

CHAPTER V

DISCUSSIONS

This chapter presents the discussion of the research findings of the proposed research question. The discussion deal with the factors affect students' self-efficacy in academic writing, how the factor affect students' self-efficacy in academic writing and the strategies to enhance self-efficacy in academic writing.

A. The Factors Affect Students' Self-Efficacy in Academic Writing

This study found there were five factors affect students' self-efficacy in academic writing. The four factors from Bandura (1997) and the last one was factor that found in this study.

1. Enactive mastery experience
2. Vicarious experience
3. Social persuasion
4. Physiological and affective stages
5. Economic factor

B. How the Factors Affect Students' Self-Efficacy in Academic Writing

Self-efficacy is a person's belief that he is able to do a certain task well. Self-efficacy has effectiveness, that is, individuals are able to assess themselves as having the power to produce the desired effect. The high perceived self-efficacy will motivate individuals cognitively to act more precisely and with direction, especially if the goals to be achieved are clear goals. Individual thoughts on self-efficacy determine how much effort will be

put into and how long the individual will remain in the face of obstacles or unpleasant experiences.

Lauster (in Ulfah, 2010) states that people who have positive self-efficacy can be seen from their belief in self-efficacy, namely a person's positive attitude about himself that he truly understands what he is doing, optimism, namely a positive attitude of someone who always has a good view of himself. face everything about himself, his hopes and abilities, objectively, that is, a person who believes himself to see a problem or something in accordance with the proper truth, not according to personal truth or according to himself.

Based on the results of interviews conducted on students who became informants in this study, it was known that several factors influenced their perceived self-efficacy. There are five factors, they are; enactive mastery experience, vicarious experience, social persuasion, psychological and affective stages, and economic factor. These four factors are in accordance with Bandura's opinion (1997).

1. Enactive mastery experience

The first factor is enactive mastery experience. This experience very strongly affect in thesis writing. The subject has a good mindset that is positive thinking. Quilliam (2003) stated that positive thinking is about more than the thoughts that you have, it is an entire approach to life, it means focusing on the positives in any situations, rather than the negatives. Positive thinking also able to affect our psychological state.

Positive thinking is a way of thinking that is processed in a positive way that produce “positive energy”, which is an energy that will produce good thought (mindset) and attitudes that can make human excited, do the right things and be happy. So, the belief or think to finish writing thesis automatically increase. Bandura (1995) said Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

The subject has successful experience (mastery experience) in the past. Because of the previous experience of having success, the subject has more value in the view of others, so that the subject has the feeling or belief that he must be able to achieve success again in completing task. If it does not achieve the success, he will feel ashamed. So he tries to keep his success. The feeling prestige will be able to enhance perceive self-efficacy.

The subject also regarded that a good experience as a motivation to finish the thesis writing. Students' confidence influence the motivation in writing (Pajares, 2003). The subject felt sure will do the thesis well. The mastery experience has become a whip of enthusiasm which is used as motivation on process of thesis writing. The subject felt shock if the subject could not finish the thesis. From this good experience, it raises the belief that when I can do in the last, I have to do in the future, whatever the difficulties that will be encountered can definitely solve. The subject has belief that there is correlation between score and the achievement in thesis writing. More high the students' scores, also high the perceive self-

efficacy. Otherwise, more low the scores, also low their perceived self-efficacy.

2. Vicarious experience

Another finding for the students with high self-efficacy was *vicarious experience*, from others people we get the good ideas and support from other people. The Observation of others success or failure deal with writing or modeling. Similar opinion stated by Bandura (1997) self-efficacy assessments are partly influenced by vicarious experiences of others which are mediated through the modeled achievements. There are lots of people around us who are successful both in business or academics, such as; our teacher, our family, our friends, and so on. We some time lack of confidence in our own abilities, so that by seeing the success of others we become more confident in our abilities. Some time, we also have belief that if other people are able to do, it means I am able to do too.

The subject 1 said that the vicarious experience especially in thesis writing gave him much inspiration or ideas. We can also use as a model for thesis writing, in the other hand we just imitate from other people, imitate means not plagiarism. He got many ideas on process of conduct the research, such as; determine the topic, research method, how to write footnote or innote, how to write citations, and so on. The most important thing in thesis writing is determine the topic and the method used in research. In Chapter II it has been explained that determining the topic is the first step we must do in the research. We instil a sense of confident or

belief that the models is good, so if we imitate them we will get the good result.

According to the experience of subject 2, vicarious experience had become his motivation. The models are able to produce the writing well, of course I am able to do too. We have the way of thinking like that, so our perceive self-efficacy is able to increase.

Subject 3 said that Imitate someone, we can imitate various aspect of the models. Such as in writing activities, we can imitate the proses of writing, the types of writing, and the belief in completing writing, and so on. Imitating someone that we believe already has the ability in his field, this way can increase our perceived self-efficacy in doing our task. The previous subject focus imitate in proses of writing, the ideas which can be expressed in writing thesis. Here according to subject 3, especially we imitate the mindset when conduct the research, and generally do for any task.

3. Social Persuasion

The next factor we have found from the subject was *social persuasion*. Holmes (2016) stated that the verbal or other feedback on one's writing performance in the past, general statements or information about the important and uses of academic writing. The social persuasion, based on the subject 1 was from the suggestion or feedback on our writing we get the guidance the procedure in conducting the study. When we find the difficulties and we can ask the suggestion or opinion from others it

make us more belief that we are able to finish the thesis. We do not feel worry and afraid if we meet difficulties. We belief that we are able to solve the problem by ask the suggestion from others. In line with subject 1, the social persuasion also involve the general statements or information about the important and uses of academic writing. So the subject 2 is going to try the suggestion from others. In order to get more easy to conduct the research. We have to believe in the ability of others who give advice is good at writing. By this way our perceived self-efficacy will be able to increase.

The subject 3 regarded that the advice from our parents or family give us the motivation, the motivation can be given not only in the theory of thesis writing, and it can be given in other term. Such as in term of emotional ties from our family. Parents' motivation is very important although in term of facilities and prayers for us.

4. Physiological and Affective Stages

Another finding of this study deal with Bandura hypothesize was *physiological and affective stages*. Physiological involving strength and stamina, people read their fatigue, and etc. mood provided an additional factors of affective states for judging personal efficacy (Bandura, 1997: 111). Thus, according to Holmes (2016) the condition of body, feeling, emotions, sensation experience deal with academic writing experience give effect to our perceive self-efficacy in thesis writing. The condition our body fit or not, it make uncomfortable to do the research. This condition

disturb our activities not only in writing process but also every activities we have to do. Subject 2 opinion was the condition our emotion also affect our process in writing thesis, because in writing thesis not only our physic work but also our mind work too. If our mood is good, we are able to think clearly, will appear good ideas in my mind. In psychology, a mood is an affective state. Mood are typically describe as having either positive or negative. In other word, people usually talk about being in a good mood or a bad mood.

5. Economic factor

Data collected in this study provide evidence that all four of Bandura's hypothesize factors of self-efficacy are salient for students in thesis writing. The finding from this study also revealed the economic factor, the subject states that economic factor very influence perceive self-efficacy. The high cost of university fee caused the subject more spirit, more motivated to finish the thesis.

This study found five factors affect perceived self-efficacy of graduates of master program in ELT in IAIN Tulungagung, that are enactive mastery experience, vicarious experience, social persuasion, psychological and affective stages, and economic factor.

C. The Strategies to Enhance Self-Efficacy in Academic Writing

Achieve the goals we want sometimes we need the right way, good actions so that the process of achieving our goals is easily achieved. Based on the data collected from the subject participants, the subject have some ways or

strategies in process finish their thesis. According Subject 1 the strategy was manage the time well can support the thesis writing. Similar opinion was stated by Jagad and Khoirunnisa (2018) that there was positive correlation between self-efficacy and self-regulated learning. When students have a sense of self-efficacy, they will be able to manage time for study, especially for doing the thesis.

Beside the time management, according other subject was also encouraged to read lots of references related to the topic we are discussing in research. In this way we can increase knowledge so that the discussion in research can be better and valid. Addition from Khalisa (2018) that the students should provide more time to read voluntarily because it gives significant effect toward writing ability. There are many ideas in other references that we can put in our research.

The last of the findings of this study recommended to us that we are as religious people, of course we have a god that we worship. In everything we do, we are obliged to include God with us, namely by praying to God. We ask to be given easies, fluency and success in working on our thesis writing