# A CORRELATIONAL STUDY: SELF-EFFICACY, LEARNING STRATEGIES AND STUDENTS' DESCRIPTIVE WRITING PERFORMANCE

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> Received: May 8, 2025 Published: May 31, 2025

Abstract: This study investigated the relationship between students' self-efficacy, learning strategies, and descriptive writing performance in an English as a Foreign Language (EFL) context. Conducted with 103 third-semester accounting students at the State Polytechnic of Ambon during the 2024/2025 academic year, the research employed a quantitative correlational design using purposive sampling. Data were collected through a writing self-efficacy questionnaire, a writing learning strategies questionnaire, and a rubric-based descriptive writing test. The instruments were validated and demonstrated high reliability ( $\alpha = 0.91$  and  $\alpha = 0.88$ ), with writing performance assessed through inter-rater scoring (Cohen's Kappa = 0.85). Data analysis involved descriptive statistics, Pearson correlation, and multiple regression. Results revealed that while most students reported high self-efficacy and moderate use of learning strategies, their writing performance remained basic (A2 based on CEFR proficiency levels). Significant positive correlations were found between self-efficacy, learning strategies-particularly cognitive and metacognitive-and writing performance, though the overall contribution of these variables accounted for only 6.4% of performance variance. The findings highlight the need for instructional practices that integrate self-regulated strategies and scaffold writing development to bridge the gap between confidence and competence.

*Keywords:* descriptive writing, EFL learners, learning strategies, self-efficacy, writing performance

*How to Cite*: Putra, H., Sekewael, M., & Sari, H, F, A. (2025). A correlational study: Self-efficacy, learning strategies and students' descriptive writing performance. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *12* (1), 1-16. <u>http://dx.doi.org/10.36706/jele.v12i1.69</u>

## **INTRODUCTION**

Developing practical writing skills is an essential goal in English as a Foreign Language (EFL) education, particularly in descriptive writing, where students must articulate ideas clearly and coherently. Recent scholarship has underscored the intricate relationship between cognitive, metacognitive, and affective factors such as self-efficacy and learning strategies in shaping students' writing performance (Teng, 2020; Shen, 2024;

Liu, 2024). As writing remains a cognitively demanding task for EFL learners, researchers and educators continue exploring pedagogical frameworks that promote writing fluency and accuracy through learner-centered strategies.

Self-efficacy, or the belief in one's ability to perform a task successfully, has consistently been a significant predictor of writing outcomes in EFL contexts. Several studies have established a positive correlation between writing self-efficacy and performance, suggesting that students with higher self-beliefs tend to perform better and persist longer in writing tasks (Teng, 2023; Banwart, 2023; Zhou, 2022). For instance, Allagui (2024) demonstrated how scaffolding techniques enhance learners' writing self-efficacy in argumentative tasks. Similarly, Cancino (2022) revealed that teacher language use significantly influences learners' perceptions of their writing abilities.

Beyond self-efficacy, learning strategies—especially those rooted in self-regulated learning (SRL)—are crucial in supporting students' ability to manage, monitor, and reflect on their writing processes. SRL encompasses goal setting, cognitive rehearsal, metacognitive monitoring, and strategic resource use (Teng, 2020; Yabukoshi, 2024; Corría, 2020). Notably, learners who actively employ these strategies exhibit stronger control over their writing processes and demonstrate higher academic performance (Nevisi & Safiloo, 2023; Liu, 2025). Moreover, students often report improved confidence and output quality when learning strategies are explicitly taught and practiced in writing contexts (Teng, 2022; Kałdonek-Crnjaković, 2021).

A growing body of research has examined the mediating and moderating roles of learning strategies and self-efficacy in writing instruction. Shen (2024) employed a structural equation model to investigate how perceived self-efficacy and strategy use influence EFL writing performance, finding significant effects across gender and academic majors. Similarly, Stavropoulou (2024) identified that students' achievement goal orientations, in interaction with perceived teacher support, influence their choice of cognitive and metacognitive writing strategies. These findings reinforce the necessity of understanding the psychological and strategic dimensions of writing beyond mere language proficiency.

Technological advancements have further enriched this field by offering digital tools that support both self-regulation and self-efficacy in writing. Liu (2023) explored AI-supported writing platforms to foster reflective thinking and improve writing outcomes. Yang (2025) introduced intelligent diagnostic feedback systems that adaptively respond to students' writing needs, enhancing their motivation and performance. These tools scaffold the writing process and encourage learners to engage in self-assessment and goal-oriented revision.

Despite these advances, challenges persist in equipping learners with the strategies and beliefs to navigate writing tasks confidently. Lau (2020) emphasized the importance of cross-linguistic collaboration in strategy instruction, particularly for immigrant and multilingual students. Meanwhile, Ozdowska (2021) highlighted using assistive technologies tailored to specific learner profiles, such as students with autism or dyslexia, further advocating for personalized and inclusive writing interventions. Chang (2022) and Lu (2022) also explored self-efficacy in broader educational contexts, reaffirming its importance across domains and learner types. While numerous studies have explored self-efficacy and learning strategies independently, few have investigated their interrelationship and combined impact on descriptive writing performance in EFL contexts. Chen, Zhang and Chen (2022) used latent profile analysis to classify learners based on their writing self-efficacy and strategy use, yet the specific focus on descriptive writing remains underexplored. Furthermore, studies like Abdulhay (2020) and Teng (2024) call for a deeper examination of how goal orientations and motivational beliefs interact with strategy use to shape writing development.

This study addresses this research gap by investigating the relationship between self-efficacy, learning strategies, and students' descriptive writing performance in an EFL context. While existing literature has offered rich insights into the individual effects of these constructs, the need remains to explore how they jointly influence performance in specific writing genres. Therefore, the present study aims to contribute to the existing body of research by offering empirical evidence on the interconnected roles of psychological and strategic variables in enhancing descriptive writing outcomes.

# METHODOLOGY

#### Subjects

This study involved 103 undergraduate students from the Accounting Study Program. These subjects were selected using a non-probability purposive sampling technique. The inclusion criteria required that subjects be in their third semester during the 2024/2025 academic year and enrolled in the English for Business course.

Subjects were selected based on characteristics relevant to the research objectives, which aimed to explore the correlation between self-efficacy, learning strategies, and writing performance. To assess those subjects' basic writing abilities, the researchers reviewed writing samples from early course assignments. The researchers included only students with basic writing competence and consistent class engagement in the data analysis, ensuring the data accurately reflected variance in the variables.

Before data collection, the researchers conducted the study with the utmost ethical considerations. The researchers obtained ethical clearance from the Research and Community Service Unit (UP2M) of the State Polytechnic of Ambon, which acted as the institution's Internal Review Board (IRB). All subjects received written informed consent forms explaining the study's purpose, procedures, confidentiality terms, and their right to withdraw voluntarily. Participation proceeded only after participants provided informed consent, ensuring the study's integrity.

#### **Design and Procedures**

This study, conducted in the context of English as a Foreign Language (EFL), employed a quantitative correlational research design to investigate the relationship among three key variables: students' self-efficacy, learning strategies, and descriptive writing performance. The research design was non-experimental; the researchers did not apply any instructional intervention or treatment. Instead, the study examined naturally occurring variations in the levels of the variables among students enrolled in the English for Business course during the third semester of the 2024/2025 academic year at the State Polytechnic of Ambon.

The subjects were third-semester accounting students selected using purposive sampling. The researchers collected data using three comprehensive instruments: a Writing Self-Efficacy Questionnaire, a Writing Learning Strategies Questionnaire, and a descriptive writing test. The questionnaires measured students' beliefs about their writing abilities and the frequency with which they applied specific learning strategies. The researchers distributed these instruments simultaneously to ensure comparability and to allow for correlational and regression analyses among the variables.

The researchers administered the descriptive writing test as part of students' regular coursework, requiring them to compose a paragraph on a topic related to their academic discipline. The researchers designed this task to assess students' authentic writing abilities in a relevant and familiar context, which made the research findings more practical and applicable. Then the researchers evaluated the students' compositions using an analytic scoring rubric that measured content, organization, language use, and mechanics. This rubric-based assessment enabled objective scoring and ensured interrater reliability through the involvement of trained evaluators.

Before conducting inferential statistical analyses, the researchers carried out assumption testing to determine the data's suitability for parametric techniques. These tests included assessments of normality, homogeneity of variances, and linearity. Based on the outcomes of these assumption tests, the researchers applied appropriate statistical procedures such as correlation and multiple regression analyses to examine the relationships among the variables. The researchers carried out the entire research process with an emphasis on ethical considerations, objectivity, and methodological rigor to ensure the findings' validity and reliability.

### **Data Collection**

This study's data collection process employed a quantitative approach, using two primary instruments—questionnaires and a writing test—to measure the variables of writing self-efficacy, learning strategies, and actual writing performance.

The first instrument, the Writing Self-Efficacy Questionnaire, consisted of 40 items the researchers designed to assess students' beliefs about their writing capabilities. The researchers grounded the development of this questionnaire in established theoretical frameworks and empirical studies related to self-efficacy and language learning (Li, 2024; Zhang, 2024; Horwitz, 1986; Henk & Melnick, 1995; Jinks & Morgan, 1999; McGee, 2019). Based on the Reader Self-Perception Scale (Henk & Melnick, 1995), the researchers adapted the questionnaire to the context of EFL writing. It measured five dimensions: progress, observational comparison, physiological states, strategic awareness, and challenge. The researchers rated items on a 5-point Likert scale ranging from 1 "Strongly Disagree" to 5 "Strongly Agree," a scale they chose for its ability to provide a nuanced understanding of students' beliefs and to allow for statistical analysis, with some items reverse-coded to ensure accurate interpretation of scores.

Three lecturers in applied linguistics and language assessment rigorously reviewed the instrument to establish validity. They meticulously evaluated item relevance, clarity, and construct alignment, ensuring validity. The researchers verified the instrument's reliability through a pilot test with 30 students from a comparable population, yielding a Cronbach's alpha coefficient of 0.91, indicating high internal consistency.

The second instrument, the Writing Learning Strategies Questionnaire, included 39 items distributed across three strategy categories; metacognitive (18 items), cognitive (18 items), and socio-affective (3 items). The instrument was carefully adapted from previously validated questionnaires in second language learning contexts, ensuring its content validity. The researchers rated each item on a 5-point Likert scale ranging from 1 "Never" to 5 "Always." A pilot test with a similar group of students produced a Cronbach's alpha of 0.88, confirming acceptable reliability.

Then, for the third instrument, the researchers administered a descriptive writing test as part of the regular course assessment to measure students' writing performance. The students have 45 minutes to compose a paragraph of at least 150 words, selecting from one of six predetermined EFL-relevant topics. This allowed for topic variation while maintaining thematic consistency. Two independent raters evaluated writing samples using an analytic scoring rubric developed by Boardman and Frydenberg (2008), which assessed content, organization, language use, and mechanics. The researchers established inter-rater reliability through a training session and trial scoring, with a Cohen's Kappa coefficient of 0.85, indicating substantial agreement between raters.

At last, the researchers carefully designed this triangulated data collection approach—combining self-perceived measures with performance-based data—to support a correlational analysis. It ensures the construct validity, reliability, and objectivity of the findings, reinforcing the robustness of our study design.

### **Data Analysis**

The researchers conducted data analysis in this study using both descriptive and inferential statistical approaches to explore the relationships among students' writing self-efficacy, learning strategies, and descriptive writing performance. The researchers initially organized and categorized raw scores obtained from the three research instruments: the Writing Self-Efficacy Questionnaire, the Writing Learning Strategies Questionnaire, and the Descriptive Writing Test. Then, the researchers classified self-efficacy scores into high and low categories using the median score as the cutoff point. Meanwhile, for learning strategy scores the researchers grouped into high, medium, and low levels based on mean intervals derived from the Likert scale. Moreover, the researchers categorized descriptive writing performance into proficiency levels using CEFR-aligned score intervals (Alanen, Huhta, & Tarnanen, 2010).

Before proceeding with inferential analysis, the researchers conducted several assumption tests to ensure the suitability of parametric statistical methods. The researchers used the Kolmogorov–Smirnov test to assess the normality of the writing performance data, and applied Levene's Test to check the homogeneity of variances across groups of self-efficacy and learning strategies. Additionally, the researchers conducted a linearity test using ANOVA to verify whether a linear relationship existed between the independent variables (self-efficacy and learning strategies) and the dependent variable (descriptive writing performance). The careful selection of these

tests, guided by the assumption test results, assured the study's methodological soundness and the selection of appropriate statistical techniques for further analysis.

Following the assumption testing, the researchers conducted a comprehensive data analysis by employing Pearson Product-Moment Correlation analysis to examine the strength and direction of the relationships between each independent variable and the student's writing performance. The researchers conducted further correlation analysis for each subcategory of learning strategies—cognitive, metacognitive, and socio-affective to better understand their individual associations with writing performance. Finally, the researchers performed a multiple regression analysis to determine the extent to which self-efficacy and learning strategies jointly predicted students' descriptive writing outcomes.

#### **FINDINGS AND DISCUSSION**

## **Results of Self-Efficacy Questionnaire**

The results of the Writing Self-Efficacy Questionnaire revealed varying levels of self-efficacy among the 103 student participants. The raw scores ranged from a minimum of 76.00 to a maximum of 125.00 out of a possible 160. The mean score was 102.60, with a standard deviation of 6.706, indicating a moderate spread of scores around the average.

To determine self-efficacy levels, the researchers calculated the median score at 103.00. Based on this criterion, the researchers categorized scoring above 103 as having high self-efficacy and those at or below 103 as having low self-efficacy. The distribution revealed that 57 students (55%) demonstrated high self-efficacy, whereas 46 students (45%) fell into the low self-efficacy category. Table 1 presents the distribution of self-efficacy scores among subjects.

Interval	Category	Frequency	Percentage	Mean	Std.
<u>&gt;103</u>	High	57	55 %		
≤103	Low	46	45 %	102.60	6.706
Tot	al	103	100 %		

Table 1. The score distribution of students' self-efficacy

• Score Range: Min = 76.00, Max = 125.00

• Median: 103.00

#### **Results of Learning Strategies Questionnaire**

The researchers conducted the descriptive analysis of the Learning Strategies Questionnaire in two stages. The first stage focused on the overall distribution of total scores across all participants. The results showed that students' total scores ranged from a minimum of 51.00 to a maximum of 144.00 out of a possible 156. The overall mean score was 109.84, with a standard deviation of 10.503, indicating a moderate level of variability in students' reported use of learning strategies.

To categorize learning strategy use, the researchers grouped scores into three categories based on the Likert scale intervals: high (3.5-5.0), medium (2.5-3.4), and low (1.0-2.4). The results revealed that the majority of students (93.2%) fell into the medium

learning strategy use category. A small proportion (5.8%) fell into the low category, while only one student (1.0%) demonstrated high use of learning strategies.

Table 2. The score distribution of learning strategies					
Interval	Category	Frequency	Percentage	Mean	Std.
3.5-5.0	High	1	1.0 %		
2.5-3.4	Medium	96	93,2 %	109.84	10.502
1.0-2.4	Low	6	5,8 %	109.84	10.303
Total		103	100 %		

Moreover, the researchers conducted further analysis of the Learning Strategies Questionnaire by examining its three sub-categories: cognitive, metacognitive, and socio-affective strategies. Each category reflects a distinct aspect of students' approach to learning in writing contexts.

The cognitive strategies subscale yielded a mean score of 51.17, with a standard deviation of 6.069, indicating moderate use among students. Meanwhile, metacognitive strategies, which involve planning, monitoring, and evaluating one's learning, produced a mean score of 50.19 and a standard deviation of 4.280, suggesting a similarly consistent application across the sample. In contrast, the socio-affective strategies—which include interpersonal and emotional regulation tactics—recorded a considerably lower mean score of 8.48 with a standard deviation of 1.162.

Sub Variable	Mean	Std.
Cognitive	51.17	6.069
Metacognitive	50.19	4.280
Socio-affective	8.48	1.162

Table 3. The score of sub variable learning strategies questionnaire

#### **Results of Descriptive Writing Performance**

The analysis of students' descriptive writing performance revealed a wide range of scores, reflecting varying levels of writing proficiency among the participants. The lowest score recorded was 9 out of 50, while the highest was 35. The mean score was 17.11, indicating a generally low level of performance. The median score was 16.00, and the standard deviation was 5.143, suggesting a moderate dispersion of scores around the average.

Then, the researchers categorized students' writing proficiency based on the CEFR-aligned scoring intervals. As shown in Table 4, no students (0%) reached the C1 (Proficient Writer) level. Only one student (1.1%) scored in the B2 (Independent Writer) range (48–54), and twelve students (11.6%) fell into the B1 (Independent Writer) category (39–47). The majority of students—90 out of 103 (87.3%)—scored between 20–38, corresponding to the A2 (Basic Writer) level. These findings suggest that most students are still developing foundational writing skills and may benefit from targeted instructional support to advance their proficiency.

Interval	Category	Frequency	Percentage
55-64	C1	0	0 %
	Proficient Writer		
48- 54	B2	1	1.1 %
	Independent Writer		
39-47	B1	12	11.6 %
	Independent Writer		
20-38	A2	90	87.3 %
	Basic Writer		

Table 4. The distribution	on of the students	' descriptive	writing	performance
	in or the students	acouptive	, within 5	periormanee

• Score Range: 9 – 35

Mean: 17.11

• Median: 16.00

Standard Deviation: 5.143

**Note:** The CEFR-based intervals were originally designed using a full scoring scale of 64. Although the actual observed scores ranged from 9 to 35, the intervals remain valid as a reference framework for interpreting students' performance levels.

### Assumption Testing Prior to Inferential Analysis

To determine the appropriateness of using parametric or non-parametric statistical tests for further analysis, the researchers tested three key statistical assumptions: normality, homogeneity of variance, and linearity.

### 1. Normality Test

The researchers conducted the Kolmogorov-Smirnov test to examine the distribution of descriptive writing performance scores. The result showed a p-value of 0.000 (< 0.05), indicating that the data were not normally distributed.

# 2. Homogeneity of Variance

The researchers used Levene's Test for Equality of Variances to assess whether variances were homogeneous across self-efficacy and learning strategy groups. The test yielded a p-value of 0.012, which is below the 0.05 significance level, suggesting that the assumption of homogeneity was violated.

## 3. Linearity Test

The researchers performed ANOVA's Test for Linearity to assess the relationship between the independent variables (self-efficacy and learning strategies) and the dependent variable (descriptive writing performance). The result indicated a significant linear relationship (p = 0.031), supporting the suitability of using correlation and regression analyses.

# Correlation between Students' Self- efficacy and Their Descriptive Writing Performance

To answer the first research question—Is there a significant correlation between the self-efficacy of accounting students at the State Polytechnic of Ambon and their descriptive writing performance?---a Pearson Product-Moment Correlation analysis was conducted.

The results revealed a positive and statistically significant correlation between students' self-efficacy and their descriptive writing performance. The Pearson correlation coefficient was r = 0.217, with a p-value of 0.028, which is below the conventional significance level of 0.05. This finding indicates that students with higher levels of self-efficacy tend to achieve better outcomes in descriptive writing tasks. Although the correlation strength is modest, the result suggests that self-efficacy plays a meaningful role in influencing students' writing performance (see table 5).

Table 5. Correlation between self- efficacy and descriptive writing performance				
Variable	Pearson Correlation Coefficient	Sig. (2-tailed)		
Self- Efficacy	217*	028		
Descriptive Writing Performance	.217	.028		

Table 5. Correlation between self- efficacy and descriptive writing performance

#### **Correlation between Learning Strategies and Descriptive Writing Performance**

The results of the correlation analysis between students' learning strategies and their descriptive writing performance indicated a weak but positive correlation, with a correlation coefficient of r = +0.226 and a significance level of p < 0.05. This suggests that at the 0.05 significance level in two-tailed testing, there is a significant correlation. The analysis considered the total responses regarding the use of the three learning strategies. The positive correlation indicates that mastery of these strategies and their frequent use contribute to improved performance in descriptive writing. Therefore, this finding concludes that there is a significant and positive correlation between learning strategies and descriptive writing performance among the accounting students at the State Polytechnic of Ambon.

Table 6. Correlation between learning strategies and descriptive writing performance

Variable	Pearson Correlation Coefficient	Sig. (2-tailed)	
Learning Strategies	226*	022	
Descriptive Writing Performance	.220	.022	

Furthermore, the correlation was analysed in detail based on the subcategories of learning strategies, which consist of three distinct strategies, in relation to descriptive writing performance. The results revealed significant correlations among all sub-variables of learning strategies (see Table 7).

Table 7. Correlation between learning strategies and descriptive writing performance

		Cognitive	Metacognitive	Sociaffective
Descriptive Writing	r	.221*	.193	.098
Performance	Sig.	.025	.050	.324

The analysis showed that cognitive strategies had a positive and significant correlation with descriptive writing performance, with a correlation coefficient of r = 0.221. This indicates that as the use of cognitive strategies increases, so does the score in descriptive writing.

Next, the correlation between metacognitive strategies and descriptive writing performance was analyzed. The results indicated a weak but positive correlation, with a correlation coefficient of r = 0.193 and a significance level of p = 0.05. At the 0.05 significance level in two-tailed testing, this positive coefficient suggests that increased use of metacognitive strategies is associated with higher scores in descriptive writing. In summary, there is a significant correlation between metacognitive strategies and descriptive writing performance among the accounting students at the State Polytechnic of Ambon.

Lastly, the analysis of the correlation between socio-affective strategies and descriptive writing performance revealed a weak positive correlation, with a correlation coefficient of r = 0.098. However, this result was not significant, as the significance value (p = 0.324) was higher than the significance level of 0.05.

## **Correlation between Predictor Variables (Self- Efficacy and Learning Strategies) and Criterion Variable (Descriptive Writing Performance)**

The results indicated that the correlation coefficient between the total of the predictor variables (self-efficacy and learning strategies) and the criterion variable (descriptive writing performance) was 0.253, with a significance value of 0.036. This finding suggests that there is a significant positive correlation between the predictor variables and the criterion variable, indicating that higher levels of self-efficacy and effective use of learning strategies are associated with better performance in descriptive writing.

Table 8. Correlation between Predictor Variables (Sel- efficacy and Learning Strategies) and
Criterion Variable (Descriptive Writing Performance)

	R	R Square	F	Sig.
Total (N= 103)	.253ª	.064	3.423	.036 <sup>b</sup>

# The Contribution Self-Efficacy and Learning Strategies to Descriptive Writing Performance

To determine the contribution of students' self-efficacy and learning strategies to the students' descriptive writing performance, a multiple regression analysis was conducted. The results of the analysis revealed that the R Square ( $R^2$ ) value was 0.064. This indicates that students' self-efficacy and learning strategies contributed 6.4% to their descriptive writing performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,253ª	,064	,045	5,025
2	,226 <sup>b</sup>	,051	,041	5,035

Table 9. The contribution of predictor variables to criterion variable

a. Predictors: (Constant), Learning Strategies, Self Efficacy

b. Predictors: (Constant), Learning Strategies

#### DISCUSSION

This discussion addresses the primary objective of the study, which is to explore the interconnected roles of psychological variables (self-efficacy) and strategic variables (learning strategies) in enhancing descriptive writing outcomes among accounting students in an EFL context.

The results of this study indicate that the accounting students at the State Polytechnic of Ambon demonstrated a relatively high level of self-efficacy, as reflected by the median score of 103 and the classification of 55% of students in the high selfefficacy category. This finding supports Bandura's (1997) theoretical framework, which posits that individuals with strong self-efficacy beliefs are more likely to set goals, remain persistent in facing challenges, and regulate their behaviours effectively to achieve desired outcomes. In writing, such confidence can be a motivational driver that encourages students to complete writing tasks and strive for better performance. Consistent with this perspective, Banwart (2023) found that high self-efficacy among students contributed significantly to improvements in the organization and coherence of their writing, highlighting the critical role of self-belief in enhancing academic writing performance.

Despite these self-efficacy levels, the student's overall performance in descriptive writing was relatively low, with the mean score at 17.11 and the majority (87.3%) categorized at the A2 (Basic Writer) level. This discrepancy suggests that self-belief alone is insufficient to produce measurable improvements in performance without proper instructional support. Allagui (2024) emphasized that even students with high self-efficacy require scaffolded interventions and structured writing tasks to translate their confidence into competent performance effectively. This highlights the need for educators to cultivate self-efficacy and design meaningful, practice-based writing instruction that supports skill development.

In terms of learning strategies, most students used them at a moderate level, with 93.2% falling into this category. These strategies encompass cognitive, metacognitive, and socio-affective components frequently introduced in academic writing instruction. However, findings indicated that students did not fully apply these strategies effectively in their descriptive writing. Liu (2024) stressed the importance of reflective training and guided application of strategies in writing contexts, noting that students may understand these strategies theoretically but struggle to implement them without explicit instruction and feedback. Regression analysis in this study revealed that cognitive and metacognitive strategies contributed significantly to students' writing outcomes, while

socio-affective strategies showed no significant effect. Shen (2024) similarly found that metacognitive and cognitive strategies were more influential in academic writing performance. Although self-efficacy and learning strategies jointly contributed to writing performance, the variance explained was relatively low (6.4%), implying that additional factors—such as writing experience, language proficiency, or affective variables—may influence writing outcomes. Interestingly, the correlation coefficient for learning strategies was slightly higher than that for self-efficacy, suggesting that the ability to regulate and apply effective strategies may have a more immediate impact on writing quality. Teng (2024) emphasized that strategic behaviour and motivational factors like self-efficacy significantly influence writing success. Therefore, instruction should focus on strategy awareness and integration, enabling students to actively and effectively employ cognitive and metacognitive approaches—such as planning, monitoring, and organizing ideas—in their writing processes.

### **CONCLUSION AND SUGGESTIONS**

This study concludes that despite the high self-efficacy and moderate use of learning strategies among most accounting students at the State Polytechnic of Ambon, their performance in descriptive writing remains at a basic proficiency level. The findings reveal a significant but modest positive correlation between self-efficacy and learning strategies and students' writing outcomes, with cognitive and metacognitive strategies having a greater impact than socio-affective strategies. However, the gap between belief and performance suggests that self-efficacy alone cannot ensure strong writing outcomes without adequate instructional support and guided practice. Furthermore, the regression analysis indicates that only 6.4% of the variance in writing performance can be attributing to self-efficacy and learning strategies, highlighting the critical roles of other influential factors such as language proficiency, writing instruction quality, and motivation in writing development.

Considering these findings, further research can investigate the structured interventions for accounting students to enhance the EFL writing instruction through the explicitly integration of self-regulated learning strategies into the curriculum. Further research can investigate the structured interventions for accounting students to enhance the EFL writing instruction through the explicitly integration of self-regulated learning strategies into the curriculum. Educators should model cognitive and metacognitive strategies such as planning, drafting, monitoring, and revising, and provide repeated opportunities for students to practice these skills in a scaffolded learning environment. Instructors and peers can systematically embed the formative feedback to support the students in bridging the gap between strategy use and writing performance. Additionally, professional development for lecturers should focus on equipping them to foster both self-efficacy and strategy application through reflective writing practices, goal-setting tasks, and process-based writing instruction. This study also underscores the importance of further research in the field, inviting educators and researchers to explore additional variables influencing writing performance, such as writing anxiety, language exposure, and task engagement, to provide a more comprehensive understanding of factors contributing to successful EFL writing outcomes.

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