

**The Impact of Writing Anxiety, Writing Achievement Motivation,
Writing Self-Efficacy and Reading Habits on Pakistani Undergraduate
English Major Students' Writing Performance**

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ABSTRACT

The purpose of this empirical study was to explore the effects of writing anxiety, writing achievement motivation, self-efficacy and reading habits on Pakistani undergraduate English major students' writing performance. The data for present study were collected from n=300 Pakistani undergraduate students. Moreover, the population of current study was students of department of English at three public sector universities of Karachi, Sindh, Pakistan. Moreover, the data for this study were collected by employing simple random sampling technique using survey questionnaire and proficiency writing test. The data screening was done using SPSS v.22 and the data were analyzed through SPSS v.22 by employing descriptive statistics and correlation analysis techniques, one way ANOVA, Tukey's multiple comparison test and multiple regression. The results of the study revealed that writing anxiety had a negative impact on Pakistani undergraduate English Major Students' writing performance, while writing achievement motivation, writing self-efficacy and reading habits had positive impact on student's writing performance. The findings of the study have important implications for ESL teachers, curriculum designers and material developers in ESL/EFL context at higher education level in Pakistan.

Keywords: *Undergraduate ESL students, writing anxiety, writing achievement motivation, writing self-efficacy, reading habits, writing performance*

Introduction

With the rise of globalization, the importance of communication has increased rapidly in the modern era. In this respect, people need a common language to communicate with one another and that common language is English language. The English language plays a very vital role in everyday communication (Crystal, 2013). The speakers of different languages accept English as a common and global language (Rao, 2019). English holds the status of an official language in Pakistan and considered to be a second language; and employed in different fields such as education, military, government institutions, and administration (Shamim, 2011).

Writing is considered one of the challenging skills as it requires structural and communicative accuracy (Mehboob, 2014). English writing is a difficult skill in learning SL, which requires communicative potential and structural accuracy (Dar & Khan, 2015). Pakistani students are weak at writing letters, essays, and applications (Mahboob, 2014). students' writing skills are substandard and poor, although English users are increasing in Pakistan, yet they face difficulties in English writing (Dar & Khan, 2015). while writing, students face lot of issues which include linguistics and psychological issues (Ajmal & Irfan, 2020). In Pakistan, lack of audio-visual aids, students' weak background, overcrowded classes, less time for teaching writing and traditional method of teaching writing have been found affecting students' writing performance (Fareed, Ashraf, and Bilal, 2016). Traditional writing methodologies cannot fulfill university students' writing requirements. To solve writing issues, suitable teaching methodologies should be employed by the teachers of writing (Khan & Zaki, 2018). Thus, there is a need to develop a critical pragmatic approach which can enhance students' writing competency (Sajid & Siddique, 2015). Thus, to solve writing issues, suitable teaching methodologies should be employed by the teachers of writing (Khan & Zaki, 2018). Therefore, this research investigated the "Impact of Writing Anxiety, Writing Achievement Motivation, Writing Self-Efficacy and Reading Habits on Pakistani Undergraduate English Major Students' Writing Performance".

Literature Review and Hypotheses development

Writing Anxiety

Anxiety is a condition in which people feel stressed, confused, scared and less confident (Alfiansyah et al., 2017). Writing anxiety is considered to possess negative meanings like being worried, nervous, and afraid which is a stressful and nervous feeling about writing (Syarifudin, 2020). Few researchers possess a concept that writing anxiety performs a key function in triggering learners' attention and writing perfection (Brown, 2007). Furthermore, various research on the teaching of language affirmed that anxiety apprehensively stops the development of student's composition abilities and a cause to reduce writing efficiency (Brown, 2007; Negari & Rezaabadi, 2012; Rezaei et al., 2014). Badrasawi et al. (2016) believed that both the writing anxiety and students composition activity are negatively correlated with each other. To control the L2 writing anxiety, reduction of fear and stress from the classroom has generally become a major requirement (Horwitz, 2008).

Writing anxiety discourages students from writing composition, it makes fear of think too much before starting writing, weak vocabulary, lack of expressions and mature concepts; fear of low marks and this sense of feeling results in poor writing performance (Shang, 2013). Anxiety in writing is experienced because of grammatical complexity and due to fear of making mistakes students become victim of anxiety (Karlina & Pancoro, 2018). Anxiety is a condition in which people feel stressed, confused, scared and less confident which results in the failure of writing performance (Alfiansyah, et al., 2017). Moreover, it is also found by some researcher that middle-level writing anxiety may enhance ESL learners' composition skills (Jawas, 2019; Negari & Rezaabadi, 2012; Syarifudin, 2020). This type of anxiety may facilitate learners to deal with their composition tasks (Horwitz, 2001).

Writing Achievement Motivation

The term Achievement motivation is described as one's aspiration to act successfully to gain a sense of self excellence (Elias et al., 2010). Achievement motivation is also defined as an individual's desire to perform satisfactorily to have an inner feeling of personal achievement (Elias et al., 2010). Research exposed that one's educational performance and achievement

motivation have a positive correlation with each other (Elliot & Church, 1997). Similarly, numerous studies are the evidence that achievement motivation is a vital and helpful tool to increase one's educational presentation. (Chea & Shumow, 2017; Denhardt, 2008; Emmanuel et al., 2014; Ryan & Deci, 2000). Furthermore, research on achievement motivation and self-efficiency highlighted that there is a significant association between both (Elias et al., 2010).

Writing Self-Efficacy

Self-efficacy is an individual's beliefs about their capabilities on a particular task (Chen, & Zhang 2019). Writing Self-efficacy refers to the faith in learners' abilities to of arranging and implementing the required actions to cope with potential circumstances. (Bandara, 1997). Similarly, self-efficacy emphasizes the self-assurance to perform a specific task (Raoofti et al., 2012). Factors like enthusiasm about finishing a task and determination while facing any trouble indicate self-efficacy (Bruning et al., 2013).

Studies indicate that self-efficacy is related to the conduct of seeking assistance and students with high level of self-efficacy students writing performance is increased rapidly whereas, students with low self-efficacy face problems in writing tasks (Nelson & Ketelhut, 2008). Learners having high self-efficacy level take help and interact more with teachers than the students with a subordinate level of self-efficacy (Martinez et al., 2011). Self-efficacy is directly associated with the writing performance of students (Bruning et al., 2013, p. 29). A person who possesses higher writing self-efficacy may have a higher level of concentration and that person puts more effort into a writing assignment (Schunk & DiBenedetto, 2016; Schunk & Usher, 2012). An elevated self-efficacy may lead a student to display a broad level of persistence and flexibility at the time of queries (İnceçay & Genç, 2014). Moreover, self-efficacy can have a vital part in the prediction of the writing performance. (Pjares & Johnson, 1994). It can be stated that people with lower self-efficacy either avoid the given assignment or put very little exertion into it which results in a failure or poor performance (İnceçay & Genç, 2014).

Reading Habits

The term "reading habit" refers to the behavior which expresses the likeness of reading of individual types of reading, and tastes of reading (Fatiloro et al., 2017). Reading is one of the major habits to comprehend the messages behind passages or writings that helps developing the understanding capability, spelling, style of writing, grammar, and vocabulary (Krashen, 2014). Reading can also be defined as explaining and translating written forms that influence learners' thoughts, morals, behaviors, and judgments (Issa et al., 2012). Additionally, reading and writing are associated to each other since reading is the receptive skill and writing serves as the productive (Mahyar, 2012). Similarly, Harl (2013) stated that reading is the skill of obtaining the meaning from a text while writing is the process in which the meaning is created. Mahyar (2012) stated that reading practices have direct influence on the writing abilities of students at higher education level.

Writing Performance

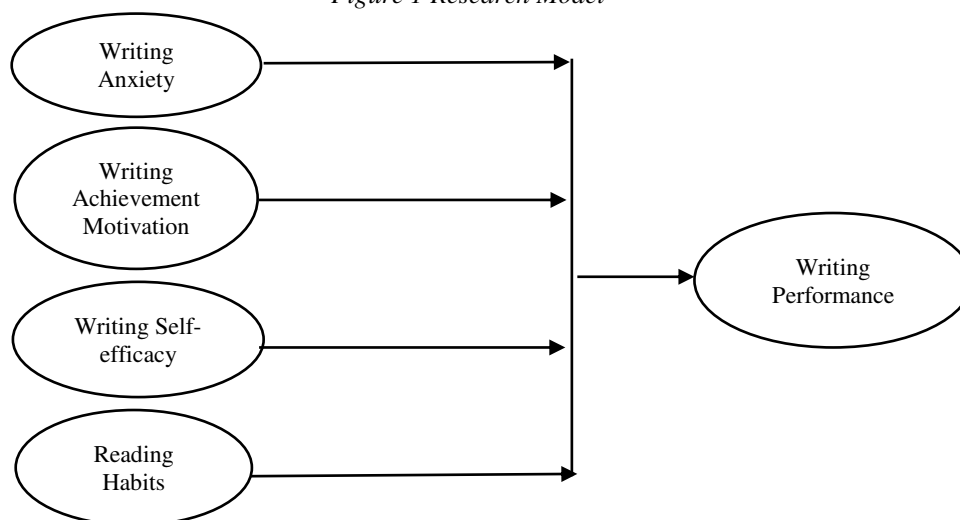
One of the most vital skills in learning a language is writing. A written communication precisely is a significant aspect of communication. For written communication, writing is essential because it uses words, appropriate use of grammar and punctuation (Wahyuni & Umam, 2017). There is relationship between students' writing anxiety and writing performance (Fitrinada et al., 2018). Writing is a language skill that represents the performance of the verbal competence of people (Hartono, 2012). Writing is a complex cognitive task, so the writer ought to be capable of mastering the controlled variables in writing simultaneously (Nunan, 2015). For example, the writer in the sentence level must be capable of understanding the sentence structure, grammar, vocabulary, spelling and the control of content, etc. Likewise, writing is a set of well-found knowledge (Kurniasih, 2017). Besides, being an expert in writing skills is effective in the workplace and academic platform (Karlina & Pancoro, 2018).

Writing is a challenging proficiency because it is one of the creative English skills since it is an intricate process. It is the most complex and complex skill a person can experience (Zuhairi & Umamah, 2016). Likewise, writing in comparison with the other language

capabilities is the most intricate skill (Javed, et al., 2013). Furthermore, academic writing requires effective skills of critical thinking since the mental process in content, the use of proper grammar and the arrangement of thoughts and structure (Kirmizi & Kirmizi, 2015). Writing is a creative visual ability that helps in intellectual progress and communication (Nunan, 2015). The complicated part of writing lies in the generating process, organization and placing the ideas into the written piece (Al-Swaleha et al., 2012). Writing instruction to EFL learners is frequently viewed as a challenging duty (Teng & Huang, 2018). The challenges include reasoning, argumentation, verification, assessment and searching the information at the time of writing. (Graham et al., 2013).

Conceptual Framework

Figure 1 Research Model



Source: Authors' contribution

Note: In the above research model, writing anxiety, writing achievement, writing self-efficacy, and reading habits are first order reflective exogenous constructs and writing performance is an endogenous construct.

Related to the above model, the following four hypotheses were proposed.

H_{A1}: Writing anxiety has a significant impact on writing performance of ESL Pakistani undergraduate students at higher education level.

H_{A2}: Writing achievement motivation has a significant impact on writing performance of ESL Pakistani undergraduate students at higher education level.

H_{A3}: Writing self-efficacy has a significant impact on writing performance of ESL Pakistani undergraduate students at higher education level.

H_{A4}: Reading habits have a significant impact on writing performance of ESL Pakistani undergraduate students at higher education level.

Methods and producers

In this quantitative study the data were collected using survey questionnaire and writing test which was argumentative writing essay between 200-250 words. The researcher employed the probability sampling approach, wherein, simple random sampling technique was used to collect the data. Researcher sought consent form the management of the universities and then from students. Firstly, researcher administered the survey questionnaire, which was consisted of writing anxiety scale, writing achievement motivation scale, students' writing self – efficacy scale and students' reading habits scale. Moreover, to measure the students' writing performance, researcher gave an argumentative writing activity to same students who were

given the survey questionnaire. The respondents were directed to write an argumentative essay between 200-250 words. The duration of this activity was 45 minutes whereas, for evaluation of students' essays, researcher used writing composition scale of Jacobs et al. (1981) adapted by Hedgcock and Lefkowitz (1992). This scale includes these five rubrics: 1- Content 2. Organization 3. Grammar 4. Vocabulary 5. Mechanics on writing task, the total obtained marks were employed for the students' overall measure of their writing performance in English. ESL students' written task was assessed on the mentioned five rubrics by the field experts i.e., English language teachers (ELTs). The evaluation and scoring of students' writing task was done in the holistic and analytical way and students' writing task consisted of a 1- to 100-point scale. The data were analyzed using SPSS v.22.

Instruments

Writing anxiety also known as (SLWAI) scale was adapted from Cheng (2004). Writing achievement motivation scale was adapted from Elliot and Church (1997). Writing self – efficacy scale was adapted from Bottomley et al. (1989). Reading Habits scale was adapted from Iftanti (2012).

Table 1 *Descriptive statistics of Variables used in Research Model*

Constructs (Type of Constructs)	Item codes	One Sample Item	Mean (SD) of variable	No. of Items	α	Rating scale	Source
Writing Anxiety (Reflective)	WA1	While writing in English, I am not nervous at all.	3.9094 (.66645)	12	.961	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Cheng (2004)
Writing Achievement Motivation (Reflective)	WAM1	It is important to me to do better than the other students.	2.7020 (.53127)	18	.826	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Elliot and Church (1997)
Writing Self-Efficacy (Reflective)	WSE1	I write better than other kids in my class.	2.7802 (.55430)	38	.908	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Bottomley et al. (1989)
Reading Habits (Reflective)	RH1	I read more than five hours every day.	3.1677 (.61734)	28	.909	Five-point Likert scale: (1) strongly disagree to (5) strongly agree.	Iftanti (2012).
Writing performance Overall Reliability	Instrument			106	.941	1-to-100-point scale	Author (2022)

Source: Author's estimation

Data Analysis and Results

Table 2 *Descriptive statistics of respondents' profile (n = 300)*

S#	Variable	Categories	Frequency	Percentage
1	Gender	Male	165	55.0
		Female	135	45.0
2	Age	16-20 Years	156	52.0
		21-25 Years	126	42.0
		26-30 Years	18	6.0
3	Education	BS English	300	100.0

Source: Author's estimation

Table 3 *Correlation between Study Variables (N = 300)*

Correlations									
S#	LOCs	Mean	Std.	Alpha	1	2	3	4	5
1	Writing Performance	52.85	11.840		1				
2	Writing Anxiety	3.9094	.66645	.961	-.193**	1			
3	Writing Achievement Motivation	2.7020	.53127	.826	.533**	-.048	1		
4	Writing Self efficacy	2.7802	.55430	.908	.709**	.052	.566**	1	
5	Reading Habits	3.1677	.61734	.909	.568**	.094	.230**	.591**	1

***Correlation is significant at the 0.01 level (2-tailed).*

Source: Author's estimation

Table 3 shows the relationship between the study variables of present study.

Common Method Variance Bias

Researcher collected the single source data therefore there are chances of common method variance bias. To ensure this, two statistical techniques were used on SPSS v.22. First, in Harman's single factor, the total variance explained was 14.258 which was < 50% threshold value which was a clear indication of no common method variance bias (Podsakoff et al., 2012). Second, in full collinearity test, the VIF of Writing Anxiety = 1.027, Writing Achievement Motivation = 1.087, Writing Self efficacy = 1.138, and Reading Habits = 1.078, which was less than 3.3 threshold value (Kock, 2015) which was the second evidence of no common method variance bias. Therefore, the authors may proceed with further data analysis i.e., EFA and hypotheses testing with great confidence.

Exploratory Factor Analysis (EFA)

Table 4 *KMO and Bartlett's Test*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.946
Bartlett's Test of Sphericity	Approx. Chi-Square	5027.042
	df	465
	Sig.	.000

Source: Author's estimation

Table 4 shows that sample size was adequate enough to run EFA on SPSS v. 22 because KMO = 0.946 and Bartlett's Test of Sphericity was significant because Sig. value was 0.000.

Table 5 Total Variance Explained

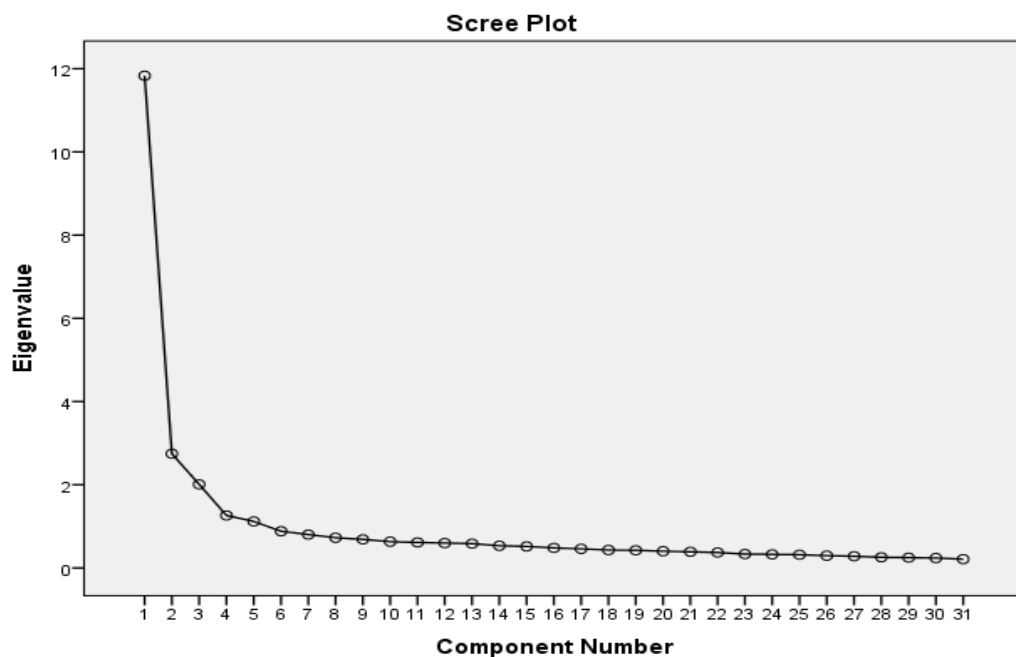
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variance	% of Cumulative	Total	Variance	% of Cumulative	Total	Variance	% of Cumulative
			%			%			%
1	11.829	38.159	38.159	11.829	38.159	38.159	11.729	37.837	37.837
2	2.745	8.856	47.015	2.745	8.856	47.015	2.465	7.952	45.789
3	2.009	6.480	53.495	2.009	6.480	53.495	1.924	6.205	51.994
4	1.262	4.070	57.565	1.262	4.070	57.565	1.727	5.571	57.565

Extraction Method: Principal Component Analysis.

Source: Author's estimation

Table 5 shows that total variance explained by these four factors were 57.565 which is considered to be good to run EFA on SPSS v.22.

Figure 2 Scree Plot



Source: Author's estimation

Figure 2 shows that Scree plot reflected four factors to be formed on the basis of Eigenvalues.

Table 6 Rotated Component Matrix

Factors	Rotated Component Matrix ^a				
	Items	Component Factor 1	Component Factor 2	Component Factor 3	Component Factor 4
Factor 1	WA16	.800			
	WA3	.775			
	WA21	.774			
	WA15	.772			

	WA20	.769		
	WA5	.767		
	WA6	.766		
	WA19	.763		
	WA11	.760		
	WA18	.759		
	WA14	.758		
	WA13	.757		
	WA12	.740		
	WA9	.734		
	WA7	.734		
	WA10	.733		
	WA2	.716		
	WA8	.712		
	WA17	.692		
	WA1	.691		
	WA22	.681		
Factor 2	RH20		.794	
	RH2		.780	
	RH4		.744	
	RH22		.709	
Factor 3	WAM5			.721
	WAM7			.715
	WAM2			.659
Factor 4	WSE32			.764
	WSE12			.727
	WSE35			.672

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Source: Author's estimation

Note: WA = Writing Anxiety, WAM = Writing Achievement Motivation, WSE = Writing Self efficacy, RH = Reading Habits.

Table 6 shows that there were four factors, and all the items were highly loaded into their respective factors. However, the items less than 0.60 were deleted due to the stringent threshold value criteria.

Hypotheses Testing

Table 7 Model Summary (R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 ^a	.446	.438	8.874

a. Predictors: (Constant), RH, WAM, WA, WSE

Source: Author's estimation

Note: WA = Writing Anxiety, WAM = Writing Achievement Motivation, WSE = Writing Self efficacy, RH = Reading Habits, and WP = Writing Performance

Table 7 shows that the value of R Square was 0.446 which clearly indicates that 44.6% change in dependent variable i.e., writing performance is because of these four exogenous factors i.e., writing anxiety, writing achievement motivation, writing self-efficacy, and reading habits.

Table 8 Model Fit

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18686.341	4	4671.585	59.328	.000 ^b
	Residual	23228.606	295	78.741		
	Total	41914.947	299			

a. Dependent Variable: WritingPerformance

b. Predictors: (Constant), RH, WAM, WA, WSE

Source: Author's estimation

Note: WA = Writing Anxiety, WAM = Writing Achievement Motivation, WSE = Writing Self efficacy, RH = Reading Habits, and WP = Writing Performance

Table 8 shows that model is fit because Sig. value = 0.000.

Table 9 Hypotheses Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	30.478	3.983		7.652	.000
	WA → WP	-3.755	.772	-.214	-4.863	.000
	WAM → WP	3.732	.678	.249	5.503	.000
	WSE → WP	5.219	.632	.382	8.258	.000
	RH → WP	3.950	.605	.294	6.524	.000

a. Dependent Variable: WritingPerformance

Source: Author's estimation

Note: WA = Writing Anxiety, WAM = Writing Achievement Motivation, WSE = Writing Self efficacy, RH = Reading Habits, and WP = Writing Performance

Table 9 shows that all the four hypotheses were statistically significant because Sig. value = 0.000. Furthermore, it is concluded that writing anxiety has a negative but significant impact on writing performance of ESL Pakistani undergraduate students at higher education level because ($\beta = -3.755$, T value = -4.863). Secondly, writing achievement motivation has a positive and significant impact on writing performance of ESL Pakistani undergraduate students at higher education level. ($\beta = 3.732$, T value = 5.503). Thirdly, writing self-efficacy has a positive and significant impact on writing performance of ESL Pakistani undergraduate students at higher education level because ($\beta = 5.219$, T value = 8.258). Fourthly, reading habits have a positive and significant impact on writing performance of ESL Pakistani undergraduate students at higher education level because ($\beta = 3.950$, T value = 6.524).

FINDING OF SUB RESEARCH QUESTIONS

Findings of first research question

RQ1: What is the effect of writing anxiety on Pakistani undergraduate English major students' writing performance.

Table 10 Writing Anxiety and Writing Performance

Frequencies for each level of Writing Anxiety

Levels of Writing Anxiety					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	32	10.7	10.7	10.7
	Moderate	93	31.0	31.0	41.7
	High	175	58.3	58.3	100.0
	Total	300	100.0	100.0	

Source: Author's estimation

Table 10 deliberated the levels of writing anxiety among undergraduate English major students. Frequency and percentage of the students for each level of writing anxiety was presented in table. It was perceived that 58.3% of the students were reported high level of anxiety in writing, followed by 31.0% who were reported moderate level of anxiety in writing and only 10.7% were reported with the low level of anxiety in writing. This proposed that most of the students were reported the writing anxiety level from moderate to high, which could be obstacle for the students from putting in more struggle to advance their performance in writing.

Table 11 Descriptive Statistics of Performance in Writing in all Levels of Writing Anxiety
Writing Performance in all Levels of Writing Anxiety

Writing Performance			
Levels of Writing Anxiety	Mean	N	Std. Deviation
Low	55.72	32	15.742
Moderate	53.29	93	13.077
High	50.37	175	10.013
Total	51.85	300	11.840

Table-4 exposed that mean score in writing performance test for the students with high writing anxiety was (Mean = 50.37, SD = 10.013), mean score for the group of moderate writing anxiety was (Mean = 53.29, SD = 13.077) and mean score in writing performance for the group of low writing anxiety was (M = 55.72, SD = 15.742). It was, therefore, determined with the observation of the descriptive statistic of performance in writing across all three levels of writing anxiety, students with high level of writing anxiety were lower in writing performance.

Table 5 Correlation between *Writing Anxiety* and Writing Performance Scores

Correlations		
	Writing Performance	Writing Anxiety
Writing Performance	1	
Writing Anxiety	-.193**	1

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Author's estimation

Table 11 indicates that the data supported that there was a weak and negative relationship ($r = -0.193$, with $p\text{-value} = 0.001$) between the writing anxiety and students writing performance' score. However, the relationship that the coefficient of correlation provided was not so strong, but $p\text{-value}$ recommended that this relationship was significant. Researcher, based on the results of coefficient of correlation, had an indication that, the writing performance scores of the students depreciated with the increase in their writing anxiety.

Table 12

Analysis of Variance

Table of ANOVA for the Null Hypothesis of equality of writing performance scores across three levels of writing anxiety

ANOVA

Writing Performance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1054.459	2	527.230	3.832	.023
Within Groups	40860.487	297	137.577		
Total	41914.947	299			

Source: Author's estimation

Table 12 shows that the first hypothesis of the research, that was established to measure the significant differences in writing performance scores across the three levels of writing anxiety i.e., low, moderate, and high, was brought in Table 6. To investigate the hypothesis of equality of mean scores in writing performance across the three levels of writing anxiety, one-way ANOVA was utilized. The results of ANOVA compared the scores in writing performance of undergraduate students across three levels of anxiety in writing, the hypothesis test may result in either failure to rejection or rejection based on the significant value generally known as p-value. The significance value (p-value = 0.023) in ANOVA Table. Which was less than the 0.05 level of significance. However, the researcher has acquired a sufficient indication to reject the null hypothesis and concluded that there was a significant difference detected in scores of writing performance across the three levels of anxiety in writing.

Table 13 *Tukey's Multiple Comparison Test*

Multiple Comparisons							
Dependent Variable: Writing Performance							
Tukey HSD							
(I) Levels of Writing Anxiety	(J) Levels of Writing Anxiety	Mean Difference (I-J)	Std. Error	Sig.	95% Interval	Confidence	
					Lower Bound	Upper Bound	
Low	Moderate	2.428	2.404	.571	-3.23	8.09	
	High	5.347*	2.255	.048	.04	10.66	
Moderate	Low	-2.428	2.404	.571	-8.09	3.23	
	High	2.919	1.505	.130	-.63	6.46	
High	Low	-5.347*	2.255	.048	-10.66	-.04	
	Moderate	-2.919	1.505	.130	-6.46	.63	

*. The mean difference is significant at the 0.05 level.

Source: Author's estimation

Table 13 revealed the results of the Tukey's post-hoc comparison test, this test was established to comprehend the mean score in writing performance for each level of anxiety and provide a conclusion if they were considerably different from each other. A statistically significant difference was established in scores of writing performance between low and high level of writing anxiety (p-value = 0.048). Additionally, no significant difference was recognized in scores of writing performance between the high and moderate level of writing anxiety (p-value = 0.130) and between low and moderate level of writing anxiety (p-value = 0.571).

Results of Second Research Question

Researcher was concerned in understanding the impact of writing achievement motivation on undergraduate English major students writing performance

RQ2: What is the effect of writing achievement motivation on Pakistani undergraduate English major students' writing performance?

Table 14 *Frequencies of each Levels of Writing Achievement Motivation*

Levels of Writing Achievement Motivation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	214	71.3	71.3	71.3
	Moderate	77	25.7	25.7	97.0
	High	9	3.0	3.0	100.0
	Total	300	100.0	100.0	

Source: Author's estimation

Table 14 deliberated the levels of writing achievement motivation among undergraduate

English major students. Frequency and percentage of the students for each level of writing achievement motivation was presented in this table. It was perceived that 3.0% of the students were reported high level of writing achievement motivation, followed by 25.7% who were reported moderate level of motivation in writing achievement and 71.3% were reported with the low level of motivation in writing achievement. This proposed that most of the students were reported the motivation level in writing achievement from low to moderate, which provided the conclusion that for the students as the motivation achievement in writing increased, it would advance their performance in writing.

Table 15 *Descriptive Statistics of Performance in Writing in all levels of Writing Achievement Motivation*

Writing Performance in all Levels of Writing Achievement Motivation			
Levels of Writing Achievement Motivation	Writing Performance		
	N	Mean	Std. Deviation
Low	214	48.24	10.443
Moderate	77	60.03	10.288
High	9	67.56	7.844
Total	300	51.85	11.840

Source: Author's estimation

Table 15 exposed that mean score in writing performance test for the students with high writing achievement motivation was (Mean = 67.56, SD = 7.844), mean score for the group of moderate writing achievement motivation was (Mean = 60.03, SD = 10.288) and mean score in writing performance for the group of low writing achievement motivation was (M = 48.24, SD = 10.443). It was, therefore, determined with the observation of the descriptive statistic of writing performance across all three levels of writing achievement motivation, students with high level of writing achievement motivation were higher in the scores of writing performance.

Table 16 *Coefficient of Correlation between Motivation Achievement in Writing and Writing Performance Scores. (N = 300)*

Correlations			
	Writing Performance	Writing Achievement Motivation	
Writing Performance	1		
Writing Achievement Motivation	.533**	1	

** *Correlation is significant at the 0.01 level (2-tailed).*

Source: Authors' estimation

Table 16 shows that there was a moderate and positive relationship because ($r = 0.533$, with $p\text{-value} = 0.001$) between the writing achievement motivation of the students and their writing performance scores. However, the relationship that the coefficient of correlation provided was moderately strong and $p\text{-value}$ recommended that this relationship was significant. Researcher, based on the results of coefficient of correlation, had an indication that, the writing performance scores of the students improved with the increase in their writing achievement motivation.

Table 17 *Table of ANOVA for the null hypothesis of equality of writing performance across three levels of writing achievement of motivation.*

ANOVA					
Writing Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10151.412	2	5075.706	47.460	.000
Within Groups	31763.535	297	106.948		
Total	41914.947	299			

Source: Author's estimation

Table 17 indicates that the researcher was concerned in understanding the impact of self-efficacy in writing-on-writing performance of the students in study's second research question. The second hypothesis of the research, that were established to measure the significant differences in writing performance scores across the three levels of writing achievement motivation i.e., low, moderate, and high, was brought in Table 11. To investigate the hypothesis of equality of mean scores in writing performance across the three levels of writing achievement motivation, one-way ANOVA was utilized. The results of ANOVA compared the scores in writing performance of undergraduate students across three levels of writing achievement motivation; the hypothesis test may result in either failure to rejection or rejection based on the significant value generally known as p-value. The significance value (p-value = 0.000) in ANOVA Table. This was less than the 0.05 level of significance. However, the researcher has acquired a sufficient indication to reject the null hypothesis and concluded that there was a significant difference detected in scores of writing performance across the three levels of motivation achievement in writing.

Table 18 *Tukey's Multiple Comparison Test*

Multiple Comparisons									
Dependent Variable: Writing Performance									
Tukey HSD									
(I) Levels of Writing Achievement Motivation	of	(J) Levels of Writing Achievement Motivation	of	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
							Lower Bound	Upper Bound	
Low		Moderate		-11.783*	1.374	.000	-15.02	-8.55	
		High		-19.313*	3.519	.000	-27.60	-11.02	
Moderate		Low		11.783*	1.374	.000	8.55	15.02	
		High		-7.530	3.643	.099	-16.11	1.05	
High		Low		19.313*	3.519	.000	11.02	27.60	
		Moderate		7.530	3.643	.099	-1.05	16.11	

*. The mean difference is significant at the 0.05 level.

Source: Author's estimation

Table 18 shows that the results of the Tukey's post-hoc comparison test, this test was established to comprehend the mean score in writing performance for each level of achievement motivation in writing and provide a conclusion if they were considerably different from each other. A statistically significant difference was established in scores of writing performance between low and high level of writing achievement motivation (p-value = 0.000) and between low and moderate level of writing achievement motivation (p-value = 0.000). Additionally, no significant difference was recognized in scores of writing performance between the high and moderate level of writing achievement motivation (p-value = 0.099).

Findings of Third Research Question

RQ3: What is the effect of writing self –efficacy on Pakistani undergraduate English major students' writing performance?

Table 19 *Frequencies for each Levels of Writing Self-Efficacy*

Levels of Writing Self-Efficacy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	205	68.3	68.3	68.3
	Moderate	87	29.0	29.0	97.3
	High	8	2.7	2.7	100.0

Total 300 100.0 100.0

Source: Authors' estimation

Table 19 deliberated the levels of self-efficacy in writing among the students. Frequency and percentage of the students for each level of writing self-efficacy was presented in this table. It was perceived that 2.7% of the students were reported high level of writing self-efficacy, followed by 29.0% who were reported moderate level of writing self-efficacy and 68.3% were reported with the low level of writing self-efficacy. This proposed that most of the students were reported the writing self-efficacy from low to moderate, which provided the conclusion that for the students as the self-efficacy in writing increased, it would enhance their performance in writing.

Table 20

Descriptive Statistics of Performance in Writing in all levels of Writing Self-Efficacy

Writing Performance in all Levels of Writing Self-Efficacy

Writing Performance			
Levels of Writing Self-Perceived Motivation	N	Mean	Std. Deviation
Low	205	48.11	10.810
Moderate	87	59.00	9.538
High	8	69.88	6.917
Total	300	51.85	11.840

Source: Author's estimation

Table 20 exposed that mean score in writing performance test for the students with high writing self-efficacy was (Mean = 69.88, SD = 6.917), mean score for the group of moderate self-efficacy in writing was (Mean = 59.00, SD = 9.538) and mean score in writing performance for the group of low writing self-efficacy was (Mean = 48.11, SD = 10.810). It was, therefore, determined with the observation of the descriptive statistic of writing performance across all three levels of self-efficacy in writing, students with high level of writing self-efficacy were higher in the scores of writing performance.

Table 21 Coefficient of Correlation between Self-Efficacy in Writing and Writing Performance Scores (N = 300)

Correlations

	Writing Performance	Writing Self-Perceived Motivation
Writing Performance	1	
Writing Self-Perceived Motivation	.709**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author's estimation

Table 21 shows that the data supported that there was a strong and positive relationship ($r = 0.709$, with p -value = 0.000) between the writing Self-efficacy of the students and their writing performance scores. However, the relationship that the coefficient of correlation provided was strong and p -value recommended that this relationship was significant. Researcher, based on the results of coefficient of correlation, had an indication that, the writing performance scores of the students improved with the increase in their writing Self-efficacy.

Table 22 Table of ANOVA for null hypothesis of equality of writing performance across three levels of writing self-efficacy

ANOVA

Writing Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9918.433	2	4959.216	46.033	.000

Within Groups	31996.514	297	107.732
Total	41914.947	299	

Source: Author's estimation

Table 22 shows that the third hypothesis of the research, that were established to measure the significant differences in writing performance scores across the three levels of writing self-efficacy i.e., low, moderate, and high, was brought. To investigate the hypothesis of equality of mean scores in writing performance across the three levels of writing self-efficacy, one-way ANOVA was utilized. The results of ANOVA were compared with the scores of writing performance of undergraduate students across three levels of writing self-efficacy; the hypothesis test may result in either failure to rejection or rejection based on the significant value generally known as p-value. The significance value (p-value = 0.000) in ANOVA Table which was less than the 0.05 level of significance. However, the researcher has acquired a sufficient indication to reject the null hypothesis and concluded that there was a significant difference detected in scores of writing performance across the three levels of writing self-efficacy.

Table23 Tukey's Multiple Comparison Test

Multiple Comparisons								
Dependent Variable: Writing Performance								
Tukey HSD								
(I) Levels of Writing Perceived Motivation	(J) Levels of Writing Perceived Motivation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Lower Bound	Upper Bound
Low	Moderate	-10.893*	1.328	.000	-14.02	-7.76		
	High	-21.768*	3.741	.000	-30.58	-12.96		
Moderate	Low	10.893*	1.328	.000	7.76	14.02		
	High	-10.875*	3.835	.014	-19.91	-1.84		
High	Low	21.768*	3.741	.000	12.96	30.58		
	Moderate	10.875*	3.835	.014	1.84	19.91		

*. The mean difference is significant at the 0.05 level.

Source: Author's estimation

Table23 revealed the results of the Tukey's post-hoc comparison test, this test was established to comprehend the mean score in writing performance for each level of writing self-efficacy and provide a conclusion if they were considerably different from each other. A statistically significant difference was established in scores of writing performance between low and high level of writing self-efficacy (p-value = 0.000) and between low and moderate level of writing self-efficacy (p-value = 0.000). Additionally, a significant difference was also recognized in scores of writing performance between the high and moderate level of writing self-efficacy (p-value = 0.014).

Findings of Fourth Research Question

The researcher was concerned in understanding the impact of reading habits on undergraduate English major students' writing performance.

RQ4: What is the effect of reading habits on Pakistani undergraduate English major students' writing performance?

Table 24 Frequencies for each Levels of Reading Habits

Levels of Reading Habits		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	127	42.3	42.3	42.3
	Moderate	150	50.0	50.0	92.3
	High	23	7.7	7.7	100.0
	Total	300	100.0	100.0	

Source: Author's estimation

Table 24 deliberated the levels of reading habits among the students. Frequency and percentage of the students for each level of reading habits was presented in this table. It was perceived that 7.7% of the students were reported high level of reading habits, followed by 50.0% who were reported moderate level of reading habits and 42.3% were reported with the low level of reading habits. This proposed that most of the students were reported the reading habits level from low to moderate, which provided the conclusion that for the students as the reading habits increased, it would enhance their writing performance.

Table 25

Descriptive Statistics of Performance in Writing in all levels of Reading Habits

Writing Performance in all Levels of Reading Habits

Writing Performance			
Levels of Reading Habits	N	Mean	Std. Deviation
Low	127	45.07	11.286
Moderate	150	56.61	9.795
High	23	58.17	8.009
Total	300	51.85	11.840

Source: Author's estimation

Table 25 uncovered that mean score in writing performance test for the students with high reading habits was (Mean = 58.17, SD = 8.009), mean score for the group of moderate reading habits was (Mean = 56.61, SD = 9.795) and mean score in writing performance for the group of low reading habits was (Mean = 45.07, SD = 11.286). It was, therefore, determined with the observation of the descriptive statistic of performance in writing across all three levels of reading habits, students with high level of reading habits were higher in the scores of writing performance.

Table 26 *Coefficient of Correlation between Reading Habits and Writing Performance Scores (N = 300)*

Correlations		
	Writing Performance	Reading Habits
Writing Performance	1	
Reading Habits	.568**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author's estimation

Table 26 shows that the data supported that there was a moderate and positive relationship ($r = 0.568$, with $p\text{-value} = 0.000$) between the reading habits of the students and their writing performance scores. However, the relationship that the coefficient of correlation provided was moderately strong and $p\text{-value}$ recommended that this relationship was significant. Researcher, based on the results of coefficient of correlation, had an indication that the writing performance scores of the students improved with the increase in their reading habits.

Table 27

Table of ANOVA for null hypothesis of equality of writing performance across three levels of reading habits.

ANOVA					
Writing Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10159.707	2	5079.853	47.511	.000
Within Groups	31755.240	297	106.920		
Total	41914.947	299			

Source: Author's estimation

Table 27 indicates that the fourth hypothesis of the research, that were established to

measure the significant differences in writing performance scores across the three levels of reading habits i.e., low, moderate, and high, was brought . To investigate the hypothesis of equality of mean scores in writing performance across the three levels of reading habits, one-way ANOVA was utilized. The results of ANOVA compared the scores in writing performance of undergraduate students across three levels of reading habits, the hypothesis test may result in either failure to rejection or rejection based on the significant value generally known as p-value. The significance value (p-value = 0.000) in ANOVA Table which was less than the 0.05 level of significance. However, the researcher has acquired a sufficient indication to reject the null hypothesis and concluded that there was a significant difference detected in scores of writing performance across the three levels of reading habits.

Table 28 *Tukey's Multiple Comparison Test*

Multiple Comparisons							
Dependent Variable: Writing Performance							
Tukey HSD							
(I) Levels of Reading Habits	(J) Levels of Reading Habits	Mean Difference (I-J)	Std. Error	Sig.	95% Interval Lower Bound	95% Interval Upper Bound	Confidence
Low	Moderate	-11.542*	1.247	.000	-14.48	-8.61	
	High	-13.103*	2.343	.000	-18.62	-7.58	
Moderate	Low	11.542*	1.247	.000	8.61	14.48	
	High	-1.561	2.315	.779	-7.01	3.89	
High	Low	13.103*	2.343	.000	7.58	18.62	
	Moderate	1.561	2.315	.779	-3.89	7.01	

*. The mean difference is significant at the 0.05 level.

Source: Author's estimation

Table28 revealed the results of the Tukey's post-hoc comparison test, this test was established to comprehend the mean score in writing performance for each level of reading habits and provide a conclusion if they were considerably different from each other. A statistically significant difference was established in scores of writing performance between low and high level of reading habits (p-value = 0.000) and between low and moderate level of reading habits (p-value = 0.000).Additionally, no significant difference was recognized in scores of writing performance between the high and moderate level of reading habits(p-value = 0.779).

Discussion

The first question of this study was to find out the effects of writing anxiety on undergraduate English major students' writing performance. The findings of the first questions showed that most of the respondents were found with high writing anxiety. The level of the respondents' writing anxiety was matched and compared with their argumentative composition writing performance; it has been found that the respondents' level of writing anxiety enhanced, resulting the students' mean score of essay writing performance decreased. The negative relationship between students' writing anxiety and their performance in composition writing was found. The results showed that as their level of the students' writing anxiety enhanced from low to medium, their performance in writing composition decreased on significant level, with that when the students' levels of writing anxiety enhanced from medium to high, their performance in composition writing affected and decreased, but it did not decrease as significantly as when their levels of writing anxiety enhanced from low to medium. The results and findings do not match with the findings of the study conducted by FitriMnada et al., (2018) who found that there is a positive correlation between learners' writing anxiety and their performance in writing composition. The findings of this question are found similar with Csiczter and Piniel (2013) stated that there is negative relationship between students' achievement motivation in writing and their writing performance.

The second question of this study was to find out the effects of writing motivation on

undergraduate English major students' writing performance. When the comparison of three levels of the respondents' achievement motivation was made with essay writing performance, this showed that the students' level of motivation enhanced; with that their performance in composition writing also increased. The correlation between students' levels of motivation and their composition writing performance was found; the result showed that there was a positive relation between the levels of both factors. In addition, the students' writing performance significantly enhanced when their levels of motivation raised from low to medium, however their performance in essay writing slightly decreased as their levels of motivation raised from medium to high, but this time it was not increased as much as when the students' levels of motivation raised from low to medium. The findings of this question are found similar with Elias et al., (2010) that the learners' writing motivation affects positively their essay writing performance. Our results are also found similar with the findings of the study conducted by Emmanuel et al., (2014) who found that respondents' writing achievement motivation has a significant and a dynamic predictor on their writing performance.

The correlation was found between students' levels of self-efficacy and their performance in writing performance. The data showed that it was positive relation between students' levels of 'self-efficacy and writing performance. The students' self-efficacy level found greater when the comparison of their levels of self-efficacy was made with their performance of writing composition. Consequently, the respondents' performance in essay writing was increased. The findings of our study are the same as with Khaelalfa (2018) 'study that students' writing self-efficacy had a positive effect on their writing performance. Our results are also the same as Sabti, et al., (2019) study in which he concluded that students' self-efficacy affects positively on their writing performance. More importantly, the results of question four showed that students' reading habits have positive effects on their writing performance. The significant improvement was found on essay writing performance when the effects of their reading habits were seen. Thus, students' reading habits and writing performance have found in correlation. The findings are same as with Atayeva et al., (2019) that reading habits of students put positive effects on their writing skills. It was also found from the study of Harl (2013) that reading habits affect and influence students' writing skills in a positive way.

Recommendations of present study

This research has the following important implications for the concerned stakeholders.

- i. To reduce students' stress and writing anxiety and to improve their motivation in essay writing, teachers and educators must provide an anxiety free and comfortable learning environment.
- ii. The fear and anxiety among students' writing may be reduced by using a practice-based teaching style with reinforcement and encouragement, which will improve their writing skills and performance, reading habits and self-efficacy, all of which will enhance their writing performance.
- iii. The current study discovered that writing stress affects the writing performance of Pakistani undergraduate English major students, indicating that there is a critical need to reduce students' stress and anxiety in terms of writing.
- iv. Teachers and stakeholders must make writing skills an important aspect of their teaching and learning system and assessment for the students to be focus without the fear of grades so that ESL students' interest may be developed in improving and developing their essay writing performance.
- v. ESL teachers should provide free writing practice inside their classrooms and the culture of peer corrections may be developed to produce a good piece of writing.

Limitations of the Study

This research study incorporates the following limitations:

- i. For this research, the data were collected only from First year BS English students.
- ii. The setting of the study was only three universities of public sector in Karachi, Pakistan.
- iii. The researcher was able to get the data only from 300 students due to limited time and financial constraints.

- iv. The collected data were analyzed by employing quantitative method only, in which the statistical techniques were used only.
- v. The mediating and moderating relationships of variables were beyond the scope of this study.

Recommendations for Future Research

The researcher of the study suggests the following pragmatic recommendations for future research.

- i. On students' composition practices, the effects of the other key factors like grammatical errors and mistakes, students educational and cultural background can be examined in future study.
- ii. The impact of same factors or variables can be explored on students' writing proficiency by employing qualitative or mix method study.
- iii. The research was confined to particularly three public sector institutions in Karachi; however, future studies might include many students from different academic levels and from the different regions of Pakistan.
- iv. For this research, the researcher collected data from 300 students of BS English only however, the sample size for the future research might be larger than this one.
- v. The future researchers may collect multi-source data to avoid the issue of common method variance bias.

Conclusion

The objective of this research was to find out the effect of First year Pakistani undergraduate BS English students' reading habits, self –efficacy, writing anxiety, their achievement motivation, writing on their performance in essay writing. For the purpose, the data were collected from 300 respondents from universities of public sector in Karachi, Pakistan employing random sampling method in which a writing proficiency test and a survey questionnaire were employed for collecting the data of the study. It was found out that students' writing anxiety negatively affected their writing performance, whereas their reading habits, writing achievement motivation, and their self-efficacy positively affected their writing performance. The limitations of this study were that the data were collected from the students of only three public sector universities in Karachi. So, future researchers may conduct this study by collecting multi-source data of students at school, college, and university level of other provinces of Pakistan.

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