

Self-Efficacy of Lecturers and Students in Academic Writing: Are there any differences?

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Abstract. Self-efficacy is a critical component of academic article writing. Numerous studies have demonstrated that self-efficacy affects reading comprehension, but few have examined the level of self-efficacy between students and lecturers regarding academic writing. Consequently, this study sought to ascertain students' and lecturers' levels of self-efficacy in academic writing. This study takes an explanatory mixed-methods approach by administering questionnaires and conducting interviews with students and teachers. The online survey assesses self-efficacy in academic writing, and students and lecturers complete unstructured interviews. The study enrolled eighty students and eighteen lecturers from the English Department of UIN Sunan Ampel Surabaya. The results indicate that students enrolled in the English Language Education and English Literature Study Programs have a moderate level of self-efficacy. The self-efficacy of lecturers in the English Language Education and English Literature Study Programs demonstrates similar results. Additionally, they are moderate, with a slightly higher average index. This study also discusses the implications of research in the field of education.

Keywords: self-efficacy, academic writing

1. INTRODUCTION

Lecturers' ability to write scientific articles is also determined by their ability and confidence in writing scientific papers (Zulkifli, 2016). Bandura refers to this as self-efficacy (Bandura, 2012). Self-efficacy is a belief in one's ability to comprehend academic writing more deeply and practice it in academic writing (Corkett et al., 2011; Holmes, 2016). Numerous prior studies have examined the relationship between self-efficacy and students' classroom writing ability. Hashemnejad, Raofi, and Pajares' research show that confidence and writing ability are positively related (Hashemnejad, Zoghi, & Amini, 2014; Pajares, Frank & Graham, Laura, 1999; Raofi, 2014; Raofi et al., 2012). The research findings of Hashemnejad et al. demonstrate a significant relationship between self-efficacy and the ability to write in male and female students (Hashemnejad, Zoghi, & ..., 2014). Additionally, the Pajares study stated that students' writing confidence influenced their motivation to write, resulting in more activity in producing high-quality writing at school (Pajares, Frank & Graham, Laura, 1999). Further, Raofi et al. discuss a link between self-efficacy and writing in English as a second language (Raofi et al., 2012). He administered two tests to students in his research and discovered statistically significant differences (Raofi et al., 2012).

Additionally, students majoring in science have more vital writing abilities than students majoring in social studies. Regrettably, all of the studies cited above focus exclusively on our effectiveness with English language learners (Tsang et al., 2012). Few studies have been conducted on the efficacy of self-English lecturers in scientific article writing. Based on the preceding, this study was designed to determine the self-efficacy of English Language and Literature Education lecturers and students at UIN Sunan Ampel Surabaya when writing scientific or academic articles (Academic Writing). Three issues will be discussed: (1) the level of self-efficacy of students enrolled in the English Language Education and English Literature Study Programs at UINSA with regards to academic writing; and (2) the level of self-efficacy of lecturers enrolled in the English Education and English Literature Study Programs at UINSA with regards to academic writing. Additionally, (3) What abilities are critical in determining the quality of academic article writing for lecturers and students?

2. METHOD

This research combines quantitative and qualitative methods with an explanatory sequential model, assuming that combining quantitative and qualitative methods can result in a more in-depth understanding of the research problem (Creswell & Creswell, 2018). This study aims to collect quantitative data about respondents' experience and practice of academic writing in the form of scientific articles and their current understanding of scientific writing. Additionally, qualitative data was gathered to substantiate or assess why the quantitative results in the data may appear. This analysis would reveal which aspects of writing scientific articles have been mastered and which have not, which is believed to affect lecturers' and students' capacity building in scientific writing. Qualitative data were gathered via structured interviews and Focus Group Discussions, while quantitative data were gathered via online questionnaires (Creswell, 2012; Creswell & Creswell, 2018). The findings of this analysis served as the foundation for developing research instruments. The development of research instruments is the next step in the preparation stage. The instrument developed to be used to collect three primary data sets: (1) the level of self-efficacy of lecturers in the English Language and English Literature Education Study Program concerning writing scientific papers, (2) the level of self-efficacy of students in the English Language and English Literature Education Study Program about writing scientific papers, and (3) abilities believed to influence the writing of scientific papers. A questionnaire and an interview guide will be developed as instruments. Questionnaires will be distributed to lecturers and students who have written scientific articles to collect data on lecturers' and students' self-efficacy levels.

The initial research process began in August 2021 with a brief survey of English Education Study Program students to ascertain why they lacked confidence in writing. After the

instrument is successfully compiled, the expert validates and tests it to ensure the reader reads all instrument questions. After validating the questionnaire items, their validity and reliability were determined. Finally, the items are prepared using Bandura's self-efficacy theory. Following the instrument validation phase, data collection began with surveys of lecturers and students in the English Education Study Program, followed by the English Literature Study Program in subsequent weeks. Following that, the data was analyzed and triangulated using the interview process. Once the data analysis is complete, the report-writing process can begin.

Instruments in the form of questionnaires and interview guides will be developed. Questionnaires will be used to collect data on lecturers' and students' self-efficacy and distributed to students who have taken courses that resulted in the production of drafts or publications of scientific papers. Data on lecturers' and students' efficacy were gathered through structured interviews and Focus Group Discussions. The interview guide will elicit additional information about the research subjects' perspectives and their comprehension of the abilities that influence the writing of scientific papers. Instrument validation is carried out empirically by validating research instruments by experts to ensure that the developed instrument satisfies the elements of validity and trustworthiness. Each item is assessed by adding the respondents' responses. A high or low score indicates their level of comprehension. The following guidelines apply to the assessment process:

Table 1. Assessment Guidelines

Answer Options	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The research instrument was constructed and consulted by experts. *Lecturers of statisticians and research methodology courses carry out expert judgment testing.* After validation by experts, the questionnaire was tested empirically on 5th-semester students who were not respondents. The instrument item validity index was calculated using the total item correlation technique. If the correlation coefficient is 0.30, the question item is declared valid, and if the correlation coefficient is 0.30, the question item is declared invalid. The test was carried out using SPSS 25. The test results showed that the instrument reliability was 0.80.

The research subjects in this study were lecturers and students of the English Language and Literature Education Study Program at UIN Sunan Ampel Surabaya. A criteria sampling method was used to select participants. The participants are students in semesters five, seven, and nine, considering that the subject has experience writing scientific publications. The respondents' data collected from the questionnaire responses are lecturers of lectures on Program Studies Education Languages English and English Literature UIN Sunan Ampel Surabaya with the total number of respondents, 20 lecturers and 40 students from the two study programs. The technique of selecting research subjects was done randomly. Qualitative data from interviews with all lecturers and 60% of students were also used to comprehensively assess the quantitative data from the questionnaire.

The data collection technique in this study was carried out by distributing questionnaires by utilizing one of the platforms on Google, Google Form, to facilitate the distribution of questionnaires and the data tabulation process. The questionnaire is designed in four parts. The first part is about participant demographic information. The second part measures students' self-efficacy in general and consists of thirty items. Each item has a Likert scale choice: 5. Strongly Agree, 4. Agree, 3—neutral, 2. Disagree, and 1. Strongly Disagree so that participants can express their level of self-efficacy in writing scientific articles. The distribution of questions is described in the following table.

No.	Dimension	No. Items	Amount
1.	General perception	1,2,3,4,5,6,7,8,9	9
2.	Material Mastery	10,11,12,13,14,15,16,17	8
3.	Physiological Conditions	24,	1
4.	Psychological Condition	18,19,20,21,22,23,25,26,27,28,29,30	12

Table 2. shows the proportion of the questions on the questionnaire items, which are distributed in 4 categories. In the delivery of the questionnaire, one distracting sentence is presented as negation, where all sentences are positive. This method is done so that respondents are severe and careful in doing the questionnaire.

The researcher used semi-structured interviews to get deeper information to identify the answers to the second and third questions. The interview questions were adapted and developed from Abuloum et al. The total number of questions for this interview was thirty open-ended

questions related to the informants' experience writing scientific papers. Interviews were conducted in Indonesian. The interview question concerns how the author develops aspects of writing scientific documents from the idea-gathering stage to checking spelling and grammar.

After that, several respondents were interviewed as subjects by paying attention to their willingness written in the questionnaire through *the Google Meet platform*. Semi-structured interviews were conducted in Indonesian and recorded. The discussion time was carried out according to the informants' willingness. Interviews were conducted if respondents stated they were willing to be asked for further information about their responses to the questionnaire. Interviews in this study were performed using a *semi-structured* method. This method provides a clear set of instructions for interviewers to follow so that the topic of the questions does not deviate from the essence and provides reliable and comparable qualitative data because the questions given to respondents are all the same. Although the questions given to respondents are similar and structured, it does not mean they are rigid. The development of questions is still possible as a probing effort if the response given by the respondent needs to provide more information.

The first source of data to answer research questions was obtained through an online questionnaire to investigate the self-efficacy of English Language and Literature Education Study Program students in writing scientific articles. Then, sources of data to answer the second research question were collected through an online questionnaire to investigate the self-efficacy of lecturers in the English Language and Literature Education Study Program in writing scientific articles. Finally, it is obtained through interviews with representatives of lecturers and students to answer the third question.

As mentioned above, the research method used in this study is a combination (mixed method). Therefore, quantitative and qualitative data will be explored; quantitative data analysis is the primary method. In contrast, qualitative data analysis explains more deeply.

The researcher takes several steps during the research. The steps are as follows.

1. Researchers prepared the instruments for data collection.
2. The researchers adopted and developed questions based on expert theories about self-efficacy in writing scientific articles.
3. The questions were input in *Google Forms*.
4. After that, the researchers distributed the link to the participants.
5. After getting the data, the researchers analyzed and explained it descriptively.

After obtaining quantitative data, several procedures for conducting interviews are as follows.

1. At first, the researchers made an appointment with the interviewees about the schedule. The timing of the interview is based on the convenience of the participants.

2. Interviews were conducted online using an online platform, namely *Google Meet*.

The result of the questionnaire is to answer the first research question. After collecting the data, the researcher analyzed the data. In analyzing the data from the questionnaire, the researcher calculated the data using Microsoft Excel. In this study, five scales refer to the agreement category in questions ranging from strongly agree, agree, neutral, disagree, and strongly disagree. Finally, researchers apply a formula to display student self-efficacy data in reading academic material to determine the level of student self-efficacy in reading academic material, formulated as follows.

$$\text{Self-efficacy level} = \frac{\text{Total answer score}}{\text{The maximum score for all questions}} \times 100\%$$

After getting the results of the efficacy level, the calculation results will be categorized based on the following table.

Interval	Score	Category Level
X < 60	30 - 60	Low
61 X 90	61 - 90	Currently
X > 90	91 - 150	Tall

Table 3 shows that the questionnaire results will generally be low, high, and medium. After the conversion, qualitative data analysis was conducted using Creswell's thematic analysis in a descriptive design after conducting interviews and collecting interview data. The first step in analyzing qualitative data is to organize the information obtained from the interviews. The interview data of students and lecturers are intended to answer the second and third research questions. The second step after organizing the data is to copy and read everything. The researchers transcribed the results of the interviews in written form to the level of words and phrases. The researcher then reads all the data to get an overall understanding of the informants' answers. The next step is to encode the data. Here, the researcher converts all the information obtained into responses or answers. Coding is done by placing an underscore on the utterance that reflects the answer to the research question. The data is then coded based on the theme of the questions submitted. The last step is to interpret the quantitative and qualitative data analysis results.

This research was conducted using two analytical techniques. First, this study takes an

approach in which a quantitative phase is followed by a qualitative phase in which qualitative findings are used to contextualize quantitative data. This study generated quantitative data using numbers from online questionnaires filled out by research respondents. Online questionnaires are used because they reach a broader and more diverse population group which may not be possible with a traditional survey approach for data collection, mainly during a pandemic. Participation is voluntary, and individuals can decide whether or not they wish to participate in the study.

In the first stage, quantitative data analysis was conducted to answer the first and second research questions. The type of research carried out is survey research to generalize students' and lecturers' self-efficacy levels in the English Education Study Program and English Literature Study Program at UIN Sunan Ampel Surabaya. All data are taken from the questionnaire. As many as 80 respondents were used for analysis. The survey data were analyzed with descriptive statistics using SPSS 25 to map the mean or average of the survey answers, which were then compared with the conversion of the self-efficacy table.

After obtaining the average amount of data for each component, the data analysis stage is continued with qualitative data analysis to see further what skills are decisive in writing quality scientific articles. The investigation was carried out by making a thematic analysis based on possible themes from the interview data. In general, data not relevant to the research question are reduced and simplified based on broad themes related to the research question. The data are then classified based on the relevant significant articles. Information from the informants is then coded according to the number of data collection implementations to be presented narratively.

This triangulation strengthens research rigor, increases validity, reduces the possibility of bias and limitations, and generates new knowledge. Thus, it can be concluded that there is relevance between qualitative and quantitative data analyzed with a qualitative approach that describes the quantitative data,

3. FINDINGS AND DISCUSSION

Self-Efficacy of Students of English Education and English Literature Study Program

In the data presentation section, survey results have been obtained. The average self-efficacy data for English Language Education Study Program students is 67.75, and the average English Literature Study Program student is 65.80. For students of the English Language and Literature Education Study Program, it was found that this moderate level of efficacy was an accumulation of 30 statements that were asked of respondents. The 30 questions are related to general perceptions of self-efficacy, material mastery, feedback experience, and psychological mastery. Self-efficacy is a person's belief in their ability to mobilize the necessary actions to achieve

desired personal goals. Therefore, self-efficacy is a fundamental psychological resource for exercising control over events in one's life (Adelodun & Asiru, 2015). When efficacy is associated with psychological sources, exposure to psychological concepts becomes very important to be studied in depth. Self-efficacy is considered a solid motivational, cognitive, and affective determinant of student behavior, significantly influencing student engagement, effort, persistence, self-regulation, and achievement.

Regarding data presentation, English Education majors and English Literature majors responded that they have self-efficacy in psychological aspects, such as confidence to continue writing even though it is difficult, and frustration control in writing. This situation seems to follow Masche's study, which states a significant positive relationship between high achievement and self-efficacy (Masche, 2013). When a person has confidence, the psychological support to achieve high achievement will increase¹. Previous studies have also mentioned several potential sources and consequences of foreign language anxiety, including writing activities, affecting language learning success (Majidifar & Oroji, 2015; Woodrow, 2011; Yan & Horwitz, 2008). Studies that encourage learner reflection through interviews or diary entries appear to have the potential to yield a richer understanding of learners' perceptions of how anxiety functions in their language learning, which, in turn, may lead to a clearer understanding of the general role of anxiety in learning.

If viewed from the perspective of language mastery, this self-efficacy seems to have a relationship with language skills. As described by previous data, it was stated that the number of students in the English Literature Study Program had high self-efficacy in compiling literature reviews. This finding is in line with the study of Wang, who conducted a study that aimed to estimate the mean effect size of the relationship between self-efficacy and language proficiency and examine factors that moderated the relationship. A meta-analysis of 493 data to examine the relationship between learner self-efficacy in 74 published journal articles, book chapters, and dissertations revealed an average effect size of small to moderate (Huang, 2016). It can be concluded that human achievement depends on the reciprocal interaction between personal actions, behavior, and the environment.

In writing the discussion, students not only present data but also be able to make critical and relevant arguments with the theory presented. Students with high self-efficacy will dare to argue that their findings bring novelty to knowledge development. However, students with low self-efficacy will not dare to express their opinions. Therefore, the study of the contents of the discussion section will be very minimal and descriptive. Referring to the theory presented at the beginning of this study, self-efficacy in writing activities differs from sensory activities such as reading or listening. This difference may be because writing activities produce products that people

can see directly. This situation is what may lead to anxiety as a barrier to self-efficacy. Scientific writings result from research and or scientific reviews in systematic studies or thoughts written by individuals or groups that meet scientific principles. There are two forms of scientific writing books and non-books. Because this scientific paper will be published, the author will feel insecure about his work. Especially, if the novice writer realizes that the work that will be made will be rejected because of minimal English skills or the quality of the argument is not yet strong. This feeling is what limits the writer himself. According to Wang, although many studies state a relationship between self-efficacy and writing ability, the degree of the relationship varies greatly (Sun & Wang, 2020). The varying characteristics of students influence the degree of this relationship. Wang also added that cultural factors in Asia seem to be one of the factors moderating the level of self-efficacy. Eastern culture teaches us always to be humble and not too confident in our work (Wang & Sun, 2020).

Self-efficacy is a significant predictor of general academic achievement. In addition, writing and reading self-efficacy contribute independently to students' writing performance (Su et al., 2018; Wyatt & Dikilitaş, 2021). However, writing self-efficacy for self-regulation was not significantly related to writing ability. For example, to make a description in his own words, a writer must have a broad and deep vocabulary mastery and the ability to choose appropriate collocations and phrases. Factors that improve vocabulary mastery include manipulating activities involving various materials, tools, and equipment (Mizumoto, 2011). Moreover, learning new names and understanding directions; discussing plans and results; social experiences in the classroom, such as 'shows and tell,' daily news periods, and committee work requiring planning and discussion, free conversation periods, and general class discussions, development of children's interest in natural environments and activities community through field visits which need an initial meeting of plans, observational training, final discussion of the total experience, Observation and handling of specimens and items brought into the classroom, Encourage children's interest and increase curiosity about words.

Self-efficacy is positively correlated with language achievement and academic self-concept, self-efficacy for self-regulation, goal achievement, grades, task goal orientation, and performance-approach goals. In contrast, self-efficacy is negatively correlated with fear and avoidance of goal performance (White, 2014). Self-efficacy is also connected with learning beliefs and language learning strategies. Suppose the two are compared because the average age of students in the English Education Study Program and the English Literature Study Program is almost the same. In that case, the self-efficacy results obtained may be similar. This efficacy is associated with positive thinking about self-efficacy. Wang stated that self-efficacy was a significant

predictor of general academic achievement. In addition, writing and reading self-efficacy contributed independently to students' writing performance (Sun & Wang, 2020).

Self-Efficacy of English Language Education and Literature Department Lecturers

Based on the data analysis, the average self-efficacy of the English Education Study Program lecturer is 72.78. Moreover, English Literature Study Program lecturers got an average of 66.1. This result draws conclusions that affirm a positive relationship between self-efficacy beliefs and language learning outcomes. Furthermore, almost all lecturers can submit research proposals and publications annually. Still, this study finds that lecturers considered capable of speaking English also have a moderate level of self-efficacy. Furthermore, this relationship was consistent across domains, educational levels, publication types, and cultures.

Lecturers obliged to carry out the Tri-Dharma will always face the challenge of publishing scientific articles within a certain period. However, with the high workload and various activities from the Three Pillars of Education and the supporting sectors, time management is one of the keys to high self-efficacy in writing scientific articles, especially for lecturers. Although from the interviews with informants, information was obtained that lecturers also needed a place to ask questions for proofreading, some lecturers stated that they had no problem mastering the material. Scientific writing problems occur when there is no theory or reference related to the topic to be presented. Wang stated that general English learning competence is a person's overall English proficiency, measured by language skills in specific domains, including listening, speaking, reading, and writing (Wang & Sun, 2020). When someone experiences frustration, it takes self-strength to return and continue the previous writing work. However, the interview results also showed that they did not hesitate to replace the writing they were working on with a new one. One of the factors that may cause frustration in scientific writing is the need for more quality reading. An author will easily access references and get good examples to adapt to an environment with access to reputable journals such as abroad. For example, the journals TESOL Quarterly and TESOL Journal are not subscribed to by the State University in Surabaya, while overseas campuses can access both. As an example of a journal that provides quality information, only a few people in Indonesia can read it and adapt it to reference research materials. This situation can cause frustration for the author in choosing an appropriate and reputable connection. Another factor that causes frustration is the number of new ideas that come up, so the author becomes confused about which topic to tackle. When frustration in writing is present, an affective function is needed to regulate emotions and restore the author's mood to start again.

Bandura asserts that individuals are endowed with five abilities that help them

determine their actions: symbolizing knowledge, forward-thinking ability, self-regulation ability, representative ability, and self-reflection capability. In line with Bandura, the writer should evaluate one's skills and self-reflection on qualifications. If the frustration is caused internally, the author can consult the learning cycle for an adequate support system. Self-reflection is the most significant and central capability in determining human behavior among the five capabilities. Self-reflection allows humans to assess, interpret, and evaluate their motivations, thoughts, and behavior. One of the most potent mediators of self-reflection is self-efficacy, a strong predictor of success. As a teacher, the lecturer certainly has a qualified capacity to self-reflect. The opinions of several informants stated that they always use the help of a proofreader or dictionary to see their work in terms of grammar and word choice. This act shows the capacity of a lecturer who can reflect on his language skills. When students observe their friends and colleagues doing the task successfully, they develop positive beliefs about their abilities to perform tasks, and hence this experience can increase students' self-efficacy. Positive encouragement and feedback affect self-efficacy. Learners develop high self-efficacy regarding a particular job when they receive encouragement from a mentor, advisor, or supervisor valued for their expertise in the specific domain being assessed. Finally, physiological and emotional states such as fatigue and anxiety affect self-efficacy. Students who have low pressure during task performance feel comfortable and find the situation pleasant. Therefore, they strengthen their self-efficacy beliefs.

Skills that are considered to determine the quality of writing academic articles for lecturers and students

Traditionally, teaching writing has placed a great deal of emphasis on written products. Students' writing must usually be evaluated according to form and presentation without generating ideas. Teachers must continually find ways to support students and encourage writers who do not want to. As is often discussed, self-efficacy plays an essential role in developing writing competence.

Previous studies showed that perceived self-efficacy usually had the most substantial predictive power over individual writing performance among all motivational constructs. Such findings support the claim made by Bandura based on the social cognitive theory that self-efficacy has a significant function in predicting writing performance. For example, the study by Safriyani et al. (2021) stated that there were nine materials for assessing the ability to write academic articles. The first aspect is the ability to write abstracts, the ability to compose background, the ability to formulate problem formulations, the ability to develop research benefits, the ability to write literature reviews, the ability develop research methodology, the ability to create research results,

the ability to formulate research results. Conclusions and the ability to compose references and citation *software*. These findings are in line with information from informants who emphasized the importance of the literature review presented in the following quote:

A literature review is critical. If we cannot synthesize good reading results, our research will not be optimal. By reading a lot, our insight will be opened, and writing ideas will come (Informant 1)

Knowledge of this literature review is quite interesting because several vital elements are integrated into the literature review process. Bloom's taxonomy describes the cognitive function of human thinking in which the mental structure is arranged in stages, from easy to complex steps. On a practical level, the literature review begins by making an overview to explain the theory through a simple summary. When the theory has been collected, the writer must synthesize the idea to become a new concept. This literature review is also the basis for preparing the arguments for the research gap in the introduction section. When composing the research gap, the author must have understood the summary, paraphrasing, and synthesis techniques. This literature review process is a long process of searching for gaps and research novelties where the author is obliged to find the essence of the novelty of the research. One aspect that causes students' low grades is mastering grammar (Safriyani et al., 2021). It is shown that almost all the examples presented in the discussion section at the beginning contain grammatical errors. Abderraouf (2016) said that grammar which includes various rules such as *tenses*, prepositions, word classes, and syntax, is the main problem faced by foreign language learners. Here it can be seen that in addition to the knowledge of scientific article writing, the grammatical aspect remains one of the quality parameters of the aspects that must be assessed in written works. This quote from this informant shows the urgency of understanding grammar and appropriate vocabulary, which is illustrated as follows:

When I write and finalize my paper, I will look again at the language I use. Again, I will bring dictionaries, thesaurus, and other journals to see if the language I use is equivalent or if the collocation is appropriate. (Informant 4).

Several vital points are related to vocabulary mastery. First, a research article should have an exciting introduction because it is attractive to the reader when reading a research article. Introductions in research articles have become essential to the existing capacity to understand the procedures and produce technical academic papers. Moreover, the discussion section also plays a critical role in research articles. In addition, there are essential phrases that must be mastered by article writers that function as discourse markers.

Hartwell cites studies concluding that teaching formal grammar does not improve students' writing skills or ability to avoid mistakes. Writing is a difficult skill for English language learners because they have to consider other issues in their writing, such as content, organization, audience objectives, vocabulary, and correct use of punctuation, spelling, and capitalization. In addition, accuracy in grammar must be acceptable in meaning and culturally appropriate. For this requirement, writing in a second language becomes complicated. Therefore, students face many problems, such as writing well-developed paragraphs and essays in English. Grammar is also a common problem in Academic Writing. This finding is in line with what was conveyed by Tamimi. Tamimi emphasized that grammar is the main problem in scientific article writing. The learner's error is an overgeneralization. It means that a learner overgeneralizes the rules of the target language. Thus, students must read scientific articles in large quantities to get input and exposure to the terminology commonly used in writing scientific papers.

This research combines quantitative and qualitative data to capture the complete self-efficacy level of students and lecturers of the English Language Education Study Program at UIN Sunan Ampel Surabaya and the English Literature Study Program at UIN Sunan Ampel Surabaya. This research brings several implications that can be discussed to develop future studies, including the importance of facilitating learning that accommodates psychological aspects such as self-efficacy for young writers and intermediate researchers. This idea is recommended based on various literature studies, which require that self-efficacy improves academic performance in multiple areas. For this reason, the existing learning system must facilitate the development of researchers' self-efficacy. Furthermore, this research can guide the preparation of lesson plans for writing scientific papers because it contains a systematic exposure to material needs considered essential for lecturers and students.

4. CONCLUSION

Based on the results of the data analysis and discussion above, it can be concluded that the level of self-efficacy of students in the English Language Education Study Program and English Literature Study Program is at a moderate level. Moreover, the self-efficacy level of the lecturers in the English Language Education Study Program and English Literature Study Program is at an intermediate level, and skills are considered very decisive. Writing academic articles for lecturers and students is the skills to do a literature review, grammar skills, and critical thinking skills. However, this study only involved several lecturers who volunteered to participate. Future research could use a larger sample and specific sample criteria.

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