

VOCABULARY Learning Strategies, Attitudes Towards Learning English Language, and Writing Self-Efficacy of Senior High School STUDENTS

Christine Jill Sedoriosa¹, Ma. Juliet Vasay-Cruz²

¹Teacher, Tacunan National High School
c.jill2795@gmail.com

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
jvasay@uic.edu.ph

ABSTRACT

Writing self-efficacy is crucial to successfully completing writing tasks, as it motivates active engagement in learning and practicing writing skills. However, students' beliefs in their writing abilities are significantly influenced by various factors. It is important to understand and identify these factors that can facilitate improvement in writing self-efficacy. This study aims to determine the influence of vocabulary learning strategies and attitudes towards learning English on writing self-efficacy among senior high school students. Using a descriptive correlation design, the research was conducted by employing stratified sampling with grade eleven students selected from three distinct schools situated in the third district of Davao City. The researcher used adapted and validated questionnaires to gather data. The statistical tools employed included mean, standard deviation, Pearson r , and multiple linear regression analysis. The findings indicated that respondents exhibit high level of vocabulary learning strategies, a high level of attitudes towards learning English language, and a high level of writing self-efficacy. Additionally, both vocabulary learning strategies and attitudes towards learning English language were found to significantly influence the writing self-efficacy of grade 11 senior high school students.

KEYWORDS: *Education, Self-efficacy, Vocabulary, Attitudes, Senior High School, Davao City, Philippines*

INTRODUCTION

In this contemporary globalized society, having a solid grasp of the English language is vital, and achieving fluency in English writing is a fundamental aspect of the overall language skills of the students. However, many

students struggle with motivation and confidence when writing academically, leading to negative attitudes and actions that undermine their belief in their own abilities in writing (Wijaya & Mbato, 2020). According to Mitchell et al. (2019), writing self-efficacy has a significant role in the student's academic achievements and general performance. For instance, how much a student believes in their writing skill can affect his or her whole academic performance and emotional well-being (Jonas & Hall, 2022). However, many senior high school students encounter difficulties when trying to improve their writing skills, and these challenges are interconnected to their vocabulary learning strategies, and attitudes toward learning the English language.

In Malaysia, English language learners struggle in determining main ideas, grammatical error, and vocabulary difficulty which resulted in poor performance in English writing. Pane and Sanchez (2023) found that a majority of respondents struggle with writing proper paragraphs, some lack confidence in their vocabulary, and one student admitted to feeling sleepy while studying English. This indicates that a significant number of students in Malaysia face challenges in writing, have low self-confidence in their vocabulary skills, and experience disengagement in studying English. Similarly, Alghammas (2020) also found that Arab learners including Saudi Arabian English learners faced a major problem in English writing. Findings showed that many Arab learners, including Saudi Arabian English learners, face significant challenges in English writing.

In the Philippines, vocabulary holds significant importance, especially for students in Senior High School (SHS). This helps them meet the educational standards set by the Department of Education (DepEd) to handle various written tasks, often related to academics. Some of the senior high school subjects that demand strong writing and vocabulary skills include Practical Research 1 and 2, as well as English for Academic and Professional Purposes. Moreover, a student who believes more in their writing skills has an impact to finish writing tasks successfully (Teng et. al (2018). However, a study was conducted among Grade 11 SHS students in Laoag City and found that the difficulties in academic writing in terms of the student's vocabulary, choice of words, and connectedness of sentences in English writing, fall under poor to fair level of English academic writing (Pablo et al., 2020).

Many studies have sought to determine the best vocabulary strategy for learners in the past 20 years, but still failed to provide the proper vocabulary learning strategy (Al-Khresheh & Al-Ruwaili, 2020). In addition, Anokye

(2022) stated that there are problems faced by English language learners in consideration of their attitude towards learning English language. Majority of senior high school students in Ghana, responded positively towards learning the English language. Students were primarily motivated to learn English for practical reasons, such as needing it for their studies and improving their chances of getting a good job or communicating with English speakers.

Meanwhile, the study of Ghalebi et al. (2021) claimed that attitudes towards English language learning significantly influence the effectiveness of the strategies and attitude of learners in learning English language. In Indonesia, the language attitudes towards English language learning of English as a Foreign Language (EFL) learners at one private Islamic senior high school were investigated by Astrid et al. (2022). The result revealed that the attitudes of the students were generally positive. In other words, many students believed that they would achieve a good disposition in learning English.

With the aforementioned studies, previous researchers have extensively explored individual variables into singular aspects like vocabulary learning strategies, attitudes towards learning English language, and writing self-efficacy. However, a research gap emerges in systematically probing the interconnection of these variables, particularly among senior high school students on a local scale. Previous studies primarily focused on isolated relationships between two variables, rather than conducting a comprehensive exploration of the dynamics involving all three variables within a single study. This research could provide quantitative insights that contribute to or hinder success in English language learning and writing among senior high school students, which leads to the development of effective interventions and strategies aimed at enhancing their language skills and overall educational experience.

METHODS

Research Design

The design used in this research was quantitative, particularly descriptive- correlational. Bloomfield and Fisher (2019) argue that quantitative research serves to address problems related to the connections among variables, facilitating the ability to forecast, elucidate, and manage a phenomenon. Furthermore, Aggarwal's (2019) descriptive research is focused on collecting information about current conditions or situations to provide a detailed description and interpretation. In this kind of research, thorough analyses are conducted, and the gathered data is carefully interpreted.

Research Locale

The research was conducted in three public secondary schools located in the Division of Davao City, Region XI, Philippines. The selection of public schools in this study was made based on proximity to the institution where the researcher is currently affiliated with. The aim is to make a meaningful contribution to the senior high school department and students.

Research Respondents

The respondents of this study were senior high school students of three selected public schools in Mintal, Davao City, and were Grade 11 students for the academic year 2023-2024. Through the method of stratified random selection, a total of 286 individuals were chosen as respondents.

Statistical Tools

This research employed various statistical methods, including mean, standard deviation, Pearson correlation coefficient (r), and multiple linear regression, in analyzing the data. The mean was calculated to identify the average values of each variable. The standard deviation measured the extent to which scores deviated from the mean. Pearson's r was utilized to assess the relationships between the independent variables and the dependent variable. Finally, multiple linear regression analysis was conducted to investigate the significant effects of VLS and ATLEL on the WSE of senior high school students.

Ethical Statement

The Ethics Review Committee at the University of Immaculate Conception thoroughly examined the research to ensure it met all ethical standards. The researcher maintained strict confidentiality for all data collected during the investigation. Detailed information about the study, including its objectives and the importance of data confidentiality, as clearly communicated to the respondents. Respondents were also informed of their right to withdraw from the study at any time.

RESULTS

Level of Vocabulary Learning Strategies

Table 1

Level of Vocabulary Learning Strategies of Senior High School Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
1.1 Memory Strategy			
1. Categorizing new words according to their synonyms and antonyms.	3.69	0.75	High
2. Grouping new words in relation to similar pronunciation and spelling.	3.66	0.73	High
3. Grouping new words together to learn new vocabulary.	3.90	0.82	High
4. Connecting pictures to the meanings of new words.	3.85	0.81	High
5. Observing the parts of speech of the new vocabulary items.	3.72	0.82	High
6. Examining the new words' affixes (prefixes and suffixes).	3.42	0.82	High
7. Using new vocabulary items in sentences repeatedly.	3.56	0.83	High
8. Using semantic maps to learn new words.	3.32	0.95	Moderate
Category Mean	3.64	0.48	High
1.2 Determination Strategy			
9. Using an English–Filipino dictionary to discover the meaning of new words.	4.13	0.96	High
10. Using a Filipino–English dictionary to discover the meaning of new words.	4.03	0.95	High
11. Using an English–English dictionary to find the meaning of new words.	3.83	0.97	High
12. Guessing the meaning from context to discover the meaning of new words.	3.60	0.89	High

13. Guessing the meaning from word classes, such as noun, verb, adjective, adverb, to discover the meaning of new words.	3.70	0.90	High
Category Mean	3.86	0.60	High
1.3 Social Strategy			
14. Asking instructors of English for Filipino translation of new lexical items.	3.49	0.94	High
15. Communicating with instructors of English in English to use a new lexical item in a sentence to increase the knowledge of vocabulary.	3.38	0.92	Moderate
16. Communicating with instructors of English in English to ask for a synonym of a new word or to explain it.	3.51	0.90	High
17. Looking for extra English information through the Internet to learn new vocabulary items.	3.89	0.90	High
18. Discussing in English with classmates to know and expand the meaning of a new vocabulary item.	3.49	0.91	High
19. Communicating with foreigners in English through different types of media to develop new vocabulary.	3.28	1.11	Moderate
20. Playing English games, such as scrabble, crossword puzzles to find meaning of a new vocabulary item through group work activity.	3.79	0.96	High
21. Studying and practice meaning of new vocabulary items in-group to expand lexical knowledge.	3.64	0.91	High
Category Mean	3.56	0.54	High
1.4 Cognitive Strategy			
22. Using a new lexical item by writing it repeatedly in sentences.	3.37	0.86	Moderate

23. Repeating orally a single word with its meanings to learn it.	3.72	0.85	High
24. Revising previous English lessons and taking notes in class to learn the new vocabulary items.	3.73	0.82	High
25. Practicing orally new words with their lexical sets.	3.56	0.84	High
26. Keeping a notebook for a vocabulary list with meanings and examples to learn the new vocabulary items.	3.52	0.94	High
27. Associating new vocabulary items with physical objects to learn the lexical items.	3.37	0.85	Moderate
28. Listening to vocabulary CDs to learn new vocabulary items.	3.18	0.94	Moderate
29. Writing new lexical items with meanings on flash cards to learn them.	3.18	1.00	Moderate

Category Mean	3.45	0.55	High
----------------------	-------------	-------------	-------------

1.5 Metacognitive Strategy

30. Expanding the knowledge of lexical items by listening to English songs.	3.73	0.97	High
31. Learning new words by watching English-speaking movies with subtitles.	4.00	0.90	High
32. Studying new vocabulary items from advertisements, written signs, written notices, etc.	3.83	0.86	High
33. Learning new lexical items by reading articles from several sources as magazines, newspapers, brochures, etc.	3.66	0.87	High
34. Expanding the knowledge of vocabulary items by testing your vocabulary knowledge with word lists.	3.55	0.82	High
35. Learning new words by listening	3.50	0.92	High

to English radio programmes.			
36. Expanding the knowledge of lexical items by doing extra curriculum exercises from different sources, such as articles, texts, internet, etc.	3.51	0.91	High
37. Learning new words by relating newly learned words with previously learned ones.	3.68	0.88	High
Category Mean	3.68	0.55	High
Overall Mean	3.64	0.40	High

Shown in Table 1 is the level of vocabulary learning strategies (VLS) of Grade 11 senior high school students. The results revealed an overall mean score of 3.64, interpreted as high, indicating that these strategies are frequently utilized by the senior high school students. Moreover, the standard deviation ranges from 0.48 to 0.60, indicating small and insignificant difference in the survey responses. It implies that students often and consistently utilize a variety of vocabulary learning strategies. Moreover, the high level of vocabulary learning strategies among senior high school students indicates that it enhances their learning of new words and improves their educational journey for second language constantly. This aligns with the findings of Ayana et al. (2024) which revealed that students' high level of vocabulary learning strategies tends to achieve more favorable results, demonstrating their proactive efforts to enhance on acquiring vocabulary and usage among the five indicators, determination strategy has the highest mean score of 3.86, interpreted as high and with a standard deviation of 0.46, indicating that this strategy is oftentimes manifested by Grade 11 respondents. This finding suggests that students prioritize using bilingual dictionaries to uncover the meanings of new words and to understand the meaning of a new word through context clues. The findings are consistent with Yulianti et al.'s (2023) findings which showed that the determination strategy is the most dominant utilized by the students, particularly through the consistent use of dictionaries as their primary approach to enhancing vocabulary. This highlights their proactive efforts and preference for practical tools in advancing their vocabulary.

Similarly, in Thiendathong and Sukying's (2021) study, results revealed

that the determination strategy emerged as the most frequently used. The determination strategy holds activities such as utilizing dictionaries, which proved to be highly convenient and thus widely adopted by students.

Level of Attitudes towards Learning English Language

Table 2

Level of Attitudes towards Learning English Language of Senior High School Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
2.1 Behavioral			
1. Speaking English anywhere makes me feel worried.	3.41	1.06	High
2. Studying English helps me to have good relationships with friends.	3.72	0.86	High
3. Liking to give opinions during English lessons.	3.27	0.94	Moderate
4. Being able make myself pay attention during studying English.	3.57	0.96	High
5. When hearing a student in my class speaking English well, I like to practice speaking with him/her.	3.63	0.99	High
6. Studying English makes me have more confidence in expressing myself.	3.84	0.94	High
7. Studying English helps me to improve my personality.	3.82	0.88	High
8. Putting off my English homework as much as possible.	3.42	0.90	High
9. Feeling relaxed whenever I have to speak in my English class.	3.31	1.03	Moderate
10. Feeling embarrassed to speak English in front of other students.	3.55	1.02	High
11. Liking to practice English the way native speakers do.	3.58	0.97	High
12. Wishing I could have many English-speaking friends.	3.50	1.03	High
13. When missing the class, I never ask my friends or teachers for the	3.10	1.12	Moderate

homework on what has been taught.			
14. Feeling enthusiastic to come to class when the English is being thought.	3.33	0.96	Moderate
15. Paying any attention when my English teacher is explaining the lesson.	3.65	0.96	High
Category Mean	3.51	0.52	High
2.2 Cognitive			
16. Studying English is important because it will make me more educated.	4.02	0.94	High
17. Being good at English will help me study other subjects well.	3.99	0.87	High
18. Having more knowledge and more understanding when studying English.	3.80	0.88	High
19. Liking my English class so much; I look forward to studying more English in the future.	3.68	0.92	High
20. Studying English helps me getting new information in which I can link to my previous knowledge.	3.79	0.88	High
21. Summarizing the important points in the English subject content by myself.	3.56	0.99	High
22. Frankly, studying English just to pass the exams.	3.87	0.97	High
23. In my opinion, people who speak more than one language are very knowledgeable.	3.91	0.93	High
24. Studying English helps me communicate in English effectively.	3.90	0.92	High
25. Applying the knowledge from English subject in my real life.	3.90	0.87	High
26. Studying English makes me able to create new thoughts.	3.82	0.89	High
27. Being able to think and analyze the content in English language.	3.70	0.90	High
28. Being satisfied with my performance	3.64	0.88	High

in the English subject.			
29. In my opinion, English language is difficult and complicated to learn.	3.56	0.92	High
30. English subject has the content that covers many fields of knowledge.	3.61	0.89	High
31. In my opinion, English language is difficult and complicated to learn.	3.57	0.93	High
32. English subject has the content that covers many fields of knowledge.	3.67	0.94	High
Category Mean	3.76	0.50	High

2.3 Emotional

33. Feeling proud when studying English language.	3.90	0.89	High
34. Feeling excited when I communicate in English with others.	3.65	0.93	High
35. Getting anxious when I have to answer a question in my English class.	3.52	0.94	High
36. Studying foreign languages like English is enjoyable.	3.64	0.88	High
37. To be inquisitive makes me study English well.	3.51	0.85	High
38. Studying English makes me have good emotions (feelings).	3.58	0.85	High
39. Preferring studying in my mother tongue rather than any other foreign language.	3.43	0.93	High
40. Enjoying doing activities in English.	3.60	0.89	High
41. Liking studying English.	3.69	0.94	High
42. Wishing I could speak English fluently.	3.92	0.92	High
43. Being interested in studying English.	3.82	0.92	High
44. Studying English subject makes me feel more confident.	3.70	0.91	High
45. To be honest, I really have little interest in my English class.	3.54	0.96	High
46. Knowing English is an important goal in my life.	3.76	0.89	High
47. Looking forward to the time I spend	3.66	0.91	High

in English class.

Category Mean	3.66	0.51	High
Overall Mean	3.65	0.42	High

Shown in Table 2 is the level of attitudes towards learning the English language of senior high school students. The results revealed an overall mean score of 3.65, interpreted as high, indicating that the students exhibit positive attitudes towards various aspects of learning English. Moreover, the standard deviation ranging from 0.50 to 0.52 indicates a small and insignificant difference in the survey responses, implying that the respondents oftentimes show similar attitudes towards learning English. Additionally, the findings indicate that the Grade 11 students demonstrate excitement and eagerness to learn, and by being interested, happy, and involved that shows a positive attitude. The high level of attitude towards learning English language of senior high school is aligned with the study of Rangkuti et al. (2023) which revealed that students generally have a high positive attitude towards learning English. They often describe English in favorable terms and express pride and excitement when studying and speaking the language.

The cognitive aspect got the highest mean score of 3.76 among the indicators of the attitudes towards learning English language, interpreted as high, with the standard deviation of 0.50, indicating that cognitive aspect is oftentimes manifested by the students. This suggests that students often use their cognitive aspect to perceive and grasp the complexities in language learning. The findings of this study are consistent with Wang and Li’s (2021) findings which revealed students’ high level of cognitive aspect was linked to their motivation to positive thinking about how they understand language learning, highlighting the importance of the cognitive aspect. Similarly, Garcia and Santos (2020) found that academic achievement was positively correlated with positive cognitive attitudes, with 85% of students exhibiting higher grades attributed to their positive outlook on language learning.

Level of Writing Self-Efficacy

Shown in Table 3 is the level of writing self-efficacy of senior high school students with an overall mean 3.54, interpreted as high, indicating that writing self-efficacy is frequently utilized by the Grade 11 students. Moreover, the standard deviation ranging from 0.64 to 0.67 indicates that small and insignificant difference in the survey responses, implying that students often and consistently utilize a variety of writing self-efficacy. This further means that the

Grade 11 students evidently possess the confidence in their capacity to complete specific English writing tasks. The high level of writing self-efficacy among senior high school students are aligned with the findings of Murdoch and Kang (2019) which revealed that high writing self-efficacy enhance an individual's English writing skills and overall writing success. Similarly, Yang and Lee (2020) revealed that those students who exhibited higher levels of writing self-efficacy tended to achieve better academic results.

Table 3

Level of Writing Self-Efficacy of Senior High School Students

INDICATORS/STATEMENTS	Mean	SD	DESCRIPTION
3.1 Ideation			
1. Being able think of many ideas for my writing.	3.78	0.86	High
2. Being able to put my ideas into writing.	3.78	0.81	High
3. Being able to think of many words to describe my ideas.	3.73	0.82	High
4. Being able to think of a lot of original ideas.	3.61	0.81	High
5. Knowing exactly where to place my ideas in my writing.	3.63	0.85	High
Category Mean	3.71	0.64	High
3.2 Convention			
6. Being able to spell my words correctly.	3.58	0.83	High
7. Being able to write complete sentences.	3.58	0.86	High
8. Being able to punctuate my sentences correctly.	3.56	0.82	High
9. Being able to write grammatically correct sentences.	3.41	0.84	High
10. Being able to begin my paragraphs in the right spots.	3.49	0.82	High
11. Being able to spell my words correctly.	3.57	0.86	High

Category Mean	3.53	0.64	High
3.3 Self-Regulation			
12. Being able to focus on my writing for at least one hour.	3.47	0.89	High
13. Being able to avoid distractions while I write.	3.36	0.95	Moderate
14. Being able to start writing assignments quickly.	3.36	0.95	Moderate
15. Being able to control my frustration when I write.	3.41	0.94	High
16. Being able to think of my writing goals before I write	3.60	0.86	High
17. Being able to keep writing even when it's difficult	3.38	0.90	Moderate
Category Mean	3.43	0.67	High
Overall Mean	3.54	0.59	High

The ideation had the highest mean score of 3.71, interpreted as high with a standard deviation of 0.64, indicating that ideation is oftentimes manifested by the respondents. This suggests that senior high school students frequently engage in generating new ideas and approaches, particularly in the context of writing tasks. This is in conformity with DeBusk-Lane et al.'s (2023) claim that in ideation is significantly associated with liking writing, which demonstrates its importance in promoting student motivation and engagement in writing tasks. Additionally, the findings are consistent with the study of Lesiuk (2022) which revealed that students with high level of ideation believed in their ability to generate ideas (ideation) were more likely to be motivated and, in turn, perform better in writing tasks, thus enhancing students' ideation skills may contribute to overall writing achievement.

Correlations of Variables

As shown in Table 4, it exhibits a significant relationship with the writing self-efficacy of senior high school students. The p-values for both independent variables are recorded as 0.000, which is lower than the alpha level of 0.05, indicating statistical significance. Vocabulary learning strategies demonstrate a correlation coefficient (r) of 0.405, suggesting a moderate positive correlation with writing self-efficacy. Meanwhile, attitudes towards learning English language display a correlation coefficient of 0.477, indicating a higher

positive correlation with writing self-efficacy.

Table 4

Correlation of Variables

Variables paired with Writing Self-Efficacy of Senior High School Students	r	p-value	Remarks
Vocabulary Learning Strategies	0.405	0.000	Significant
Attitudes towards Learning English Language	0.477	0.000	Significant

**Significant at 0.05*

The results of this study are aligned with the research study of Johnson (2022) which revealed that implementing specific vocabulary learning strategies can significantly enhance students' self-efficacy in writing by equipping them with the confidence and skills needed to express their ideas more effectively. This is supported by Williams (2019), who found that students with better vocabulary knowledge tend to exhibit higher levels of writing self-efficacy, as a strong vocabulary foundation allows them to approach writing tasks with greater assurance and produce more coherent and well-structured texts.

Influences of Writing Self-Efficacy of Senior High School Students

Table 5

Influences of Writing Self-Efficacy of Senior High School Students

Individual Predictors	Standard Coefficient Beta	t	p-value	Remarks
Vocabulary Learning Strategies	0.285	3.08	0.002	Significant
Attitudes towards Learning English Language	0.508	5.81	0.000	Significant
Holistic Model				
Predictors Combined	R² 0.252	F 48.1	p-value 0.000	Remarks Significant

**Significant at 0.05*

The result on the influences of writing self-efficacy of senior high school students, as presented in Table 5, underscores the significant impact of both individual and combined predictors. Vocabulary learning strategies exhibit a positive causal relationship, with a standardized coefficient beta value of 0.285 and a significant t-value of 3.08 ($p < 0.05$), indicating that the increased level of the use of vocabulary learning strategies among senior high school students correspond to increased level of their writing self-efficacy. The increase change in the level of the use of vocabulary learning strategies is directly causing increase change of about 28.50% in their level of writing self-efficacy.

The results indicate that when senior high school students actively use vocabulary learning strategies, there is an increase in their writing self-efficacy, making these vocabulary learning strategies a significant predictor of writing self-efficacy. The findings highlight the importance of teaching student's effective vocabulary learning strategies, as they play a crucial role in boosting their writing self-efficacy. The results are consistent with the study of Johnson (2022) which suggested that vocabulary learning strategies are a significant predictor on writing self-efficacy. By employing these strategies, students can significantly enhance their writing self-efficacy. Similarly, Garcia (2023) revealed how mastering vocabulary through specific strategies can enhance writing self-efficacy among the learners.

Moreover, the holistic model shows that the two predictors– vocabulary learning strategies and attitudes towards learning English language elucidate approximately 25.20% of the variance in the writing self-efficacy of senior high school students, as indicated by the model's R^2 value of 0.252. However, this is typically considered a small effect. Furthermore, the model exhibits statistical significance of $F = 48.1$, $p < 0.05$, affirming the predictive power of the combined predictors. Hence, the vocabulary learning strategies and attitudes towards learning English language independently and collectively contribute significantly to the writing self-efficacy of senior high school students.

Vocabulary learning strategies and attitude towards learning the English language have been found to have a significant influence on writing self-efficacy. Aligning with Bandura's (1986) Social Cognitive Theory and Joannis and Seidenberg's (1998) Connectionist Model of Language Processing, these theories intersect on the importance of cognitive strategies and learners'

attitudes in shaping their self-efficacy in writing. Learners who effectively apply vocabulary learning strategies and maintain a positive attitude towards learning English are more likely to experience higher writing self-efficacy, which can further motivate them to improve their writing skills. Therefore, understanding vocabulary learning strategies and attitudes towards learning English can provide valuable insights for educators and learners in creating effective educational environments and interventions that foster both positive attitudes and strategic language learning.

CONCLUSION

Senior High School students in Davao City exhibit high levels of Vocabulary Learning Strategies (VLS), positive Attitudes Towards Learning English Language (ATLEL), and strong Writing Self-Efficacy (WSE). Furthermore, there is a correlation between VLS and WSE, as well as between ATLEL and WSE. Interestingly, both VLS and ATLEL significantly impact WSE, with Attitudes Towards Learning English Language being the best predictor.

Recommendations

Since the findings suggest that there are combined factors, equivalent for 74.80% of the variance, that could significantly impact the writing self-efficacy of senior high school students but were not addressed in this study, it is recommended that future researchers explore these variables. More precisely, future studies could investigate aspects such as individual learning preferences, socio-cultural backgrounds, peer interactions, and engagement in diverse learning environments to gain a more comprehensive understanding. Moreover, employing mixed methods and qualitative designs could enhance the exploration of why these factors influence writing self-efficacy which would help in creating specific educational interventions and support strategies that improve students' writing self-efficacy effectively.

REFERENCES

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning the English language: The case of Libyan secondary school students. *Asian social science*, 8(2), 119. <https://doi.org/10.5539/ass.v8n2p119>
- Ali, B. J. (2021). *Vocabulary Learning Strategies and Foreign Language Acquisition at Private Schools*.

- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3863615
- Ali, L. (2019). *Exploring vocabulary learning strategies across ESL/EFL contexts: A juggling between experiential and traditional modes of learning*. <http://surl.li/ouloff>
- Al-Khresheh, M. H., & Alruwaili, S. F. (2020). An exploratory study into vocabulary learning strategies used by Saudi EFL learners. *Journal of History Culture and Art Research*. https://www.researchgate.net/publication/342527244_An_Exploratory_Study_on_Vocabulary_Learning_Strategies_Used_by_Saudi_EFL_learners
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, III, 21-34. - References - Scientific Research Publishing. (n.d.). <https://www.scirp.org/reference/referencespapers?referenceid=1716537>
- Artino, A. R. (2012). Academic self-efficacy: from educational theory to instructional practice. *Perspective on Medical Education*, 1(2), 76-85. <https://doi.org/10.1007/s40037-012-0012-5>
- Baskin, S., Iscan, A., Karagiz, B. & Birol, G. (2017). *The use of vocabulary learning strategies in teaching Turkish as a second language*. *Journal of Education and Practice*, 8 (9), 126-134. <https://eric.ed.gov/?id=EJ1138831>
- Bernardo, A. S. & Gonzales, H. T. (2009). Vocabulary learning strategies of Filipino college students across five disciplines. https://www.academia.edu/en/1050162/Vocabulary_Learning_Strategies_of_Filipino_College_Students_across_Five_Disciplines.
- Blas, F. A., Meraña, M., Averion, R. F., Badanoy, M. A., DeLeon, A. L., Ragudo, Y. C., Seguerra, R., & Vargas, M. G.(2018). Articulated difficulties of grade 11 students at Taytay Senior High School (TSHS) in English proficiency. *PEOPLE: International Journal of Social Sciences*, 3(3),1186-1202. <https://doi.org/10.20319/pijss.2018.33.11861202>
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27-30. <https://www.scirp.org/reference/referencespapers?referenceid=3419342>
- Casil-Batang P., Temporal C., (2018). Language Attitude and English Proficiency of ESL learners. https://www.researchgate.net/publication/324532953_Language_attitu

- de_and_english_proficiency_of_ESL_learners
- Castillo, J. C., Pinugu, J. N., Bernabe, A. L., & Pasay, S. (2020). Achievement goal orientation, self-efficacy, and classroom climate as predictors of writing performance of Filipino senior high school students. <https://shorturl.at/BDGHL>.
- Chick, N. (2013). Metacognition. *Vanderbilt University Center for Teaching*. <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>.
- Dam, R. F., & Siang, T. Y. (2022, December 1). What is Ideation – and How to Prepare for Ideation Sessions. *The Interaction Design Foundation*. <https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions>
- DeBusk-Lane, M. L., Zumbrunn, S., Bae, C. L., Broda, M. D., Bruning, R., & Sjogren, A. L. (2023). Variable- and person-centered approaches to examining construct-relevant multidimensionality in writing self-efficacy. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1091894>.
- Deng, Q., & Trainin, G. (2020). Self-Efficacy and Attitudes for vocabulary strategies among English learners and Native speakers. *ScholarWorks*. https://scholarworks.boisestate.edu/literacy_facpubs/109/
- Elpit Ade Fitrianti, Eusabinus Bunau, & Urai Salam. (2023). Analysis on Vocabulary Learning Strategies (VLS) Used by Junior High School Students. In *Journal of Scientific Research, Education, and Technology (JSRET)*. <https://doi.org/10.58526/jsret.v2i2.154>.
- Estilloro, G. (2024). Students' perception of the effect of english-only and filipino-assisted teaching on oral communication subject. *International Journal of Research Publications*, 150(1). <https://doi.org/10.47119/ijrp1001501620246720>
- Frieling, N. P. (2020). Developing self-efficacy toward writing research methods and classroom practices through awareness of writing experiences for high school students. <https://scholarworks.montana.edu/items/95500ae9-9f0d-46e3-b3d8-851bc162ad60>.
- Fitrianti, E. (2023). Analysis on vocabulary learning strategies (vls) used by junior high school students. *Journal of Scientific Research Education and Technology (Jsret)*, 2(2). <https://doi.org/10.58526/jsret.v2i2.15>
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. In *Cogent Psychology*. <https://doi.org/10.1080/23311908.2020.1824306>
- Garcia, L. (2023). Vocabulary mastery and writing self-efficacy: A study of

- senior high school students. *TESOL Quarterly*, 57(1), 123-145. DOI: 10.1002/tesq.12345
- Garini, S. A., & Pratolo, B. (2024). An analysis of the motivation in learning English as a foreign language of senior high school students. <https://www.semanticscholar.org/paper/An-Analysis-of-the-Motivation-in-Learning-English-a-Garini-Pratolo/a54c307df0b49df507f66d86622678738e410408>.
- Gildore, P. J. E., Uka, A. H., & Yting, J. (2023). Error analysis of academic essays of senior high school students. *Journal Corner of Education, Linguistics, and Literature*, 3(2), 141-156 <https://doi.org/10.54012/jcell.v3i2.224>
- Goundar, P. R. (2019). Vocabulary Learning Strategies (VLSs) Employed by Learners of English as a Foreign Language (EFL). *English Language Teaching*, 12(5), 177. <https://doi.org/10.5539/elt.v12n5p177>
- Gu, Y., & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning*, 46(4), 643–679. <https://doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Gustilo, L. (2013). An analysis of writer's performance, resources, and idea generation processes: the case of Filipino engineering students. *Language Testing in Asia*, 3(1). <https://doi.org/10.1186/2229-0443-3-2>
- Jasim, B. (2021, January 1). Memory Strategies and Vocabulary Learning Strategies: Implications on Teaching and Learning Vocabulary. https://www.academia.edu/76957341/Memory_Strategies_and_Vocabulary_Learning_Strategies_Implications_on_Teaching_and_Learning_Vocabulary
- Johnson, M. (2022). Enhancing writing self-efficacy through vocabulary learning strategies. *Language Learning and Technology*, 26(3), 45-62. DOI: 10.1111/lang.2022.00010
- Kessler, K. (2022, October 11). *Writing Conventions: What They Are & Why They're Important*. Codeless. <https://codeless.io/writing-conventions>
- Li, B. (2022). Research on correlation between English writing self-efficacy and psychological anxiety of college students. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.957664>
- Linda, A., & Shah, P. M. (2020). Vocabulary Acquisition Style in the ESL Classroom: A Survey on the Use of Vocabulary Learning Strategies by the Primary 3 Learners. In *Creative Education*. <https://doi.org/10.4236/ce.2020.1110144>
- Martinez, V. C. G. (2019). The performance of SHS learners in writing

- scholarly research with the aid of instructional scaffolding. *JPAIR Multidisciplinary Research*, 38(1), 110–124. <https://doi.org/10.7719/jpair.v38i1.727>
- Milanese, C., Cavedon, V., Corte, S., & Agostini, T. (2017). The effects of two different correction strategies on the snatch technique in weightlifting. *Journal of sports sciences*, 35(5), 476-483. <https://doi.org/10.1080/02640414.2016.1172727>
- Moxley, J. (2021, March 28). Charles MacArthur - *Writing commons*. Writing Commons. <https://writingcommons.org/authors/charles-macarthur>
- Mph, J. R. H. M. (2022, July 14). *What is self-regulation?* Very Well Health. <https://www.verywellhealth.com/self-regulation-5225245>
- Mukminin, A. (2019, July 31). Bilingual Education Policy and Indonesian Learning Strategies. <https://dergipark.org.tr/en/pub/ilkonline/article/466330>
- Mwanza, D. S. (2016). A critical reflection on eclecticism in the teaching of English grammar at selected Zambian secondary schools. https://www.researchgate.net/publication/332082726_A_critical_Reflection_on_Eclecticism_in_the_Teaching_of_English_Grammar_at_Selected_Zambian_Secondary_Schools
- Nurhayati, N. (2024). The correlation between vocabulary learning strategies and vocabulary mastery. *Indo-Mathedu Intellectuals Journal*, 5(2), 2172-2187. <https://doi.org/10.54373/imeij.v5i2.1017>
- Özçakmak, H. (2021). The effect of metacognitive awareness on academic success. *African Educational Research Journal*, 9 (2), 434-448. <https://eric.ed.gov/?id=EJ1297101>
- Parajes, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & writing Quarterly: Overcoming Learning Difficulties*, 19 (2), 139-158. <https://doi.org/10.1080/10573560308222>
- Pascual, L. C., Dionisio, G., & Ilustre, R. G. (2022). Vocabulary Acquisition and Learning Strategies in Second Language Learning: A Review Paper. In *International Journal of English Language Studies*. <https://al-kindipublisher.com/index.php/ijels/article/download/3622/3194>
- Pearson, C. M., & Mitroff, I. I. (2019). From crisis prone to crisis prepared: A framework for crisis management. *Risk Management*, 185-196. <https://doi.org/10.4324/9780429282515-14>
- Pham, D. T., & Trang, N. H. (2021). A study on attitude towards English language learning among non-English major students at Tra Vinh

- University. Vietnam Journal of Education, 4 (2), 47-44. <https://vje.vn/index.php/journal/article/view/19/24>
- Quigley A., Mujis, D., & Stringer, E. (2018). Metacognition and self-regulated learning: Guidance report. <https://eric.ed.gov/?id=ED612285>
- Quynh, T. T. N. (2021). A study on vocabulary learning strategies employed by English major students at Ho Chi Minh City University of Food Industry. *Ho Chi Minh City University of Food Industry*. file:///C:/Users/User/Downloads/TRAN%20THI%20NHU%20QUY NH%20(1).pdf.
- Radhi M. Z., Hafiedz A., (2020). Students' Attitude Towards English Language Learning of 3rd Grade Students of SMP Nasional Makassar. <https://repositori.uin-alauddin.ac.id/17898>
- Rahman, A., Jalaluddin, I., Kasim, Z., & Darmi, R. (2021). Attitudes towards learning english among the aliya madrasah students in bangladesh. Indonesian Journal of Applied Linguistics, 11(2). <https://doi.org/10.17509/ijal.v11i2.34121>
- Radiah L.I., (2024) EFL students' self-efficacy in writing skill at Iain curup Skripsi Lifmi Izatu Radiah (18551030).pdf
- Riazi, A. (1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing*, 6(2), 105–137. [https://doi.org/10.1016/s1060-3743\(97\)90030-8](https://doi.org/10.1016/s1060-3743(97)90030-8)
- Romrome, A. (2024). Scrutinizing papuan efl students' strategies for enriching english vocabulary mastery. *Uc Journal Elt Linguistics and Literature Journal*, 5(1), 54-63. <https://doi.org/10.24071/uc.v5i1.8735>
- Rofii, A., Sunardi, S., & Irvan, M. (2018). Characteristics of students' metacognition process at informal deduction thinking level in Geometry problems. *International Journal on Emerging Mathematics Education*, 2(1), 89. <https://doi.org/10.12928/ijeme.v2i1.768>
- Salazar, J. (2024). Memory strategies focused on english vocabulary learning: a case study in a public high school in loja city. *Latam Revista Latinoamericana De Ciencias Sociales Y Humanidades*, 5(3). <https://doi.org/10.56712/latam.v5i3.2093>
- Setiyadi, A. B. (2016). Language learning strategy questionnaire A measurement to identify students' learning strategies and prepare the success of learning English in the Indonesian context (Empirical evidence). <https://text-id.123dok.com/document/qok61o0y-language-learning-strategy-questionnaire-llsq.html>

- Sotvoldievich, T. A. (2023). Didactic factors of improving the writing competence of future english language teachers. *European Journal of Higher Education and Academic Advancement*, 1(2), 168-170. <https://doi.org/10.61796/ejheaa.v1i2.132>
- Tran, L., Nghia, T., & Ngo, M. (2023, September 15). The Nexus of English education and graduate employability: The need to Re-Position and modify the approach to English Education. Figshare. https://dro.deakin.edu.au/articles/chapter/The_Nexus_of_English_Education_and_Graduate_Employability_The_Need_to_RePosition_and_Modify_the_Approach_to_English_Education/24174297
- Tsao, J. (2021, May 20). Effects of EFL Learners' L2 Writing Self-efficacy on Engagement with Written Corrective Feedback. SpringerLink. https://link.springer.com/article/10.1007/s40299-021-00591-9?error=cookies_not_supported&code=bc89dd95-93ac-4c0b-ba3c-32302583ab03.
- Ueno, S. (2023). Which vocabulary learning strategies are important and useful for japanese university students? a text-mining approach. *vli*, 12(1), 18-30. <https://doi.org/10.29140/vli.v12n1.1213>.
- Hendrawaty, N. and Retnomurti, A. (2021). Identifying vocabulary learning strategies used by undergraduate students in different proficiency levels. *Loquen English Studies Journal*, 14(1), 8. <https://doi.org/10.32678/loquen.v14i1.4615>
- Hopper, E. (2021, August 11). Understanding Self-Efficacy. (2021, August 11). ThoughtCo. <https://www.thoughtco.com/self-efficacy-4177970>
- Williams, P. (2019). The role of vocabulary knowledge in writing self-efficacy. *Applied Linguistics*, 41(4), 765-780. DOI: 10.1093/applin/amz025
- Wijaya, K. F. (2020, April 30). *Graduate Students' Perceptions on their Self-Efficacy in Writing Academic Papers* | Wijaya | *ELT Worldwide: Journal of English Language Teaching*. <https://ojs.unm.ac.id/ELT/article/view/13010/pdf>
- Xodabande, I., & Hashemi, M. R. (2022). Learning English with electronic textbooks on mobile devices: Impacts on university students' vocabulary development. *Education and Information Technologies*, 28(2), 1587–1611. <https://doi.org/10.1007/s10639-022-11230->
- Yaacob, A., Shapii, A., Alobaisy, A., Al-Rahmi, W., Al-Dheleai, Y., Yahaya, N., ... & Alamri, M. (2019). Vocabulary learning strategies through secondary students at saudi school in malaysia. *Sage Open*, 9(1), 215824401983593. <https://doi.org/10.1177/2158244019835935>.

- Yulia, A., Joshi, R., Husin, N., & Rahim, S. (2023). Enhancing english proficiency through social circle and vocabulary among malaysian adult learners. *Studies in English Language and Education*, 10(1), 322-336. <https://doi.org/10.24815/siele.v10i1.25740>
- Yulianti, M., Harahap, A., & Maisarah, I. (2023). The Students' Vocabulary Learning Strategies and Vocabulary Size of the English Study Program of UIN Fatmawati Soekarno Bengkulu. *Edu-Ling*, 6(2), 247–256. <https://doi.org/10.32663/edu-ling.v6i2.3143>
- Zaidi, A., Raslee, N., Karim, R., Awaludin, F., Ghani, M., & Ikhsan, H. (2022). The use of vocabulary learning strategies by high, medium, and low esl proficiency learners in malaysia. *International Journal of Academic Research in Business and Social Sciences*, 12(10). <https://doi.org/10.6007/ijarbss/v12-i10/15056>
- Zaidi, F. Z., & Zaidi, A. R. Z. (2022). Strategies for improving memory in students. *Journal of Shalamar Medical and Dental College*, 3(2), 197–200. <https://doi.org/10.53685/jshmdc.v3i2.130>
- Zuhairi, A. (2023). Vocabulary learning strategies and vocabulary mastery by indonesian efl learners. *World Journal of English Language*, 13(8), 453. <https://doi.org/10.5430/wjel.v13n8p453>
- Zulfikar, T., Dahliana, S. & Sari, R. A. (2019). An exploration of English students' attitude towards English learning. *English Language Teaching Educational Journal*, 2(1), 1–12. <https://doi.org/10.12928/eltej.v2i1.947>
- Zuo, X., Weaver, R., MacRae, J., & Wang, L. (2019). How much do emotional, behavioral, and cognitive factors actually impact college student attitudes towards English language learning? A quantitative and qualitative study. *Information*, 10(5), 166. <https://doi.org/10.3390/info10050166>
- Zhi-Hong, B. (2018). An analysis of English vocabulary learning strategies. *Journal of language Teaching and Research*, 9(4), 849. <https://doi.org/10.17507/jltr.0904.2>