



The Influence of Feminism Literature Reading Habits on the Writing Confidence of Indonesian Language and Literature Education Students

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Keywords:	ABSTRACT
feminist literature; writing self-confidence; reading habit; self-efficacy; language education	Feminist literature foregrounds women's experiences, voices, and resistance to patriarchal structures, yet its relationship with students' confidence in expressing their own ideas through writing is rarely examined in Indonesian language and literature education. This study aims to identify the pattern of relationship between feminist-literature reading habits and writing self-confidence among Indonesian Language and Literature Education students. A descriptive-correlational design was employed with eight purposively selected students who had been exposed to feminist literary texts through literature courses. Data were collected using an instrument comprising four categories of feminist-literature reading habits rarely, sometimes, often, and routinely and a self-rated writing-confidence scale ranging from 1 to 5. The data were analyzed descriptively by comparing reading-habit categories with confidence scores without inferential statistical testing. The results reveal a consistent ascending pattern: students who rarely read feminist literature scored 2, those who sometimes read scored 3, those who often read scored 4, and routine readers scored 5, with no deviation from this pattern. These findings indicate a positive relationship between feminist-literature reading habits and writing self-confidence, consistent with self-efficacy theory. This implies that feminist texts may be considered not only as objects of literary analysis but also as models of authorial voice in literature-based writing instruction.

INTRODUCTION

Writing confidence is an important issue in language and literature education because students who feel confident tend to write more fluently, revise their work more readily, and take greater creative risks, whereas low confidence may be accompanied by avoidance and safer writing choices. Reviews of writing research consistently report that motivational beliefs, especially self-efficacy, are moderately associated with writing performance across school levels (Camacho et al., 2021), and meta-analytic evidence likewise points to a positive relationship between writing self-efficacy and writing skill (Atasoy, 2021).

Within this educational concern, an informal observation during study in the Indonesian Language and Literature Education program was that the classmates who talk most enthusiastically about feminist novels or short stories are usually also the ones who are boldest about submitting their own writing, whether it is an essay, a short story, or just an opinion shared in class, while classmates who rarely touch that kind of reading tend to hesitate whenever they are asked to write. It was this small, informal observation that pushed me toward this study, because writing confidence is really not a trivial matter for future language and literature teachers. This pattern has been discussed quite a lot in education research, and it seems closely tied to students' literacy habits, especially their reading habits. The concern is not purely motivational either, because systematic writing instruction has been shown to produce measurable gains in written composition, with effects that vary according to instructional focus and learner profile (Kim & Graham, 2022).

Feminist literature is worth paying attention to because the genre has a fairly distinctive trait: it puts women's experience and voice at the center of the story, and it does not shy away from confronting patriarchal structures that have long been treated as ordinary. Alexander, (2000) once argued that a woman needs money and a room of her own before she can write fiction freely, an idea that, on closer look, speaks more to psychological freedom than to economic condition alone. Within Indonesian literary studies, feminist literary criticism has also grown into its own field, used to examine how female characters and female writers negotiate their position, refuse to be silenced, and represent their own experience. A recent mapping of prominent Indonesian women writers similarly shows how their prose works as protest against patriarchal norms and as a space in which women articulate themselves as authors (Priyatna, 2023).

From here comes a suspicion that, as far as I can tell, has not been tested very directly: perhaps reading feminist literature does not only sharpen students' analytical skills, but also quietly nurtures their own courage to write, since texts of this kind almost always feature women who manage to seize control of their own narrative voice. This suspicion lines up with Bandura, (1997) self-efficacy theory, which identifies vicarious experience, that is, watching someone else, including a character in a story, succeed at something, as one of the main sources through which a person's self-belief grows, alongside verbal persuasion from people around them. Empirical research on readers adds that fiction can activate and reshape dimensions of the reader self-concept, particularly when readers blend themselves with the characters they meet in a story (Loi et al., 2023). If reading feminist literature functions as a kind of vicarious experience of writing courage, then students who read it more often should also report higher writing confidence than those who read it rarely.

When I tried to trace earlier research to see whether this suspicion had ever been tested, what I actually found were three bodies of work that seemed to run along their own separate tracks without really speaking to one another. The first body of work focuses on writing self-efficacy in education in general, and shows fairly consistently that students who believe in their own writing ability tend to write more, and write better (López Martínez et al., 2022), yet this line of research almost always centers on teaching methods and feedback rather than on the kind of reading students actually consume. Research on authorial voice runs in a parallel direction, describing how writers gradually come to assume an identity as authors within their own texts, yet it rarely connects that development to the kind of reading students habitually do (Mhilli, 2023). The second body of work, much of it carried out at the primary and secondary school level in Indonesia, links general reading habits to writing ability; this line of work makes a convincing case for a reading-writing correlation, but it treats reading as a single, undifferentiated activity without questioning genre, and it does not separate confidence from mere writing skill. Comparable findings have been reported at the tertiary level, where training in extensive reading strategies improved learner writing performance (Yerukneh et al., 2023), and where reading comprehension is modelled as a component skill contributing to written composition (Kim et al., 2021). Surveys of Indonesian learners further document how widely reading habits vary in language, format, purpose, and frequency (Pardede et al., 2023).

The third body of work, produced by literary scholars, applies feminist and gynocritical analysis to Indonesian texts, uncovering how resistance and female self-representation are built into these stories, but this line of work stops at the text itself and never really asks what happens to the reader. Taken together, these studies reveal a substantive separation between research on writing self-efficacy, research on general reading habits and writing outcomes, and feminist literary criticism: the first emphasizes confidence but not reading genre, the second emphasizes reading but not confidence as a distinct construct, and the third emphasizes textual voice but not reader-level writing confidence. This comparison indicates that the three research traditions address related constructs while leaving their intersection insufficiently examined.

Putting these three bodies of work side by side, the gap becomes fairly obvious: no one has specifically asked whether reading feminist literature, and not just reading in general, is related to students' courage to write. This is the gap this study tries to address, through a question I have deliberately kept simple: to what extent, and in what pattern, is students' habit of reading feminist literature related to their level of writing confidence? Out of this question came the study's hypothesis, namely that there is a positive relationship between the habit of reading feminist literature and writing confidence, such that the more regularly a student reads, the higher their writing confidence tends to be.

More specifically, the theoretical gap lies in the limited integration of self-efficacy and feminist literary perspectives; the methodological gap lies in the scarcity of studies that places genre-specific reading habits alongside writing-confidence measures; the empirical gap concerns the limited evidence on feminist-literature reading and writing confidence as paired variables; and the contextual gap concerns Indonesian Language and Literature Education students. The urgency of examining this relationship lies in the role of writing confidence in preparing future language and literature educators to participate actively in academic and creative literacy practices.

To answer that question, this study was deliberately kept simple in design: a short questionnaire asking how often students read feminist literature and how confident they feel as writers. What this study hopes to contribute is not statistical power, eight respondents are obviously not enough for that, but rather a bridge between two fields of study that have so far run separately, namely reading-writing research and feminist literary criticism. The aim of this study, then, is to find out the pattern of relationship between the habit of reading feminist literature and writing confidence among students of Indonesian Language and Literature Education, while also offering a theoretical explanation for that pattern.

The theoretical contribution is a preliminary bridge between self-efficacy theory and feminist literary criticism; the practical contribution is limited to identifying a pattern that may inform subsequent, better-powered research; and the educational implication is to encourage closer examination of how reading content, rather than reading frequency alone, relates to students' confidence as writers.

METHODS

This study uses a small-scale descriptive-correlational design, which from the outset was never meant to prove a cause-and-effect relationship or to be generalized to a wider student population, but simply to describe the pattern present in the available sample. The subjects were eight students from the Indonesian Language and Literature Education Program (PBSI) at Universitas Negeri Surabaya, chosen purposively because they had already had direct exposure to feminist literary texts through the literature courses they had taken.

In methodological terms, the study is classified as a small-scale descriptive quantitative correlational survey. The purposive criterion was prior exposure to feminist literary texts through literature courses, because the study required respondents who could meaningfully report a feminist-literature reading habit. The eight respondents constitute the available exploratory sample used in this study; because the manuscript does not contain verified information on the total population size, the sample is not presented as a statistical representative of the PBSI student population. No exclusion criterion beyond failure to meet the stated exposure criterion is documented in the available study record.

The instrument was deliberately kept short so that it would be easy to fill in honestly. It consists of two parts: the first asks students to place their feminist-literature reading habit into one of four categories, rarely, sometimes, often, or routinely; the second asks students to rate their own writing confidence on a scale of 1 to 5, from 1 (very unconfident) to 5 (very

confident), following the self-rating format commonly used in self-efficacy research (Bandura, 1997).

The first variable was operationalized as an ordinal reading-habit category, while the second was operationalized as a single self-rating of writing confidence. Thus, the scoring system ranges from four ordered reading-frequency categories and a 1–5 confidence score. The available study record does not document a separate expert-validation procedure, content- or construct-validity test, or reliability coefficient for this brief instrument; Consequently, the instrument should be understood as an exploratory descriptive measure rather than a validated written self-efficacy scale.

The data were analyzed descriptively. Reading-habit categories were tabulated alongside their corresponding writing-confidence scores, and I then looked at whether there was a consistent upward pattern between reading frequency and confidence score. Given the very limited number of respondents, inferential statistical tests were deliberately not used; the analysis instead emphasizes the qualitative pattern in the data as a basis for theoretical discussion, in keeping with the exploratory and illustrative nature of this study.

The questionnaire responses constitute the primary data analyzed in this study; the cited literature serves as the theoretical and comparative secondary source for interpretation. The available study record does not provide a verified data-collection date, questionnaire-distribution mode, ethics-approval number, or documented informed-consent procedure, so these details are not reconstructed or assumed here. Descriptively, the observed confidence scores range from 2 to 5, with a median of 3.5. Because the sample contains only eight purposively selected respondents and the instrument is exploratory, the analysis remains descriptive and no inferential claim of population-level association is made.

RESULTS AND DISCUSSION

Figure 1 presents the data on feminist-literature reading habits and writing-confidence scores for the eight respondents.

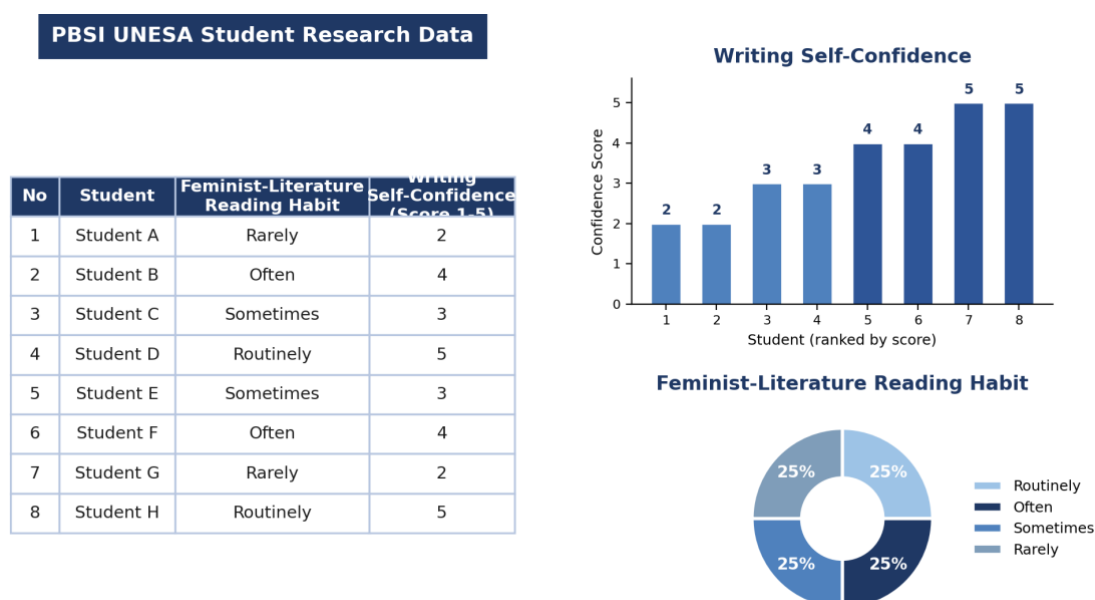


Figure 1. Distribution of feminist-literature reading habits and writing-confidence scores of PBSI students, presented as data table, confidence-score chart (top right), and reading-habit proportion chart (bottom right).

The similarity with these earlier studies should nevertheless be interpreted cautiously because the present study differs in sample size, measurement, and its genre-specific focus. Unlike studies that examine broader reading behavior or writing performance, the present data concern self-reported confidence and therefore cannot establish whether the same pattern would appear in objectively assessed writing outcomes. Studies that pair self-report measures with independently rated text quality report that self-efficacy and writing anxiety relate to written performance in ways that differ across learner groups (Busse et al., 2023). How might this descriptive pattern be interpreted? Bandura, (1997) framework offers a reasonably convincing explanation, mainly through the pathway of vicarious experience, possibly paired with verbal persuasion.

As discussed earlier, feminist literary texts tend to feature a recurring scene: a woman taking hold of her own voice, refusing to be silenced by the circumstances around her (Alexander, 2000). One possible interpretation is that students who encounter this kind of scene more often in their reading may perceive that speaking in one's own words is something possible and legitimate to do, a mechanism not so different from what López Martínez et al., (2022) describe in the context of teaching, where repeated positive exposure, whether through direct instruction or through models encountered in reading, are discussed in relation to a person's writing self-efficacy. Longitudinal work on novice writers points in a similar direction, showing that learning to speak as an author develops gradually and is shaped by reading, disciplinary exposure, and beliefs about how knowledge is constructed (Sun et al., 2022).

If these texts are indeed constructed to display a confident authorial authority, then repeated reading can be interpreted, within the present theoretical framework, as a possible form of indirect exposure to that disposition, the confidence to write down one's own experience, which is reported as higher by respondents who read more routinely. By contrast, Students A and G, who read feminist literature rarely, reported less frequent exposure to such texts; however, the present data cannot determine whether this difference explains their lower confidence scores, which fits López, et al., (2022) finding that low self-efficacy tends to go hand in hand with a tendency to avoid writing tasks. It should be noted, however, that authorial voice is itself a multidimensional construct rather than a single trait, which makes any direct inference from reading exposure to voice more complicated than it first appears (Lee & Ye, 2023).

That said, reading habits are certainly not the only factor shaping students' writing confidence. Amin, (2018) show that structured instruction, social support, and general self-esteem also contribute, and this study was not designed to weigh these factors against one another. Reading engagement is also multidimensional, spanning behavioural, affective, cognitive, and social aspects, so a single frequency category cannot capture the whole of a reading life (Muniroh et al., 2024), and reported associations between reading habits and writing performance vary in strength depending on how each construct is operationalized (Nguyen, 2022). What can honestly be said is that this data shows a relationship consistent with that explanation, not conclusive proof of it. With only eight respondents, all rating themselves, the neat pattern in Figure 1 is best read as an early clue worth pursuing further, not as a final conclusion.

Alternative explanations remain plausible, including personality, prior writing ability, academic achievement, motivation, teacher influence, and other forms of social or instructional support. Gender-related differences in writing-related affect have likewise been documented among Indonesian undergraduates (Fajaryani et al., 2024). Because both reading habit and writing confidence were obtained through self-report in the same brief instrument, common method bias may also have contributed to the regularity of the observed pattern. This threat is widely documented in survey-based research and is not easily removed after data collection (Podsakoff et al., 2024). Internal validity is therefore limited, and external validity is likewise

restricted by the eight-person purposive sample from one university. Accordingly, the findings should not be generalized beyond the respondents and should not be interpreted as evidence that feminist-literature reading causes higher writing confidence.

CONCLUSION

This study demonstrates a consistent positive relationship between feminist-literature reading habits and writing self-confidence among the eight Indonesian Language and Literature Education students examined. Students who routinely read feminist literature reported the highest confidence scores, whereas those who rarely read it reported the lowest, with other reading categories showing a corresponding ascending pattern. This finding supports the study's hypothesis and is consistent with Bandura's self-efficacy theory and feminist literary perspectives, suggesting that feminist literature may provide vicarious experiences through models of confident authorial voice.

Pedagogically, feminist texts may therefore be considered not only as objects of critical literary analysis but also as potential models for strengthening students' writing confidence. Nevertheless, the findings should be interpreted cautiously because the study involved only eight self-rating respondents from a single program. Future research should employ larger and more diverse samples, validated writing self-efficacy instruments, and experimental or longitudinal designs to examine the direction of the observed relationship more rigorously.

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