



RESEARCH PAPER**Exploring The Role of Self-Efficacy in Developing Writing Skills at Secondary Level****Sadia Amin*¹ Farzana Ilyas² Muhammad Waqar Tipu³**

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ABSTRACT

The contemporary research study aims to explore the role of self-efficacy in developing writing skills at Secondary school level. The current study was qualitative in nature, and the population was the students of 9th grade of Government boys' high school from Pandoki Lahore. The researchers used purposive sampling technique, and the sample size was consisted of 25 participants. The observation method was used as instrument to collect data. The researchers used pre-test and post-test techniques to investigate the writing implication and challenges faced by students. The written tests of grade 9th of English subject were source of data collection. The present study finds that students' self-efficacy is task oriented and stem from tasks success. The study also finds that in pre-test students were unaware of their abilities and capabilities but in later part in post-test, they showed positive results because of going through the experiences of errors and mistakes. Moreover, it finds that learner from public schools can improve their writing skills, abilities and enhance self-esteem and autonomous work through the instrument of self-efficacy, motivation and practice of desired skills.

KEYWORDS

Secondary School Level, Self-Efficacy, Spellings Errors, Writing Skills

Introduction

Writing is often considered as the most difficult language skill to be learnt because of its complexity. Not only in the matter of linguistic ability, writing also involves various cognitive and creativity procedure. In cognitive process of writing, writing is considered as a process of transaction between writer schemes which consist of variety of information. In creative process of writing, the writing manner is characterized by the insight of unique new ideas which is logically and uniquely organized in writing. Other elements to come to be difficult for students also are determined related to the structural guidelines of writing. It includes the measurement of content and development, vocabulary and style, grammar and structure, and the universal structures. Related to content and development, students locate it tough to develop their ideas and to arrange them to make it coherent. Students often get pressured to broaden their paragraphs like which supporting details are appropriate to be put to assist the controlling idea. The selection whether they have put enough thoughts on the text is likewise another problem faced by them (Gill, 2016).

Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. Self-efficacy isn't self-image, self-worth, or any other similar construct. It is regularly assigned the equal that means as variables inclusive of these, along with confidence, self-esteem, or optimism; however, it has a

slightly unique definition than any of those related concepts. Generally self-efficacy refers to our overall belief in our ability to succeed, but there are numerous extra specific varieties of self-efficacy as well (e.g., academic, parenting, sports). Academic variety of self-efficacy can be understood by this example a student who is not particularly gifted in a certain subject but believes in her own ability to learn it well; while teaching the writing skills to the secondary school student's teacher should promote learner's behavioral, cognitive and motivation engagement thorough enhancing students' self-efficacy. Self-efficacy implies that means of man or woman 's perception in his/her innate abilities to acquire the set goals. It seems that certainly one of the great ways to decorate self-efficacy in the ones you educate or lead is to first make certain that you have a healthy feel of self-efficacy! (Ackerman, 2020).

The self-efficacy plays a fantastic and linear role towards the success of students writing. However, the study about the position of self-efficacy collectively with using self-assessment approach to accommodate secondary school students' writing performance remains very restricted to find. That being said, it is logical to take into account secondary school students' self-efficacy after they use self-evaluation to assist them in writing. Thus, staring at students with high and occasional self-efficacy even as they're using self-assessment in writing is extensively noteworthy to look at research is interested in investigating the role of high and low self-efficacy for English writing (Gill, 2016).

Literature Review

Mainly, language reflects what is going on in an individual 's mind. The language is taken as an audible behavior which differentiates human being from other living being (Johns, A.M, 1997). While in EFL context, students are expected to understand basic four skills such as reading, writing, listening and speaking. Correct structure and use of spellings in writing skill has been a challenging task for learners. Correct use of spellings has a useful value in day-to-day events. Firstly, communication depends on an individual's capability of spelling of simple words properly. Secondly, knowledge of words heavily assists in improving an individual 's language. Thirdly, the ability of having additional and extra words to upsurge and increase the power of expression.

Spellings as the act of recognizing or mimicking a word in its correct sequence of letters in either oral or written form, taking into consideration the crucial integration of both Phonological and alphabetic skill. Generally, students of foreign language lack proficiency in all language's skills. Specifically, they are weaker in writing skill than other skills of language. Many competent and proficient learners experience a moment of hesitation and panic when they are assigned and asked to write something such as an essay on a given topic and a paragraph about something. Faced with putting their ideas and thought in writing students get confused about what to say, how to say and how to manage and organize the mechanics of grammar, spelling and format (Baugh et al, 1999, p.2).

Commonly, Error analysis is defined as a way of locating, identifying, classifying and interrupting systematically the intolerable and unacceptable forms produced by learners learning a foreign language using principles and procedures provided by linguistics. Error analysis is taken as a procedure used by the researchers and teachers which entails collecting samples of learners, language identifying and classifying errors in accordance with their nature, causes and evaluating their seriousness. Primarily, error analysis encompasses four steps; Identification, description, explanation and evaluation. Henceforth, Contrastive analysis is regarded and introduced as the first way to deal with

errors. CA compares and revolves around the degree of similarity between mother tongue and target language (James, 1998). CA was highly criticized because of comparison between mother tongue and target language and its association with behaviorism.

Coder (1967) is considered pioneer who introduced error analysis in reaction contrastive analysis. Coder explains and argues that errors are neither random nor best explained in terms of the learners, mother tongue L1; errors are indication of learners, attempts to figure out underlying rule-governed system. In perspective of Error analysis Coder rejects the assumption that errors occur solely because of learner's mother tongue. The people who possess self-efficacy beliefs decide how things feel and act. So, if the individual believe that they can really form the required outcome and maximum result, they will have encouragement and motivation to develop a definite action. When individuals decide and select to take part in activities, the self-efficacy beliefs influence and effect the action and performance, these beliefs also affect the endeavors and tries that they extend and how the individuals bear when encountered with trouble and difficulties (Schunk, 1993).

In conclusion, self-efficacy in schooling is known as perceived academic self-efficacy which is defined as one's notion of their competency in a selected educational overall performance and can be measured via its stage, generality, and strength. It is context-dependent which means that self-efficacy of someone can seem in another way whilst the context of studying is different. Thus, for example, a person's level of self-efficacy in writing may seem in another way together with his level of self-efficacy in speaking. There has already some researches concerning about self-evaluation and self-efficacy in writing. The followings are 4 of the researches done previously.

Material and Methods

This part of the article provides the details of research methodology followed for the present study. The present study is qualitative in nature and data collection and analysis process has also been in accordance with qualitative approach. As the current study is qualitative in nature and the emerging phenomenon was described with explanatory factors. The present study used self-efficacy, error analysis and contrastive analysis as philosophical foundations to observe the implications and challenges faced by students in the process of learning writing skills.

Sampling and Instrument

The sample for present research was the students of 9th grade of Government boys' high school from Pandoki Lahore. The present study adopted purposive sampling technique while choosing the sample. The sample was consisted of 25 participants. The present study has used the instrument such as observation method to collect the desired data with the help of observation protocol. The study has also used pre-test and post-test techniques to investigate the writing implication and challenges faced by students.

Data Collection Procedure

In the process of data collection, the written tests of grade 9th of English subject were source of data collection. The study utilized the pre and posttest technique to collect data and to testify self-efficacy. In research methodology data collection is process of interconnected activities to obtain relevant data that might answer the research question. The written tests of 25 students of grade 9th Lahore district public school were targeted for data collection. so, 25 students along with demographical backgrounds were

sufficient potential to be representatives of study's population. The next step was getting permission from the concerned authorities, teaching staff and head of school and the expected participants of study

Data Analysis

The Spellings have been defined as a process or an activity of writing or naming the letters of a given word, the way a word is spelled. "The act or process of writing words by using the letters conventionally accepted for their formation; orthography". (Collins English Dictionary). As the common notion describes that living languages take influence from other languages, it causes the variant pronunciation and mixing local dialect into standard language, the English language has become inconsistent is invariably complex for students (Erin et al, 2009, p.24)

The students of 9th grade were given a test in the form of dictation comprising of similar sounds but with different spellings from diverse chapters; such as /س/ sound is represented by the English letters /c/ and /s/. It is very confusing for students when they spell the words in wrong way, sometimes they are unable to categorize the sounds that stand for each letter. The errors made by the students in writing spelling are characterized in accordance with specific types of difficulties such the following: omission difficulties, insertion difficulties, disordering difficulties and substitution difficulties. The student was asked to spell the words through dictation from the 1st chapter paragraph no. 1 of the chapter 1st named as "The Savior of Mankind". Three words were included from this portion of chapter which have confusing spelling and reflect embarrassing situation of students. The words were from the sentence;

"Arabia is land of unparalleled charm and beauty, with its trackless deserts of sand dunes in the dazzling rays of tropical sun." Results and Discussion

Table 1
/s/ versus /z/

Correct spellings	Spelled by Student	Urdu Sounds	Type
Trackless	Trakless	ک	Substitution
Desert	Dezert	ز	Substitution
Dunes	Dunez	ز	Substitution

The students were unable to discern the ambiguous sounds of /ز/ whether it is with /s/ or /z/ sound. They were not made familiar with this confusion; simply they should be taught that sometimes English letter (s) stands for /ز/ and technically it is called allomorphs of /s/ that in diverse context and situation it produces different sounds. The letter (s) sometimes produce the sounds of /s/, /z/ and /iz/ such as in the words glass, sand, desert and classes. Here in these three diverse words the letter (s) is sounded with variety. Such cases are often identified in the Urdu language too where learner confuse the sounds likewise in the case of /ز/، /ض/، /ذ/. Such evidence provides arguments that L1 influences the L2 of learners in EFL context.

Another case was noted to testify the standard spelling of words with /C/ sound. The sound has two diverse verities, in first case it sounds /s/ /س/ sound and in another case stands for /k/ /ک/. Most of time students were observed embarrassed while spelling the word having this sound. The confusing sounds and spellings error and mistakes affect the learner in many ways; noticeably, they face difficulties in improving practical language competencies. From the same chapter three more words were selected where the phenomena occurred in paragraph no.3 in sentence;

“In the fifth and sixth centuries, mankind stood on the verge of chaos.

He had pressing urge to eradicate wrong beliefs, social evils, cruelty and injustice.

“And the Rasool (صلیٰ علیہ وآلہ وسلم) had arisen to proclaim Oneness of Allah (Tauheed) and the unity of mankind”.

Table 2
/k/ sound

Correct spellings	Spelled by Student:	Urdu Sounds	Type
Chaos	Kaeos	ک	Substitution
Eradicate	Readikate	ک	Substitution & omission
Proclaim	Parkliam	ک	Substitution

In this case, very pathetic and miserable condition was noted that how lethargically students behaved; even though they were incompetent to judge the words what was being spoken from there 1st lesson. The case reflects the state of a Pandora box; the students had been cramming the translation of the whole chapter just taking into account one typical aspect of their learning as usually seen in public schools. Their permanent learning was standing nowhere in these conditions. When they were asked, had ever they tried and practiced the spelling which is crucial part of their learning outcomes regarding exams and creative writing; the answer was quite disappointing and substandard. If they had been asked to practice the spellings and provided properly feedback, the situation would have been different.

As Cook (2004) describes, in EFL context learners are expected to concentrate evidently on learning grammar excluding spellings and dictation in proper manner. Contrary to this, technically speaking again students reflect the influence of L1; they just cognitively demonstrate what has been learnt from their L1 Urdu language. Leki (1991) describes this happens because of the traditional methods teachers use to teach writing for spellings, punctuation marks and mastering the grammar. Dada (2015) suggests that grammatical errors and spelling errors draw attention the most and these mistakes cannot be ignored so that these errors need to be corrected and addressed first. In the context of EFL students' language problems demand to be rectified and addressed. Additionally, it takes time and hard work to find language mistakes than correcting the content and organization of data.

Moreover, rewriting has been identified very pivotal and important because rewriting reinforces learning and it is considered as an integral part of whole writing process as well. As if the teachers want students to rewrite like the same was learners/ students also want the teachers to reread, address, assess and evaluate their work. The students face another slipup in the case of letter (S) versus (C), they were noted in their written test where the /س/ sound is spelled differently with (s) in replace of (c). From the same chapter and paragraph no. 2, the sentence was selected for dictation.

“Their eloquence and memory found expression in their poetry”

Another sentence was dictated from chapter no.2, paragraph no.1 such as;

“A patriot loves his country and is willing to sacrifice when the need arises”.

Table 3
/s/ versus /c/

Correct spellings	Spelled by Student:	Urdu Sounds	Type
Eloquence	Eloquans	س	Substitution
Sacrifice	Sacrifse	س	Substitution
Embrace	Embras	س	Substitution

In the given table, result suggest that students were not only chaotic and disorder concerning the spellings of these words regarding the letters of (S) and (c) that both the letters stand for /س/ sound in their national language Urdu but they were also making substitution in the case of (Embrace) where the last letter (e) was omitted with substitute of (s) in replace of (c).

When we use or learn a foreign language, because of influence from L1 we make mistakes on diverse levels such as mistakes in pronunciation, grammar and syntactic structure. Technically, the influence is referred as interference. This is why books on grammar and phonetics for L2 (foreign) learners focus a lot on discrepancies between L1 mother tongue and L2 target language. The same case has been noted in examples given in table no.1,2,3, student frequently get muddled in the letters of (s,c and k) for which sounds these letters stand and how to spell the words which entails the same sounds. The country like ours where L1 is leant against L2 in EFL context, mixing up of patterns on diverse levels such as sound system, grammar, syntax etc. is expected and usual. In our Public schools' student have been noted making mistakes as they do in the given example of above table. For instance, student while writing in their L1 Urdu often mix up the sound and replace one with the other; such as a: (/ز/ /ذ/) b: (/س/ /ص/) c: (/ت/ /ط/). Writing any assignment in Urdu language, the students commit mistakes in the use of these given alphabets; several cases have been observed in this regard.

These implication and difficulties can be studied properly via applied linguistic where diverse levels of a language are observed and studied. Applied linguistics, is considered practical applications of modern scientific linguistics. Applied linguistics is concerned with solving or at least ameliorating social problems involving language. "Applied Linguistics is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purpose or solve some problems in the real world. Error analysis and Contrastive Analysis have been recognized as branches of Applied Linguistics Science. The mistakes made by the students in table 1st, 2nd and 3rd can be addressed via Contrastive Analysis. CA is systematic comparison of two or more languages with the aim of describing discrepancies and similarities. CA has often been done for solving problems, practical and pedagogical purpose. One of chief aim of CA has been to better description and betted teaching material for language learners. In our public schools, where L1 (Urdu) and L2 (English) is taught simultaneously no efforts have taking place equipped with modern lines of teaching. The misconception and misunderstandings of sound and spellings described in examples must be addressed and corrected with the help of exercise and teaching of phonetics and phonology.

Regarding spelling skills, students were again testified but now the task was changed; this time combination of letters that stands for one sound was task. Technically speaking, students face difficulty writing spellings of words that are consisted of Digraph and Trigraph such as knowledge and nation. Students were observed doing mistakes in writing the spellings of word where one or two were had silent sound or two or three letters stand for one sound. The examples are given below in sentences and table.

“And all of that composed exclusively by poets before the promulgation of Islam”.

“The revelation of Divine message which continued for the next twenty-three years had begun,”

“In no time he elevated man to the highest possible in both spiritual and worldly domains.”

Table 4
confusion of \ 'shən \ sound

Correct spellings	Spelled by Students	Urdu Sounds	Type
Promulgation	Promulgashan	ش	Substitution
Revelation	Revelayshun	ش	Substitution
Spiritual	Spirichual	چ	Substitution

Total thirty-two students were selected as participant for the study and interestingly, the male and female students showed the results in same way. Only out 32 participants 10 were able to listen the dictated words and sentences successfully and wrote spellings. When they are asked, had ever they tried to differentiate sounds and letters for correct spellings; the answer was not satisfactory. The student always skimming their lesson for get through the BISE exam and they have nothing to do with their learning skills. Their spelling skills were ignored and teachers' proper feedback was not in full swing. To check the general ability of spelling 15 to 20 more words were dictated singly, these words had no confusing sound and were comprised of quite perceivable letters and sounds such as: Truly, Argument, until, city, completely, independent, guard, city, really.

The results of spellings skills suggest that lack of irregularity between speech sounds of the English language and letters creates confusion and hindrances in learning. Both the native and non-native speakers especially, non-native speakers in EFL context find spelling of English language as one of the most difficult characteristics. The reason behind the phenomenon is that English spelling system does not rely on phonetic correspondence between sounds and letters. In our context, where English language is being taught as a foreign language creates confusion and hindrances because of lacking one to one correspondence between sound and letters. Such as in the case of (s) and (C), both the letters stand for diverse sounds; likewise, (s) letter varies in its sounds in given words (boys) /z/ and (books) /s/.

A comparison between the sounds and letters shows that while there are a total number of 44 phonemes (sounds) assigned to spoken form of language; contrary to this, the written form operates with 26 alphabets. This imbalance leads to spellings mistakes and confusion among the learners of English language in public schools. Learning spellings is a laborious activity which demands patience, time and intrinsic and as well extrinsic motivation. Such tiresome task can be accomplished through the beliefs of self-efficacy. In public schools, such notions are principally ignored and rote learning is paid much more focus than motivation and self-efficacy beliefs.

In our context, especially in public schools' notions of motivation, rewards and self-efficacy beliefs takes secondary place in developing academic performance. Bandura (1992) suggests that individual beliefs about their abilities significantly influence subsequent academic performance. In public schools, students are not granted to check their mistakes on their own with peers' assistance. The study, in later part (post-test) observes positive responses that when learners were motivated with individual beliefs, their academic performances was heading towards successful completion of given tasks.

The phenomenon was recorded as that through self-efficacy negative impressions about language learning can be minimized such spellings errors and mistakes were improved positively; when the learners were given a chance to share their ideas with peers and going through their performance. As self-efficacy spins around the variables, namely language learning strategies, language anxiety, motivation and language achievement.

After conducting the pre-test, the mistake of spellings was highlighted and shared with the students in amiable manner. They were devastated and threatened as usually in Public school phenomenon occurs. The self-respect and confidence of students was taken into account while sharing the mistakes and errors with students, they were motivated and their test and lesson was enlivened via motivation and encouragements. They were provoked through motivation and self-regulatory idea, their beliefs about their capabilities and abilities and intelligence were maximized with notion of self-efficacy. As Zimmerman (1995) reveals that source that drives students' motivation and learning. Many researchers have mad emphasis in success through verifying motivational outcomes and endings such as learners' effort, persistence, activity choice and emotional reactions. Additionally, self-efficacy has been portrayed as the advancement, progress and motivation subjective and influenced by goals, social models, rewards, social comparisons and forms of feedback.

The essence and concept of self-efficacy lies in the belief that everyone must evaluate his/her abilities to perform the given task successfully. The concept has strong impact on the approach to task, the persistence and tenacity to accomplish the task, as well as the level of efforts consumed to achieve the target. The students were asked to share their mistakes and errors with one another taking into account self-respect and without criticism. The motive behind this activity was develop confidence and learning with peers, so this activity may expand their learning because learners learn more comfortably from the peers than their teachers. During discussion, they had a chance to get feedback from one another and this developed a sense of confidence among the students. They were taking notes of the mistakes and errors committed in writing while taking pre-test. Interestingly, students felt more confident and noted mistakes minutely, such as joining sound of consonant blends "acknowledge, quick and cattle" (Albalwi, 2015).

After pre-test, a post-test was conducted concerned to assess the role of self-efficacy and how the motivation has promoted the self-regulatory sense among the students. Once again, the test items were included according to patterns of pre-test such as confusion regarding similar sound e.g., "Menace, Malicious, strict and acknowledge". In previous test students committed errors and were unable to judge the spelling of sounds which were in the form of consonant blends that stand for a sing sound such as in the word "Acknowledge, quick". Here, in these examples (ck) is represented by a single sound /k/ but their spellings differ regarding sound production.

After pre-test students were asked to make practice of such kind of words, sound and spellings, their morale and confidence was boosted up and this activity brought positive results in post-test. The learner individually as well as collaborate did practice of the assigned task. Their human confidence and capabilities were reshaped and polished via practice and motivations to maximize their spelling skills and judging the cases where sound is associated to consonant blends.

Table 5

Correct spellings	Spelled by Student:	Urdu Sounds	Pre-test
Ignor <u>an</u> ce, convinc <u>e</u> d	Ignorance, convinc <u>e</u>	س	Substitution

Har <u>ass</u> ing embrac <u>e</u> d	Harassing embrace <u>c</u>	س	Substitution
<u>S</u> ee <u>k</u>	See <u>k</u>	س	Substitution

In previous test, the highlighted sounds and spellings were replaced interchangeably with the C and S. The learners were confused and interchangeably the sounds were spelled in wrong way as the students do in their national language (Urdu) in case of *ساین، صابن، میراث، میراس*. The replacement of sounds reflects the influence of first language (Urdu) over the target language (English). Moreover, the contrastive analysis takes note of such cases minutely on diverse levels of language such as sound system, morphemes and syntactic structure. At initial level of leaning a language student do such mistakes and they are removable via self-practice, confidence and sense of self-regulation. As Bandura (1986) explains that the process of human beliefs about their capabilities plays a crucial part in motivation of human behavior. Furthermore, he adds inspired and motivated students nurture self-efficacy as they have awareness of purpose and process of desired skills in writing.

Conclusion

The present study concludes that students' self-efficacy is task oriented and stem from tasks success. In order to be successful in writing, motivation, self-regulation and self-beliefs and understanding genre requirements are pivotal. In order to accomplish this, the teachers should model the examples of writing for students. This activity helps to predict and envision the learner's outcomes and allows the knowledge and skills to be internalized. The study infers feedback that teacher offers, either positively or negatively impact students' motivation and engagement in teaching and learning. The study considers complex relationship between practice strategy, feedback, self-efficacy and writing performance. The study finds that in pre-test students were unaware of their abilities and capabilities but in later part in post-test, they showed positive results because of going through the experiences of errors and mistakes. As Bandura (1992) describes four sources from which self-efficacy beliefs are develop: vicarious experience, mastery experience, social persuasion and psychological states. The students made errors and mistakes in pre-test but in post-test, as the first source of self-efficacy suggests that past experiences play a significant role in developing self-efficacy beliefs, students demonstrated positive learning outcomes.

The post-test results reveal that social persuasion which students received from their peers which pivots around initiating a task, trying hard to succeed and employing new strategies not develops learning skills but also their self-efficacy. The negotiation, discussion among the learners and their peers and teacher's feedback and evaluation formed positive persuasion. The study makes conclusion that writing teachers should attempt to persuade the learners by providing facilitative feedback which results in improvement of their writings skills self-efficacy. Lastly, in public schools psychological and affective states such as stress, fear reaction, anxiety, fatigue and excitement play a part in developing writing self-efficacy skills. In public schools such factors are not being taken into account, most of the time learners are scolded in form lack of interest in their activities, not paying focus on their studies and task which leads to anxiety and confusions. The study finds that learners with low level of anxiety tend to perform assignments successfully. The present study describe that teachers need to provide students learning environment in order to contribute students' writing skills achievement. In public school teachers also need to assist learners to nurture their writing skills. Furthermore, study reveals that teachers must be aware of learners' writings self-efficacy beliefs, and encourage students to seek opportunities to make better their self-efficacy beliefs.

The present study concludes that learner from public schools can improve their writing skills, abilities and enhance self-esteem and autonomous work through the instrument of self-efficacy, motivation and practice of desired skills. The writing practice with peer and motivation gradually increase their self-efficacy. The study suggests that students enrich their learning process by means of learning their strength and weakness, their capabilities as writer and a continuous analysis which not only helps to achieve goals but assist the teacher in modification of teaching strategy and planning. The key point study makes that there is strong association between self-efficacy, motivation and desired learning outcomes, this only happens when students feel free to negotiate their weaknesses with their teachers. Furthermore, the present study evidences to support Pajaries's (2007) statement who claims that the inner procedures of learners and their beliefs they grasp about their capabilities must be given due regards and attention, they contribute to success or failure in school. The study finds the contributions of self-efficacy as a better instrument develop writing skills. In our context, learners need to be helped in free manner which lacks in public schools to develop substantive knowledge of writing process with effective writing strategies. Such measures can increase learners writing self-efficacy and benefit them in the future.

Recommendations

Firstly, the study suggests that in our public schools' teachers and students should pay more focus on the spellings. There must be a specific period in daily timetable, where students must master the spellings with discussion to teachers and peers. Secondly, as teaching and learning of these writing skills requires patience, persistence motivation and self-efficacy. Learners' hesitations must be removed concealing the fear of being punished and incompetent. The teachers must embolden their students to rectify their errors of spelling relying on their own individual beliefs and abilities. Thirdly, in syllabus, the designer must include the exercises related to spelling tests. For exam like 1st year paper pattern there must a complete question that testifies spelling skills. Lastly, the public schools must encompass creative writing periods where learners must be asked to accomplish the desired task. At present, there is prescribed syllabus that includes just set patterns of writing, and it leads to cramming and rote learning. Paper pattern must be equipped with modern lines such as O-level and A-level pattern which testifies creative writings.

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