

Writing Tool Use and Writing Self-Efficacy among EFL Undergraduate Students: A Preliminary Correlational Study

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ARTICLE INFO	ABSTRACT
Received 03/06/26 Revised 17/07/26 Accepted 27/07/26	<i>Writing is among the most cognitively demanding skills in English language learning, and self-efficacy has consistently been identified as one of its principal affective determinants. The rapid proliferation of digital writing tools raises the question of how their use relates to learners' confidence in composing academic texts. This study examined the relationship between writing tool use and writing self-efficacy among undergraduate students of an English Language Education study programme, and additionally described the participants' descriptive writing performance. A correlational design was employed. Nine students who had completed an advanced writing course and reported prior experience with writing tools participated voluntarily through self-selection sampling. Data were collected through a ten-item questionnaire adapted from Khosravi et al. (2017), which demonstrated acceptable internal consistency (Cronbach's $\alpha = .712$), and a descriptive writing test scored with an analytic rubric covering identification, description, language features, vocabulary, and mechanics. Pearson product-moment correlation revealed a strong, positive, and statistically significant association between writing tool use and writing self-efficacy ($r = .778$, $p = .013$, $n = 9$). Writing performance was uneven: 55.56% of the participants were categorised as good to average and 44.44% as fair to poor, with mechanics emerging as the weakest indicator (88.89% fair to poor) despite the fact that two-thirds of the participants reported using an automated grammar checker. The findings suggest that writing tools may support learners' confidence without automatically translating into textual accuracy. Given the small, self-selected sample, the results are exploratory and warrant replication.</i>
Keywords: descriptive writing; EFL learners; selfefficacy; writing ability; writing tools	

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Daftar Isi

I. INTRODUCTION	164
Writing Tools.....	165
Writing Ability and Descriptive Text	166
II. METHODS Research Design	167
Participants.....	167
Instruments.....	167
Data Collection and Analysis.....	167
Ethical Considerations	167
III. RESULT AND DISCUSSION Result Reliability of the Instrument	168
Writing Tools Reported by Participants	168
Descriptive Statistics.....	168
Overall Writing Performance	169
Performance by Indicator.....	169
Correlation between Writing Tool Use and Writing Self-Efficacy	169
Discussion Descriptive Writing Performance	170
Writing Tool Use and Writing Self-Efficacy.....	171
The Relationship between Performance and Self-Efficacy	172
IV. CONCLUSION AND SUGGESTION	172
ACKNOWLEDGEMENT	173
REFERENCES.....	173

Daftar Tabel

Table 1. Reliability of the questionnaire	168
Table 2. Writing tools reported by individual participants.....	168
Table 3. Frequency of writing tools by functional category (n = 9)	168
Table 4. Descriptive statistics for writing tool use and writing self-efficacy (n = 9).....	169
Table 5. Distribution of overall writing ability scores	169
Table 6. Distribution of scores across the five writing indicators (n = 9).....	169
Table 7. Pearson correlation between writing tool use and writing self-efficacy	170