CHAPTER I

INTRODUCTION

This introduction chapter encloses background of the research, statement of research problems, objectives of the research, significance of the research problem, scope and delimitation of the research, and definition of key terms.

A. Background of The Research

Writing is the activity of compiling and arranging sentences in order to the message, information, and intent contained in the thoughts, ideas, and opinions of the author can be conveyed properly. For this reason, each sentence must be arranged in accordance with grammatical rules, and be able to support understanding in both the significance level and the value level. Such sentences are realized on paper by using visual media, that is must be mastered by an author.

In general, there are three stages of the writing process as explained by Nunan(1991), namely: (1) the prewriting stage, (2) the writing phase, and (3) the revision or refinement stage. To implement these three stages, in language education, specifically writing skills, integration between the writing process and products in the classroom is needed. Based on the description and statement above, it can be conclude that writing is a productive and expressive activity.

In this writing activity, a writer must master in utilizing graphology, language structure, and vocabulary (Tarigan, 1983). So that, writing skills are

used to take notes or record, convince, report or notify, and influence the reader's attitude. Such aims and objectives can only be achieved well by people who can structure their thoughts and express them clearly into written forms or forms. This clarity depends on the mind, organization, usage, and choice of words that have appropriate meaning and structure of the sentence.

Writing activity in the field of academic according to Bailey (2004) called Academic Writing. It is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework. Whatever program of study we are taking at university, at some point we will need to put words on paper or enter them in an electronic file (Day, 2013). These might be essays, practical reports, Powerpoint presentations, a review of an article, and others any kinds of academic writing. It became the reason that the researcher focused on academic writing.

The academic writing must be produced by the student university is the thesis writing. Thesis writing was a final writing assignment in academic setting. In the process of completing the thesis writing, some students were able to complete easily and some others found difficulties. In IAIN Tulungagung there were some students have not finished yet their thesis writing. From this phenomena, the researcher interested to get information about the factors that affect the students in completing thesis writing. Generally from that case, the researcher got the point that in the process of completing thesis writing was influenced by many factors, one of the factor was self-efficacy.

Self-efficacy has an influence on students' writing abilities or writing performance (Holmes, 2016). Bandura (1995) defined self-efficacy is a belief of person on his ability to organize and complete his work required. So, the students were required to have the writing self-efficacy in conduct the research and complete the thesis writing. Writing self-efficacy tends to belief and subjective assessment or evaluation of the writer on their ability to complete the given writing task (Zhang, 2018).

The students who believe in their own abilities, they will tried to do until the task was complete and has a result. And if a problem occurs in the desired achievement process, the students who have high self-efficacy will continue to try and will not give up. Pabiban (2007) said that the students have high self-efficacy more easily to finish their assignment. The other way, the students who have low self-efficacy felt less of ability in doing the assignment, easy to give up and not confidence. In the other hand, the students of university would not be separated from thesis writing assignments.

Self-efficacy came from various sources of information (factors) which the students have different dominant source of information and sources of information were salient. Based on self-efficacy theory of Bandura (1995), he explained people beliefs concerning their self-efficacy can be developed by four main forms of information or factors. The most effective way of creating a strong sense of self-efficacy is through *mastery experience, vicarious experience,social persuasion, physiological and emotional states*.

The previous research of Holmes (2016) showed that self-efficacy has an influence on students' writing abilities or writing performance and found

sources of self-efficacy information were salient for the student. Pajares (2003) found students' self-efficacy influence the motivation in writing, so the students are able to accomplishing their writing task. Writing self-efficacy also give contribution to the students proficiency in writing, like Saputris' (2016) research found that self-efficacy contributed significantly to the prediction of students' writing proficiency. The result, from the previous researches prove that self-efficacy has close relationship to the thesis writing performance and it seem needed more attention on self-efficacy.

The previous research, Sari (2018) focused on how the correlation between thesis writing ability and self-efficacy of thesis writing. Bangun (2018) studied on level of self-efficacy of undergraduate students in thesis writing stage. Thus, in this research will be discussed more about the factors affect self-efficacy and students' strategy to develop their self-efficacy in thesis writing, because in this area have not discussed before. When they have known the strategy to develop their writing self-efficacy they can accomplish their thesis as well as. And self-efficacy as a fundamental component of academic writing (Holmes, 2016). Finally, this research more specifically "explore the factors affect students' self-efficacy and students' strategy to enhance writing self-efficacy of graduates' master program at English department in IAIN Tulungagung."

B. Statements of The Research Problems

In line with the background above, in the context of academic writing, this study attempts to address the following research questions:

1. What are the factors affecting students' self-efficacy in academic writing?

2. How do the factors affect students' self-efficacy in academic writing?

3. How do the students enhance their self-efficacy in academic writing?

C. Objectives of The Research

In accordance with the statement of the research problem above, the present study aims:

1. To discover the factors that affect students' self-efficacy in academic writing.

2. To discover how the factors affect students' self-efficacy in academic writing.

3. To give solutions on strategies that can be used by students to enhance self-efficacy in academic writing.

D. Significance of The Research

1. Theoretical Significance of the Research

Theoretically, the researcher expects that the results of this study can enrich the literature on the factors that affect students' self-efficacy in thesis writing to make better the understanding about self-efficacy as well as.

2. Practical Significance of the Research

Practically, students can use the result of this research about the factors that affect students' self-efficacy in thesis writing. So that, the students can enhance their self-efficacy in thesis writing. Self-efficacy would be able to help the students in finish their thesis as well as.

For the English lectures, by knowing the factors affect self-efficacy the lectures can motivate the students to enhance their self-efficacy in thesis writing.

E. Scope and Delimitation of The Research

In this research the discussion focus on factors that affect self-efficacy in academic field that is thesis writing, and explore the students' strategy to enhance their writing self-efficacy. This research conducted on the graduates of master program in ELT (English Language Teaching) in IAIN Tulungagung. The students who are involved in this study are the students in which have finished their thesis and having the criteria of the research subject.

F. Definition of Key Term

1. Self-efficacy

Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1995). Deal with this study, *Self-efficacy* is the students' beliefs of ability to complete the thesis writing on time in IAIN Tulungagung. Self-efficacy beliefs influence how the people think, feel, motivate themselves and any others. Any source information of self-

efficacy such as, *mastery experience, vicarious experience, Social persuasi, physiological and emotional states*.

2. **Factor**

Factor is the things (condition or event) that contribute or influence to the occurrence of something (KKBI). Deal with this study, definition of factor is the things (condition or event) that give influence to the perceive self-efficacy of the master program in ELT graduates in academic writing.

3. **Strategy**

Strategy is a plan or policy designed to achieve a major or overall aim (oxford dictionary). Relevant to this study, definition of strategy is the plan

4. **Academic Writing**

Academic writing is non-fiction writing produced as part of academic field. Writing that reports on university research, writing produced by university students, and writing in which scholars analyze culture or propose new theories are all sometimes described as academic writing. *Academic Writing* is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework (Bailey, 2004). And the academic writing must be written by the students is thesis. So, in this research focus on the thesis writing.