

CHAPTER VI

CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

This chapter contains two parts. The first part presents the conclusion of the results of data analysis dealing with the proposed research questions; the factors and how the factor affect students' self-efficacy in academic writing and the strategies to enhance self-efficacy in academic writing. The second part presents some suggestions derived from the drawn conclusions.

A. Conclusions

The present study investigated selected of three graduates of master graduate in ELT in IAIN Tulungagung. Based on the result of data analysis, it is conclude that:

1. There were five factor affect the students' self-efficacy in academic writing. The four factors relevant with hypothesize of Bandura; the first was enactive mastery experience, the second was vicarious experience, the third was social persuasion, and the fourth was physiological and affective stage. The fifth factor was the finding of this study, it was economic factor.
2. *Enactive mastery experience* could affect the sense of self-efficacy by fostering a good mindset. The factor also make individuals have a sense of prestige, so that individuals are encouraged to complete the thesis. Besides that the factor influences by giving motivation to individual to successfully complete the thesis. *Vicarious experience* could affect the sense of self-

efficacy by making a model to be imitated on how to conduct the study, both in terms of how to write the thesis or how to cultivate a mindset so that the thesis writing is immediately completed. Then this factor provides inspiration or ideas related to the topic of discussion in research. Lastly, this factor can also provide motivation to individuals. *Social persuasion* could influence the sense of self-efficacy by making suggestions from other people as guidance to conduct the study. Some suggestions from people who are experts in the field of research writing can provide insight or solutions to any difficulties we find in the thesis writing process. *Physiological and affect stages* could influence the sense of self-efficacy. In good condition, both physically and emotionally. Physically if our body is healthy we can do the thesis smoothly and we can do other activities. If our body is not healthy it makes uncomfortable to do research. Emotional is good, we usually call good mood, we are able to think clearly, will appear good ideas in my mind. *Economic factor* could affect the sense of self-efficacy. The economic condition of the student influences self-efficacy and enthusiasm for completing the thesis on time. The cost of studying at the university is quite high, so there is a sense of obligation to immediately complete the thesis.

3. There are three strategies to enhance perceived self-efficacy in academic writing. That are; we should be able to manage the time to do the thesis well. To support thesis writing, we have to read a lot of references in accordance with the topic.

B. Suggestion

Based on the drawn conclusion above, some suggestions are addressed to the university student in writing thesis and the future researcher.

For the university students who are going to conduct the research get more information and input regarding self-efficacy. Perceived self-efficacy is very important in completing thesis writing. In the process of completing a thesis there are many factors affect perceived self-efficacy, give attention to them and use the strategies to enhance your perceived self-efficacy, in order to get easier to finish your thesis.

For the lecture have to provide opportunities for students to experience success with writing assignments and to help students pay attention to their successful performance. Teachers can help students have mastery experience if they provide challenging writing assignments appropriately, break down complex writing assignments into manageable chunks, encourage goal setting, and provide writing strategies for students to practice.

Meanwhile for the next researcher, conduct the study in other setting with the same topic in order to find another factors salient give effect to the self-efficacy and use different theories. The subject not only from English department only, can be added from other department. The object can be conducted on other field

C. Limitations

This study had some weakness in process to conduct the research:

1. The subject was English department only.
2. The object only focus on thesis writing.
3. The method of collecting data in this study used the interview only to get the data.
4. The interview conducted only once time. So, the data was collected less of information.