Writing Enjoyment among EFL Postgraduate Students in Indonesia: The Interplay between Students' Writing Self-Efficacy and Research Literacy and Teachers' Immediacy and Clarity

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ABSTRACT

The present study aims to investigate the interplays among students' writing self-efficacy, students' research literacy, teachers' immediacy, and teachers' clarity in facilitating the writing enjoyment of EFL postgraduate students in Indonesia. This quantitative research was designed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) as a model analysis. A questionnaire of 40 items adapted from previous

studies was used to measure the variables. One hundred fifty EFL postgraduate students in Indonesian universities filled out the questionnaire. Path analyses demonstrated positive relationships among the variables, meaning that students' writing self-efficacy and research literacy and teachers' immediacy and clarity impacted writing enjoyment. Nevertheless, the findings demonstrated that correlations between teachers' immediacy, teachers' clarity and students' writing enjoyment are not statistically significant, indicating that teacher-related factors, namely teachers' immediacy and clarity, may not have significantly impacted students' writing enjoyment. The pedagogical implications and future research directions are examined further.

Keywords: EFL postgraduate students, students' self-efficacy and research literacy, teachers' immediacy and clarity, writing enjoyment

Introduction

The field of applied linguistics and foreign language learning has undergone an exciting shift towards positive psychology, emphasizing the essence of positive emotions and appreciating the meaning of life in the language learning process (Ardi et al., 2023; MacIntyre & Mercer, 2014; Walker, 2020). As researchers seek to understand how positive emotions can enhance language learning experiences, the shift has brought about an emerging interest in the area of second or foreign language learning enjoyment (cf. Yan & Zhang, 2023). Specifically, there has been a recent focus on investigating writing enjoyment, which refers to the pleasure that foreign language (FL) students experience when engaging in writing activities (Tahmouresi & Papi, 2021; Walker, 2017). As a quintessential component of motivational drives, it can significantly impact the engagement and success of FL students in accomplishing writing tasks (Dewaele et al., 2018; MacIntyre & Mercer, 2014; Zhu, Zhan et al., 2022).

As writing task demands can be often stressful to overwhelming for many FL students, requiring considerable effort, skill, and knowledge, the need for enjoyment in writing is paramount. Enjoyment can give students the necessary motivation, engagement, and positive attitudes to overcome writing obstacles and succeed in their academic endeavors (Prasetyawati & Ardi, 2020; Walker, 2020; Zhu, Zhan et al., 2022). In this regard, students engage with writing tasks positively and enthusiastically and are more likely to explore and experiment with the language, including the use of a broader range of

vocabulary, and the development of more sophisticated writing styles (Subandowo & Utomo, 2023; Zhu, Guan et al., 2022). Additionally, writing enjoyment can foster a sense of agency and autonomy as students become more invested in their writing tasks and take ownership of their writing development (Graham, 2019; Guo et al., 2022). They put forth more effort into accomplishing their writing tasks across time and place.

A plethora of studies have indicated that FL students who favor writing are more motivated to write and finish tasks successfully. They invest a large amount of time in and produce better quality pieces of writing than those who do not enjoy writing (Zhu, Guan et al., 2022). Moreover, enjoyment has been shown to lead to positive affective and emotional states, such as satisfaction, confidence, happiness, hope, and joy, which can further reinforce students' motivation and engagement in writing tasks, leading to even greater writing performance and achievement (Ahmadi-Azad et al., 2020; Bielak, 2022; Dewaele & Alfawzan, 2018; Fathi & Mohammaddokht, 2021; Jin, 2023; Khajavy & Aghaee, 2022; Saito et al., 2018; Tahmouresi & Papi, 2021; Wang & MacIntyre, 2021; Wang & Jiang, 2022). Hence, the growing interest in writing enjoyment underscores the need to create positive affective experiences in the language learning process, which can lead to significant improvements in FL students' writing ability.

It is widely acknowledged that enjoyment stems from the interplay between internal and external resources, including personal skills, emotional states, mindsets, social supports, learning environments, and opportunities (Guo et al., 2022; Li et al., 2018). This indicates that student- and teacher-related variables, such as students' FL proficiency, self-efficacy, and personal interests, as well as teachers' feedback quality, encouragement, and expectations, have the potential to contribute to FL writing enjoyment. Consequently, this study proposes a model that addresses student- and teacher-related factors that contribute to FL writing enjoyment. The student-related factors are FL writing efficacy and research literacy, while the teacher-related factors are immediacy and clarity. The first reason for arguing that FL student writing self-efficacy can significantly impact FL writing enjoyment is that FL students who grow more confident in writing are expected to increasingly enjoy the writing process, complete writing tasks, and select writing tasks that they find rewarding and enjoyable (Sun & Wang, 2020; Vincent et al., 2023b). In addition, research literacy is predicted to promote FL writing enjoyment by providing students with a deeper understanding of the writing process, promoting agency and control over writing development, and enhancing research skills (Bhatt & Samanhudi, 2022).

On the teachers' side, immediacy, defined as the degree of closeness, approachability, and availability teachers convey towards their students, has been found to foster FL enjoyment since teachers who exhibit high levels of

immediacy can create a supportive and inclusive learning atmosphere that fosters students' motivation, engagement, and positive attitudes towards the language they are learning (Dewaele et al., 2018; Guo et al., 2022; Kelly & Gaytan, 2020). Moreover, teachers' clarity in communication can boost FL writing enjoyment as teachers' clear guidance, feedback, and support help students successfully resolve FL writing challenges and develop the skills and confidence they need to succeed (Mali, 2023; Nurkamto et al., 2022; Titsworth et al., 2015). Ultimately, it can help students feel motivated, engaged, and enthusiastic about their writing tasks, leading to a more enjoyable and fulfilling writing experience (Guo et al., 2022; Hu, 2022; Kelly & Gaytan, 2020). Indeed, writing enjoyment is complex, which is influenced by both internal, student-related, as well as external, teacher-related factors.

In the Indonesian academic context, deriving enjoyment from academic writing is challenging as postgraduate students are required to write and publish research articles either in national or international journals as part of the graduation requirements. The Director General of Higher Education in Indonesia issued circular no. 152/E/T/2012 which outlines the strategic efforts aimed at increasing the quantity of academic publications in higher educational institutions, which is seen as a diplomatic strategy to enhance the quality of education and science (Jayadinata et al., 2022). The circular mandates undergraduate, master, and doctoral students to publish scientific papers. In doing so, university students spend much time researching and writing articles for publications.

Lesmana and Arifin (2020) revealed that academic English writing has become a challenging skill for Indonesian EFL postgraduate students to acquire due to the requirement of not only composing good writing but also having a deep layer of subject matter and research knowledge. The demands of academic writing can lead to negative affective states, such as frustration, anxiety, burnout, and stress, which can hinder motivation and engagement in writing tasks (Arindra & Ardi, 2020; De Smedt et al., 2018; Latif, 2019; Zhang & Dong, 2022). However, as writing is often a lengthy and self-supported effort that needs self-regulation (Zumbrunn et al., 2019), it requires a delicate balance between perceived challenge and skill, which can lead to enjoyment in academic writing (Janke et al., 2018). In turn, enjoyment can initiate positive psychological states that help the students to overcome the obstacles in accomplishing the writing tasks (Zhu, Zhan et al., 2022).

In addressing the intricate nature of EFL writing enjoyment, this study examines the factors that affect English academic writing enjoyment among EFL postgraduate students in Indonesia. The study of English writing enjoyment among EFL postgraduate students in Indonesia is particularly interesting as the process of writing for publication can be challenging. By investigating both student- and teacher-related factors that may impact EFL

academic writing enjoyment among postgraduate students, this study can provide insights into effective pedagogical practices that can foster positive affective states, motivation, and engagement in writing tasks. Moreover, the present study can shed light on the challenges faced by postgraduate students when crafting articles for publication, which can contribute to targeted interventions and support systems aimed at enhancing their writing skills. Hence, examining academic writing enjoyment among EFL postgraduate students in Indonesia is essential to promoting effective writing development and supporting their academic and professional success.

Literature Review

The following presents the review of literature to formulate hypotheses that align with the stated objective. The variables include students' writing self-efficacy, students' research literacy, teachers' immediacy, and teachers' clarity.

Students' Writing Self-efficacy

Self-efficacy serves as students' primary source of motivation and provides a sign that they are engaged in their studies (Hwang, 2020). When it comes to writing, self-efficacy becomes a critical construct that influences the motivation, effort, and persistence that individuals invest in writing activities. Moreover, writing self-efficacy deals with an individual's belief in their capacity to accomplish writing tasks successfully. It is worth noting that the belief is shaped by internal and external factors, such as past experiences, feedback, modeling, and social persuasion (Mitchell et al., 2017). Hence, the interplay between internal and external factors induces self-efficacy.

Bruning et al. (2013) have identified three domains of writing self-efficacy, namely ideation, convention, and self-regulation. The first domain, *ideation*, illustrates self-efficacy in establishing and forming the concepts, principles, and reasoning, which become a strong basis for writing. Next, *convention* exhibits self-efficacy by enhancing linguistic skills, as when authors communicate views through the use of words, grammatical structures, and the arrangement of language discourse. The last domain, *self-regulation*, examines writing self-efficacy via affective and self-management control, which incorporates evaluations of the writing's linguistic and cognitive qualities. Numerous studies have examined the relationship between writing self-efficacy and various writing outcomes, such as performance, anxiety, and motivation (e.g., Sun & Wang, 2020; Vincent et al., 2023b). Sun and Wang (2020) reported that writing proficiency exhibited a positive association with writing self-efficacy. Additionally, Vincent et al. (2023b) found that enhanced

self-efficacy as a result of the participation in writing retreats reduced anxiety and boosted motivation among PhD students in completing their dissertations. While studies have consistently shown that higher levels of writing self-efficacy are closely linked to higher writing quality and motivation to engage in writing activities, limited research still exists on its influence on writing enjoyment. Hence, writing self-efficacy can be considered as a predictor of writing enjoyment that may contribute to students' success in writing for publication.

Students' Research Literacy

Referring to the capacity to access, evaluate, reflect upon, and implement research findings in complex contexts (Groß Ophoff & Rott, 2017), research literacy in the gamut of L2 writing deals with students' ability to discover information for a research project, assess, and apply it. It comprises the entirety of the research process, from conception to publication (Besseah et al., 2017). Rockinson-Szapkiw (2018) classified research literacy into factors, namely research knowledge, skills, and dissemination. Research knowledge involves grasping theories and methodologies essential for applying and conducting research to address practical problems, while research skills encompass the abilities required to plan and carry out investigations to inform practice. Research dissemination pertains to students' interest or active involvement in scholarly endeavors.

Empirical studies on research literacy and academic writing (among others, Bhatt & Samanhudi, 2022; Mali, 2023) have shown that students with good research literacy may write more proficiently and confidently. Bhatt and Samanhudi (2022) revealed that the doctoral training, where doctoral students collaborated with other doctoral colleagues and supervisors in joint research and international publication efforts, enhanced their research skills, self-confidence, and the quality of their academic writing. Mali (2023) demonstrated that a sound understanding of research methodology enabled students to effectively articulate the details of research procedures in their academic writing. Consequently, students' proficiency in research influences their perceived competence in academic writing. With these aspects in mind, there may be a correlation between students' research literacy and their writing self-efficacy, and this, in turn, could impact the writing enjoyment of L2 learners.

Teachers' Immediacy

Teachers' immediacy refers to the perceived level of emotional and physical connection between a teacher and their students (Witt et al., 2004).

It includes both vocal and nonverbal actions that convey openness, friendliness, and availability. Previous studies have revealed that high teacher immediacy has been linked to improved learning outcomes, motivation, and involvement in class (Chesebro & McCroskey, 2001; Zheng, 2021). Students taught by teachers who use verbal and non-verbal immediacy behaviors, such as establishing eye contact and addressing students by their name, tend to be more motivated than those taught by teachers who do not employ immediacy actions (Liu, 2021).

In EFL context, teachers' immediacy is found to affect cognitive and affective learning (Wang, 2021). Students who view teachers as more immediate tend to participate more in class, feel more connected to them, and report enhanced satisfaction with their learning experiences. Kelly and Gaytan (2020) showed that teachers' immediate behaviors affect student writing apprehension. Thus, teachers need to intentionally implement immediacy behaviors to foster positive learning environments and enhance student learning. This underscores the significance of teacher immediacy as a predictor of writing enjoyment and students' writing self-efficacy.

Teachers' Clarity

Teachers' clarity refers to teachers' ability to communicate information and concepts to their students in a way that is both clear and understandable (Zheng, 2021). Moreover, teachers' capacity to provide direct, succinct responses to student inquiries and concerns can also serve as evidence of their clarity (Chesebro & McCroskey, 2001). A number of studies have suggested that teachers' clarity can facilitate students' comprehension of course materials (Alles et al., 2018; Comadena et al., 2007; Titsworth et al., 2015). Such findings demonstrated that how well a teacher can express their ideas, simplify difficult ideas, provide relevant examples, and give clear instructions can all be used to gauge how clear they are. In writing context, Kelly and Gaytan (2020) revealed that a low level of teachers' clarity can contribute to students' writing apprehension. It is because the students' improvement will be strongly affected by the quality of writing mentorship by the teacher. Accordingly, teachers' clarity is regarded as a predictor of students' research literacy and writing enjoyment. Teachers' clarity helps students to feel more confident and motivated, leading to better writing outcomes.
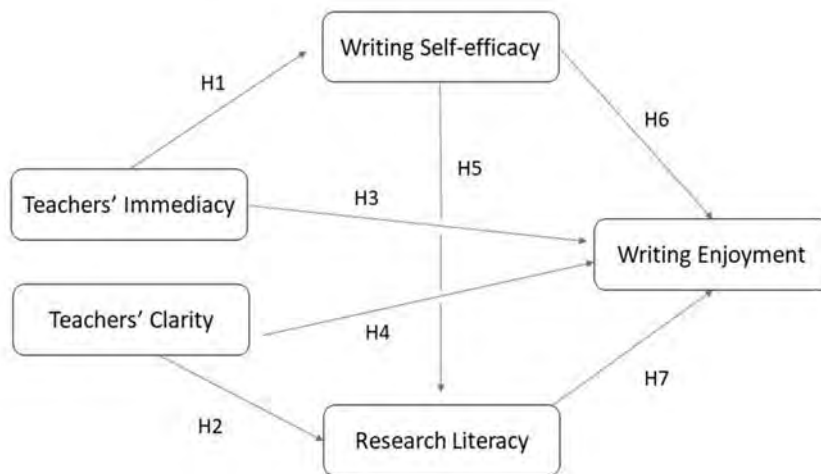
Students' Writing Enjoyment

The rich complexity of L2 writing, which involves logical and critical processes, also calls for students' enjoyment in writing (Vincent et al., 2023a).

Writing enjoyment represents a positive emotional experience that individuals have while doing writing activities (Dewaele & MacIntyre, 2016). As postgraduate students are frequently expected to write for publication, the feeling of pleasure and joy during the writing significantly promotes their engagement, motivation, and success (Jin, 2023; Tahmouresi & Papi, 2021). Jin (2023) has developed and validated the English writing enjoyment scale (EWES) consisting of 9 items. Most items represent the emotional states of writing, encompassing feelings of happiness, accomplishment, relaxation, satisfaction, and excitement. A few items are more cognitive in nature, such as smooth thinking and ongoing inspirations, while others are motivational, reflecting a desire to continue with writing. There are also items that capture the expressive aspect, such as smiling.

Studies have found that L2 learners who enjoy writing are more driven to write and complete the tasks (Zhu, Guan et al., 2022). Even though writing enjoyment in L2 learning is gaining momentum, and some studies have stressed the role of writing enjoyment as the feasible source of L2 writing achievement (e.g., Jin, 2023; Tahmouresi & Papi, 2021; Zhu, Guan et al., 2022), studies on the influential factors of L2 writing enjoyment still appear to be rare. Drawing on the previous studies, the interplay among students' writing self-efficacy, students' research literacy, teachers' immediacy and teachers' clarity may serve as predictive factors of writing enjoyment.

Figure 1

The Conceptual Model of Writing Enjoyment

H1: Teachers' immediacy correlates with students' writing self-efficacy
H2: Teachers' clarity correlates with students' research literacy
H3: Teachers' immediacy correlates with students' writing enjoyment
H4: Teachers' clarity correlates with students' writing enjoyment
H5: Students' writing self-efficacy correlates with students' research literacy
H6: Students' writing self-efficacy correlates with students' writing enjoyment
H7: Students' research literacy correlates with students' writing enjoyment

Hypotheses

The present study aims to explore the interplay among students' writing self-efficacy, students' research literacy, teachers' immediacy, and teachers' clarity in predicting postgraduate students' writing enjoyment in the Indonesian context. Based on the reviewed literature, seven hypotheses are developed to guide the current study. Figure 1 visually represents the proposed conceptual framework.

Methodology

In order to test the seven previously presented hypotheses, this study undertakes an exploratory analysis of students' writing self-efficacy, students' research literacy, teachers' immediacy, teachers' clarity, and students' writing enjoyment.

Participants

To collect the necessary data, the researchers employed convenience sampling by distributing an online questionnaire through WhatsApp groups to EFL postgraduate students in Indonesia. Even though they were from different universities, they might experience similar emotional challenges as the Indonesian Director General of Higher Education has mandated that postgraduate students be required to write and publish academic articles as part of the graduation requirements. The responses from the first 150 participants who completed the questionnaire were received. The study's participants included 112 females and 38 males. Among the participants, 94 were pursuing their master's programs, while 56 were enrolled in doctoral programs. The participants came from 14 different universities across Indonesia, ensuring a diverse representation of the EFL postgraduate and doctoral student population.

Instrumentation

In order to investigate the writing self-efficacy of EFL students, their research literacy, as well as teachers' immediacy, clarity, and students' writing enjoyment in the Indonesian EFL context, the researchers used a questionnaire that included items adapted from the existing literature. A questionnaire developed by Bruning et al. (2013) was adopted to gauge students' writing self-efficacy. The questionnaire included three aspects, namely ideation, conventions, and self-regulation. To assess students' research literacy, the researchers adapted the instrument designed by Rockinson-Szapkiw (2018), which encompasses three areas, namely research knowledge, skills, and dissemination. The instruments to examine teachers' immediacy and clarity were adapted from Kelly et al. (2015) and Chesebro and McCroskey (2001), respectively. The researchers adopted the items by Jin (2023) to measure participants' writing enjoyment. Hence, the instrument in this study comprised 40 items, which were gauged using a 5-point Likert scale. The scale ranged from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher levels of students' writing self-efficacy, students' research literacy, teachers' immediacy and clarity, and students' writing enjoyment.

To ensure that the instrument was appropriate for the participants, the questionnaire was validated by two Indonesian EFL scholars whose expertise was in the field of teaching writing. After addressing their feedback and comments, the researchers conducted a pilot study with 30 EFL postgraduate students in an Indonesian university to gather valuable feedback on the items' readability, clarity, and relevance (Dörnyei & Dewaele, 2022). The feedback included changes of wording to make the items readable and clear, and - provide more context. The obtained data from the pilot study were calculated using SPSS 23 software, which revealed a Cronbach's alpha value of 0.914 and r values ranging from 0.43-0.72, with a r table of 0.34. Consequently, the instrument was deemed valid and reliable.

Data Collection

The questionnaire was distributed online in the form of Google Form to the participants through WhatsApp Groups, which took approximately 15 minutes for them to complete. The researchers kept the link to the questionnaire open for one week to allow the participants enough time to complete it. To ensure ethical procedures, a consent form was included in the questionnaire. The form explained the scope and objectives of the study and emphasized that the participants' identities and information would be

kept anonymous and confidential. Before proceeding with the survey, the participants had to agree to the terms of the consent form. The gathered data were then double-checked to prevent duplicate submissions.

Data Analysis

The data were then analyzed using SmartPLS 3.2. Structural Equation Modeling (SEM) to extract meaningful insights and draw conclusions. The researchers employed Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis, which is particularly useful for assessing complex theoretical correlations between numerous variables in social science and second language learning research (Hair & Alamer, 2022). Furthermore, PLS-SEM is an SEM method referring to a composite-based approach. It uses total variance (common, specific, and error variance) and represents the construct as a linear amalgamation of its indicators. For that reason, it is suitable for assessing smaller sized samples (Hair et al., 2021). In data analysis, the researchers created a model that embodies the focal points of the variables. The reflecting model was investigated using two analytical steps (Hair et al., 2019). The initial step was to create a measuring model to assess the validity and reliability of the suggested model. The model was created while carrying out the measurement model evaluation (inner and outer). The outer model was then examined to establish the indicator loading value, composite reliability, extracted average variance, and heterotrait-monotrait ratio. On the other hand, the structural model was used to analyze prospective relationships or hypothetical links within the model. It was also used to calculate the VIF, path coefficients, coefficient determination, effect size, and predictive relevance.

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Results

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The following elucidates the results of the research, which center on the interplay among students' research literacy, students' writing self-efficacy, teachers' clarity, and teachers' immediacy in contributing to students' writing enjoyment.

Measurement model

Table 1 presents the constructs' indicator loading, composite reliability (CR), and average variance extracted (AVE) measurements. The elements evaluated encompass students' research literacy, students' writing self-efficacy, teachers' clarity, teachers' immediacy, and writing enjoyment. The indicator loading refers to the extent to which a construct and its

indicators are correlated, with values indicating a connection. During the analysis phase, six items were eliminated due to their indicator loading falling below the specified threshold value of 0.73 (Hair et al., 2014).

The CR is used to evaluate the internal consistency and reliability of the constructs, with values ranging from 0.70 to 0.95 (Hair et al., 2014). In this study, the CR values for all constructs fall between 0.900 and 0.961, indicating high consistency and reliability. Convergent validity analysis is employed to determine the construct validity, with the AVE representing the proportion of variance accounted for the construct compared to the measurement error. In this regard, AVE values greater than 0.50 are considered acceptable (Hair et al., 2014), and the AVE values in Table 1 range from 0.612 to 0.733, indicating adequate convergent validity for all constructs. Hence, the data suggest that the constructs in this study are internally consistent and valid.

Table 1

Indicator Loading, Composite Reliability, and Average Variance Extracted Measurement

Items	Loading	CR	AVE
Students' Writing Self-efficacy			
I can put my ideas into writing.	0.809		
I can control my frustration when I write.	0.745		
I can think of my writing goals before I write.	0.816		
I can think of many words to describe my ideas.	0.774	0.917	0.612
I can think of a lot of original ideas.	0.735		
I know exactly where to place my ideas in my writing.	0.833		
I can avoid distractions while I write.	0.761		
Students' Research Literacy			
I feel happy in English writing	0.779		
I feel a sense of accomplishment in English writing	0.796		
I want to continue during English writing.	0.759		
I think smoothly in English writing	0.818		
My inspiration keeps emerging in English writing.	0.728	0.94	0.636
I have a smile on face in English writing.	0.8		
I feel relaxed in English writing.	0.844		
I feel satisfied in English writing.	0.82		
I feel excited in English writing	0.829		
Teachers' Immediacy			

My teacher uses a variety of vocal expressions when giving feedback on my writing.	0.84		
My teacher smiles at me while discussing my writing.	0.845	0.9	0.692
My teacher has a very relaxed body position while discussing my composition.	0.866		
My teacher uses gestures while talking to me.	0.775		

Teachers' Clarity			
My teacher's answers to my questions are clear.	0.838		
Writing Projects assigned for the class have clear guidelines.	0.858		
My teacher's objectives for the writing course are clear.	0.883	0.926	0.714
My teacher uses clear and relevant examples.	0.886		
My teacher is explicit in her or his instruction.	0.754		

Writing Enjoyment			
I feel happy in English writing	0.904		
I feel a sense of accomplishment in English writing.	0.749		
I want to continue during English writing.	0.864		
I think smoothly in English writing.	0.824		
My inspiration keeps emerging in English writing.	0.809	0.961	0.733
I have a smile on face in English writing.	0.86		
I feel relaxed in English writing.	0.88		
I feel satisfied in English writing.	0.877		
I feel excited in English writing.	0.923		

SRL = Students' Research Literacy, SWSE = Students' Writing Self-efficacy, TC = Teachers' Clarity, TI = Teachers' Immediacy, WE = Writing Enjoyment

Discriminant Validity

Table 2 displays the Heterotrait-Monotrait Ratio (HTMT) values for the constructs in the study, namely students' research literacy (SLR), students' writing self-efficacy (SWSE), teachers' clarity (TC), teachers' immediacy (TI), and writing enjoyment (WE). The HTMT is used to gauge the discriminant validity of the constructs, which ensures that each construct is distinct from the others and does not overlap. A threshold value of less than 0.90 is typically used to indicate adequate discriminant validity. In this study, the HTMT values in Table 2 demonstrate that all constructs have discriminant validity as they are below the threshold of 0.90. Therefore, there is no evidence of construct overlap or bias in the outer model, indicating that the constructs are distinct and measure different aspects of the studied phenomenon.

Table 2

Heterotrait-Monotrait Ratio (HTMT)

	SLR	SWSE	TC	TI	WE
SLR					
SWSE	0.801				
TC	0.56	0.578			
TI	0.603	0.594	0.808		
WE	0.597	0.83	0.519	0.475	

SRL = Students' Research Literacy, SWSE = Students' Writing Self-efficacy, TC = Teachers' Clarity, TI = Teachers' Immediacy, WE = Writing Enjoyment

Structural model assessment

Multicollinearity

When analyzing a structural model, it is crucial to test for multicollinearity, which refers to a situation where independent variables are highly correlated with each other. This can cause bias in the results of the path coefficient. The Variance Inflation Factor (VIF) value is calculated to test for multicollinearity. A VIF threshold of 5.00 or less is typically used to indicate no significant multicollinearity issues. Therefore, this study conducted a multicollinearity test to ensure that the VIF value did not exceed 5.00, following the guidelines proposed by Hair et al. (2017).
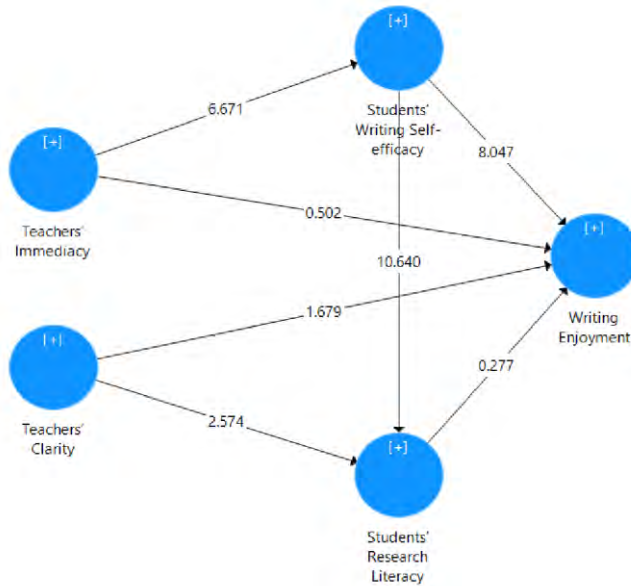
Table 3

Variance Inflation Factor

	SLR	SWSE	TC	TI	WE
SRL					2.416
SWSE	1.377				2.383
TC	1.377				2.172
TI		1.000			2.211
WE					

Path Analysis

Figure 2

Path Coefficient

The proposed model underwent bootstrapping to conduct the path analysis. The level of significance was established at 5%. As illustrated by the numbers on the arrows in Figure 2, each construct possesses a positive value of +1. The attainment of these values indicates that each construct possesses a significant positive relationship value aligning with Hair et al. (2014) proposed threshold (-1 denotes a strong negative relationship and +1 signifies a strong positive relationship). Subsequently, the acquired value of T (refer to Table 5 for statistics on T) exceeds 1.96. The intended T statistic value, at a 0.05 level of significance, is greater than 1.96.

Table 4

Path Analysis Results

	Hypotheses	β	Mean	SD	T Statistics	P Values	Result
H1	TI -> SWSE	0.521	0.518	0.078	6.671	0.000	Supported

H2	TC -> SRL	0.179	0.185	0.07	2.574	0.010	Supported
H3	TI -> WE	-0.039	-0.042	0.078	0.502	0.616	Not supported
H4	TC -> WE	0.143	0.147	0.085	1.679	0.094	Not supported
H5	SWSE -> SRL	0.648	0.646	0.061	10.64	0.000	Supported
H6	SWSE -> WE	0.731	0.728	0.091	8.047	0.000	Supported
H7	SRL -> WE	-0.026	-0.026	0.092	0.277	0.782	Not supported

Note: p < 0.05 indicates that the hypothesis is supported

Table 4 shows the results of the path analysis, which evaluates the relationships between the constructs in the model. The T statistics and P values were calculated to determine if the hypothesized relationships are statistically significant. The results indicate that the hypotheses that SWSE -> SRL, SWSE -> WE, TC -> SRL, and TI -> SWSE are supported because their P values are less than 0.05, and their T statistics are greater than 1.96. The hypotheses that SRL -> WE, TC -> WE, and TI -> WE are not supported because their P values are greater than 0.05, and their T statistics are less than 1.96.

Coefficient of determination (R^2) and Effect size (f^2)

In order to assess the predictive accuracy of the model that was developed, the coefficient of determination (R^2) was examined.

Table 5

Coefficient determination (R^2)

Construct	R Square	R Square Adjusted	Consideration
SRL	0.574	0.568	Strong
SWSE	0.272	0.267	Moderate
WE	0.599	0.588	Strong

Table 5 displays the coefficient determination (R^2) values for the constructs of the study. The R^2 values range from 0.272 to 0.599, indicating moderate to strong determination. The R^2 adjusted values, accounting for the number of predictors in the model, ranged from 0.267 to 0.588. According to the categorization proposed by Hair and Alamer (2022), the R^2 values for SRL and WE are classified as strong, while the value for SWSE is classified as moderate. This categorization is based on the following ranges: weak (0-0.10), modest (0.11-0.30), moderate (0.30-0.50), and strong (> 0.50).

Table 6

Effect size (f²)

	f²	Effect Size
SRL -> WE	0.001	-
SWSE -> SRL	0.717	Large
SWSE -> WE	0.56	Large
TC -> SRL	0.055	Small
TC -> WE	0.024	Small
TI -> SWSE	0.373	Large
TI -> WE	0.002	-

Table 6 displays the effect size (f²) between the constructs in the model. Suppose certain exogenous constructs are eliminated from the model, and the R² value is affected. In that case, this analysis can be used to measure the impact of the relationship between constructs (with exogenous constructs being the independent variable and endogenous constructs being the dependent variable) (Hair & Alamer, 2022). The effect size is measured by the f² value, which Hair et al. (2014) categorized into three levels: small (0.02), medium (0.15), and large (0.35).

Table 7

Predictive relevance (Q²)

	SSO	SSE	Q² (=1-SSE/SSO)	Predictive Relevance
SRL	1350	876.885	0.35	Medium
SWSE	1050	878.541	0.163	Small
TC	750	750		
TI	600	600		
WE	1350	773.659	0.427	Medium

Table 7 shows the results of the Q² analysis, which measures the predictive relevance of the model. The analysis calculates the difference between the sum of squares (SSO) predicted by the model and the sum of squared errors (SSE). The Q² value is then calculated by subtracting SSE from SSO and dividing by SSO. A Q² value greater than 0 indicates good predictive relevance. The Q² values for SLR and WE are medium to large, indicating

good predictive relevance, while the Q^2 values for SWSE, TC, and TI are small, indicating poor predictive relevance.

Discussions

This study explores the interplay of factors affecting postgraduate students' EFL writing enjoyment. Based on the findings, the first hypothesis showed that teachers' immediacy significantly and positively affected students' writing self-efficacy (β= 0.521, p<0.0). This strong correlation indicates that when teachers showed more immediacy, such as being approachable, warm, and enthusiastic, the students felt more confident in their writing abilities. It resonates with Estepp and Roberts' (2015) findings, which highlight that teachers' immediacy is a paramount component of effective communication, narrowing the physical or psychological gap between teachers and students. Teachers' immediacy promotes students' positive feelings and enhances their belief in their ability to successfully complete writing tasks and achieve their writing goals. Immediacy has been extensively studied and found to be a positive predictor of various student experiences, such as online engagement, learning, reduced foreign language anxiety, motivation, and academic engagement (Chesebro & McCroskey, 2001; Xie & Derakhshan, 2021; Zheng, 2021).

In addition to the impact of teachers' immediacy on writing self-efficacy, as the second hypothesis, this study found that teachers' clarity had a significant and positive effect on students' research literacy (β= 0.179, p<0.05). In this regard, teachers' explicit and effective communication during the supervision fostered students' research skills in academic writing (Yahia & Egbert, 2023; Zheng, 2021). As research literacy is a critical skill for EFL postgraduate students as they engage in academic writing and research, providing the students with clear instructions and explanations leads them to a deeper understanding of research paradigms and methodologies, and academic writing practices. The clarity can eventually lead to higher-quality research and writing outcomes. This finding is consistent with Nangimah and Wallden's (2023) suggestion that teachers must provide clear communication and feedback to support students' academic writing development. As a result, students become academically well-equipped so that they are ready to socialize and participate in the practices of the scholarly community (Bankier, 2022; Nangimah & Walldén, 2023; Zhang & Hyland, 2021).

The third and the fourth results of this study confirm an existing relationship between teachers' immediacy and students' writing enjoyment (β= -0.039, p = 0.616), and between teachers' clarity and students' writing enjoyment (β= 0.143, p = 0.094). However, the results also show that the relationships between these variables were not statistically significant,

meaning that there was not enough evidence to support the hypotheses. The lack of statistical significance between teachers' immediacy and clarity and students' writing enjoyment suggests that other factors may have a greater influence on students' attitudes toward writing. Zhu, Guan et al. (2022), for example, indicated the relationship of transfer between ideal L1 and L2 writing selves and L2 writing enjoyment. Other possible influences on students' writing enjoyment include their own writing ability, topic interest, and their motivation to participate in the writing process (Arihasta, 2023; Zumbrunn et al., 2019).

The finding of this study also confirmed previous studies by Kelly and Gaytan (2020) and Qadir et al. (2021), which showed that instructors' immediate behaviors and clarity indirectly affected students' writing anxiety, mediated by perceived immediacy. The studies indicate that a lower level of teachers' immediacy and clarity may result in students' writing apprehension rather than writing enjoyment. A high degree of writing apprehension can bring about negative attitudes towards writing and hinder students from becoming competent writers. Indeed, teachers' positive relationships with their students and supportive environments that encourage them to take risks and participate in the writing process play a crucial role in facilitating students' writing enjoyment (Jin, 2023; Khajavy & Aghaee, 2022; Saito et al., 2018; Wang & MacIntyre, 2021; Wang & Jiang, 2022;). By focusing on building trust, providing constructive feedback, and creating a supportive writing environment, teachers can empower students to feel more confident with their writing, which may contribute to significantly improved writing enjoyment.

In the findings, the fifth hypothesis demonstrated that students' writing self-efficacy was also indicated to have a significant, positive effect on students' research literacy (β= 0.648, p<0.05). In this regard, the students who felt confident in their academic writing abilities and skills were more likely to have better research literacy skills. It is obvious that feeling confident in writing abilities can lead to increased engagement in academic writing-related activities, such as reading and researching, and can help students persist in the face of writing challenges (Stavropoulou et al., 2023). Eventually, it can foster the development of stronger writing and research skills. Previous studies have also revealed that students who were high in writing self-efficacy tended to have higher academic achievement and greater engagement in academic tasks (e.g., Mohammadi et al., 2023; Sun & Wang, 2020; Vincent et al., 2023b) because they felt more capable of producing high-quality work and were hence more willing to put in the effort required to succeed in writing tasks.

The results of this study also indicate a strong, positive relationship between students' writing self-efficacy and writing enjoyment (β= 0.731,

p<0.0), supporting the sixth hypothesis. The aforementioned could be taken to indicate that these two variables are mutually reinforcing. Students who are more confident as writers are more likely to be motivated to engage in writing activities and seek out opportunities to develop their writing skills, leading to a greater enjoyment of the writing process. Likewise, students who enjoy writing may be more motivated to persist in the face of writing difficulties and setbacks, resulting in a higher sense of self-efficacy. This point is supported by the study of Djatmika et al. (2022) that highlighted the significant effect of self-regulation self-efficacy, ideation self-efficacy and convention self-efficacy to academic writing growth mindsets. This finding has significant implications for teachers to foster students' writing development. Teachers may be able to increase students' writing enjoyment by assisting them in developing their writing self-efficacy through targeted instruction and feedback. On the other hand, by providing students with opportunities to engage in enjoyable writing activities, teachers may be able to enhance students' confidence in their writing skills. Ultimately, by comprehending the complex interplay between writing self-efficacy and writing enjoyment, teachers can design more effective and engaging writing instruction that fosters the growth and development of students as writers.

The seventh hypothesis indicated a positive path from students' research literacy to writing enjoyment. However, the results suggest that the relationship between these variables is not statistically significant (β= -0.026, p = 0.782), meaning that there is no conclusive evidence to support the hypothesis that students' research literacy is related to their writing enjoyment. It is crucial to understand that practical and statistical significance are two different things (Peeters, 2016). The absence of statistical significance in this analysis does not necessarily imply that there was no connection between students' research literacy and enjoyment of writing in the real world. It is possible that the relationship between research literacy and writing enjoyment was mediated or moderated by other factors that were not examined in this study such as writing preferences and motivation (Zumbrunn et al., 2019), or that the influence of research literacy on writing enjoyment was too small to be identified in this study (Hair et al., 2019). Therefore, it is essential for future studies to continue investigating this relationship to more fully gain a deeper understanding of the complexity of factors that influence students' enjoyment of writing. By doing so, potential interventions or strategies that can enable students to improve both their research literacy and their writing enjoyment can be identified and implemented.

Conclusion and Implications

This study examines the student- and teacher-related factors that contribute to the academic writing enjoyment of EFL postgraduate students in the Indonesian context. The findings highlight that teachers' immediacy and clarity were paramount factors that impacted students' writing self-efficacy and research literacy. In this regard, teachers' immediacy had a significant, positive effect on students' writing self-efficacy, and teachers' clarity had a significant, positive effect on students' research literacy. Moreover, even though teachers' immediacy and clarity and students' writing enjoyment are correlated, the relationship was not statistically significant, suggesting that student-related factors, such as writing skills, interest in the topic, and motivation, may have a more significant influence on their writing enjoyment. Also, students' writing self-efficacy was positively associated with their research literacy and writing enjoyment. Hence, the findings provide evidence that student-related factors were the primary sources of postgraduate students' EFL writing enjoyment while teacher-related factors provided indirect impact on students' writing enjoyment.

This study's findings also provide pedagogical implications for postgraduate students' academic writing mentorship and supervision. Writing mentors and supervisors can derive advantages by implementing strategies that prioritize the establishment of supportive and low-anxiety environments. The strategies include fostering a sense of community among writers through regular group discussions wherein students can openly share their difficulties in a supportive setting, cultivating trust in the teacher-student relationship through the inception of individual meetings to deliberate on students' writing objectives, concerns, and ambitions, and offering constructive feedback to students.

Many attitudes and beliefs about writing self-efficacy and enjoyment are likely to be well formed at the undergraduate level. Starting with undergraduate writing classes, such approaches may include encouraging more prewriting, especially freewriting, critiquing model essays of various genres, engaging in student-centered peer-review and teacher conferencing, incorporating more student choice into topics for prompts, and providing opportunities for open revision. Writing classes seem most effective when they are more workshop-oriented and less teacher-centered (Goyal et al., 2020). Continuing such writing mentorship into postgraduate school, these endeavors could facilitate more positive writing experiences and enthusiasm.

Additionally, the teachers can enhance their communication skills by using clear instructions and explicit explanations during mentorship and supervision, which can ultimately lead to higher-quality research and writing

outcomes. As this study underscores that students' writing self-efficacy and research literacy were essential factors of writing enjoyment, future studies are called to investigate further other student-related factors that may impact students' writing enjoyment, such as their interest in the topic, motivation, and writing ability. Moreover, future researchers can examine the impact of other instructional factors, such as task design and assessment, and teacher-student relationships in immediacy, mentoring, liking students and their writing, and empowering care on students' writing enjoyment. The narrative data from the participants are also needed to provide insights into the dynamics of enjoyment in accomplishing writing tasks. Hybrid studies that include interviews in addition to quantitative data seem warranted.

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