

THE INFLUENCE OF SELF-EFFICACY AND ICT TOWARDS ENGLISH WRITING PERFORMANCE (A SURVEY AT JUNIOR HIGH SCHOOL STUDENTS' IN WEST JAKARTA)

Ribka Claudia¹⁾

English Education Program, Indraprasta PGRI University, Jakarta

Syahfitri Purnama²⁾

English Education Program, Indraprasta PGRI University, Jakarta

Endang Sondari³⁾

English Education Program, Indraprasta PGRI University, Jakarta

ribkaclaudia9595@gmail.com

Abstract

This quantitative study explores the influence of self-efficacy and ICT towards English writing performance. The aim of the research is to determine 1) The influence of self-efficacy and ICT together towards English Writing Performance. 2) The influence of self-efficacy towards English Writing Performance. 3) The influence of ICT towards English Writing Performance. The method used in this research is a survey method with a multiple linear regression correlational approach with a sample of 60 students. The research results show: 1) There is a significant influence of self-efficacy and ICT together towards English Writing Performance. This is proven by the acquisition of the Sig value = $0.002 < 0.05$ and tcount = 3.720. 2) There is a significant influence of self-efficacy towards English Writing Performance. This is proven by the acquisition of the Sig value. $0.002 < 0.05$ and tcount 3.230. 3) There is a significant ICT towards English Writing. This is proven by the acquisition of the Sig value of $0.336 < 0.05$ and tcount = 0.970.

Keywords: Writing Performance, Self-Efficacy, ICT.

Abstrak

Penelitian kuantitatif ini mengeksplorasi pengaruh efikasi diri dan TIK terhadap performa menulis bahasa Inggris. Tujuan dari penelitian ini adalah untuk menentukan 1) Pengaruh efikasi diri dan TIK secara bersama-sama terhadap performa menulis Bahasa Inggris. 2) Pengaruh efikasi diri terhadap performa menulis Bahasa Inggris. 3) Pengaruh TIK terhadap performa menulis Bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah metode survei dengan pendekatan korelasional regresi linier berganda dengan sampel sebanyak 60 siswa. Hasil penelitian menunjukkan: 1) Ada pengaruh yang signifikan dari efikasi diri dan TIK secara bersama-sama terhadap performa menulis Bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Sig = $0,002 < 0,05$ dan thitung = 3,720. 2) Ada pengaruh yang signifikan dari efikasi diri terhadap performa menulis Bahasa. Hal ini dibuktikan dengan perolehan nilai Sig. $0,002 < 0,05$ dan thitung 3,230. 3) Terdapat pengaruh yang signifikan antara TIK terhadap performa menulis Bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Sig. $0,336 < 0,05$ dan thitung = 0,970.

Kata Kunci: Kata; Performa Menulis; Efikasi Diri; TIK



INTRODUCTION

Writing is one of the essential language skills in English learning, as it plays a significant role in academic achievement and communication. English writing skills are essential for effective communication in academic and professional contexts, particularly for learners of English as a foreign or second language (EFL/ESL). However, mastering these skills remains a challenge for many students due to the complexity of grammar, vocabulary, coherence, and organization. In a 2024 study titled "Uncovering EFL Students' Frequent Difficulties in Academic Writing and the Coping Strategies: The Case of a College in Indonesia," Sania and Ika Hidayanti explored the challenges faced by EFL students in academic writing. They found that writing is considered the most difficult skill to master because it requires an intricate process. The study identified frequent difficulties in structure, developing ideas, vocabulary, and grammar, with grammar being the most challenging aspect. (Asnas & Hidayanti, 2024).

Furthermore, A study by Yeni Vara Sasmita and Lestari Setyowati found that EFL students commonly experience writer's block, difficulty in expressing ideas, lack of confidence, and fear of making mistakes. Additionally, errors in content unity, coherence, organization, and grammar were prevalent in their writing (Sasmita & Setyowati, 2021). Another study by Ghaida Ali S. Alzahrani at Najran University identified that EFL learners struggle notably with vocabulary, organization, paraphrasing, grammar, and referencing. Contributing factors include inadequate English language foundations, overreliance on Arabic, limited writing practice opportunities, and insufficient writing-focused courses (Alzahrani, 2025).

While writing remains one of the most complex and demanding language skills for EFL learners in requiring mastery of vocabulary, grammar, and organization, the integration of Information and Communication Technology (ICT) has emerged as a powerful tool to support and enhance the writing process. ICT provides learners with interactive platforms, digital resources, and real-time feedback that can facilitate the development of writing competence and promote learner autonomy. A study published in *Education and Information Technologies* by Fayda and Cetin found that the frequency and quality of ICT use significantly bolster students' behavioral engagement and their digital learning competencies. Specifically, when technology enhances cognitive activation, classroom management, and teacher support, students become more attentive, persistent, and motivated conditions essential for improved academic performance (Fayda-Kinik & Cetin, 2024).

On the other hand, students with poor ICT skills often struggle to access online learning platforms, digital libraries, or multimedia content. This puts them at a disadvantage compared to peers who can easily navigate and benefit from a wide range of digital materials. For example, they might miss important announcements, resources, or assignment guidelines posted online. Many assignments today require ICT, such as typing, research, or using online tools (like Google Docs or learning management systems). If students can't use these effectively, it can lead to lower-quality work, late submissions, or incomplete

assignments. Struggling with technology also can lead students to frustration and lower self-confidence. This can discourage students from participating fully in class or taking on tech-integrated projects, impacting their overall motivation and learning.

As the integration of ICT continues to transform educational practices, students' success in leveraging these technologies depends not only on access and competence, but also on their belief in their ability to use them effectively. For instance, a 2024 study by Li Qingyang and friends involving Chinese primary school students found that writing self-efficacy, particularly in self-regulation, was a significant predictor of writing performance. The research highlighted that intrinsic motivation enhances self-efficacy, which in turn positively influences writing achievement (Li et al., 2024). These findings collectively emphasize the importance of fostering writing self-efficacy to enhance students' writing proficiency across different educational contexts. Altogether because they don't believe they'll succeed (Albert Bandura, 1997). Low self-efficacy is often linked with higher levels of writing anxiety.

Preliminary findings suggest that both ICT and self-efficacy have a statistically significant influence on English writing skills, with students who frequently engage with ICT and possess high self-efficacy demonstrating better writing outcomes than their peers. It also underscores the significant roles of both Information and Communication Technology (ICT) engagement and self-efficacy in enhancing students' English writing skills. Students who frequently utilize ICT tools and possess high writing self-efficacy tend to demonstrate superior writing outcomes compared to their peers. For instance, a study by Nurhakiky found that self-efficacy plays a crucial role in writing skills, directly influencing an individual's belief in their ability to succeed in writing tasks. This belief impacts motivation, persistence, and overall performance, leading to improved writing quality (Nurhakiky, 2025).

Moreover, research by Sari examined the impact of Automated Writing Evaluation (AWE) on English as a Foreign Language (EFL) learners' writing self-efficacy, self-regulation, anxiety, and performance. The study revealed that integrating AWE tools positively affects learners' self-efficacy and writing performance, highlighting the beneficial role of ICT in writing instruction (Sari & Han, 2024). These findings collectively suggest that fostering both ICT engagement and writing self-efficacy can lead to significant improvements in students' English writing proficiency.

Although these studies contribute valuable insights, most research has focused on either ICT or self-efficacy as independent variables, often within higher education or senior high school contexts. There remains a lack of research that examines the combined effect of ICT and self-efficacy on English writing skills among junior high school students, particularly in EFL settings like Indonesia. Moreover, the existing studies rarely explore how these two factors interact to influence writing performance, leaving a gap in understanding how digital tools and psychological readiness together affect learners at earlier stages of education.



Therefore, this study aims to investigate the influence of ICT usage and self-efficacy on the English writing skills of junior high school students. By focusing on this age group, the research seeks to bridge the gap in current literature and provide empirical evidence on how these two variables contribute to writing development. Hence, the title of this research is *The Influence of Self Efficacy and ICT towards Students' English Writing Performance (A Survey at Junior High School Students' in West Jakarta)*.

RESEARCH METHOD

This research employed a quantitative approach using a survey method with a multiple linear regression design to investigate the influence of self-efficacy and the use of Information and Communication Technology (ICT) on students' English writing performance. The study focused on junior high school students in West Jakarta, aiming to identify the individual and combined contributions of self-efficacy and ICT engagement to writing outcomes. The research was conducted using the multiple linear regression method with the following research design as follows:

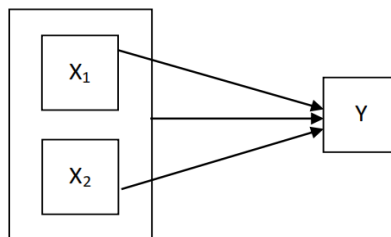


Illustration 1: The Constellation of Relationships Between Variables

According to Arikunto (2006:131) as cited in (Subkhi Mahmasani, 2020), sample is a portion or representative of the population studied. Sample research may only be carried out if the condition of the subjects in the population is truly homogeneous. If it is not homogeneous, then the conclusions may not be applied to the entire population. The participants consisted of 60 seventh-grade students selected from two private junior high schools namely SMP Tarsisius II and SMP Vianney in West Jakarta. The sample was drawn using simple random sampling to ensure each student had an equal chance of selection, allowing for objective representation. These schools were chosen due to their accessibility, willingness to participate, and the observed variation in students' writing performance, particularly in meeting the minimum passing grade in English writing. According to Sugiono as cited in (Subkhi Mahmasani, 2020), primary data allows researchers to "collect firsthand data that are specific to the research problem, ensuring relevance and alignment with research questions." The strength of primary data lies in its accuracy, relevance, and control over the data collection process, which is especially important in hypothesis-driven studies. However, it can be time-consuming and resource-intensive. Secondary data consists of information collected by someone else for a different purpose, but which may be re-used in a

new study. Examples include government statistics, institutional reports, academic journal datasets, and published surveys.

In accordance with the research variables, there are three types of data collected, namely: 1) Self-efficacy, 2) ICT, and 3) Writing performance. Data on self-efficacy were obtained through questionnaires and interview with students in and outside the class. Writing performance data was taken from the results of the mid-semester test (PTS) in Class XII English subject for 2024/2025 academic year. Data were collected through a structured questionnaire and the students' English mid-semester writing test scores. The questionnaire consisted of two sections: one measuring students' writing self-efficacy and the other assessing their use of ICT in writing tasks. Both sections used a five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree). The questionnaire was validated through expert review and pilot testing, with reliability confirmed using Cronbach's alpha to ensure internal consistency.

To analyze the data, the study applied multiple linear regression analysis using statistical software namely SPSS version 22. This allowed the researcher to examine both the simultaneous and partial effects of self-efficacy and ICT use on writing performance. Writing scores were treated as the dependent variable, while self-efficacy and ICT usage served as independent variables. Overall, this methodological design was chosen to provide empirical evidence of the relationships between psychological and technological factors and writing performance. The use of validated instruments, a representative sample, and statistical analysis ensures the study's findings are both reliable and applicable for informing teaching practices in EFL contexts

RESULTS AND DISCUSSION

A. Results

The overall data description above is presented from the results of calculations and tests carried out with the help of a computer through the SPSS version 22 application program, as well as analysis and interpretation. The following is an explanation of the data analysis:

Table 2 Recapitulation of Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.81641303
Most Extreme Differences	Absolute	.103
	Positive	.091
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.183 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.



The result of the normality test in Table 1 show that the value in the Sig column of the Kolmogorov-Smirnov method is greater than 0.05, so Ho is accepted, in other words that the data from all samples in this study is normally distributed.

Table 2 Regression Coefficients on Influence of Variables X1 and X2 on Variable Y

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	281.265	2	140.632	9.328	.000 ^b	
Residual	859.335	57	15.076			
Total	1140.600	59				

a. Dependent Variable: Writing Performance

b. Predictors: (Constant), ICT, Self-Efficacy

Table 3 Regression Line Equation of Variables X1 and X2 on Variable Y

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	37.659	11.513		3.271	.002
Self-Efficacy	.460	.142	.423	3.230	.002
ICT	.098	.101	.127	.970	.336

a. Dependent Variable: Writing Performance

B. Discussion

Bandura's (1997) self-efficacy theory argues that belief in one's writing ability impacts actual performance. In the context of English writing performance, these elements are critical because writing is not only a cognitive-linguistic task but also an emotionally demanding process requiring sustained focus, self-expression, and confidence. High self-efficacy leads to more effort, persistence, and resilience when facing writing challenges. On the other hand, low self-efficacy can result in avoidance, anxiety, and premature abandonment of writing tasks. Educators must address these affective dimensions to help students transform writing ability into writing performance.

Another factor that influence writing performance is the using of ICT. The integration of ICT into education has transformed the way English writing is taught and learned. ICT tools, such as word processors, online dictionaries, grammar checkers, digital collaboration platforms, and writing apps, enhance not only the technical aspects of writing but also cognitive and metacognitive processes, thereby improving students' writing performance. ICT plays a transformative role in enhancing English writing performance. By supporting all stages of the writing process, boosting motivation, enabling collaboration, and

allowing personalized learning, ICT tools help students produce more accurate, organized, and expressive written texts. However, effective integration requires addressing access, training, and pedagogical alignment.

Based on the explanation stated above, it can be concluded that self-efficacy and ICT have a positive and significant influence together in writing performance. This is also proven by the results of hypothesis testing showing a positive relationship of 0.497 and Sig value $0.000 < 0.005$ and Fcount = 9.328.

According to Bandura's (1997) Self-Efficacy Theory, self-efficacy refers to an individual's belief in their capability to perform specific tasks, which in the context of writing, involves planning, organizing, composing, and revising texts. Learners who believe they are competent writers are more likely to approach writing with confidence, leading to higher levels of performance. Conversely, students with low writing self-efficacy may struggle with writer's block, avoid writing tasks, or disengage entirely. Together, self-efficacy and motivation form a psychological foundation that directly impacts students' writing behaviors and ultimately their performance.

Based on the explanation above, it can be concluded that self-efficacy has a significance influence of writing performance. This is also proven by the results of the hypothesis test showing a Sig value of $0.002 < 0.05$ and tcount = 3.230.

The effective use of Information and Communication Technology (ICT) can significantly enhance English writing performance by supporting both the affective and cognitive needs of learners. ICT tools such as word processors, grammar checkers, collaborative platforms, and multimedia resources can boost self-efficacy by making the writing process more manageable, interactive, and rewarding. For instance, students using tools like Grammarly or Google Docs receive real-time feedback, which can reduce anxiety and promote a sense of control over the writing task. To maximize ICT's impact, educators must ensure that digital tools are accessible, aligned with instructional goals, and integrated into writing pedagogy in a way that supports learners' autonomy, reflection, and growth.

Based on the explanation above, it can be concluded that using ICT has a significant effect on writing performance. This is also proven by the result of the hypothesis test showing a Sig value of $0.000 < 0.05$ and tcount = 0.970.

CONCLUSIONS

Based on the research results and discussion in chapter IV, it can be concluded as follows:

1. There is a significant influence of self-efficacy and ICT together towards the writing performance of middle high School in West Jakarta. This is proven by the acquisition of the Sig = $0.002 < 0.05$ and tcount = 3.720.
2. There is a significant influence of self-efficacy towards the writing performance of middle high School in West Jakarta. This is proven by the acquisition of the Sig value. $0.002 < 0.05$ and tcount 3.230.



3. There is a significant influence of ICT towards the writing performance of middle high School in West Jakarta. This is proven by obtaining a Sig value of $0.336 < 0.05$ and $t_{count} = 0.970$.

Research findings show that self-efficacy and ICT together have a significant influence on the writing performance of middle high school in West Jakarta. The integration of ICT in writing instruction should be purposefully designed to enhance students' self-efficacy. When learners are given access to digital tools that support planning, drafting, and revising, they feel more capable and in control of their writing tasks. The researcher suggests that schools and teachers pay attention to main the students' motivation in learning relate in writing performance, as well as increasing collaboration or cooperation with ICT tools and programs. Effective use of media and creating a pleasant learning atmosphere can improve overall student learning outcomes. Therefore, it is important for schools to provide training for teachers in integrating technology or learning media that suits students' interests.

Positive self-efficacy has been proven to have a significant effect on writing performance. The findings highlight that students' belief in their ability to write significantly affects their actual writing performance. Therefore, writing instruction must go beyond technical skill-building and include strategies aimed at developing writing confidence. This shows that selecting appropriate activities that provide early and frequent success, such as low-stakes writing, structured guidance, and step-by-step tasks that can help students develop a stronger sense of competence. Therefore, teacher feedback should emphasize students' progress and potential, not just their shortcomings. Positive and constructive comments that reinforce effort and improvement can increase students' motivation and belief in their writing ability, especially when combined with peer modeling and shared success stories.

Research findings showing that using ICT has a significant influence on writing performance. The use of ICT tools such as word processors, grammar checkers, and educational writing software helps students develop essential writing skills including vocabulary, sentence structure, and text organization. These tools offer immediate feedback and real-time corrections, enabling students to learn from their mistakes and improve their performance more efficiently than through traditional methods.

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