Students Perception of Writing Self-Efficacy, Writers' Block, and Perceived Academic Writing Performance: An Empirical Study in Higher Education Student of Eastern Indonesia

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Abstract

Academic writing is difficult for students, much more so throughout the undergraduate thesis writing process. Writing self-efficacy and writers' block are two characteristics that are strongly associated with academic writing abilities. This study will use a survey technique to measure students' perception of the variables writing self-efficacy, writers' block, and perceived academic writing performance. The researcher collected data from one of Papua's state universities using an online questionnaire using simple random sampling. This study enrolled 280 students as respondents. The researchers used SPSS 23 to conduct a descriptive statistical analysis to determine the proportion of respondents based on the frequency of responses. The study's findings reveal that students, on average, have low perceived levels of writing self-efficacy and academic writing performance. Additionally, students believe they face hurdles that contribute to the issue of writers' block. The empirical findings from this study can be utilized to inform future research to generate policy measures to solve issues relating to students' academic writing abilities.

Introduction

Academic writing competence is essential for all students, but it is crucial for those pursuing a degree at the university level. Academic writing skills are inextricably linked to academic activities, which shape investigation (Bacha, 2002). Academic writing is also highly significant because it serves as a basis for academics to pursue successful future jobs in their respective fields (Cameron et al., 2009; Garvey et al., 2010). Academic writing abilities can also be used as a beginning point in the publication of works in order to express the writers' interests to the public (Chou, 2011). Students require assistance with academic writing, particularly in order to prepare them to write scientific publications. Academic writing ability is required for practically all student projects, and it is significant for students who wish to write a thesis because it is the most critical requirement for this skill. Students' scientific writing will be of poor quality due to their poor academic writing skills, which will negatively impact their learning results. Additionally, if students have poor academic writing skills, the bottleneck problem for final students has the ability to manifest itself as well.

Academic writing skills are tied to academic writing genres, each of which has its characteristics. Scientific writing, in particular, has a distinct target audience, goal, structure, and writing style that can convey information to readers in order for them to get new insight/new enlightenment in the field of science (Day, 2018; Lin-Siegler, 2017). It is essential that scientific writing convince readers through logical structures, valid viewpoints, and coherence to be considered credible (Lin-Siegler, 2017). The ability to communicate effectively through high-quality scientific writing can be a significant source of knowledge for researchers and academic community members who have specialized discourse markers (Plakhotnik & Rocco, 2006). Academic writing abilities are essential for students to master, especially if they want to succeed in academia, where the style of assignments frequently takes the shape of a scientific writing assignment. Additionally, academic writing abilities will assist students in completing their thesis writing within the specified time frame.

Recently, there has been a significant increase in the amount of research being conducted, notably in the domain of academic writing. According to various prior studies conducted throughout the world, college students require significant assistance in order to develop their academic writing skills (Ariyanti, 2016; Fernsten & Reda, 2011; Heron et al., 2021; Morss & Murray, 2001). While this is going on, there is also much interest in the topic of academic writing in Indonesia, including research into

critical thinking skills in academic writing (Aunurrahman et al., 2020), the importance of technological literacy in academic writing (Supriyadi et al., 2020), and the difficulties that students face when it comes to academic writing (Aunurrahman et al., 2020). (Furqan et al., 2021). A survey with a self-assessment approach was used to examine student's academic writing abilities, although only a few studies were undertaken on this topic according to previous research. The poll found that Papua has the lowest Human Development Index of all the Indonesian provinces, and there is no empirical data from students in Papua to support this claim.

Writing self-efficacy/writing ability as the first variable that contributes to students' academic writing talents is their sense of self-efficacy. Individual choices, goals, motivation, and expected results all correlate with self-efficacy (D H Schunk & Pajares, 2010; Dale H. Schunk & DiBenedetto, 2020), all of which contribute considerably to academic accomplishment, particularly in writing (Bandura, 2001). A personal view of one's own competence to carry out specific tasks in the field is defined as self-efficacy in a conceptual sense (Bandura, 1999). Several prior researchers have demonstrated that writing self-efficacy is associated with good adaptive writing learning outcomes, such as usefulness, mastery, and pleasure in writing, among other things (Collie et al., 2016). Additional research reveals that a substantial association exists between self-efficacy in writing and student performance in writing assignments, which is extremely important, especially for students' success in writing proposals/thesis at the final level of study (Zumbrunn et al., 2020).

The writing barrier/writers' block is a significant problem that needs to be addressed seriously during the academic writing process. It is common for researchers to experience writers' block, making it challenging to complete their writing assignments. This phenomenon happens during the writing process, and it is the source of the researcher's inability to write because of it (Adams-tukiendorf, 2008). According to a previous study, the influence of attitudes, dispositions, and a lack of ability to create are the root causes of writers' block (Baştu, 2015; Rahmat, 2019). On the other hand, writer's block is influenced by a variety of factors, including fear, perfectionism, self-criticism, and external pressure (Salem, 2018). Several other studies have concluded that writer's block has no impact on one's ability to produce (Bastug et al., 2017; Lee, 2020). Students in Indonesia, in particular, are believed to have had writers' block, which has resulted in them being late in completing their thesis writing tasks.

The process of academic writing, particularly in thesis writing, is seen as a difficult task for students who, particularly for English speakers learning English as a second language, must master the linguistic demands included in the academic writing genre in order to graduate (L. Y. Li & Vandermensbrugghe, 2011; Phakiti & Li, 2011). Furthermore, academic writing is viewed as a burden due to a lack of information about research methodology and academic writing, as well as difficulties in getting references and a lack of quality feedback on the research writing process, among other factors (Sidhu et al., 2016). Furthermore, it has been demonstrated that poor command of academic writing abilities results in late completion of studies, ultimately leading to dropouts (Cotterall, 2011). Other research findings also indicate that students rarely formally develop academic writing abilities, which is exacerbated by the lack of resources available to assist students with their writing (Tremblay-Wragg et al., 2021). Students' ability to acquire academic writing abilities is essential, especially if they want to succeed in their academic careers. This suggested future research has a strategic position since it will be used to investigate students' academic writing skills, which will then be converted into teaching materials in the following research scheme, which will be implemented in the following research scheme. In the expectation that the study findings can be implemented practically to solve problems inside academia, this planning has been put in place.

Academic writing has a long and illustrious history in the field of English language acquisition. The academic writing falls under the purview of English for Specific Purpose (ESP), which is intended to provide a more focused learning strategy when compared to English for General Academic Purpose (EGAP). Since this discipline was founded in the 1960s and 1970s (Bell, 2016), it is difficult to pinpoint when it first became prevalent. It was created as a response to the enormous number of professional immigrants and international students that arrived in English-speaking countries at the time (Basturkmen, 2020). Learners from various cross-disciplinary professions have different requirements, and ESP training continues to evolve to meet those demands. Academic writing, particularly in the field of English for Research Publication Purpose (ERPP), has become a popular approach for writing theses, theses, and dissertations, as well as for increasing the professionalism of lecturers by writing research articles in the field of English for Research Publication Purpose (ERPP) (Ali YousafZai & Fareed, 2019; Cotos et al. ., 2020; Flowerdew, 2015; Y. Li & Flowerdew, 2020).

In the last decade, there has been a significant increase in interest in studying themes rooted in academic writing across the globe. According to several past investigations, academic writing skills are critical for success at the higher education level (Ariyanti, 2016; Fadda, 2012; Fernsten & Reda, 2011; Heron et al., 2021; Morss & Murray, 2001). Furthermore, some recent studies have demonstrated that the ability to publish research publications is highly related to one's academic writing abilities (Yu & Jiang, 2020; Yuan et al., 2020; Zarkov, 2019). Then, multiple earlier research (Collins & Cook, 2017; Marulanda & Martnez Garca, 2017; Sabouni et al., 2017) pointed out the usefulness of workshops for improving academic writing abilities (Collins & Cook, 2017; Marulanda & Martnez Garca, 2017; Marulanda & Martnez Garca, 2017).

Previous scholars in Indonesia have conducted studies on academic writing that have been published in peer-reviewed journals. Some of them are concerned with studying critical thinking skills through the use of an academic writing method (Aunurrahman et al., 2020). In addition, additional research has revealed that the level of awareness of employing bibliography management is at a moderate level for academic writing activities at the university level, according to the findings (Setiani et al., 2021). In addition, Supriyadi et al. (2020) stress the necessity of technical literacy to improve academic writing abilities and the overall quality of published work in the field. Additionally, when it comes to academic writing, students encounter various obstacles, including their level of talent, motivation, technical difficulties, and lack of assistance from teachers, among others (Furqan et al., 2021). Based on prior research connected to the issue of academic writing, there has been no attempt to conduct quantitative research in the form of a survey to study academic writing skills and their associated aspects through self-assessment to improve academic writing skills. Experimental data on academic writing skills are essential for investigation since it will serve as a reference for future research, particularly in developing learning tools to improve academic writing skills.

Method

The suggested research was carried out using a quantitative approach, as determined by the researchers. It is intended that by selecting a survey technique, it will be possible to map the empirical conditions in the field. Universities employ a variety of survey instruments, including questionnaires using a Likert scale, to assess the talents of their undergraduate students (Delaney et al., 2010). The information was gathered from respondents who were students at one of the universities in Papua. A simple random sample procedure was used to gather information from the student population. The number of respondents that will take part in this study is expected to be 300 in total.

In order to gather information, the researcher employed a survey instrument in the form of an online questionnaire to gather information. The poll was conducted using a closed questionnaire as the

instrument of choice. The research instrument was derived from several previous investigations and modified. Specifically, the instruments utilized in this study included the dimensions of writers' block (Bastug et al., 2017), writing self-efficacy (Bruning et al., 2013), and perceived academic writing performance (Iwasaki et al., 2019). The survey questionnaire was developed utilizing a five-point Likert scale, with responses ranging from strongly disagree (1) to strongly agree (5). The questionnaire was then translated into Indonesian in order to make it easier for respondents to complete the survey. Validity and reliability tests will be carried out on 50 respondents as part of a pilot study before the survey is released to the entire population. Face validity will be tested by linguists and applied linguists, as well as by the researchers themselves. After the instrument has passed the validity and reliability tests, it will be disseminated to respondents using a Google form.

The author was using the descriptive statistical analysis, namely the frequency distribution, the quantitative analysis (Creswell and Clark, 2007) was carried out using the SPSS 23 program. The following stages were completed by researchers when conducting quantitative analysis, and they were as follows:

1. Data preparation: The study team incorporated data input from both online and offline sources into an excel spreadsheet. The data will be coded according to the dimensions/variables that have been defined. After that, the data will be re-checked/screened by the study team that has been involved.
2. Initial data exploration was carried out by the research team, who looked for patterns and trends in the collected data.
3. The author was analyzing descriptive data in the form of frequency, and the SPSS 23 program was utilized.
4. Data presentation: The results of the data analysis are then displayed in tabular form to make it easier for readers to understand the information being presented to them. Furthermore, data interpretation is carried out in accordance with trends and abnormalities in the data.
5. Data validation is the process through which the outcomes of data analysis are correlated or compared with the findings of earlier studies. In this stage, the goal is to determine whether the data analysis outcomes confirm or reject previous findings or provide additional information linked to a study on similar issues.

Result

Writing self-efficacy, writers' block, and perceived academic writing performance are all addressed in the following table, which indicates how frequently respondents express these emotions in their comments. Generally speaking, when it comes to the variable writing self-efficacy, the writing stage is represented by pouring ideas into written form, which is still challenging for students in general. The ability to master grammar in writing is another issue that students frequently encounter. Additionally, kids have difficulties concentrating when writing, particularly if they are frustrated due to the pressure placed on them by writing assignments. Additionally, the difficulties kids have when writing makes it difficult for them to maintain consistency.

Table 1: Perceptions of students' writing self-efficacy, writer's block, and perceived academic writing performance in the context of academic writing

No.	Item	Respond %				
		1	2	3	4	5
A	Self-efficacy in writing					

1	For me, putting ideas into writing may be really tough at times.	8,9	20,4	31,8	23,6	15,4
2	It's challenging to write a research proposal/thesis with proper language.	6,4	10,4	31,1	27,9	24,3
3	I have difficulty concentrating for an hour on drafting a proposal/thesis.	8,9	10	31,8	25	24,3
4	When I'm writing a proposal/thesis, the irritation I experience frequently disrupts my attention.	5,4	9,6	25	28,6	31,4
5	I have difficulty writing consistently when confronted with challenges while creating a proposal/thesis.	4,3	7,1	26,1	34,6	27,9
B	The writer's block					
1	I'm not receiving as much motivation from instructors to enhance my scientific writing abilities.	14,3	18,9	34,6	16,1	16,1
2	Lecturers who establish high criteria for thesis writing occasionally cause me anxiety.	7,5	8,9	32,9	26,1	24,6
3	I have not begun/continued my writing because it is sometimes difficult to grasp the structure of a thesis.	12,9	12,1	31,4	23,6	20,0
4	When I begin writing my thesis, I occasionally get fear/anxiety.	10,4	11,1	30,4	23,6	24,6
5	My confidence in my ability to write a thesis has diminished.	8,6	12,1	35,4	21,4	22,5
6	I have difficulty writing because I am terrified/concerned about receiving a bad test result.	10,4	13,2	34,3	18,9	23,2
C	Academic writing ability					
1	I'll be perplexed if I'm required to conduct background research.	7,5	14,3	33,2	25,7	19,3
2	For me, writing research objectives is a difficult task.	9,3	25,4	33,6	19,6	12,1
3	For me, the framework for creating a research proposal/thesis is rather perplexing.	12,9	17,5	33,2	20,7	15,7
4	I object to the need that I create an outline/plan for the author of a research proposal/thesis.	11,8	14,6	37,9	21,1	14,6
5	Revision to reduce Turnitin levels is a difficult task.	7,1	8,9	25,0	24,6	34,3
6	I'm less confident in the chapter on the literature review that I wrote.	7,5	17,5	41,4	20,0	13,6
7	I would be perplexed if I were to write a chapter on research techniques.	6,8	12,9	38,9	25,4	16,1

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(Likert scale: 1 (Strongly disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly agree))

The writer's block variable is the subject of the following variable studied by the researcher. This variable indicates whether or not students in the preceding lecture process received sufficient encouragement from the speaker to enhance their writing skills. The high degree of writing quality, on the other hand, is believed to be one of the factors that contribute to writers' block. In contrast, students are discouraged from the beginning or continuing their thesis writing since the structure is perceived as too hard by them. Anxiety about writing, a lack of trust in one's writing abilities, and

concerns about receiving poor results on thesis exams are all variables that influence students' perceptions of writing skills.

The final variable, perceived academic writing performance, is the centre of the researcher's attention. Students believe that producing a research background is difficult and time-consuming. Additionally, in order to reduce the number of similarities, students consider conducting paraphrase, which is also related to producing a literature review, which is a difficult task. Additionally, students reported that the thesis writing format and the research methods portion were both challenging to understand. Students, on the other hand, have a generally positive attitude about the requirement to prepare outlines.

An online self-assessment with survey technique was utilized to determine students' impressions of the variables of writing self-efficacy, writers' block, and perceived academic writing performance as part of this study. According to the research findings on the self-efficacy variable, students tend to believe that they have poor writing self-efficacy, which is incorrect. The inability of the students to express themselves verbally results in a lack of confidence in their capacity to understand and follow academic writing rules as well as in their ability to self-regulate. Meanwhile, self-efficacy is an essential factor that significantly impacts the writing process, which is equivalent to the cognitive aspect of the process (Chen & Zhang, 2019). The importance of writing self-efficacy, which impacts students' writing abilities, has been highlighted in other studies as well (Aydn, 2019). In Papua, students' low writing self-efficacy is related to the state of the student development index and the quality of education available to students there, according to some researchers. Several prior surveys have revealed that Papua has the lowest ranking among all of Indonesia's provinces (Amalia et al., 2018; Juliarini, 2020; Lamba et al., 2020). Also contributing to a new concern is the discrepancy in educational quality between eastern and western Indonesia, which manifests in poor educational outcomes. It has been suggested that students' low writing-self efficacy is caused by a lack of exposure to writing activities (Daniels et al., 2020), which is also true in the context of the author's research.

Writer's block is the second variable that will be explored in this study as well. Personal competency and time management are two characteristics that can impact this variable, among others. The intriguing thing is that while students do receive adequate encouragement from their professors to develop their academic writing skills, this encouragement is insufficient to overcome the writers' block that many students encounter. According to the researchers, this condition is closely related to the respondents' hostile attitude toward independent learning. Several prior studies have found that autonomous learners are more likely to succeed in writing because they can assist in the targeting, planning, and self-monitoring of writing tasks, all of which are strongly tied to students' cognitive and non-cognitive elements of learning (Mohammed Abdel-Haq et al., 2020; Sulastri et al., 2019; Yeung, 2019). In response to the survey, respondents stated that they found lectures stressful and uncomfortable, mainly writing tasks, and believed this contributed to students' decreased ability to function as independent learners. One of the most critical elements for pupils to have the potential to become autonomous learners is for them to see learning as beneficial and enjoyable (Sulastri et al., 2019). Educators must have a part in developing the character of an independent learner, which can be accomplished by increasing the variety of materials and evaluations available to students, which will support the development of independent learner characteristics (Duong & Seepho, 2017).

The final variable examined in this study is perceived academic writing performance, which is the subject of this study. In general, students find writing an introduction and lowering the similarity score difficult to do successfully. The conclusions of this study differ from those of prior studies, which have found that perfectionism is a contributing factor to issues in academic writing (Lin, 2020). Specifically, the author contends that respondents' limitations in academic writing are influenced by

characteristics such as learning experience, self-efficacy, and metacognition. Many prior studies have demonstrated that academic writing competence is related to the learning experience (Brodie et al., 2021), self-efficacy (Shen et al., 2020), and metacognition (Teng et al., 2021).

Conclusion

In general, the findings of this study revealed that students' perceptions of the variables of writing self-efficacy and perceived writing performance were at a low level in general. The perception of writers' block among students is also very high. As a result of these findings, students at universities in Papua require additional attention to develop non-cognitive and cognitive parts of their abilities to complete thesis writing responsibilities. In-depth research using the Pls-sem analysis is expected to be conducted on the empirical data from this study, with numerous other potential variables, to develop the findings further. For its part, this research only includes research subjects in Papua, but it is expected to be expanded to include larger subjects in eastern Indonesia. Meanwhile, the research findings can be used as a reference for material research development. In addition, policy studies at the university level to generate a breakthrough by generating a new curriculum can be developed for Papua province.

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