correlation ($p = .000$), the correlation coefficient is small with $r = .057$, and the size yield $n = 50$. Therefore, the findings imply that there is a significant correlation between students' self-efficacy and their writing performance in learning writing at English department at Universitas Negeri Makassar, Indonesia.

Table 6. Results of Correlation between Motivation and Writing Performance

<i>Measures</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>p</i>
Mot	55.9000	4.59925		

Writing Performance	12.1800	2.14467		
Mot-Writing Performance			0.001	.000

Note. P < 0.01

Therefore, the Pearson correlation examines the correlation between motivation and students' writing performance. The results show that a mean score and standard deviation (SD) of Mot (M= 55.9000) out of possible maximum of 5 (strongly agree); SD= 4.59925 and writing performance (M= 12.1800; SD= 2.14467), a significant correlation (p= .000), the correlation coefficient is small with r= 0.001, and the size yield n=50. Therefore, the findings imply that there is a significant correlation between motivation and students' writing performance among students of English department at Universitas Negeri Makassar, Indonesia.

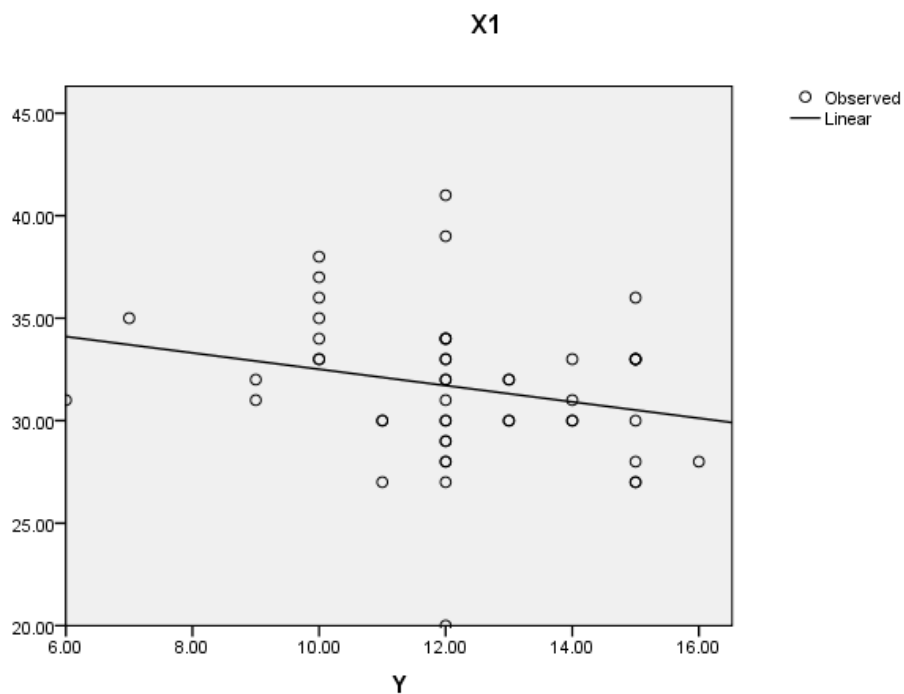


Figure 1. Scatter Plot of Correlation between Self-Efficacy Belief and Writing Performance

According to scattering of the dots in the scatter diagram above, it is clear that as the scores of self-efficacy beliefs increase, the scores of writing

performance increases too, which shows a positive relationship between the variables. In other words, the students who have high self-efficacy beliefs, the higher their scores of writing performance will be.

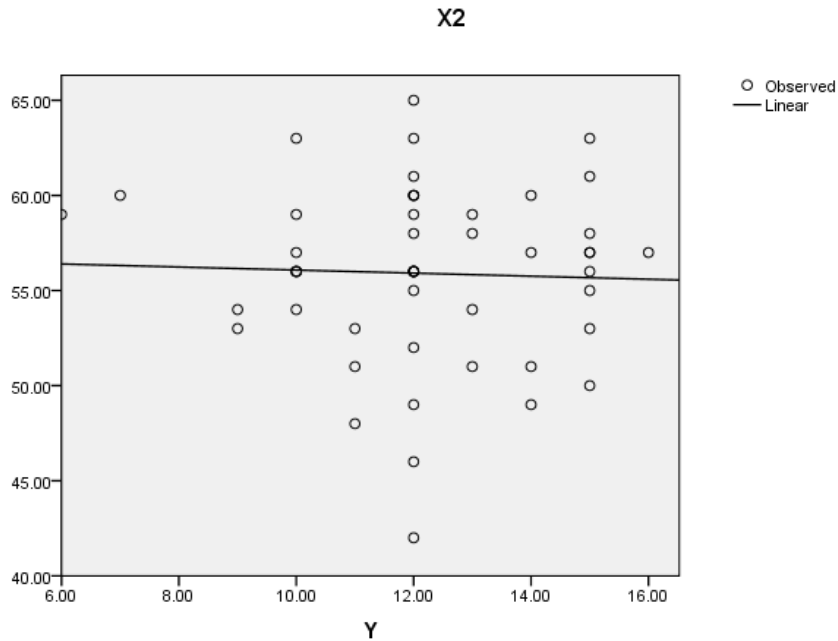


Figure 2. Scatter Plot of Correlation between Motivation and Writing Performance

According to scattering of the dots in the scatter diagram above, it is clear that as the scores of motivation increases, the scores of writing performance increases too, which shows a positive relationship between the variables. In other words, the more motivated the students are, the higher their scores of writing performance will be.

Conclusion

This current study represents an attempt to identify the relationship between self-efficacy belief and students' writing performance and the relationship between motivation and students' writing performance. Results indicate that there is significant correlation between self-efficacy belief and students' writing performance, and there is significant correlation between motivation and students' writing performance at the English Department Faculty of Languages and

Literature Universitas Negeri Makassar (UNM). Further studies in self-efficacy belief and motivation in relation to other language skills are recommended.

Pedagogical Implication

The study therefore suggests some implications. One such implication is that self-efficacy belief and motivation as influencing factors at teaching – learning process in the EFL classroom need to introduce to the language learners. Due to the importance of self-efficacy belief and motivation as the influential factors in language learning. The teachers or lecturers hopefully will enhance students' self-efficacy belief and motivation in the EFL classroom in other to achieve the learning outcome and the curriculum target.

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Respondent Identity:

Name :
 Sex :
 Age :
 Study Program :
 Semester :

Questionnaire

Choose one of the following choices which reveal how much you agree or disagree by circling around. Remember that there are no right or wrong answers.

- (6) Strongly disagree
- (7) Disagree
- (8) Neither agree nor disagree
- (9) Agree
- (10) Strongly agree

No.	Self-Efficacy Belief	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
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1.	Even the English learning topic is difficult for me, I am sure that I can understand it and finish it.	1	2	3	4	5
2.	I am not confident in understanding difficult English learning topics. (-)	1	2	3	4	5
3.	I am sure that I can do well the English tests.	1	2	3	4	5
4.	No matter how much effort I put in, I cannot learn English well. (-)	1	2	3	4	5
5.	When the learning exercises in English subject are too difficult, I always give up or only do the easy parts. (-)	1	2	3	4	5
6.	To finish the English assignment in the English as a foreign language (EFL) classroom, I tend to ask my friends for the answers rather than thinking of by myself. (-)	1	2	3	4	5
7.	When I found the content or the material in English difficult, I used to ignore it. (-)	1	2	3	4	5
8.	I encourage myself to succeed in English.	1	2	3	4	5
9.	I try to behave to	1	2	3	4	5

	learn all difficult topics or materials in English.					
10.	I believe that I can maintain communication well in English with my friends and lecturers.	1	2	3	4	5

Adapted from Tuan, Chin, & Shieh (2005)

No.	Motivation	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	I want to learn all topics in English I need to learn.	1	2	3	4	5
2.	I have high expectation of myself to succeed in English.	1	2	3	4	5
3.	I feel good when I complete difficult tasks in EFL classroom.	1	2	3	4	5
4.	I work best in group discussion.	1	2	3	4	5
5.	I learn English for my future careers.	1	2	3	4	5
6.	No matter how much I like or dislike a lecturer, I still try to learn from him. (-)	1	2	3	4	5
7.	No matter how much I like or dislike a topic, I still try to learn from it. (-)	1	2	3	4	5
8.	I feel that I should be recognized by my friends when demonstrating	1	2	3	4	5

abilities in front of the EFL classroom.						
9.	I feel more accepted by my lecturers and friends when obtaining excellent score on a test or drill.	1	2	3	4	5
10.	I completed my task and homework assignment on time because my teacher frequently gives reinforcement (rewards).	1	2	3	4	5
11.	I feel ashamed when obtaining low score in a test or drill given by the lecturer.	1	2	3	4	5
12.	I get nervous when my lecturer asks questions to me. (-)	1	2	3	4	5
13.	I try to do the best in the classroom.	1	2	3	4	5
14.	I often feel nervous when I take a quiz, mid-term test, and final-term test.	1	2	3	4	5
15.	Even when I have studied for hours, I feel that I have no enough preparation for a test or a quiz.	1	2	3	4	5

Adapted from Brown (2007) and Shia (1998) in Nasihah and Cahyono (2017).

Choose one of the following scores from four writing subjects by circling around.

- A = 4
- B = 3
- C = 2
- D = 1

No.	Subject	SCORE			
		A	B	C	D
1.	Basic Writing/Writing 1	A	B	C	D
2.	Paragraph Writing/Writing 2	A	B	C	D
3.	Argumentative Writing/Writing 3	A	B	C	D
4.	Essay Writing/Writing 4	A	B	C	D

Note on Contributors

Dr. Sahril, M.Hum. is an associate professor and Head of English Department Faculty of Languages and Literature Universitas Negeri Makassar (UNM). He obtained his Ph.D. in TEFL from Graduate Program Universitas Negeri Makassar in 2016. His research interests are applied linguistics, L2/EFL motivation, and other related trend issues in Social Psychology in Language Learning. His current email: sahrilfbsunm@unm.ac.id & sahrilfbsunm@gmail.com

Sukardi Weda is the head of English Literature Study Program, Faculty of Languages and Literature Universitas Negeri Makassar, Indonesia. His research interests include Linguistics, Applied Linguistics, English, L2 motivation, study anxiety, self-efficacy belief, learning strategies, phonology, education, management, social and cultural issues, etc. He has a Ph.D in Linguistics: English Language Studies (ELS) from Hasanuddin University in 2005. He has written more than a hundred articles in Linguistics, English, Education, management, social-issues, and politics. He can be reached at sukardi.weda@unm.ac.id