

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of a study on the impact of self-efficacy perceptions on the English writing ability of fourth-semester students in the English Language Study Program at UIN Fatmawati Sukarno Bengkulu, it is possible to conclude that self-efficacy perceptions have a positive and significant impact on students' English writing ability. This is supported by the results of the t-test, which show a significance value of 0.000, which is less than 0.05, and a computed t value of 8.038, which is more than the t table of 1.999, indicating that the study hypothesis is accepted. These findings suggest that the more a student believes in their own abilities, the better their writing skills will be.

The regression coefficient of 0.976 suggests a positive or unidirectional association between self-efficacy and writing skill. This indicates that any rise in self-efficacy will be accompanied by an improvement in pupils' writing skills. Students with high self-efficacy are more confident in their ability to formulate ideas, use accurate language, select appropriate terminology, and complete writing assignments successfully. Students with low self-efficacy, on the other hand, are more likely to be uncertain, frightened of making mistakes, and less engaged in the writing process.

The determination coefficient test yielded a R Square value of 0.523, indicating that self-efficacy contributes 52.3% to students' English writing skills, while the remaining 47.7% is influenced by factors outside of this study, such as learning motivation, grammar mastery, vocabulary, learning methods, writing experience, and academic environment. As a result, it is reasonable to conclude that self-

efficacy is one of the most essential aspects influencing students' performance in writing.

B. Suggestion

Based on the findings of the investigation, the researcher makes numerous recommendations that are considered to be valuable for linked parties:

- 1. For students,** It is hoped that this will increase self-confidence in English writing skills by actively practicing writing, not being afraid to make mistakes, and being more open to criticism and suggestions from lecturers and peers. Students also need to develop a strong motivation to learn so that their writing skills can develop optimally.
- 2. For lecturers,** It is hoped that teachers can implement learning strategies that can improve student self-efficacy, such as providing motivation, creating a comfortable learning environment, providing constructive feedback, and providing gradual and ongoing writing practice. Lecturers also need to appreciate students' progress so they feel more confident in the writing learning process.
- 3. For further researchers,** It is hoped that this study can be expanded to include additional characteristics that influence English writing skills, such as motivation, anxiety, learning tactics, and teaching approaches. Furthermore, future study could employ a variety of research methodologies, such as mixed methods or experimental research, to gain more comprehensive and in-depth data.

C. Implications

The findings of this study suggest that self-efficacy is a psychological component that has a considerable impact on students' English writing skills. This study supports Albert Bandura's theory that an individual's conviction in their own skills has a major influence on effort, persistence, and task completion success. Self-efficacy has been found in writing education to have a major impact on students' academic progress.

Practically speaking, the findings of this study show that improving writing skills involves not just mastery of grammar and vocabulary, but also psychological support in the form of strong self-esteem. As a result, educational institutions and lecturers must pay attention to the role of self-efficacy in the learning process. Writing sessions should be structured not simply to develop technical writing abilities, but also to boost students' self-esteem, allowing them to write more effectively and confidently.

Another implication is the need for a more student-centered learning approach where the students are given greater opportunities to practise and express themselves and receive constructive feedback. With attention to self-efficacy, the writing learning process is expected to be more effective, students more engaged, and learning outcomes can be maximized.

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