

The Correlation Between Different Interventions in Writing Strategy and Self-Confidence in Constructing Argumentative Essays at Higher Education Level

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Abstract: This investigation evaluated the correlation between different writing strategies and interventions in argumentative essays, with self-confidence (the so-called SC) as a continuous covariate. The investigation used a quasi-experimental design. Sixty English Foreign Language (EFL) students from Institut Agama Islam Negeri Palangka Raya, Indonesia were the subjects of the study. During the intervention, class A, the first experiment class, was taught with digital graphic organizers (DGOs); class B, the second experiment class, with paper-based graphic organizers (PGOs); and class C, the control group, with non-graphic organizers (NGOs). The data came from a SC questionnaire and a writing test. A one-way ANCOVA was applied to work with data. The result evidenced that: (a) the significant differences occurred in writing accuracy because of self-confidence, $F = (1.56) 8.34$, $p = 0.01$, $\eta^2 = 0.35$; (b) the significant differences occurred in writing accuracy because of different interventions, $F(2, 56) = 14.82$, $p = 0.00$, $\eta^2 = 0.13$; and (c) there were significant differences between learners' SC and the different interventions in writing strategy $F(3, 56) = 99.90$, $p = 0.00$, $\eta^2 = 0.84$. In summary, there was a high correlation between SC and different interventions in writing strategy on learners' writing accuracy. This implies that teaching intervention and SC both have an impact on writing ability. In this case, SC is crucial in increasing students' desire to write. Therefore, it was suggested that L2 learners be made aware of the significance of graphic organizers (GOs) and self-confidence.

Keywords: Argumentative Essay, Continuous Covariate, Correlation, Self-Confidence, Writing Strategy

1. Introduction

Writing proficiency is critical for students' academic success. Learners must be able to respond to exam questions clearly in writing. Setyowati et al. (2020) confirm that university students must have strong writing skills. Learners who cannot communicate their knowledge in writing may struggle on exams. As a result, Douglas et al. (2019) agree that writing skills help learners identify

what they know about the knowledge they are attempting to study. This is supported by Hyland (2019), who states that poor writing skills may jeopardize students' academic success. Meanwhile, Wilbers (2018) proposed five elements to master in order to write an essay effectively: 1) main idea, 2) organization, 3) vocabulary, 4) diction, and 5) mechanics.

Even though writing is critical, it has been discovered that the teaching of essay writing still faces several problems, such as short periods of teaching; ineffective methods of teaching; large class size; inadequate learning environment; poor quality and qualifications of teachers; monotonous class, dull, lack of adequate and proper facilities; excessive workload for teachers; large class size; poor ability, and anxiety (Rao, 2019; Trisnaningrum et al., 2019; Toba et al. (2019, p. 69). Additionally, there are also psychological issues covering negative writing expectations, low SC (Wahyuni & Umam, 2017; Yulansari, 2019). Other research has found that EFL learners frequently struggle with vocabulary, grammar, organization, and mechanics while attempting to deliver decent writing (Nindya & Widiati, 2020; Syafii & Miftah, 2020; Dang et al., 2020; Saffura El-Muslimah, 2023). Other scholars claimed that the following issues are common when writing argumentative essays, such as organization, inadequate, less mechanics, refuting grammar organizational structure of writing, integrating academic sources, finding sources, counterclaims and stating the claim (Dewi et al., 2019; Ozfidan & Burlbaw, 2019; Husna & Multazim (2019; Sabarun, 2023). Furthermore, it is discovered some other issues in the argumentative class, such as a lack of teaching strategy, writing conventions, unmotivated and less self-confidence. Another issue was that most students did not plan their writing well. Furthermore, they struggle to generate ideas and lack a sense of argument in their writing, making it difficult for readers to see their point of view.

Allen et al. (2019) state that argumentative writing is a model of essay in which the writer stance a position on a controversial issue. This is supported (Rubiaee et al., 2020; Zarrabi & Bozorgian, 2020; Beckett & Kobayashi, 2020). As previously stated, the essay is model of writing intended to persuade someone to think the way the writers do. If the students cannot present their arguments convincingly, the primary goal of convincing readers to change their beliefs is defeated.

One of the reasons the students could not present ideas effectively was that they did not plan their writing well in advance. The students' writing appears shallow and dry despite being taught the format and how to write such things as a thesis statement, main ideas, and supporting details. Learners frequently claim that they have no idea what to write. They did not organize their ideas well. As a result, the study decides to investigate the influence of graphic organizers (also known as GOs) as a strategy in L2 writing.

The GOs Strategy is a learning tool with numerous advantages. It is an abstract form of knowledge used in language learning of writing to organize ideas systematically (Pratama et al., 2017; Styati & Irawati, 2020; Hasibuan, et al., 2022; Lasaka et al., 2018; Anggraeni & Jolanda, 2018). In a nutshell, GO is a tool used to introduce students to structure ideas in argumentative writing. Consequently, when writing an argumentative essay, they can convey explicit and meaningful content.

Previous studies on implementing the GOs strategy to test its effect on writing skills include Anderson et al. 2018; Maharani, 2018; Rahmat 2020; Sabarun, 2023; and Saffura El-Muslimah, 2023. The findings indicate that learners raise their motivation and prefer to work with GOs. Other experts claimed that GOs can improve to select, and organize ideas (Boykin et al., 2019; Ansi et al., 2023).

Other factors that aid students' argumentative essay writing process includes Self Confidence (the so-called SC), motivation, and teaching media (Aswita et al., 2018; Maharani, 2018). Furthermore, learners can quickly learn how to write collocations by implementing thematic maps, network trees, and Spiderman (Anggraeni & Pentury, 2018). Furthermore, GOs assist students in developing ideas and they understand how they select appropriate words based on the context (Rahmat, 2020). is another psychological factor influencing students' achievement in writing. Rahimi (2019) defines Self Confidence as "belief in one's own ability that prevents one from being influenced by others." This is in line with Perkins (2018), Suratno and Hutabarat (2018), Aisyah, (2020) and Ayem, (2020). A student with high SE is motivated, encouraged, and has a strong sense of control over his or her abilities. In this study, SE is linked to writing ability; students also incorporate their beliefs in their writing ability so that they are always motivated to produce good writing. SC is a quality in which the students trust that they are able to do various activities in and out of class for

learning. SC is essential in increasing students' desire to write. Students who lack SE may experience feelings of inferiority, unloved, or sensitivity to criticism (Lengkoan & Hampp, 2022). Students focus and interest in learning will suffer as they lose confidence. As shown in Figure 1, there are several ways to boost one's self-confidence.



Fig. 1 Building self- confidence

Previous studies have been performed to test its effect on EFL classes. Roysmando (2018) discovered that highly self-confident students achieved better in EFL class. Then, Wahyuni (2018), Tridinanti (2018) and Jesi et al.(2022) discovered a significant correlation between SC and learning achievement. The greater the self-assurance, the better achievement. In other words, SC affects students' language skill abilities. As a result, SC plays an essential role in developing competencies in students, making them believe they can speak and express more ideas in English. Other researchers discovered that SC significantly affected English language skills (Joni, 2019; Astawa et al., 2020; Audina et al., 2021; Fikriyah et al., 2021; Joni & Dharmayanti, 2021; Milla et al., 2022).

Unlike the previous studies, this investigation tries to support the ongoing contentious topic of using GOs in EFL classes between agree and disagree. The research novelty here is that this study includes SC as a continuous covariate variable to the effect of different interventions in writing strategy: DGOs, PGOs, and NGOs in EFL writing class. Therefore, the objectives are to evaluate the correlation between (a) SE and learners' writing accuracy; (b) the different interventions in writing strategy toward learners' writing accuracy; and (c) SC and the different intervention in writing strategy on learners' writing accuracy. The study focuses on writing strategies, specifically the GO intervention in writing strategies. This study also includes SC as a continuous covariate variable. This study will support the theory that GOs are useful in EFL writing classes.

2. Method

A pretest-posttest model of experiment research was used in this study. The subjects were 60 students at Institut Agama Islam Negeri Palangka Raya. Based on the treatment, the class were classified into three groups. The first class was treated using digital graphic organizers (DGOs) (n=19), the second class was treated using paper-based graphic organizers (PGOs) (n=21), and the third using no graphic organizers (NGOs) (n=20). Furthermore, the study uses SC as a continuous

covariate variable to determine the effect of different interventions in writing strategy: DGOs, PGOs, and NGOs on learners' writing accuracy. The writing test and a questionnaire were used to work with data. The test was carried out to determine the learners' writing accuracy scores. The test consists of the instructions/ directions and statements the subjects addressed in their writing and the alternative topics to be chosen. In this sense, the students are assigned to choose one of topics that interest them: A. The school discipline is important for secondary learners. B. Sex phone is harmful for students. C. The students' fighting should be banned. D. Mastering IT is necessary for EFL higher education students. Those themes are selected as topic of the issue since the students are familiar in everyday life with such topics. They are asked to write an argumentative essay about 550 to 600 words. The allocated time to do each writing test is 100 minutes. Meanwhile, a questionnaire was administered to assess the learners' self-confidence. It covers some aspects of learners' self- confidence in handling the writing tasks.

2.1 The Steps

The whole investigation was conducted over six months in an argumentative class. Every meeting carried out once a week, for a total of sixteen meetings. All participants were given a pretest at the start to assess their ability to write an argumentative composition. The group one was given treatment using digital graphic organizers (DGOs). In this case, the researcher provided digital graphic organizers by (1) designing the class to install GOs software; (2) socializing DGOs for use in an argumentative writing class; and (3) practicing writing argumentative essays with DGOs. The second treatment group received treatment with paper-based graphic organizers (PGOs).

The class was designed to use PGOs in argumentative writing. First, the class was shown a PGO model. Second, in writing class of group two, PGOs were socialized. Third, the class used PGOs to practice writing argumentative essays. Fourth, the class received feedback in the form of comments and revisions. Fifth, the class completed the final draft and completed the finished writing product. Treatment group 3 was then given no treatments as a control class. They were instructed without the use of GOs. They were taught the free writing strategy. First, the students were tasked with choosing a topic. They should then use the free writing strategy to generate ideas. They were then assigned to compose an essay according to their free-writing draft.

2.2 Data Analysis

The null hypotheses were as follows: (1) there was no correlation between SC and writing accuracy; (2) there was no linear correlation between and the intervention in writing strategy toward writing accuracy; and (3) there was no linear correlation amongst SC and the intervention in writing strategy toward writing accuracy. Before testing the hypothesis, assumption tests such as normality, linearity, and homogeneity were performed. A one-way ANCOVA test was used to compare independent groups (the intervention in writing strategy) on a continuous outcome (writing accuracy) in the context of a covariate (self-confidence). Three categorical independent variables were investigated in this study: intervention in writing strategy (digital graphic organizers/DGOs, paper-based graphic organizers/PGOs, and non-graphic organizers/NGOs), SC as a covariate variable. The writing scores and SC of the three groups were analyzed, and the results were compared to determine the effect of learners' SC and the different intervention in writing strategies on writing accuracy simultaneously.

3. Result

The normality and homogeneity tests were performed before testing the hypotheses, as required by the ANCOVA test assumption. The normality test confirmed that the sig. value (p-value) for DGOs ($p=0.08$) and NGOs ($p=0.51$) was determined using the Shapiro-Wilk statistic as shown in Table 1.

Table 1. Tests of normality

Writing strategy	Shapiro-Wilk		
	Statistic	df	Sig.
Writing accuracy digital graphic organizers (DGOs)	.91	19	.08
Paper-based graphic organizers (PGOs)	.88	21	.01
Non-graphic organizers (NGOs)	.96	20	.51

The results confirmed that the sig. value for DGOs was 0.08 and 0.51 for NGOs. As seen in the Scatterplot (Figure 2), this indicated that the data was normally distributed.

Normal Q-Q Plot of Standardized Residual for writingaccuracy

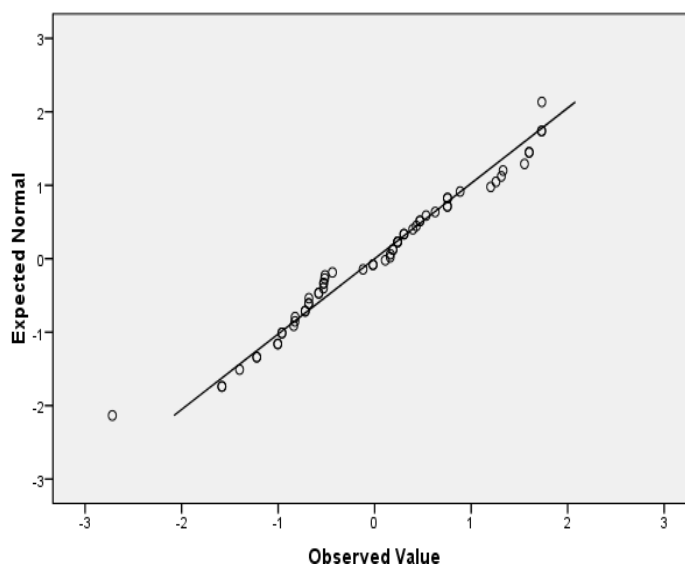


Fig. 2 The means score of learners' writing accuracy using different interventions

The next step was to compute variance homogeneity using Levene's Test of Equality of Error Variances. It was discovered that ($p= 0.29 > 0.05$). It meant that the data met the requirement of homogeneity (for more information, see Table 2). It met the assumption, so the analysis can be proceeded. The data met the assumption of variance homogeneity.

Table 2. Testing homogeneity

F	df1	df2	Sig.
1.27	2	57	.29

The table indicated that the result was significant ($0.29 > 0.05$). It demonstrated that the variances of the groups were not equal.

3.1 Statistical Hypothesis Testing

In this study, reliability of the writing test mainly focuses on the rater reliability since the scores are obtained from the judgment of two different raters. Here, the consistency in rating scores is very important in measuring the students' writing skill. The consistency can be achieved through rater training. The two raters were trained to score the students' composition using scoring rubric as proposed by Weigle (2002). Here, the five components of an essay were mentioned in the scoring rubric to evaluate the essay: format, mechanics, content, organization, grammar, and sentence

structure. Inter-rater reliability indicates accuracy in scoring compositions of different raters. Two raters scored the learners' group composition to respond to the research questions. Both scores were then calculated with product moment analysis. The r value was 0.86, confirming raters provided balanced scores.

3.2 There were no correlations between learners' SC and their writing accuracy

To respond the first problem, the ANCOVA method was used. The ANCOVA table analysis revealed that the significant covariance (self-confidence) value was $F = (1.56) 8.34$, $p = 0.01$, $\eta = 0.35$, as shown in Table 3. Because it was less than 0.05, it indicated that the covariate significantly altered the correlation between the predictor variable and the outcome variable. In other words, the covariate (self-confidence) was significantly related to the student's writing accuracy. It meant a linear correlation between learners' SE and writing accuracy at a significant level of 95%.

Table 3. ANCOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9295.94 ^a	3	3098.65	99.90	.00	.84
Intercept	1099.64	1	1099.64	35.45	.00	.39
Writing strategy	919.51	2	459.76	14.82	.00	.13
Self confidence	258.73	1	258.73	8.34	.01	.35
Error	1736.91	56	31.02			
Total	367235.00	60				
Corrected Total	11032.85	59				

a. R Squared = .843 (Adjusted R Squared = .834)

3.3 There were no correlations between the interventions in writing strategy toward learners' writing accuracy.

To respond the second problem, an ANCOVA analysis was applied to determine the effect of different interventions in writing strategy on learners' writing accuracy while ignoring learners' self-confidence. A significant intervention effect was discovered based on the results, $F(2, 56) = 14.82$, $p = 0.00$, $\eta = 0.13$. Because it was less than 0.05, it meant that there was a statistically significant difference in writing strategy between the intervention groups. It meant that, at a 95% confidence level, the different interventions had a different effect on writing accuracy without involving self-confidence. The null hypothesis was found to be false. The intervention effect size was between medium and large: $\eta = 0.13$. As a result, the different interventions were said to have caused significant differences. The mean score using DGOs was 87.42 with a standard deviation of 4.63. The mean score using PGOs was 84.10 with a standard deviation of 7.08, and The mean score using NGOs was 59.80 with a standard deviation of 5.64, as shown in Table 4.

Table 4. Means score

Writing strategy	Mean	Std. Deviation	N
digital graphic organizers (DGOs)	87.42	4.63	19
Paper-based graphic organizers (PGOs)	84.10	7.08	21
Non-graphic organizers (NGOs)	59.80	5.64	20
Total	77.05	13.67	60

Meanwhile, when SC was included, the estimated mean score of learners' writing accuracy using DGOs was 83.97 with a standard deviation of 1.75; using PGOs was 81.98 with a standard deviation of 1.42; and using NGOs was 65.30 with a standard deviation of 2.28, as shown in Table 5.

Table 5. Estimated means score

Writing strategy	Mean	Std. Error
DGOs	83.97 ^a	1.75
PGOs	81.98 ^a	1.42
NGOs	65.30 ^a	2.28

: self-confidences = 69.9167.

The data indicated the mean score had changed compared to those found in Table 4 before the inclusion of self-confidence. These new values represented the covariate variable's adjusted means. As a result, it was stated that the learners' writing accuracy using DGOs outperformed better than the others, as shown in Figure 3.

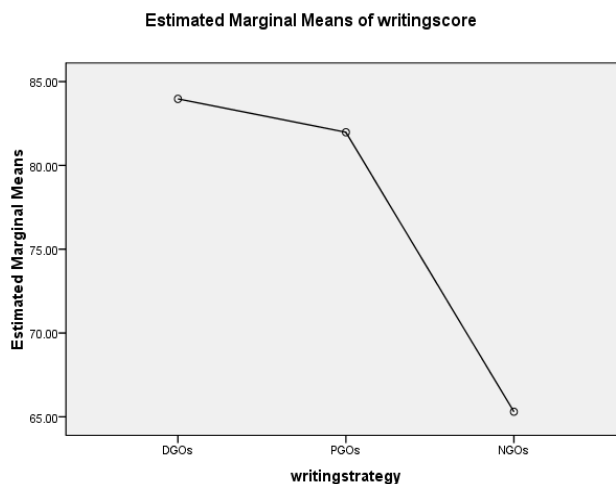


Fig. 3 The means score of learners' writing accuracy using different interventions

According to the pairwise comparison table, the mean difference between DGOs and PGOs was 1.99 sig, with a value of 0.28, indicating no significant difference between DGOs and PGOs. Meanwhile, the mean difference (MD) between DGOs and NGOs was 18.67 sig, with a value of 0.00, and the MD between PGOs and NGOs was 16.68 sig, with a value of 0.00. It revealed that DGOs and PGOs differed significantly from NGOs. DGOs outperformed the others. The result showed that both interventions (DGOs and PGOs) differed significantly from the control group (NGOs), but none of the other differences (DGOs and PGOs) were statistically significant.

3.4 There were no linear correlations between self-confidence and the intervention in writing strategy toward learners' writing accuracy.

To respond the third problem, an ANCOVA analysis worked to examine the effect of SC and the intervention in writing strategy simultaneously. The significance value of the corrected model revealed that the Sig. value was $F(3, 56) = 99.90, p = 0.00$, with a large size (eta squared 0.84), indicating there was a high correlation between self-confidence and the intervention in writing strategy toward learners' writing accuracy. It meant that the analysis could be proceeded further.

Furthermore, the covariate (self-confidence) was significant, as were the various interventions in the writing strategy. After controlling for the covariate effect (self-confidences), the study found a statistically significant difference in writing strategy between the different interventions. At a

significant level of 95%, it was stated that both SC and the intervention in writing strategy had a facilitative effect on the learners' writing accuracy.

4. Conclusion and Discussion

A one-way ANCOVA worked to measure the effectiveness of different writing intervention strategies on learners' writing accuracy while considering SE as a continuous covariate. The assumption was met after the normality and homogeneity tests were performed. According to the findings, there was a significant difference in the mean writing accuracy between the three interventions (DGOs, PGOs, and NGOs), $F(2, 56) = 14.82$, $p = 0.00$, $\eta^2 = 0.13$. Post hoc tests revealed a significant difference ($p = 0.00$) between DGOs and NGOs and between PGOs and NGOs. However, no significant difference was found between DGOs and PGOs ($p = 0.28$). When the estimated marginal means were compared, DGOs had the highest score of writing accuracy ($M = 83.97$), followed by PGOs ($M = 81.98$) and NGOs ($M = 65.30$). To summarize, (a) the significant value of SE covariance was $F(1.56) 8.34$, $p = 0.01$, $\eta^2 = 0.35$, indicating that there were significant differences caused by self-confidence; and (b) a significant intervention effect was discovered, $F(2, 56) = 14.82$, $p = 0.00$, $\eta^2 = 0.13$. It meant that different interventions had a significant effect on learners' writing accuracy, and (c) at a significant level of 95%, learners' SC and the different interventions in writing strategy had a facilitative effect on learners' writing accuracy ($F(3, 56) = 99.90$, $p = 0.00$, $\eta^2 = 0.84$).

The result concluded a significant difference in mean writing accuracy ($F(3, 56) = 99.90$, $p = 0.00$, $\eta^2 = 0.84$) between the different interventions in writing strategy when SC was controlled. The partial eta squared value indicated the effect size, which should be compared to Cohen's guidelines (0.2- small effect, 0.5- moderate effect, 0.8- significant effect). It confirmed that the effect size for SC was moderate (0.35) and lay between minor and moderate; the effect size for writing strategy was small (0.13), and the effect size for Corrected Model was high (0.84).

The finding is supported by some studies, for example, Aswita et al., 2018; Yavani, 2018; Boykin et al., 2019; Styati & Irawati, 2020). They discovered that GOs improved students' vocabulary, mechanics, and content. Meanwhile, Lasaka et al. (2018) discovered that using GOs encourages students to think independently, make it easy to control idea and revise the incorrect words, sentences, and grammar. Furthermore, it motivates learners to compose an argumentative essay because it is a new strategy for directing their ideas to academic writing. It has increased students' achievement and motivation (Lailiyah & Setiyaningsih, 2020).

The research has some implications. First, using GOs, learners are able to improve their writing quality in content, vocabulary, sentence structure, and mechanics. GOs can also foster a social community. This finding is consistent with El Muslimah's (2023) discovery that GOs successfully encourage students to know about essay writing and to improve their English vocabulary, particularly in written form. Rahmat (2020) also shows that using GOs is an effective way for assisting learners in the process of writing. Furthermore, students can better organize their writing and manage the organization (Maharani, 2018).

Concerning the result that SC gives a facilitative effect on L2 writing, some studies support this finding. For example, Rahimi (2019) stated that students with high SC can increase the intensity of their thoughts and feelings, and in this situation, they can choose what to think. In this sense, students know what they will write based on what comes to mind during the writing process. As a result, high SC learners outperform better than learners with low SC in writing. Therefore, good results will be obtained if teachers focus on giving students high SC through a proper teaching technique. High SC can positively correlate with writing ability because it encourages students to complete more written work, increasing their SC (Rahman et al., 2020). As a result, students with greater SC can elaborate on their writing tasks in greater depth. Students who have a high level of SC perform well and most likely believe they are capable learners. When someone lacks self-confidence, they are shy. Regarding students' lack of confidence, teachers play an important role in devising effective strategies to motivate them (Scott, 2017; Kunhertanti & Santosa, 2018; Mardiansyah, 2018; Sholikah et al., 2019; Akbari and Sahibzada, 2020; Moneva and Tribunalo, 2020; Casal and Lu, 2021, Syarif. 2021; Utari, 2022. They discovered that students who excel in school have high SC and can

quickly complete the writing assignments. Consequently, teachers should assist students who lack SC by providing positive verbal communication. If a teacher boosts students' self-confidence, they can explore new things. In this case, teachers are essential in motivating students who lack SC by implementing effective strategies. To summarize, hypothesis testing in this study revealed a strong correlation between SC and writing accuracy.

Concerning the finding that there were any linear correlations between SC and the intervention in writing strategy toward learners' writing accuracy, this is in accordance with Farista et al. (2018); Selvaraj et al. (2020); Sari et al. (2020); They discovered that giving intervention in writing teaching and SC have important roles to learners' writing ability. Teaching intervention and SC both have an impact on writing ability. Writing ability depends on self-confidence and teaching intervention in writing strategy. In this case, SC is crucial in increasing students' desire to write.

5. Implications

The implications are derived from the research findings. Because the study discovered a positive correlation between different interventions in writing strategy (GOs versus NGOs) and SE in writing accuracy, the study makes some recommendations. First, this study implies that the GOs strategy is required in writing instruction. This study investigates how GOs and SE work simultaneously. According to the findings, the GOs strategy enables students with high SE to write argumentative essays confidently. Second, GOs assist students in maintaining and generating ideas, writing sequences, and better organization. Students learn how to manage their ideas using GOs. It is, therefore, teachers are strongly advised to use GOs in writing ability instruction to improve students' writing ability. Second, teachers should encourage students to believe in their ability to complete tasks because verbal persuasions, such as suggestion, appreciation, and guidance, are sources of SE that can boost students' self-confidence. Writing is essential for students to understand because they will use it in college, in daily life, and when looking for work because speaking and writing in English are standard requirements for getting a job. As a result, the institution must provide more resources to support English learning, mainly to increase students' SE and writing skills. One of the facilities that could be used for English writing activities is providing an English magazine. Conducting an English composition competition, writing workshops, and student conferences are just a few activities that can boost students' self-esteem and writing ability.

6. Limitation

The investigation has some restrictions, and the limitations are related to technical issues. First, there is the process of introducing new material at each meeting. It is suggested that future researchers incorporate other GO types on the investigation. Unfortunately, the investigation still has time constraints; it would be preferable if future researchers could conduct additional research with broader fields and other language skills. Furthermore, since the participants are a few, it is recommended that other researchers recruit more samples to validate the finding.

7. Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. Author1 carried out the study conception, investigation, prepared the relevant literature and overlook the writeup of the whole article. Author2 wrote the research design and conducted the data entry. Author3 carried out the data analysis and interpretation of the results. Author 4 performed revised critically for important intellectual content. All authors reviewed and approved the final version of the manuscript to be published.

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