

## **CHAPTER II**

### **PREVIEW OF RELATED LITERATURE**

This chapter presents the result of reviewing some related literature dealing with the topic of the study and also presents the previous studies that are relevant to the present study.

#### **A. Self-Efficacy**

##### **1. Definition of Self-Efficacy**

The term self-efficacy was first introduced by Bandura in Psychological Review (1995), Bandura proposed that self-efficacy refers to the belief in how far an individual estimates his ability to carry out a task or perform a task that is needed to achieve a certain result. Confidence in all of these abilities includes confidence, ability to adapt, cognitive capacity, intelligence and capacity to act in stressful situations. Self-efficacy has effectiveness, the individual is able to judge himself has the power to produce something desired. The high perceived self-efficacy will motivate the individual cognitively to act appropriately and directed, especially if the goal to be achieved is a clear goal.

Self-efficacy is always related and has an impact on the choice of behavior, motivation and determination of individuals in dealing with each problem. Self-efficacy will develop gradually, often increasing the ability and increasing related experiences (Bandura, 1995). Then it can be concluded the definition of self-efficacy deal with this study is *the students' beliefs of ability to complete the thesis writing of master program in ELT in IAIN Tulungagung.*

## 2. Factors of Self-Efficacy

Bandura (1995) said there were four main sources used individuals in form self-efficacy, namely:

### a) *Enactive Mastery Experience*

Achievements that have been reached in the past, as a source of past performance, are the most powerful modifiers of self-efficacy. Good performance in the past is able to increase expectations of efficacy, whereas failure will decrease self-efficacy. Self-efficacy beliefs are based in part on experiences related to successes and failures. The success that is often obtained will increase self-efficacy while failure will reduce the self-efficacy.

According to Bandura (1995), experience is the most influential source of self-efficacy is the experience of mastering something, namely past performance. In general, successful performance will increase expectations regarding ability. If the success was obtained by someone raised from the factors outside themselves, it would not lead to increase self-efficacy. However, if the success is obtained through a large obstacle and is the result of his own struggle, then it will have an effect on increasing his self-efficacy.

Achievement in success will produce a different impact on self-efficacy, depending on the process of achieving it: (Rahardiyanto and Yoenanto, 2014).

a. The more difficult the task, success will make the efficacy higher.

- b. Work alone, further increasing the efficacy compared to group work, assisted by others.
- c. Failure to reduce efficacy, if people have tried their best.
- d. Failure in emotional and stressful situations, the impact is not as bad if the conditions are optimal.
- e. Failure after people have strong efficacy beliefs, the impact is not as bad if the failure occurs in people with strong efficacy beliefs.
- f. People who are used to succeeding, once failing do not affect self-efficacy.

**b) *Vicarious Experience***

Social cognitive theory explains that people can learn by only observing the behavior of others. As Bandura 1986 described, people can form internal mental representations of the behavior they have observed, and then can use these mental representations in the future. Learning through modeling is proof of the unavoidable dimension of life. Children can learn languages by observing parents and other people speaking, this is the same as someone who learns to give lectures and before he observed the methods of the other lectures in delivering topics.

Bandura (1997) said that modeling influences take different forms and serve different functions depending on the types of information they convey. So, the modeling process can be complex rather than simple imitation or imitation. Imitation in general implies full replication rather than a narrow response. As for modeling, people

can learn the general rules of behavior by observing others. Then, they can use these roles to direct themselves various types of behavior in the future. The individual observed in the observational learning process (the model) does not have to be someone who is physically present. In contemporary society, a lot of modeling takes place through the media.

Self-efficacy obtained through social models usually occurs in someone who lacks knowledge of their abilities so that it encourages modeling. However, self-efficacy obtained will not be too influential if the observed model does not have similarities or differ from the model. Self-efficacy will increase when observing the success of others, otherwise self-efficacy will decrease if observing people whose abilities are approximately the same as him was a failure.

In general, the impact of social modeling is not as strong as the impact given by personal performance in increasing the level of self-efficacy, but can have a strong impact when looking at decreasing self-efficacy. For example: when knowing one of his friends with equal ability to carry out the task, it was failed to do it because of nervousness and lack of confidence, not brave, and hesitant will make people who observe discouraged to do the same thing.

**c) *Social Persuasion***

Generally, in receiving persuasion or advice from others, we often see from who is speaking, we rarely see from what is conveyed.

as an example; when we are advised by friends, we consider it to be a joke, it can even be considered as an insult to us, on the contrary if we are advised by parents, teachers, or people who are older and have higher knowledge, then we take it as a very important advice to pay attention to and we make it to improve ourselves.

The information about the abilities conveyed verbally by someone influential is usually used to convince someone that he is capable enough to do a task. According to Alwisol (2009: 289) will strengthen and weaken self-efficacy, and the impact of this source is limited, but in the right conditions the persuasion of others can affect self-efficacy. The condition is trust towards the persuasion provider and the realistic nature of what is being persuaded. Jess Feist and Gregory (2010: 215), increasing self-efficacy through social persuasion, can be more effective only if the activity that you want to be encouraged to try is within the reach of one's behavior.

**d) *Physiological and Affective States***

Self-efficacy usually arises from low levels of stress and anxiety, conversely low self-efficacy arises from high levels of stress and anxiety. In Alwisol (2009: 289) Strong emotions, fear, anxiety, stress can reduce self-efficacy. Emotional increase normally (which is not excessive) can increase self-efficacy. Mood can also affect people's judgment about their personal efficacy (Bandura, 1995). A positive mood can increase the perception of self-efficacy; sad moods or negative moods can reduce self-efficacy.

### 3. Aspects of Self-Efficacy

Bandura (1998: 42) states that self-efficacy consists of three dimensions, namely:

#### a) *Level Aspect*

The level aspect relates to the level of difficulty of the task. This aspect refers to the level of difficulty of the task that the individual believes will be able to solve it. The level of self-efficacy of a person differs from one another. The degree of difficulty of a task, whether difficult or easy it will be determine self-efficacy (Bandura, 1998: 42). This level of self-confidence will affect the selection of activities, the amount of effort, and student resilience in facing and completing the task it is doing. On a task or activity, if there is no significant obstacle to overcome, then the task will be very easy to do and everyone definitely have high self-efficacy on this issue.

Individual beliefs have implications for the choice of behavior based on obstacles or the level of difficulty of a task or activity. Individuals will first try the behavior they feel capable of he does and avoids behavior that is beyond the limit his abilities. The range of individual abilities can be seen from the level obstacles or difficulties that vary from a task or activity certain.

#### b) *Strength Aspect*

This dimension relates to the strength of the assessment of skills individual. This dimension also refers to the degree of individual stability against the beliefs he makes. This stability is what determines

resilience and individual resilience in business. This dimension represents individual beliefs in maintaining certain behaviors. This dimension related to one's self-efficacy when dealing with task demands or a problem (Bandura, 1998: 44).

Weak self-efficacy can easily be negated by an unsettling experience when faced with a task. Conversely, people who have strong beliefs will persevere in his efforts despite the countless challenges and obstacles. This dimension is usually directly related to the level dimension, which is more the higher the difficulty level of the task, the weaker the perceived confidence for finish it.

**c) *Generality Aspect***

The generality dimension is a concept that is self-efficacy a person is not limited to a specific situation. This dimension refers in a variety of situations in which self-efficacy assessments can be established. This dimension relates to an individual's belief in his abilities carry out tasks in various activities. Various activities are demanding individuals believe in their ability to carry out a task or activity whether the individual feels sure or not. The individual may believe in his abilities in many areas or in only a few areas certain.

For example, suppose a student believes in a math subject, however he is not sure of his ability in English, or someone who wants to go on a diet sure of his abilities can running sports regularly, but he

wasn't sure he would its ability to reduce appetite, which is why its diet does not

#### **4. Process of Self-Efficacy**

Self-efficacy can also influence a person's actions. Bandura explained that self-efficacy has an effect on human behavior through various processes, namely cognitive processes, motivational processes, affection processes and processes selection (Bandura, 1997: 116).

##### **a) *Cognitive Processes***

That individual self-efficacy will affect thinking patterns which can be helpful or destructive. Bandura (1997: 116) explained that a series of actions that humans initially performed constructed in his mind. These thoughts then provide direction for human action. A person's belief in self-efficacy affect how a person interprets environmental situations, the anticipation that will be taken and the planning that will be constructed.

##### **b) *Motivational Processes***

That said that individuals who have self-efficacy are height will increase his efforts to overcome challenges. According to Bandura (in Pervin & Jhon, 2001: 449) that someone's motivation awakened cognitively. Through a person's cognitive can motivates himself and direct their actions based on the information they have previous.

##### **c) *Affective Processes***

Self-efficacy affects how much stress you experience inside threatening situations. People who believe they can handle situations



that threaten to feel less anxious and feeling annoyed by the threat, on the other hand, the individual who is not sure of his ability to cope with the situation that threatens to do so experiencing high anxiety. Self-efficacy affects stress and anxiety through problem-solving behaviors. Someone will anxious when facing something beyond his control

**d) *Selection Processes***

According to Bandura (1998: 116) efficacy plays an important role in determining the selection of the environment because the individual is a part in the formation of the environment.

**B. Academic writing**

**1. Definition of Academic Writing**

Writing requires special skills, especially academic writing. Academic writing is different from free writing, both in terms of the choice of language used and the writing framework. Academic Writing is made for everyone who is studying (or planning to study) at English department of universities and has to write essays and other assignments for exams or coursework (Bailey, 2004). Bak, Basset and (2013) said that there are three steps in process of writing academic: Pre-writing phase- (planning), Writing phase, and Post-writing phase (editing)

The writing process is gradual, in other words each different process will repeat more than once. Therefore, in academic writing, we are expected to find a supervisor to produce good writing. To start writing we

have to find and determine what ideas we will discuss in our writing, don't have to know and understand everything before you start writing. Through action writing you learn will be able to generate and further clarify your ideas.

## **2. Characteristics of Academic Writing**

- a) It is written systematically, so that the topics and the sub-topics are interrelated and refer to the main topic.
- b) It is written based on logical reasoning, so that what the author writes is in accordance with common sense.
- c) Writing is supported by objective data, namely data that has been verified empirically. Objective is written or recorded for certain individuals or groups.
- d) Correct, valid and relevant theoretical arguments.
- e) Linking theoretical arguments and empirical arguments.

## **3. Types of Academic Writing**

The students have many assignment from their lecture, most of it is the writing assignment. Bailey (2003) said that many kinds of academic writing in the university, such as: note, report, project, essay, dissertation/thesis and paper. Beside that according to Zulmiyetri (2019);

### **a) *Thesis/Dissertation***

Thesis/dissertation are scientific papers in a field study written by students at the end their studies. Thesis for undergraduate programs (S-1), thesis for master programs (S-2), and dissertation for doctoral programs (S-3).

**b) *Scientific Article***

Scientific article is written work designed to be published in scientific journals that written in a scientific manner. There are two kinds:

- 1) Research articles
- 2) Non-research articles

**c) *Paper***

Papers are written works containing thoughts on a particular problem or topic, which are written systematically and coherently, accompanied by logical or objective analysis.

**d) *Research Report***

Research report is a paper that contains an explanation of the process and result obtained from research activities.

**4. Writing Proseses of academic writing**

The Writing Process: (Bak, 2013)

**a) *The Pre-writing Phase (Planning)***

Planning is an important step to start writing, because in writing we will discuss a topic or problem, so we have to determine or plan what topics we will write about. In raising a topic, we must consider what we will write about, what are the reasons we write on the topic, what are the benefits we will get from the writing.

**Planning hints**

- 1) **Writing preparation.** It must start long before the deadline arrives. The time required for that preparation will vary depending

on the following; large number of pages, level of difficulty and priority.

## **2) Develop a title/topic**

When we are going to write and already have an idea that we will discuss in writing, we are as early as possible making the title of the article. And to determine the title of the writing we have the criteria/formulation for the title such as; Make sure that the title is formulated concisely, captures the main focus, does not contain ambiguity and attracts the reader's interest.

## **3) Use prior knowledge to generate ideas**

We have to explore what we already know about the topic, so that we can find out how far we understand the topic. so, it is easier for us to find additional knowledge or other references that support our topic. We can also get additional knowledge from various sources, for example books, journal articles, etc. There are at least two methods for exploring prior knowledge to help generate ideas: brainstorming and free writing.

## **4) Search for information**

Any kinds of source information: use libraries and databases for sources, use journals and papers from conference proceedings, use reading techniques (skimming: studying the text before we read, scanning: searching text for specific information), and always photocopy and keep detailed records of sources.

## **5) Mind mapping**

The purpose of a mind map (also known as an outline) is to identify or disaggregate the main discussion area and supporting details of the discussion. It is used when planning or organizing information related to a specific topic. It is a diagram showing a central or main idea / theme with branches presenting various ideas related to the main theme. Example: Introduction, review of literature, research method, finding, and conclusions.

## **6) Planning the framework**

1. Develop a story line to direct the reader on a clear path. This means making sure that there is an outline that usually goes from general to specific of our argument that is logical and clear.
2. Outline the topics on which the writing is built, namely the building blocks: General research area, how the problem or research focus is identified and refined, the methodology used, data that appears, data analysis, solutions; conclusion; working result, and application in terms of recommendations, limits and scope for further work.
3. Developing the contents of a chapter, consider: purpose, links with other knowledge (previous and next chapters; other people's work), obstacles, work done, the result of that work and where next

4. Sort the contents of the chapter, remember: internal logic must be stated explicitly to guide the reader and the different flow of arguments needs to be linked by careful structuring and cross-reference
5. Linking content through effective introductions and conclusions

**b) The Writing Phase**

The pre-writing or planning stage continues with the writing stage which is also known as the 'drafting' of our paper. To start, there are some general writing rules to make your writing easier for readers to read and understand. The first rule is to check all writing before we hand it over to our supervisor. If something goes wrong it will reduce the value of our writing. We can do this activity alone or ask a friend for help. Second, keep it simple. In other words, focus on getting your point across, writing clearly and to the point. Third, leaving time between concepts so that we can think about what we want to convey. Also errors will be easier to detect after a few days. Remember not to procrastinate, don't delay until tomorrow what we can do today. Finally, present our draft in the neatest possible form. In today's world we need to be computer literate, so make sure your fonts and spacing are consistent, use a spelling and grammar checker, etc.

1) The drafting phase

The first attempt to put our ideas together in a good writing is usually a lot of content based on the message we want to convey.

Is often seen as the very important first step of "writing based on the author" rather than "writing based on the reader". The emphasis is on whether you understand what you write. At this point you often notice gaps in your own understanding. When you find it very difficult to express a concept in writing, it's usually a signal that you haven't understood a particular concept or idea effectively. On the other hand, you may understand the logical connections implied in the writing - this may make sense to you - but remember, your writing also has to make sense to the intended audience (readers).

## 2) The revising phase

Here we need to approach our writing as "readers". We need to revise the first draft in terms of how to communicate information. Once we have tried to approach the revised draft from the reader's point of view, it is also a good idea to ask the perspective of an outsider (such as a senior friend or mentor) to indicate whether there are gaps or difficulties in understanding the arguments presented. This gap can occur only because the connecting device is ineffective or it may be ambiguous.

The fundamental purpose of our research is actual communication, therefore we want to teach something to the reader (Gopen & Swan, 1990). One of the most important writing rules is to think about the needs of the reader, considering the following:

- 1). Is the information in a logical order?,
- 2) Can the sentences be

understood?, 3) Are paragraphs well organized?, 4) Are the ideas, results and analysis adequately described?, and 5) Are there any unnecessary details?

**c) Post-Writing Phase (Editing)**

The post-writing phase is all about editing our work and checking the finer details before submitting the final version.

1) *Edited version*

Check the writing for grammatical accuracy and adherence to academic conventions. This academic convention covers the proper use of discourse vocabulary, formal style and formal registers (avoid abbreviated forms). Grammatical clarity more often includes sentence structure and appropriate punctuation. We need to pay attention in the use of proper grammar to effectively contribute to the intended meaning.

2) *The Final Version*

Here you need to focus on the presentation of the written work in terms of layout (consistent titles, fonts, spacing; numbering, etc.) and technical academic conventions (e.g. correct references, method etc.)



### C. Review of Previous Studies

The researcher found there are many studies related to the self-efficacy. Bangun (2018) with the title “Efikasi Diri Mahasiswa Penyusun Skripsi”. The findings of this study were 71% students had very good self-efficacy, 24% students had standart self-efficacy, and 5% students had good self-efficacy.

Blankestain et al. (2018) with the title “How do self-efficacy beliefs for academic writing and collaborations and intrinsic motivation for academic writing and research develop during an undergraduate research project?”. The findings of this study was enactive mastery and positive social interdependence promote self-efficacy.

Holmes (2016) with the title “Sources of Self-Efficacy Information for Writing: A Qualitative Inquiry”. The findings of this study were the students used the four sources of information to form their self-efficacy and two additional sources of information emerged from the data: self-regulated learning strategies different types of writing assignments.

Lestyanto (2013) with the title “Hubungan Antara Efikasi Diri dengan Motivasi Belajar Pada Siswa RSBI Kelas VIII SMP Negeri 3 Pati”. This study found the high correlation between self-efficacy and motivation to study.

Saputri (2016) with the title “Hubungan efikasi diri dengan Kemampuan Berpidao Siswa Kelas VII SMP Negeri 30 Bandar Lampung Tahun Ajaran 2015-2016”. This study found that there was significant correlation between self-efficacy and speech skill on seventh grade students of SMP Negeri 30 Bandar Lampung.

Ulfah (2010) with the title “Efikasi Diri Mahasiswa yang Bekerja pada saat Penyusunan Skripsi”. The conclusion of this study was the students who work while writing the thesis, they had positive self-efficacy, and then types of work were able to raise the positive thinking.

Sun and Wang (2020) with the title “College Students’ Writing Self-Efficacy and Writing Self-Regulated Learning Strategies in Learning English as a Foreign Language”. The findings on this study were; writing self-efficacy and writing SRL strategies contributed significantly to the prediction of students’ writing proficiency.