EFL UNDERGRADUATE STUDENTS' SELF-EFFICACY IN WRITING THESIS OF ENGLISH EDUCATION DEPATMENT AT UIN WALISONGO SEMARANG

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor degree of English Language Education

Arranged by

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Semarang, 27 June 2023

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It is definitely my own work. I am completely responsible for the content of the thesis. Any opinions or findings from other research that are included in the thesis have been appropriately quoted or cited in accordance with ethical standards.

Semarang, 15th June 2023

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title	:	EFL UNDERGRADUATE STUDENTS' SELF-EFFICACY IN WRITING THESIS OF ENGLISH EDUCATION DEPARTMENT AT UIN WALISONGO SEMARANG
Name	:	Salma Aulia Rahma
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This study aimed to investigate EFL undergraduate students' self-efficacy and explain English writing self-efficacy as the dominant aspect in writing the thesis. The method utilized in this study was the descriptive qualitative method. This study employed a questionnaire adopted from The Questionnaire of English Writing Self Efficacy (QEWSE) and conducted interviews using the reflective practice based on Gibb's reflective cycle theory as instruments in collecting the data. This qualitative research was conducted on eighth-semester students of the English Education Department in the academic year 2019 at Walisongo State Islamic University, Semarang. A total of 30 students participated in filling out the questionnaire, and the results were then processed, identifying nine students in the high and low categories who were subsequently included in the interview stage. This study's data analysis involved data reduction, data display, and drawing conclusions. The research findings of the questionnaire data analysis indicate that EFL students' self-efficacy in writing a thesis is high level. Among the three indicators of English writing self-efficacy, students' beliefs about their abilities to generate ideas have the highest score (dominant indicator) in constructing high writing self-

efficacy for students, with a score of 64% Who choose to agree. Meanwhile, the result of interview data showed that EFL students' reflection on self-efficacy in writing a thesis has a positive reflection. Some students have a high level of self-efficacy in writing their thesis. Even though, some students face challenges when writing their thesis, including difficulties in finding relevant references. However, they can overcome these obstacles by strongly believing in completing their thesis.

Keyword: *EFL Undergraduate Students, Self-Efficacy, Writing Thesis*

MOTTO

وَوَجَدَكَ ضَآلًّا فَهَدَىٰ

"And He found you lost and guided (you)"

-Q.S Ad-Duhaa: 7

"Yesterday I was clever, so I wanted to change the world.
Today I am wise, so I am changing myself"

-Jalaluddin Rumi

DEDICATION

All praises be to Allah SWT, the Most Merciful, the Most Loving, and the Most Magnificent, who has blessed the researcher to finish this thesis. I dedicate this thesis to:

1. My dearest mother and father have supported me both mentally and financially with their prayers, guidance, and love.
2. My sisters and brother have been there for me with their support and lending a hand when I needed it.
3. For all lectures, friends, and people who support this thesis
4. And lastly, to myself, thank you for never giving up and pushing through.

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As the researcher, she recognizes that the researcher could not have finished this project without the help of others. Many individuals have provided support while writing this thesis; mentioning each person by name is not feasible. Hence, the researcher would like to express sincere gratitude to:

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6. To my sisters Afia Ulfah, and Nuni Elfayatun, my brother Rilzan Mufti and his wife Fatmawati, and my adorable niece and nephew, Qiana and Barka. I am truly grateful for your support.
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10. Last but not least, thank you for me for staying strong and not giving up. Finally, you did it, Salma.

The researcher acknowledges that this thesis could be better and seeks suggestions from the readers to improve it. The hope is that this thesis will be valuable to the readers and other researchers working on similar research.

Semarang, 15 June 2023
The Researcher,

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the research, the reason for choosing the topic, the research question, the objective of the study, the scope of the research, the significance of the research, and definitions of key terms.

A. Background of The Research

Writing is often regarded as a challenging task due to it is complex. Achieving success in the writing process involves more than just understanding the basics of writing. It also requires writers to have self-efficacy in their abilities to apply their knowledge and regulate their learning behavior effectively.

The role of self-efficacy becomes significant when students engage in writing tasks in a foreign language, as they often encounter a more substantial number of cognitive, emotional, and social challenges. In the context of students learning English as a second or foreign language, self-efficacy becomes crucial when their motivation levels are low and they perceive writing as challenging, such as academic writing. (Kormos, 2012)

Schunk and Pajares (2010) argue that learners who strongly believe in their abilities exhibit better writing performance. Positive self-efficacy can stimulate a greater

interest in writing, encourage higher levels of effort, and promote enhanced perseverance. (Schunk, D. H., & Pajares, 2010)

The differences between native and foreign language writing can pose obstacles and difficulties for EFL learners. These challenges are amplified when EFL students enter university environments where English writing courses, including academic writing, are increasingly implemented across various disciplines to prepare students for overseas studies, enhance their writing skills, and provide more opportunities for academic publications.(Cheng, 2016)
Writing can be difficult for EFL students because it involves complex linguistic aspects as well as social and psychological factors.

In social cognitive theory, self-efficacy is an individual's belief in their ability to perform specific tasks successfully. Self-efficacy can serve as a control for students' educational behaviors, and students need to recognize the benefits of possessing self-efficacy.(Bandura, 1995).

Self-efficacy within the academic field can be understood as a student's ability to carry out and organize tasks effectively. Individuals with confidence in their abilities tend to engage in more extensive and active tasks. This demonstrates their capability to assist with a task and overcome obstacles when completing it.

Writing self-efficacy refers to students' beliefs in their ability to write, which is believed to be influenced by specific contexts. Additionally, students' writing self-efficacy plays a role in their writing performance.

Writing abilities can be divided into two primary categories: proficiency in writing and skills associated with writing tasks. Proficiency in writing covers areas such as grammar, punctuation, vocabulary selection, and composition. On the other hand, Pajares stated that skills related to writing tasks involve the capacity to gather information and utilize appropriate writing conventions. (Pajares, 2003). Meanwhile, writing assignments present difficulties for the majority of students. They can be incredibly challenging for individuals who are not native English speakers.

Learning academic writing is a requisite for all students, but it can be complex, especially for undergraduates pursuing foreign language majors or international programs. Therefore, in this context, the Ministry of Education and Culture has mandated that every student submit a final academic report.

Undergraduate students' decision to write their thesis can be influenced by various aspects of psychology, with self-efficacy being a significant factor. As a major affective factor, self-efficacy is crucial in determining student academic achievement.(Pajares, F. & Valiante, 2006).

Writing a thesis is a challenging task for all students. Still, it can be difficult for those writing in English as a Foreign Language instead of their native language. Writing in English can be particularly challenging for EFL students as they must use proper grammar and vocabulary, apply the writing skills they have learned, and combine this knowledge with their prior experience of the subject. This challenge is compounded when students attempt to write their thesis in English for the first time.

Research on EFL students' self-efficacy in writing a thesis has never been undertaken before at UIN Walisongo Semarang, even though several campuses have investigated student self-efficacy in the writing of their thesis, such as Kunia Rahman "Self-efficacy of English Department students in Writing Bachelor's Theses" and Mbato that conducted "Graduate Students' Perception on their Self Efficacy in Writing Academic Papers."

This research utilized a self-efficacy scale to measure students' confidence in writing an English thesis. While various references are available from other countries, it is worth noting that more references need to be discussing self-efficacy in writing within the Indonesian context.

However, limited research explicitly examines the exploration of EFL students' self-efficacy when writing English theses. There need to be more studies that analyze

writing self-efficacy in the context of higher education, particularly within Indonesia. Based on the mentioned previous research, most previous studies aimed to explore the relationships, differences, comparisons, and impacts on students' self-efficacy and writing proficiency.

As a result of this explanation, the researcher wants to conduct in-depth research on student self-efficacy in the English Department when writing a thesis. As a result, because additional research is required to ensure the validity of previous research, the situation of self-efficacy in writing the thesis was chosen in this study. This research is entitled "EFL Undergraduate Students' Self-Efficacy in Writing Thesis in The English Education Department at UIN Walisongo Semarang."

B. Reasons for Choosing The Topic

The researcher considers several reasons below in choosing the topic of the study:

1. The title of this study is relevant to the researchers' status as students of the English Education Department of UIN Walisongo Semarang. Many students need help writing their thesis and more confidence in their writing ability. Therefore, this research can provide valuable insights into

the factors that affect EFL students' self-efficacy in writing a thesis in English.

2. The researchers chose this title because the self-efficacy of EFL undergraduate students in writing English theses has yet to be researched and is still under-explored.

C. Research Question

Based on the previous explanation of the study above, the problems of the study were formulated in the following questions: How does EFL undergraduate students' self-efficacy of the English Education Department in writing a thesis?

D. Objectives of The Research

Based on the statement of the research problem above, the objective of this study are as follows:

1. To explain how does EFL undergraduate students' self-efficacy of English Education Department in writing thesis?

E. Scopes of The Research

Based on the background of the study above, the scope and limitations of the research are described as mentioned below:

1. This research investigated EFL Undergraduate Students' Self Efficacy at the English Education Department of UIN Walisongo Semarang.

2. This research will be conducted with the eight-semester students of the English Education Department Walisongo Semarang.

F. Significance of The Research

This Research is expected to provide information that the researcher and the development of the English teaching-learning process will use. This Research has two significance, the first is theoretical, and the second is practical significance as follows:

1. Theoretical Significance

This Research should inform students preparing their thesis about the importance of self-efficacy, particularly in writing. Furthermore, the researcher hopes that the findings of this study will serve as a foundation for future Research on the analysis of self-efficacy of undergraduate EFL students in writing a thesis for students studying English at UIN Walisongo Semarang.

2. Practical Significance

a. For the students

The findings of this study can provide English Language Education Department students preparing their thesis with

additional information and insights about independence. Furthermore, the researcher hopes these findings will demonstrate to students that independence is critical to the success of thesis work.

b. For the Lectures

The findings of this study can be a thoughtful contribution in providing guidance and direction to students who are preparing their thesis to have high self-efficacy so that they are more confident in their ability to write a good thesis, and so on. They will be able to graduate on time.

c. For the Next Research

The research results are expected to be used as primary data for further Research; further researchers are also likely to develop and complement the deficiencies in this study.

G. Definitions of Key Terms

To avoid misunderstanding terms, the following definitions of key terms in this study must be clarified:

1. EFL Students

English as a Foreign Language Students live in a country where English is not the primary language. EFL students are students who learn English and have the opportunity to practice it at any time during the day. This means they are rarely or will not use English as a means

of communication. In this study, the author uses himself as an example of an EFL student.

2. Self-Efficacy

   Self-Efficacy refers to the beliefs individuals hold about their capacity to attain certain levels of performance that have significant implications for the outcomes they experience in their lives. Individuals who believe they can accomplish something tend to set ambitious goals for themselves. In this study, self-efficacy pertains to EFL students' confidence in their ability to produce a thesis that would aid them in achieving academic success.

3. Writing Self-efficacy

   Writing self-efficacy refers to students' belief in their ability to complete written tasks in English effectively. These tasks encompass various aspects, such as composing coherent pieces, employing proper punctuation, and generating grammatically accurate written samples. Students who assess their writing abilities as deficient tend to display reluctance in undertaking writing tasks, often producing brief or incomplete pieces of writing. Conversely, students with higher levels of writing self-efficacy have been observed to complete writing assignments to a higher standard consistently.

4. Writing Thesis

       Writing a thesis refers to being able to write scientific articles or theses. It involves conveying unique ideas in a manner consistent with scientific writing standards. This requires using scientific thinking based on observation, evaluation, and specific methods to produce a report that outlines the outcomes of research and studies, which can then be published. In this study, writing a thesis refers to EFL students' ability to write a thesis in English, which is a foreign language to them.

CHAPTER II

INTRODUCTION

This chapter discusses the previous related research and literature review.

A. Previous Research

In this subchapter, some studies related to the EFL undergraduate students' self-efficacy in writing a thesis were conducted by other researchers before.

Bjerså, K. et al. (2019) conducted **"Physiotherapy Undergraduate Students' Experiences of Bachelor's Thesis Examination."** This study explores the experiences of physiotherapy undergraduate students while examining their bachelor's thesis. The study was conducted in Sweden and involved 13 participants who had recently completed their bachelor's thesis. The study used a qualitative research approach and collected data through semi-structured interviews. The data collected was analyzed using content analysis. The study aimed to understand the student's experiences during the examination process, including their perceptions of the examination, their emotional experiences, and the impact of the examination on their self-esteem and confidence. The similarities between the research discussed above and this research are discussing undergraduate students

composing a thesis and the research method. The significant difference is that the previous study employed physiotherapy students, whereas this study utilized undergraduate EFL students.

Goodson et al., (2016) conducted **"Graduate Students as Academic Writers: Writing Anxiety, Self-Efficacy, and Emotional Intelligence."** This study examines writing anxiety, self-efficacy, and EI (Emotional Intelligence). One hundred seventy-four study participants enrolled with the POWER (Promoting Outstanding Writing for Excellence in Research). This study conducted multiple regression analyses to examine the relationship between writing anxiety, self-efficacy, and EI, with writing anxiety as the dependent variable. To measure students' self-efficacy, this study employed Zimmerman and Bandura's (1994) Writing Self-Efficacy Scale. The original instrument includes 25 Likert-type scaled items. The research findings indicate that self-efficacy plays a significant and substantial role in predicting writing anxiety, whereas emotional intelligence (EI) does not. However, there were moderate connections between EI and first language (whether a student reported English as their first language). In the presence of self-efficacy, gender remained a significant predictor of writing anxiety, while the first language did not. The study suggests that enhancing students' self-efficacy in an academic setting can benefit their

writing outcomes. Additionally, providing graduate students with tools, models, and support to develop their academic writing skills systematically could improve their self-efficacy in academic writing. The study also revealed that students who reported English as their second language experienced significantly higher levels of writing anxiety and lower self-efficacy compared to native English speakers. The similarity between the previous study and this study is that it discussed the role and importance of self-efficacy in writing academics in English as a foreign language. The difference is in the methodological approach; the previous study employed a quantitative approach, whereas this study employed a qualitative one. The significant difference is that the previous research used graduate students, whereas this study utilized undergraduate EFL students.

Shen et al., (2020) conducted **"Exploring Hong Kong primary students' English writing motivation: relationships between writing self-efficacy and task value."** Four hundred and thirty-three 4th–6th graders participated in the study. This study used a quantitative method, and two one-way multivariate analyses of variance (MANOVAs) was performed to assess whether there existed differences in self-efficacy and task value across the three grade levels. This study collected the data through a questionnaire. This study aims to provide a comprehensive

overview of the level of motivation in English writing among primary school students in Hong Kong. It also seeks to examine the complex relationship between two critical motivational factors: self-efficacy and task value. The study found that Hong Kong primary students had a moderate level of motivation for writing. Generally, the students didn't show a high level of interest in English writing, even though they considered it an essential and valuable skill. The similarities between the research above and this research are discussing the role of self-efficacy in the students' interest in English writing. The difference is about the object of the investigation. The research object of the previous study is Hongkong Primary students, while the research object of this study is EFL undergraduate students.

Wang et al., (2020) conducted **"College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language."** This study examines how writing self-efficacy and self-regulated learning (SRL) strategies are related to writing proficiency among college students in English as a foreign language. This study used The Questionnaire of English Writing Self-Efficacy (QEWSE), and the Questionnaire of English Writing Self-Regulated Learning Strategies (QEWSRLS) was administered to 319 sophomore Chinese students. Their writing proficiency was measured by their writing scores on

the writing section of the College English Test Band 4 (CET-4). This research highlighted a positive correlation between self-efficacy in writing and proficiency in EFL settings in China. The findings provide valuable insights into the connections among writing self-efficacy, writing self-regulation, and students' writing achievements within an EFL environment. The similarity with the current study was discussed writing self-efficacy in learning English as a foreign language. The difference with the recent research was the previous study used a quantitative method using multivariate analysis of variance (MANOVA) and descriptive statical analysis. In contrast, the current study uses a qualitative approach and descriptive analysis.

Wijaya & Mbato, (2020) conducted "**Graduated Students' Perception on their Self-Efficacy in Writing Academic Papers."** This research aimed to examine graduate students' perceived self-efficacy in academic writing. This study employed a mixed method harnessing classroom survey and interview questions to gather data from 15 English Education Department graduate students at Sanata Dharma University, Yogyakarta, who engaged in their academic writing projects from the first to even semester. The findings of the study revealed that the participants had a moderate level of self-efficacy in writing academic papers. Specifically, they demonstrated higher self-efficacy in areas such as

writing clearly and coherently, using appropriate grammar and vocabulary, and organizing their ideas effectively. However, they expressed lower levels of self-efficacy in areas such as using proper citation and referencing styles and critically evaluating and synthesizing information. The similarity between the research discussed above and this research deal with the factors of sustaining students' self-efficacy while engaging in academic writing activities and also emphasize the importance of higher levels of self-efficacy to lead students to succeed in their academic writing. The difference is in the methodological approach; the previous study employed a mixed-method approach, whereas this study employed a qualitative approach. The significant difference is that the previous research used graduate students, whereas this study utilized undergraduate EFL students.

Rahman et al., (2022) conducted **"Self-Efficacy of English Department Students in Writing Bachelor's Theses."** This study investigates students' levels of self-efficacy based on aspects of self-efficacy during the thesis writing process and how students increase self-efficacy during the thesis writing process. This study used mixed methods, meaning that qualitative and quantitative were used. This article only contains the first research question, which used the quantitative approach. The data of this research was

collected through an online questionnaire. Thirty students from class A of the 2018 English Language Education Study Program (PSPBI) at the State University of Makassar participated in the online questionnaire; then, six students participated in an online interview. This research found that there are 8 out of 30 students who have high self-efficacy, and there are 22 students who have medium self-efficacy. The result of this research found that the level of students' self-efficacy in writing their bachelor's thesis is at a medium level. This research found that most students indicated a medium level of self-efficacy. It means that they have characteristics between high and low self-efficacy. As a result, students with a medium level of self-efficacy must be assisted in the process. The similarity of this research is focused on the study of the self-efficacy of EFL students in writing a thesis. This previous research has some similarities with this research. This previous research analyzes students' self-efficacy in writing a thesis by questionnaire. In contrast, this research has the same goal of collecting data to analyze students' self-efficacy in writing a thesis. The difference lies in the research method.

Rasdiyanah, (2021) conducted **"Analysis Undergraduate Students' Self-Efficacy in Writing Thesis at English Department of IAIN Parepare."** The objective of this study was to assess the self-efficacy levels of English

Department students at IAIN Parepare in writing their theses and to determine any variations in self-efficacy between male and female students. A survey research design with a quantitative approach was employed for this study. The research utilized a questionnaire as the primary instrument and employed fuzzy Delphi and SPSS methods to analyze the data. The findings indicated that the self-efficacy levels of students in writing their theses were at a moderate or medium level, with a percentage of 97.1%. However, there is no significant differences in self-efficacy levels were observed between male and female students in the English Department at IAIN Parepare. The difference lies in the research method.

B. Research of Literature Review

1. Self-Efficacy

   a. Definition of Self-Efficacy

   Self-efficacy, a significant concept in social learning theory, pertains to the learners' belief in their capacity to acquire knowledge or demonstrate competence at a specific level.

   Albert Bandura developed the concept of self-efficacy and its relationship to learning as part of his social-cognitive theory, which deals with belief in a person's ability to complete specific tasks. According to Bandura, human action is a reciprocal relationship

between the environment and individual behavior (Traditic reciprocal causation). (Bandura, 1997)

One of the most influential aspects of self-knowledge in typical human life is self-efficacy. Self-efficacy refers to an individual's belief in their capacity to perform a particular task. Bandura (Bandura, 1997) stated that self-efficacy is the belief in a human's capability to plan and execute the steps required to attain a particular objective (Bandura, 1997).

Self-efficacy beliefs determine individuals feel self-motivated in thinking and behaving. Self-efficacy is a human's belief in their ability to manage their behavior and situations in their environments. Self-efficacy is the belief that one can control a situation and achieve a positive outcome. (Bandura, 2005)

According to (Ormrod, 2009), Self-efficacy is an individual's belief that they can execute specific activities or achieve certain goals. Likewise, Baron and Byrne defined self-efficacy as an individual's judgment of their ability or competence to accomplish activities in to achieve goals and overcome problems.(Baron, R. A., & Byrne, 1997)

Gist and Mitchell defined that self-efficacy plays a significant role in shaping an individual's problem-

solving goals and their level of persistence in pursuing them. They further suggest that individuals with high levels of self-efficacy are more likely to draw upon their strengths and capabilities to overcome obstacles. In contrast, those with low self-efficacy tend to limit their efforts or avoid challenging situations altogether. (Gist, M. E., & Mitchell, 1992).

According to Bandura (1991), Individuals with high levels of self-efficacy tend to perform better because they possess strong motivation, have clear and achievable goals, can manage their emotions effectively, and maintain the necessary skills to carry out tasks successfully.

They approach their work positively and do not view it as an obstacle to avoid. Furthermore, individuals with high self-efficacy tend to view failure as a result of insufficient effort, knowledge, or abilities, rather than as a personal shortcoming(Bandura, 1991).

Individuals with low self-efficacy are inclined towards avoiding effort and favoring cooperation when confronted with challenging situations and tasks requiring high levels of complexity, which is different from those with higher self-efficacy. Individual judgments of their abilities to organize and take

appropriate action to achieve specified learning objectives are perceived self-efficacy in academics.

The concept of self-efficacy in academic development is about how effectiveness affects student learning motivation, efforts to complete tasks, and student accomplishments. This demonstrates that perceived self-efficacy is self-assurance in studying subjects to achieve academic performance, and it also affects learning motivation, effort, and achievement.(Bandura, 1997)

Based on the following explanation, self-efficacy is an individual's conviction in his own ability to face or complete an assignment, achieve a goal, and overcome difficulties to achieve a result in a specific situation.

b. Dimensions of Self Efficacy

According to Bandura, each individual's self-efficacy differs from one another along three dimensions (Bandura, 1997). The three aspects of self-efficacy are as follows:

a) Level or Magnitude

This dimension relates to the difficulty level of individuals' tasks because individual abilities vary. This dimension is defined by an individual's belief in their abilities to do complex tasks. People with high self-efficacy prefer choosing more challenging tasks

with a high level of difficulty and will enhance their efforts with higher dedication, even though experience can weaken them. In contrast, individuals with low self-efficacy choose tasks of low difficulty and are easily influenced by experiences that undermine them.(Bandura, 1978)

This dimension has implications for selecting possible activities and avoiding behaviors that exceed one's perceptual abilities. The individual ability could be recognized in the difficulties or obstacles that differ based on the task or activity.

In this dimension, Students who can identify the difficulty level of their performance will set challenging goals to do the work or assignment properly, even if the activity or task is regarded hard. When students can establish demanding targets for themselves, they will perform better, leading to a higher educational adjustment.

Various goals, typically created by students with a high academic adjustment, satisfy intellectual needs and interests related to helping requirements for status, recognition, achievement, social approval, and a sense of security and ego.

b) Generality

The individual's belief in their ability to perform tasks in diverse activities is related to the second dimension. Individual capacity differs in one profession or work assignment from another. Individuals might be self-assured in their talents. Individuals may have self-efficacy in a particular activity or situation or various activities and conditions.

People with high self-efficacy are constantly determined to obtain new experiences and knowledge. People with high self-efficacy are capable of understanding several aspects of the task at the same time to complete it.

On the Generality dimension, students may generalize from assignments and previous experience to enhance the tasks or requirements they are presently confronting; they may behave to those varied situations and gather knowledge as a way to success. These diversified abilities ensure that students' intellectual development is high.

This high level of intellectual development helps students to use and apply existing facts, principles, and theories to resolve common challenges in life, such as task prioritization, time management, problem-solving

or interpersonal problems, and physical health maintenance.

c) Strength

Strength emphasizes an individual's strength or belief in their ability to complete a task. Individuals with high levels of self-efficacy, as opposed to those with low self-efficacy, would keep going, work hard, and are tenacious in developing their businesses despite difficulties. On the other hand, those with low self-efficacy are often impacted by failure and distressing experiences when faced with a task.

In this dimension, Students who are strong and confident at their level showed consistency in completing tasks and are committed to achieving the targets. When combined with current talents, good effort results in high academic adaptability. Its high academic adaptability is also shown in students' ability to achieve academic goals, including subject mastery, integration of diverse fields of knowledge, improved intellectual ability and reputation, adequate preparation for careers, and graduation.

Based on the explanation above, it can be concluded that the dimensions of self-efficacy include levels related to the level of task difficulty faced by individuals and individual beliefs in overcoming them,

generality related to activity variations, and the ability to conduct self-efficacy assessments applied, and strength is related to individual self-efficacy when dealing with issues.

c. Sources of Self Efficacy

According to Bandura (1997), self-efficacy is related to individuals' abilities in evaluating and assessing their situations. Bandura (1997) identified four sources that influence self-efficacy belief development: a) mastery experience, b) vicarious experience, c) social persuasion, and d) physical and emotional state. (Bandura, 2005) According to Bandura, individual's self-efficacy belief stems from four sources as follow:

a) Mastery Experience

This source relates to the information that significantly impacts individual self-efficacy since it is based on genuine personal experiences of success and failure. Problem-solving experience is the most critical factor influencing an individual's self-efficacy because mastery experience provides the most objective evidence of any activities performed to achieve success or achievement. In contrast, success is founded on high confidence in individual beliefs.

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In general, successful performance increases individual self-efficacy, whereas failure decreases it. The negative impact of common failures will be diminished after a high self has been developed through a succession of accomplishments.

The following statement has six practical consequences: 1) Achieving success in performance will increase self-efficacy in dealing with task difficulties. 2) Effective completion of tasks develops more self-efficacy than success in assisting others. 3) Failure significantly affects self-efficacy, especially if we are conscious that we have tried our best. In contrast, failure is because we need to do our best and tend not to reduce self-efficacy. 4). Failing under high emotional or stress levels impacts self-efficacy differently than failing under maximum conditions. 5). Failing before achieving mastery would be more destructive to self-efficacy than failing after achieving it. 6). Employment failure has an insignificant impact on self-efficacy, particularly among individuals who have high expectations of success.(Bandura, 2005)

b) Vicarious Experience

One source of self-efficacy is observing the influence of other people's experiences by looking at what other people have accomplished. There might need to be a means of determining whether something is done properly or improperly in some activities.

As a result, individuals must evaluate their skills by comparing the achievements of others. Other people's experiences, on the other hand, could perhaps undermine an individual's belief in achieving something when he sees a person who has comparable or higher skill than him not accomplishing something.(Bandura, 1997). A modeling process happens in this context, which could also be an efficient means of improving an individual's self-efficacy.

Observing the accomplishment of others with comparable abilities in completing a task could improve someone's self-efficacy in accomplishing the same task. The belief develops that he will eventually achieve if he works hard and consistently. On the other hand, observing other people's failures decreases an individual's judgment of his abilities and causes the individual to exert less effort.

c) Verbal Persuasion

Verbal persuasion can increase or decrease self-efficacy. Verbal persuasion is information intentionally provided to those who want to improve their self-efficacy by offering encouragement that difficulties can be solved. Expectations of efficacy that develop in this manner are low and short-lived. The confident hope that arises from this suggestion will immediately disappear when faced with an unpleasant experience under pressure and repeated failure.

Verbal persuasion performs effectively if the individual providing the information properly diagnoses the strengths and limitations of the person whose self-efficacy would be improved and possesses the knowledge or abilities that can assist the individual in achieving their full potential. (Bandura, 2005)

Verbal persuasion might not be particularly effective in improving self-efficacy, but it can be effective if delivered in a realistic context. Individuals who are verbally persuaded that they can do something are more likely to put out much more effort than those who are influenced they

have doubts about their abilities. The presence of persuasion that improves self-efficacy motivates someone to work harder.(Bandura, 1997).

d) Emotional Arousal

Physiological and emotional factors are the last source of self-efficacy, according to (Bandura, 1997). Individuals will evaluate their abilities according to information regarding their physiological condition. Individuals perceive physical demands in stressful settings as a sign of incompetence since it might affect individual task performance. An individual's self-efficacy is also influenced by his mood. When someone feels extreme fear, anticipatory anxiety, or high-stress levels, their efficacy expectations are likely low.(Bandura, 2005)

Emotional factors can influence expectant efficacy in stressful situations. In certain situations, the individual evaluates anxiety and susceptibility to stress based on physiological unrest. Extreme upheaval is typically negative for performance. Individuals expect more achievement when they are not subjected to the stress of shock and severe anxiety.

According to Bandura (Bandura, 1997) explain how these four sources of efficacy combine under different conditions. The first interaction is additive; the more sources of self-efficacy a person possesses, the more likely it is that they would have high self-efficacy. Second, it is relative, implying that one of the sources of self-efficacy is more significant than the others. The third type is Multi-Active, which refers to two sources interacting. Fourth, it is configurative, which means that the strength of one source of self-efficacy is contingent on the presence of other sources.(Bandura, 1997)

Following the explanation above, self-efficacy is an individual's ability to evaluate and assess his or her abilities. Mastery experience, vicarious experience, verbal persuasion, and emotional arousal significantly influence individual self-efficacy. The mastery experience is the individual's own experience; if the individual has a successful experience, it will improve the individual's self-efficacy, but a failure experience would diminish it. Individual motivation to complete a task is provided by vicarious experience. Verbal persuasion aims to give

individuals suggestions and guidance to develop confidence in their abilities.

d. Processes of Self Efficacy

Self-efficacy influences an action in humans. (Bandura, 1997) explains that self-efficacy has an effect on human behavior through four processes, namely cognitive processes, motivational processes, affective processes, and selection processes.

a) Cognitive Processes

According to (Bandura, 1997), a sequence of behaviors that individuals perform is first constructed in their thoughts. This belief then serves as a to achieve them. Second, individuals with strong self-efficacy influence how others plan anticipatory measures if their initial attempt fails.

b) Motivational Processes

Self-efficacy beliefs play an essential role in regulating self-motivation. Cognitive processes create the majority of human motivation. Thought exercises help individuals motivate and focus their behaviors. The Individuals establish judgments about their abilities. They speculate on the likely outcomes of subsequent acts. They

make objectives for themselves and develop action plans to achieve a desired future.

Individual motivation develops from within through optimistic thinking in order to accomplish the intended outcomes. Individuals make an effort to motivate themselves by developing confidence in the actions to be performed and planning actions to be carried out (Bandura, 1994).

Self-efficacy influences causal attribution, with individuals with high academic self-efficacy attributing their failures to a lack of effort and others with low self-efficacy attributing their failures to a lack of ability. Self-efficacy improves motivation in various ways and influences the objectives individuals establish for themselves by determining their susceptibility to failure. Those with self-doubt about their abilities will be more likely to reduce their efforts or give up when faced with problems and failures. Individuals who firmly believe in their abilities will exert a lot more effort when faced with problems.

Persistence, whether high or low, improves the achievement of optimal efficiency. This

reaction shows how self-efficacy influences individual motivation. Self-efficacy will influence the activity performed and whether the individual diligently addresses the challenge.

c) Affective Processes

Individual coping abilities in dealing with the amount of stress and depression that individuals feel in challenging and stressful situations will be affected by self-efficacy, which will also influence the individual's level of motivation.

Affect arises spontaneously inside individuals and influences the intensity of the emotional experience. When faced with a task, self-efficacy influences how much pressure is experienced. The effect controls anxiety and depressive sentiments that impede the appropriate mindset for achieving goals.

Individual belief in an individual's abilities influences the level of anxiety and depression experienced when confronted with tough and challenging jobs. Individuals who believe they can manage a problem are less worried. On the

other hand, those who are dubious of their abilities to handle events will suffer anxiety.

This explanation accords with Bandura's theory that self-efficacy controls behavior to prevent worry. Bandura also stated that humans can overcome problems by developing strategies and planning activities to improve their situations. The more an individual's self-efficacy, the more courageous they are when confronted with stressful and frightening situations. Individuals with self-confidence can maintain control in stressful situations and do not develop distressing thought processes.

Those who cannot control stressful situations will have high anxiety. Individuals who underestimate their inability to cope and regard many aspects of their environment as a severe threat might ultimately cause them to overestimate potential risks and worry about rarely occurring things. Someone suppresses himself and underestimates his abilities as a consequence of these beliefs.

d) Selection Processes

Individuals' ability to determine the proper behavior and environment to achieve the

intended goals is related to selection processes. The belief in one's ability influences selection. Individual existence may be influenced by self-efficacy through the selection of activity kinds and environments. Someone with low self-efficacy will take measures to avoid or abandon a task beyond his ability.

When faced with a challenge or a challenging situation, the individual's inability to determine behavior causes him to feel insecure, confused and immediately give up. However, if he has confidence that he can manage it, he will take action and face it. Individuals will be able to engage in demanding activities and select situations that are manageable. Individuals will maintain their competence of curiosity about interpersonal connections due to their decisions.

In line with the above explanation, self-efficacy is a cognitive, motivational, affective, and selection process. As a result of the self-efficacy process, persons with high self-efficacy will have a more remarkable ability to manage all their challenges. However, those with low

self-efficacy will give up more readily and feel worried.

e. Factors Causing Different Levels of Self-Efficacy

Each task requires a different level of self-efficacy. This is due to the presence of several factors that influence individual ability judgment.

According to Bandura (1997), the following factors could influence an individual's sense of self-efficacy:

a) Difficulty Level of The Task

The difficulty level of an individual's task will influence his judgment of his abilities. The more complex the task, the lower an individual's judgment of his abilities. In contrast, if an individual is given an easy and uncomplicated assignment, he will evaluate his abilities higher.

b) Eternal Incentives

The incentive an individual receives is another factor that might influence his or her self-efficacy. According to Bandura, one of the factors that might improve self-efficacy is competent contingent incentives, which are incentives offered by others that reflect one's accomplishment.

c) The status or role of the individual in the environment

Individuals with higher status will have more control, leading to high self-efficacy. Those with lower status will have less control, leading to decreased self-efficacy.

d) Information about self-recognition of abilities from others

Individuals with high self-efficacy will receive positive information about themselves, whereas those with low self-efficacy will receive damaging information about themselves.

As a result, the factors influencing individual self-efficacy are both internal and external to that individual. Culture, gender, the complexity of the task being performed, external incentives, the individual's status and role in the environment, and information about his abilities could all impact self-efficacy.

2. Writing Self Efficacy

a. Definitions Of Writing Self Efficacy

Writing self-efficacy refers to students' confidence in effectively completing written tasks in English, such as creating grammatically correct compositions and correctly punctuated writing.

Based on Bruning, writing self-efficacy encompasses three components: ideation, convention, and self-regulation. In this framework, ideation refers to a writer's ability to generate ideas as the initial step in the writing process, convention relates to the writer's skill in expressing the generated ideas using linguistic abilities, and self-regulation involves the writer's self-management and effective control, including judgments on cognitive and linguistic aspects during the writing process. (Bruning, R., et al, 2013)

Writing self-efficacy plays a predictive and contributory role in students' writing self-regulation. In other words, writing self-efficacy can enhance students' confidence in utilizing self-regulated writing strategies, potentially improving both writing self-efficacy and writing self-regulation, consequently enhancing students' writing performance.

According to (Pajares, M. F and Johnson, 1993), writing self-efficacy refers to individuals' assessment of their writing abilities, particularly their confidence in tackling various writing tasks and their control over uncertain aspects such as composition, language usage, and mechanical skills.

According to (Bruning, R., et al, 2013), academic writing is commonly regarded as a challenging and uninteresting undertaking. While this challenge affects all learners in various environments, those with an EFL background are perceived to have more difficulty completing writing tasks than others. This is due to the disadvantage of EFL learners, such as the limited exposure to English outside of the classroom, which reduces opportunities for practicing the language. As a result, these learners may need help understanding the practical aspects of writing in a foreign language. (Zhang, 2018)

In the case of an undergraduate thesis, a student might assume that completing the thesis will allow them to graduate with honors and receive the praise of their professors and fellow students. Nonetheless, students' belief in their ability to write a thesis that fulfills their supervisor's requirements is a source of optimism. Self-efficacy is not based on objective ability assessment but is intimately tied to positive and negative thought patterns, responses to environmental stimuli and stresses, and emotional control.(Pajares, 2009).

Self-efficacy student writers were strongly driven, experienced less fear, put in more effort, and eventually performed better. Students' self-efficacy impacts the types of assignments they will take on, the difficulty of those tasks, and the amount of effort they will put into those tasks. Students with high self-efficacy are confident in completing their thesis and consider it challenging. Students with high self-efficacy will complete their thesis successfully, even though they face various challenges.

b. Dimensions of writing Self Efficacy

The importance of writing self-efficacy in predicting students' writing achievement across various academic levels has been reported. The writing self-efficacy model discussed in this section focuses on the central role of working memory in writing process models. Additionally, reports have highlighted the significant impact of writing self-efficacy on students' writing outcomes at different academic levels. The writing self-efficacy model described in this section emphasizes working memory's critical role within writing process models.Based on (Bruning, R., et al, 2013) explain

about the dimensions of writing self-efficacy as follow:

a) Ideation refers to writers' belief in their capacity to generate ideas is crucial for the writing process since ideas are essential for writing to take place. Idea generation is portrayed as an ongoing process in working memory, influencing all other parts of writing. Various dimensions of ideation can be conceptualized as creating distinguishable writing-related challenges. The process of generating ideas is mainly associated with semantics as explained by (Cruse, 2004). It involves a writer's capability to create and organize their thoughts, which is not limited to just words (Cruse, 1986). Semantic knowledge also encompasses schema-like structures and is evident in the flexible use of connotative and denotative meanings. In this research, self-efficacy items related to writing ideation center on writers' assessments of the accessibility, quality, and organization of their ideas.

b) Conventions to a set of generally accepted standards for expressing ideas in writing in a given language. These include agreed-upon ways

to spell, punctuate, capitalize, and structure sentences in English. It has been drawn this label from the writing literature; related terms include writing mechanics and translation (Fayol, Alamargot, & Berninger, 2012; Flower & Hayes, 1981). Conventions provide the frames within which writers express their ideas successfully. Although conventions and mechanics connote low-level writing processes, the writing draws on a complex array of linguistically based knowledge for beginning and advanced writers alike. (Myhill, 2008; Schleppegrell, 2007)

c) Self-Regulation is reflected in writers' confidence; they can direct themselves successfully through writing's many dimensions and subtasks (Zimmerman & Bandura, 1994; Zimmerman & Kitsantas, 2007). Having ideas to write about and command of writing conventions are essential to writing but not all of it. Writing can be difficult and tedious. Self-regulatory skills are needed to generate constructive ideas and writing strategies and manage the anxieties and emotions accompanying the writing.

Based on the explanation above, there are three dimensions for a model of writing self-

efficacy: self-efficacy for writing ideation, conventions, and self-regulation. Writing's ideational processes include generating and shaping the concepts, principles, and reasoning upon which writing depends. Success in using conventions draws more heavily on linguistic skills as writers choose among a language's words, syntactic forms, and discourse structures to express their ideas. The final category, self-efficacy for writing self-regulation, can be identified with a writer's self-management and affective control but also involves judgments about cognitive and linguistic features as writing is produced.

3. Writing Thesis

    a. Definition of Writing Thesis

    Writing refers to transmitting a writer's thoughts, feelings, and messages. They examined especially language concepts and information in his long memory and organized them in a compound, which is considered their goal. The composing process is as much an emotional as a cognitive activity, in which affective components such as self-efficacy and motivation strongly influence all phases of the writing process. (Boscolo, P., & Hidi, 2007)

According to De Poel and Gasiorek (2012), this practice necessitates essential language skills, mainly when the language is utilized as a second or foreign language for learners. It cannot be denied that academic writing abilities are regarded as the most significant feature that a student, mainly an Indonesian EFL student, must have in order to accomplish extensive academic requirements such as writing observation reports, books, and theses. (De Poel, K., & Gasiorek, 2012)

All undergraduate students must complete their final project to acquire a degree in Indonesia. This regulation is contained in Kepmendiknas Number 232/U/2000 concerning Guidelines for Curriculum Development and Assessment of Student Learning Outcomes, and it is explained in article 12 that student learning activities and progress are carried out through periodic assessments, one of which is assessed through a thesis exam. The thesis in issue serves as the final assignment the institution needs to receive a bachelor's degree at the undergraduate level.

A thesis is one of a student's obligations. A thesis is required for a student to acquire a bachelor's degree, particularly a Bachelor's degree. According to the Thesis Guide Education Teacher and Training

Faculty UIN Walisongo, the thesis is the outcome of systematic and methodical independent research by a student under the supervision of a supervisor as a requirement for the acquisition of an academic known as research.

A thesis is a type of academic project that is prepared and requires supervisors' support in conducting research to fulfill quality criteria and requirements defined by their competence. The approach students employ to produce their thesis is called thesis writing. It differs from every other writing technique that students have encountered. The process is complex and takes a long time.

Students should learn linguistic aspects and attitudes, such as the desire to practice numerous times during the writing process. This project involves students employing various research and writing abilities, such as developing research questions, designing a study, collecting data, conducting secondary research, analyzing data, and presenting findings as part of a thesis. (A. Medaille, M. Beisler, R. Tokarz, 2022).

Moreover, the undergraduate thesis is a high-impact educational practice that develops research and communication abilities, in addition to

persistence, commitment, and self-consciousness, particularly among EFL students. (J. Falconer and D. Holcomb, 2008)

Students majoring in English should write a thesis in English. Writing a thesis in English is especially difficult for writers who speak English as a second language. Students majoring in English must write a thesis in English, both in English Education and English literature. (Paltridge, B., & Starfield, 2007)

Writing a thesis in English may be more challenging than in Indonesian. Consequently, learning to write in a foreign or second language takes work. Composing a thesis in English is challenging since English demands an extensive vocabulary and the ability to utilize grammar correctly.

Students require physical, mental, and frequent financial strength to finish a thesis. Additionally, several phases must be completed, from establishing the title and content to exams for seminars, data collection, procedures, and also the munaqosah exam. In the last stage, students presented their research findings to the examiners. Students frequently fear this procedure. To assess the validity of the study, students must answer various questions. It is hardly

unexpected that the students feel anxious and frightened.

The above explanation leads to the conclusion that the ability to write in English is critical for university-level students in foreign programs since it is required for conducting daily homework and composing final papers.

b. Aspects of Writing Thesis

According to (Persada, 2016), there are five aspects that may be used to measure a student's ability to write a bachelor's thesis such as.

a) The ability to develop the thesis's content. It is about the aspects of thesis writing ability that involve problem formulation, expression of ideas, and presentation of evidence to enhance ideas in the form of a complete picture of information about the background that is written following the title, problem, and purpose of the thesis. This is related to one aspect of thesis self-efficacy identified by (Bandura, 1997), namely generality, which emphasizes the extensive range of activities that individuals believe they can complete. Those with self-efficacy believe they can complete diverse tasks, such as formulating thesis issues,

communicating ideas, and other tasks related to developing paper content.

b) The ability to organize thesis aspects. It is related to the structure of writing. In this aspect, information must be presented coherently so that the result of the thesis gets the reader's interest. One of the causes of writing challenges for students is the inability to organize essays or paragraphs and effectively organize language, mainly when composing sentences and writing strategies. Students with low thesis self-efficacy will almost definitely struggle to organize scientific papers since they lack confidence in their ability to write a thesis. On the other hand, students with high self-efficacy will be confident in composing the thesis, supported by their ability to compose it.

c) The ability to use thesis vocabulary and phrases. The vocabulary and terms aspect is concerned with how the researchers selected the appropriate words and diction when utilizing scientific words and phrases so that the reader understands what the researchers are attempting to convey appropriately. This is related to Bandura's (1997) thesis self-efficacy aspect in that the magnitude (level) of this aspect shows the level of difficulty that is thought to

be overcome. A person with a high level of self-confidence prefers challenging projects with a high level of difficulty. As a result, an individual confident in working on the thesis could select and use the language and terms stated in scientific papers.

d) The ability to use language effectively in a thesis. This aspect of use is concerned with structuring sentences in the production of language to produce phrases that are simple to understand and engaging to readers. Students with high self-efficacy might complete the thesis successfully because of their high confidence and ability to compose a thesis. On the other hand, students with low thesis self-efficacy will need help concentrating on the thesis since they are always overwhelmed with the worry of completing the wrong thesis, which can be fatal.

e) The ability to apply thesis spelling and writing skills. This aspect entails employing each of the spelling rules in writing. In this regard, researchers should utilize a good, correct, and systematic format for writing their thesis.

c.   The Difficulties in Writing Thesis

The difficulties of writing thesis divided into two categories there are academic and non-academic.

a) Academic

Academic difficulties may arise as a result of students' lack of understanding in academic writing.

1) Lack of academic writing abilities

Students have difficulty integrating the introduction, body, and conclusion. The difficulties include difficulty obtaining references, lack of understanding of writing techniques, lack of knowledge of assignment strategies,

Lack of understanding of the content, lack of time allotted, limited funds, or inadequate literacy. As a result, the ability to write will be diminished. As a result, paragraphs could be more coherent and developed.

2) Grammatical Rules

Grammatical rules are one of the challenges that students face when learning another language. According to Alhaysony & Alhaisoni (2017), learning grammar has been more difficult than vocabulary learning. In the EFL context, learning a single topic without accurate

instructions is often challenging. Furthermore, grammar is a skill that all language students should acquire. Grammar is the foundation of language competency. As a consequence, in order to avoid misunderstandings in their writing, students should master the grammatical rules.(Alhaysony, 2017)

3) Paraphrasing

Paraphrasing is a method of avoiding plagiarism and improving academic writing abilities in students. Plagiarism is described as copying words or ideas from a source but not providing credit to the author.

4) Limited Vocabulary

Since students only know a small portion of the vocabulary, their inventiveness in writing would be limited. While vocabulary mastering plays a vital role, students should master much vocabulary to learn the target language rapidly. According to (Fahrurrozi, 2017), the factors that impact students' challenges in memorizing vocabulary are often affected by the method by which the teacher presents the material. Students who are not actively engaged in learning

activities are less likely to acquire master vocabulary.(Fahrurrozi, 2017)

b) Non academic

Writing a thesis might be a challenge to academic achievement for some students. During their final year of study, students typically face various difficulties, including non-academic difficulties.

1) A lack of motivation among students

Due to a lack of motivation, many students lack the ability to complete their thesis on time. Unmotivated people are lacking in motivation or desire to act, meanwhile motivated individuals are motivated or activated toward a target.

2) Unsuitable Feedback

Feedback is essential for interactive activities for learning a foreign language and writing. Verbal feedback could help students recognize their strengths and weaknesses. As a result, offering feedback on student writing is essential in order to develop high-quality thesis writing.

Nonetheless, supervisor feedback was generally and, in many cases, confusing, erroneous, and biased. Consequently, the

feedback provided could have helped students improve their writing abilities.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this research. There is a research design, research setting, participants, and instruments of the study, data collection technique, and data analysis technique.

A. Research Design

The research methodology adopted for this study was qualitative. It was clarified that the qualitative method is widely used in the fields of education, psychology, and social sciences as a standard research methodology (Nassaji, 2015). Specifically, this particular research was carried out in the field of education, particularly in the context of English Education Department.

Qualitative method is a method for understanding the meaning of an individual or group, as well as examining social or human problems (J. W. Creswell, 2009).

Qualitative research is defined by several features, including investigating a problem or issue, gaining an in-depth understanding of a particular phenomenon, collecting data based on words, analyzing the data through text analysis to produce descriptions, and interpreting the most important

implications of the findings. (J. W. C. and J. D. Creswell, 2018).

The approach used qualitative, which has descriptive characteristics. In this research, the researcher conducted a descriptive and qualitative approach. Rangarajan and Shields explain that descriptive research aims to describe the data and features of the population or phenomenon being studied.(Rangarajan, 2013)

Additionally, Taylor stated that the means of communication in descriptive studies are data, whereas theoretical studies rely on concepts demonstrated by data (Taylor, S. J., Bogdan, R., & L. DeVault, 2016) The purpose of conducting descriptive research is to comprehend the significance of various phenomena and life processes (Denzin, 2018).

The purpose of this descriptive research is to describe the writing self-efficacy of EFL students in their writing thesis based on their level of self-efficacy. The data collected in this study is descriptive, presenting factual and realistic explanations about EFL students' thesis writing self-efficacy based on their self-efficacy level. The data obtained from this research consists of words that reflect the participants' experiences, emotions, and thoughts or data sources.

In line with the research objective, through a qualitative approach in this study, all factual information obtained from

participants through various data sources, both oral and written, will be explained as clearly and concisely as possible to answer the research question honestly.

B. Research Setting and Participant

The setting of this research is at English Education Department of UIN Walisongo Semarang. The researcher collected the data from participants who knew the problem phenomenon.

The participants of this research are students from the eighth-semester batch of 2019 at the Education Department of UIN Walisongo Semarang who are writing their thesis. Of the 89 populations, 30 students were selected as the sample of this study. The samples were selected by using purposive sampling. The researcher chose the 8th-semester students because they had previously taken the proposal thesis.

C. Instrument of The Research

The research instruments can be tools to help the researcher obtain the data. The instruments used in this research were questionnaires and interviews. The reason for utilizing different research tools is to attain data validity.

The questionnaire was used to determine students' self-efficacy in writing a thesis. Furthermore, this study used interviews as an instrument. The interviews were conducted

to confirm the questionnaire's answers and to collect further information regarding student self-efficacy in writing a thesis.

1. Questionnaire

In this research, the instrument used to collect data was a questionnaire. Questionnaires are a method of collecting data, which involves providing written statements and questions to participants, who then respond based on specific guidelines.

Additionally, questionnaires are often straightforward to analyze, making it easier for researchers to conclude the collected data. In this research, the researcher only uses a closed-end questionnaire. Closed-end questionnaires are questionnaires that the questions do not give respondents the freedom to provide answers and opinions according to what they want.(Hasan, 2002)

In order to collect data, the researcher used The Questionnaire English Writing Self Efficacy (QEWSE). The researcher used The Questionnaire of English Writing Self Efficacy Scale (QEWSE) questionnaire to assess students' self-efficacy in English writing thesis. Eighteen items corresponded to the three posited categories of writing-related experience: ideation, conventions, and self-regulation included in the QEWSE questionnaire.

The self-efficacy questionnaire was developed using Bruning (2013) (Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbrunn, 2013) questionnaire as a basis. Initially, the questionnaire comprised three subscales: ideation, conventions, and self-regulation. Ideation involves generating ideas and indicates students' self-confidence in producing written content with appropriate ideas and language—conventions about grammar, spelling, punctuation, and organization. The third dimension, self-regulation, pertains to students' belief in their capability to complete the entire writing process, including all its stages.

The researcher adapted the questionnaire previously constructed by Zumbrunn et al. (2012). Some of these items, primarily from the ideation and conventions categories, had been previously utilized in a study of college students (Dempsey et al., 2010), in which the goal was to obtain a general estimate of writing self-efficacy. We also examined items from Pajares (2007), Zimmerman and Bandura (1994), and Shell et al. (1995, 1989) as we began to formulate and operationalize the framework for the current study.

Table 3.1

Questionnaire for The Questionnaire English Writing Self Efficacy Blue print from Zumbrunn, et al. (2012) that has standardized

No.	Indicators	Item Number
1	Ideation Students' judgments of the availability quality and ordering of their ideas.	1,2,3,4,5,6,7,8,9
2	Conventions Students judge their ability to use grammar spelling punctuation and vocabulary in writing correctly.	10,11,12,13
3	Self-Regulation Students have good self-regulatory skills for managing anxiety and emotions that can accompany writing.	14,15,16,17,18

2. Interview

The second instrument is interview. According to Creswell (2012), an interview is a process in which researchers gather information by asking one or more participants open-ended questions and recording their

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responses, and subsequently analyzing the transcribed interview data (W. J. Creswell, 2012).

In addition, the interview has several benefits over other methods. They enable researchers to obtain helpful information, enable participants to provide detailed and personal information, and offer greater control over the data types collected.

In line with the benefit of an interview, this interview was done in-depth and structured to the research topic, with respondents given the same questions following the same guidelines. Therefore, the researcher will interview the EFL students writing their thesis based on their self-efficacy level to know their factors.

D. Technique of Data Collection

Data collection technique was the most important step in the research. W. Laurence Neuman (2018) explains that when it comes to collecting qualitative data, the researcher must provide detailed descriptions of individuals, actions, and events within society (Neuman, 2018)

(Creswell, 2014) suggests that there are several methods available for gathering information, including qualitative evaluation, interviews, documentation, questionnaires, and qualitative audiovisual material. The following is the explanation of those instruments used for this research:

1) Questionnaire

In this research, the researcher utilized a questionnaire that was measured using the Likert scale to collect participant data. A *questionnaire* is a tool used for collecting data by presenting a list of questions or statements to the participants or sample.

The instrument used in this research, the questionnaire, was a closed-ended questionnaire. This means that respondents were given a set of predetermined response options and asked to choose the best-fitting response. Closed-ended questionnaires are helpful when researchers want to gather specific information from respondents in a standardized way, as it allows for easy comparison of responses across participants.

Moreover, closed-ended questionnaires are less time-consuming to administer and analyze than open-ended questionnaires, which require respondents to provide their answers. However, researchers can use questionnaires to collect responses as an alternative to interacting with each respondent individually. Although task performance measurements alone do not entirely understand a person's subjective views, opinions, and thinking skills, questionnaires help provide insights into these areas (Creswell, 2014).

In this scale, variables to be measured are translated into variable indicators, which are then used as a basis for organizing instrument items. These items can be in the form of statements or questions with alternative responses, such as strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

Using only four categories in the Likert scale is significant because if more categories are provided, participants may tend to select the middle option, making the data obtained less informative. By limiting the number of response categories, researchers can obtain more accurate and meaningful data that better reflects the attitudes and opinions of the participants.

For scoring alternative answers, both positive and negative statements are as follows:

Table 3.2:

Likert Scale Measurement Category

No	Options	Score
1.	Strong agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly disagree	1

This means that the researcher can quantify the number of students who respond to each argument with "strongly agree," "agree," "disagree" and "strongly disagree." After that, each of the student answers was accumulated into numbers as data.

In this study, the researcher classified the research subjects into two categories based on their cumulative scores in each aspect. Bruning et al. (2013) indicated the categories percentage of questionnaire as follows:

Table 3.3

The category of students' self-efficacy in English writing Questionnaire from Burning et al (2013)

No	Score of student self-efficacy	Category Level
1.	49-80	High
2.	16-48	Low

In order to make a strong statement from student responses, researchers can convert the number of students who changed their answer into a percentage and then represent it in a graph with an accompanying description. The graph would display the total number of students who provided a detailed response to each argument.

The researcher used an online platform (Google Forms) to collect data, and the link was shared with each participant with their permission. After obtaining permission from the participants, the researchers must determine the most appropriate type of information that would address the research questions. Additionally, the researcher must develop an instrument to collect and record information.

2) Interview

Data collection techniques through interviews allowed the researcher to obtain in-depth information about the self-efficacy of undergraduate EFL in thesis writing.

According to (Tracy, 2013), conducting interviews in qualitative research offers various opportunities for invention, including gaining insights, reflection, and providing explanations.

The interview is employed to gain in-depth about students' perceptions and corroborate the responses obtained from the questionnaire. In line with Fraenkel & Wallen, interviews have the advantage of enabling participants to provide accurate and precise answers to questions, with the added benefit of allowing the interviewer to request further elaboration on the participant's responses.(Fraenkel, J. R., & Wallen, 2012)

The study was performed using a qualitative approach, and interview data were obtained through reflective practice. This interview aims to utilize Gibbs' reflection technique to investigate the self-efficacy of EFL undergraduate students in writing their thesis.

Reflective practice is a method to give structure to learning from experiences. It offers a framework for examining experiences and, given its cyclic nature, lends itself particularly well to repeated experiences, allowing one to learn and plan from things that either went well or did not go well (Gibbs, 1988).

This method of collecting data by reflecting on personal experiences is appropriate because it helps EFL undergraduate students learn from their own experiences, especially the difficult ones. By reflecting on their experiences, EFL undergraduates can pass their thesis writing successfully. Participants are asked specific questions to write about how they felt when they overcame challenges and finished their thesis.

Reflective writing encourages EFL students to think deeply about what happened in specific situations they were involved in and why. Their experiences in completing thesis writing, when combined with critical theories in the field, provide them with a perspective to

observe, describe, and enhance their self-efficacy in thesis writing now and in the future.

In implementing this Reflection, four critical lessons can be drawn from the experience. Reflective writing can facilitate learning and enhance students' self-efficacy in writing a thesis; providing support and guidance to students in the reflection process can improve the quality of their reflections; a reflection is an effective tool for evaluating how students apply the knowledge and skills they have acquired in writing a thesis.

The data collection technique through reflection is appropriate because it helps EFL undergraduate students learn from personal experience, especially when writing their thesis.

The cycles are conducted into six stages:

a. Description of the experience

b. Feelings and thoughts about the experience

c. Evaluation of the experience, both good and bad

d. Analysis to make sense of the situation

e. Conclusion about what you learned and what you could have done differently

f. Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.

The reflective questions were developed by referring to the reflecting on experience theory by Gibbs' Reflective Cycle 1988. The researcher would conduct this by asking the participant to retell their experience about their self-efficacy while writing a thesis.

Reflection helps EFL students recognize and enhance their self-confidence in writing a thesis. It allows students to consider their experiences, challenges, and achievements in the thesis writing process and identify steps to improve their skills and self-confidence in the future. Implementing reflection is expected to boost EFL students' self-confidence in writing a thesis and provide valuable recommendations for students and instructors in approaching thesis writing.

The data reflection was collected in May 2023 and sent to nine students through WhatsApp as a Word document or PDF file. As a result, nine students expressed their willingness to complete the reflection data. It is important to note that no coercion is involved in this process since it pertains to ethical considerations. Hence, filling out the reflection data is voluntary and free from coercion.

To distribute this interview, the researcher personally contacted the participants due to the confidential nature

of their responses. The researcher requested the participants to complete the reflection.

The following is the list of questions for the interview.

Table 3.4

The List of Questions for Interview

ITEM QUESTION FOR INTERVIEW

Cycles	Number	List of Reflection Guides
Description	1.	*How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*
Feeling	2.	*As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*
Evaluation	3.	*What's your good and bad experience that you feel when writing English thesis?*
Analysis	4.	*Are there difficulties when you write English thesis? How do*

		you overcome that situation when you face failure or difficulties in writing thesis?
Conclusion	5.	*Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*
Action Plan	6.	*Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

E. Technique of Data Analysis

According to (Miles, M. B., & Huberman, 1992) argued that the activities of data collection and data analysis are interrelated and cannot be considered as separate processes in qualitative research, since they happen simultaneously.

This research involves three main activities for data analysis: data reduction, data display, and conclusion drawing. The following section explains the techniques used for data analysis in this study.

1. Data Reduction

   Before reducing the data, the researcher analyzed the data obtained from the research instruments. The data reduction involves summarizing, identifying the most fundamental parts, concentrating on the key aspects, searching for themes and patterns, and eliminating irrelevant elements. This process gives the researcher an overview of the obtained data, enabling more precise data analysis after reduction. So the data is simplified to align with the research objectives, making it easier to process.

2. Data Display

   In the second stage of the research, the data is displayed. A display refers to an organized and concise data presentation, enabling the researcher to draw conclusions and make informed decisions. The reduced data is presented in tables, diagrams, brief descriptions, and other formats.

3. Conclusion Drawing/Verification

   In the data analysis process, the final stage is to conclude. The researcher carefully examines and relates all data results to the research problem. The initial conclusions may be temporary and subject to change if insufficient evidence supports them in subsequent data collection stages.

However, if the initial conclusions are supported by valid and consistent evidence, they are considered credible. In qualitative research, the conclusion often involves discoveries that were previously identified. These discoveries could take the form of a description of an object that was previously unclear and now becomes clear after examination or a hypothesis or theory that had not been proposed before.

Therefore this study was analyzed in descriptive analysis. The following is the explanation of analyzing data for each instrument in this research. The first instrument is a questionnaire. After conducting the questionnaire, the researcher presented the results in a table format numbered one to ten. The data was further divided into various tables based on the questionnaire indicators. The researcher elucidated the highest and lowest scores for each questionnaire question and presented the results narratively. The researcher used a formula to calculate the percentage of students' responses.

$$P = \frac{F}{N} \times 100\%$$

In which:

P   = Percentage

F   = Frequency

N   = Total

100 = Constant value

The second instrument is the interview. The interview was conducted online via WhatsApp. The interview data were transcribed and translated from Bahasa Indonesia to English. Additionally, the information obtained from the interviews aimed to verify the data obtained from the questionnaire.

The researcher transcribed the interview results and then systematically examined the written communication in the form of documents objectively. The researcher also analyzed the data to ensure validity and drew conclusions based on the results.

This research can discover different opinions and experiences using qualitative research methods. The data collected from reflection will be analyzed using the Gibbs Reflective Cycle. The study's findings will be examined and presented based on these results.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter consist of two parts the parts deal with the finding of the research and discussion of the research finding regarding EFL undergraduate students' self-efficacy in writing thesis.

A. Finding

a) The Description of Data

Based on the third chapter utilized a questionnaire to categorize the self-efficacy levels of students, while the interview was employed to collect significant information for the data's needs analysis.

1. The Result of Data Questionnaire

The data was gathered through questionnaires and interviews focusing on the writing thesis process for the eighth-semester English Education students at UIN Walisongo Semarang. The author utilized online platforms to collect this data, specifically Google Forms for questionnaire responses and WhatsApp for interviews.

After all the students completed the questionnaire through the provided Google Form, the researchers confirmed the deadline for completion and the

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procedure. After approximately three days of the students filling out the Google Form, the researchers obtained data from the questionnaire. After reviewing the data, the researchers proceeded to the interview section. Interviews were conducted with ten students selected based on their low and high self-efficacy levels.

As previously mentioned, in order to collect data, the researcher used The Questionnaire English Writing Self Efficacy (QEWSE). The researcher used The Questionnaire of English Writing Self Efficacy Scale (QEWSE) questionnaire to assess students' self-efficacy in English writing thesis. There were 18 items corresponding to the three posited categories of writing-related experience: ideation, conventions, and self-regulation included in the QEWSE questionnaire.

The Likert scale was used to calculate the data from the questionnaire. The researcher assigned scores from 1 to 4 based on descriptions like "strongly agree" to "strongly disagree." The results were summarized in a table to choose nine new participants for the interview stage.

Table 4.1

Questionnaire Filling Recapitulation Table

No.	Student	(1)	DA (2)	A (3)	S.A. (4)	Highest Choice
1	Student 1	1	0	6	11	11 (SA)
2	Student 2	1	5	10	2	10(A)
3	Student 3	1	8	9	0	9(A)
4	Student 4	0	8	10	0	10(A)
5	**Student 5**	**0**	**2**	**16**	**0**	**16(A)**
6	Student 6	0	2	8	8	8 (A and SA)
7	Student 7	2	5	11	0	11(A)
8	Student 8	1	0	8	9	9 (SA)
9	Student 9	1	3	10	4	10(A)
10	Student 10	0	7	11	0	11(A)
11	Student 11	0	7	9	2	9(A)
12	Student 12	0	2	11	5	11(A)
13	Student 13	0	3	10	5	10(A)
14	Student 14	0	5	7	6	7 (DA)
15	Student 15	0	10	8	0	TS (DA)

16	**Student 16**	**0**	**4**	**13**	**1**	**13(A)**
17	Student 17	0	10	7	1	10 (DA)
18	**Student 18**	**1**	**0**	**3**	**14**	**18 (SA)**
19	**Student 19**	**0**	**0**	**18**	**0**	**18(A)**
20	Student 20	0	4	11	3	11(A)
21	Student 21	0	9	9	0	9 (DA and A)
22	**Student 22**	**0**	**18**	**0**	**0**	**18 (DA)**
23	Student 23	0	9	4	5	9 (DA)
24	Student 24	0	8	9	1	9(A)
25	Student 25	0	6	12	0	12(A)
26	**Student 26**	**0**	**5**	**13**	**0**	**13(A)**
27	Student 27	0	6	12	0	12(A)
28	Student 28	0	8	10	0	10(A)
29	Student 29	1	2	11	4	11(A)
30	Student 30	7	6	5	0	7 (SD)

Based on the data processed using the Likert scale, the following conclusion was reached:

Table 4.2

Recapitulation Participant from the Statement List

Indicated data entered into the Points

No.	Name Initials	(1)	DA(2)	A(3)	S.A. (4)	Highest Choice
1	Student 5	0	2	16	0	16 with Agree
2	Student 16	0	14	3	1	14 with No Agree
3	Student 18	0	1	3	14	14 Strongly Agree
4	Student 19	0	0	18	0	18 with Agree
5	Student 22	0	18	0	0	18 with No Agree
6	Student 26	0	5	13		13 with Agree

Processing data using Likert formula data questionnaire, be as following:

Table 4.4

Table Recapitulation Amount Participants, Score Calculation and Description

Total of participant	30 Students	
Reference Total Score	Maximum Score	30 x 4 = 120(n)
	Minimum Score	30 x 1 = 30
Reference Score Category	+50	Enough bad (require handling)
	-50	Enough fine (no need Lots handling)

Based on the QEWSE questionnaire, the majority of the 30 students have high levels of writing self-efficacy are as follows.

Table 4.5

Students' Self efficacy score and Category

participant	indicator			Score	Category
	1	2	3		
student1	34	11	18	63	High
student2	26	10	13	49	High
student3	23	10	11	44	Low
student4	25	9	12	46	Low
student5	26	12	14	52	High
student6	25	15	20	60	High
student7	26	10	9	45	Low
student8	29	13	19	61	High
student9	29	12	13	54	High
student10	26	9	12	47	Low
student11	24	12	13	49	High
student12	26	12	19	57	High
student13	28	12	10	50	High
student14	26	10	19	55	High
student15	24	8	12	44	Low
student16	27	9	15	51	High
student17	23	9	13	45	Low
student18	35	16	15	66	High
student19	27	12	15	54	High
student20	26	9	18	53	High
student21	22	8	15	45	Low

student22	27	12	15	54	High
student23	25	10	15	50	High
student24	25	8	14	47	Low
student25	26	9	13	48	Low
student26	25	10	14	49	High
student27	23	11	14	48	Low
student28	25	9	12	46	Low
student29	29	10	15	54	High
student30	19	6	9	34	Low
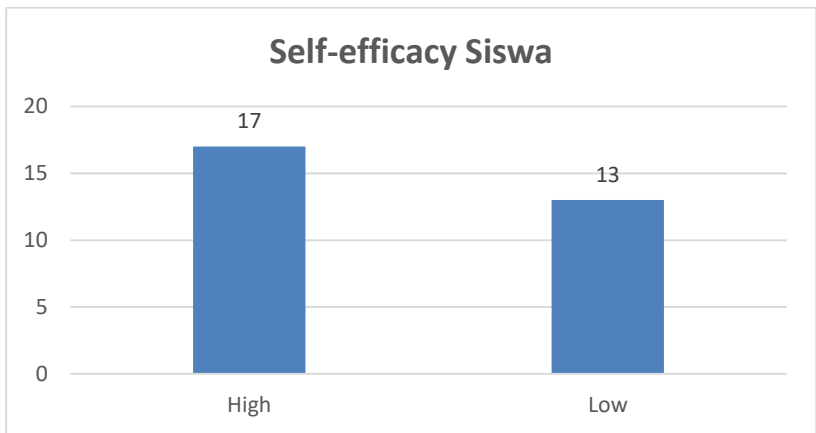
Graph of EFL students writing self-efficacy result

From the percentage of students' self-efficacy, there are several categories, including high and low. The high category consists of 17 students, with a percentage of 57%, while the low category consists of 13 students, with a percentage of 43%. Based on the

percentage results, the highest choice was the high category, with 17 students. The following explains the three indicators of self-efficacy in writing English.

1. **Ideation: Students' judgments of the availability quality and ordering of their ideas (Question 1-9)**

In this part, students are asked questions to assess their ability to generate ideas, specifically their skills in evaluating the quality, availability, and order of their ideas. The goal is to determine the students' current thinking ability. The results in percentage form as follows:
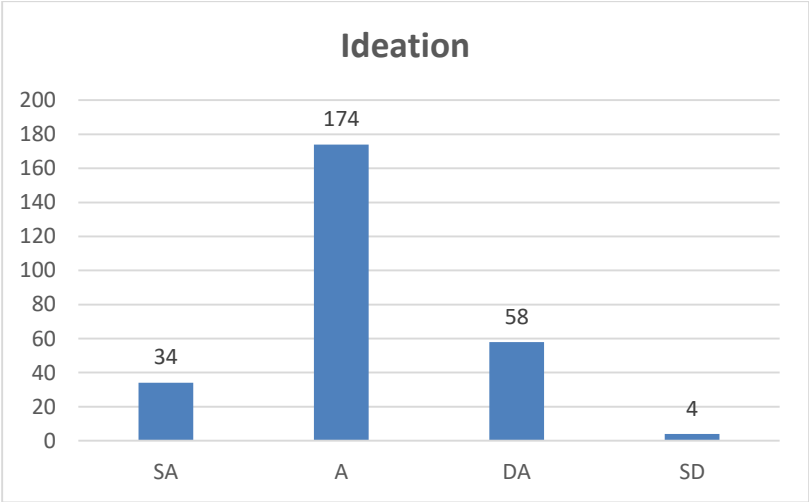
Chart 4.1 Percentage of Assessment Ideas students'
judgments of availability quality and order of their
ideas

In the Ideation indicator, students were asked to
assess their ideas' quality, availability, and order. The
Likert scale in the SA category is 34, with a
percentage of 13%, and the Likert scale in category A
is 174, with a percentage of 64%. The Likert scale
with the DA category with the option of disapproval
obtained a total of 58 with a percentage of 21%. The
lowest choice on the Likert scale, Strongly Disagree,
gets a percentage of 4. In the recapitulation of
statements on the questionnaire from Numbers 1-9,
the most dominant choice is option S with a
percentage of 174 with a percentage of 64%.

Previous research (Zumbrun et al., 2013) suggests
that one aspect of students' self-efficacy in generating
ideas is their belief in their ability to come up with
ideas. The process of generating ideas is crucial in
the writing process. These models depict idea
generation as a continuous process that influences all
aspects of writing. Different dimensions of ideas,
such as their existence, quality, and expression, can
be seen as challenging aspects of writing. Idea
generation primarily involves the writer's ability to

create meaningful content and think about stylistic elements. While it is often associated with words, semantic knowledge also encompasses the structural aspects, such as schemes and fluid meanings with connotative and denotative elements. The efficacy of our writing ideas focuses on the writer's self-assessment of their ideas' availability, quality, and organization. Like the following questionnaire question:

1) I can think of many ideas for my writing thesis

This additional question aims to find out if students are able to generate ideas effectively or if they still face difficulties in evaluating the quality and availability of ideas when deciding on a thesis.

I can think of many ideas for my writing thesis

30 jawaban
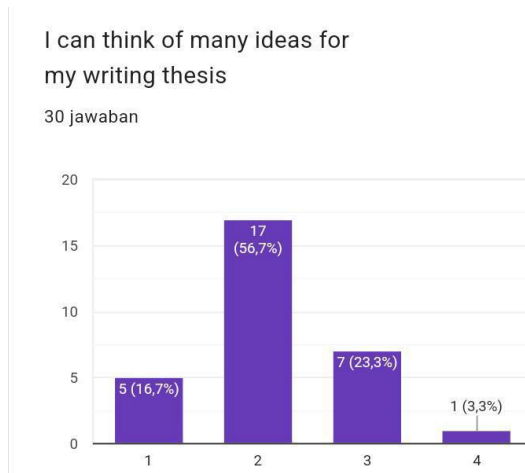
Graph of Statement Item Presentation Results

no 1

The statement from the 30 student respondents who filled out the questionnaire is as follows: 5 students chose Strongly Agree with a percentage of 16.7%, 17 students voted to agree with a percentage of 56.7%, 7 students chose Disagree with a percentage of 23.3%, and the remaining 1 student chose Strongly Disagree with a percentage of 3.3%.

2) I can put my ideas into writing thesis

The following statement concerns the ability to generate ideas in a thesis. Many students still need clarification about the procedures of writing and drafting to create a good and correct manuscript. The following are the percentage results from 30 respondents related to this second statement, along with the chart and interpretation:

I can put my ideas into writing thesis

30 jawaban
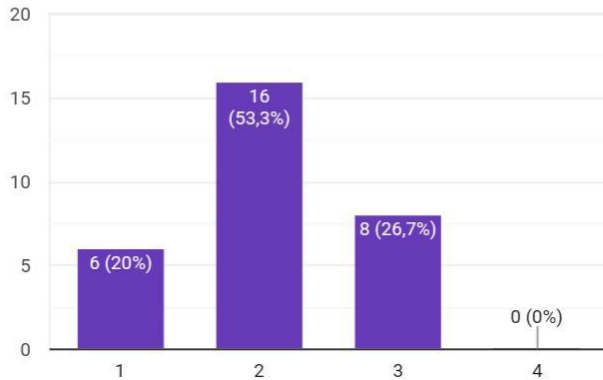
Percentage Result Graph Statement no 2

The percentage table chart shows that 1 student strongly agrees, which is 20% of the respondents. 16 students agree, representing 53.3% of the respondents. There are 8 students who disagree, accounting for 26.7% of the respondents. No student chose the option of strongly disagree. The highest response in the discussion was from those who agreed, with a percentage of 53.3% and a total of 16 students.

3) I can make new sentences with given words

I can make new sentences with given words

30 jawaban
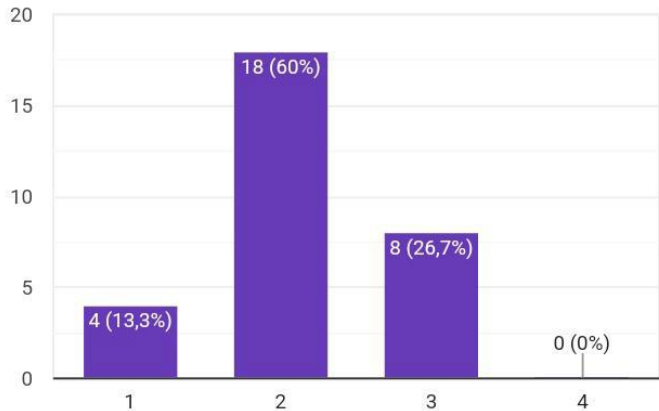
Chart results percentage statement no 3

Regarding the results of the third question, 4 students strongly agree, accounting for 13.3% of the respondents. 18 students agree, representing 60% of the respondents. There are 8 students who disagree, making up 26.7% of the respondents. No one chose the option of strongly disagree. From these findings, it is evident that the majority of respondents chose the option of agree, which has the highest percentage and number compared to the other options.

4) I can think of appropriate words to describe my ideas

I can think of appropriate
words to describe my ideas

30 jawaban
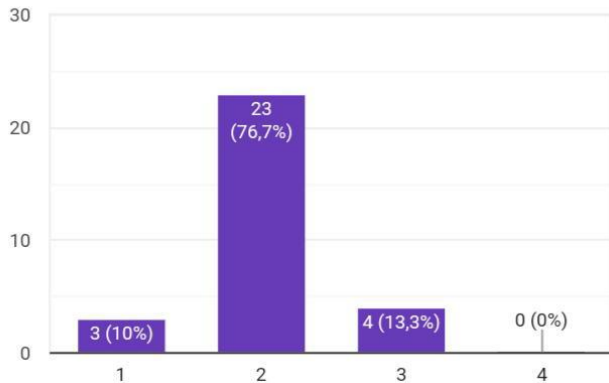
Chart results percentage statement no 4

In the presentation of the results from the statement, 3 students which are 10% of the respondents chose the Strongly Agree option. 23 student, representing 76.7% of the respondents, chose the Agree option. 4 student, or 13.3%, selected the No Agree option. No one chose the Strongly No Agree option. The highest number of respondents, 23 student or 76.7% chose the Agree option, indicating that it was the most popular choice.

5) I can organize sentences into a paragraph to express an idea

I can organize sentences into a paragraph to express an idea

30 jawaban
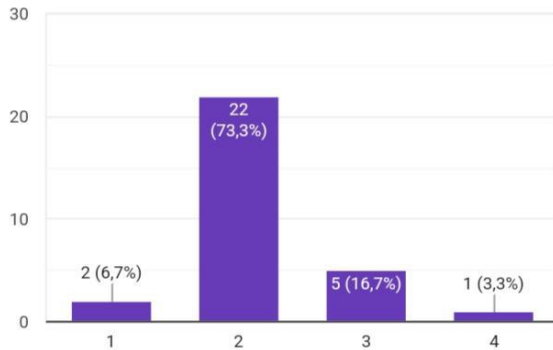
Chart results percentage statement no 5

From the results of the percentage of the 5th statement indicate that there are several options chosen by respondents. Among them, 2 students strongly agree, representing 6.7% of the total. 22 people agree, accounting for 73.3% of the respondents. 5 students disagree, making up 16.7% of the respondents. Additionally, 1 student strongly disagrees, representing 3.3%. The most popular option among respondents is Agree, with the highest number of 22 students and a percentage of 73.3%.

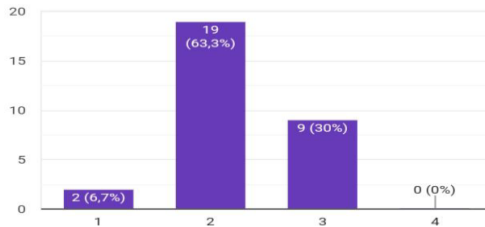6) I can organize different paragraph into a composition

Chart results percentage statement no 6

In the presentation of the results for the 6th statement, 2 students, which are 6.7% of the total, chose the Strongly Agree option. 19 students, representing 63.3% of the respondents, chose the Agree option. 9 students chose the No Agree option, making up 30% of the respondents. However, no student chose the strongly Agree option. The majority of students, 19 of them or 63.3%, selected the Agree option.

7) I can focus on the main ideas when writing thesis

I can focus on the main ideas
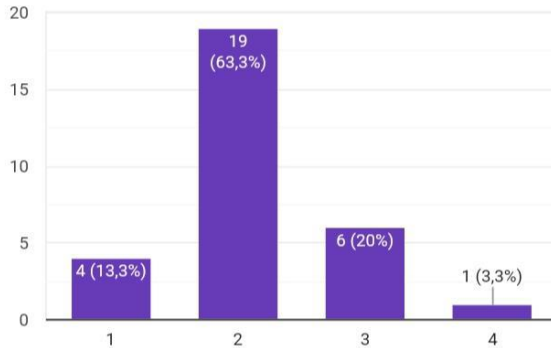when writing thesis

30 jawaban

Chart results percentage statement no 7

The result of percentage on among the students surveyed, 4 students, accounting for 13.3%, chose the Strongly Agree option. 19 students, representing 63.3%, selected the Agree option. 6 students, making up 20% of the respondents, chose the Disagree option. Only 1 student, or 3.3%, chose the Strongly Disagree option. The highest percentage of responses came from the Agree option, with a total of 19 students, or 63.3%.

8) I can plan what I want to say before I start writing thesis

I can plan what I want to say
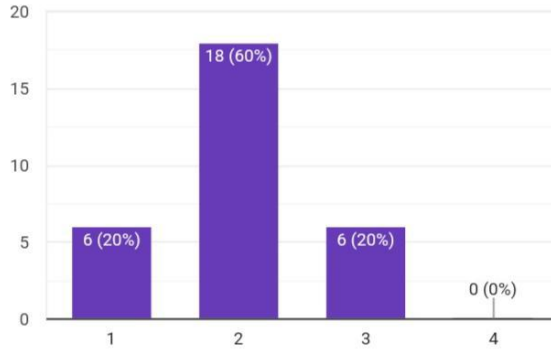before I start writing thesis

30 jawaban

Chart results percentage statement no 8

Result of statement the 8th question is 6 students, representing 20%, chose the Strongly Agree option. 18 students, accounting for 60%, selected the Agree option. 6 students chose the disagree option, making up 20% of the respondents. No students chose the strongly disagree option. The most selected option among the students was Agree, with a total of 18 students and a percentage of 60%.

9) I can correctly spell all the words in the compositions I write

I can correctly spell all the words in the compositions I write
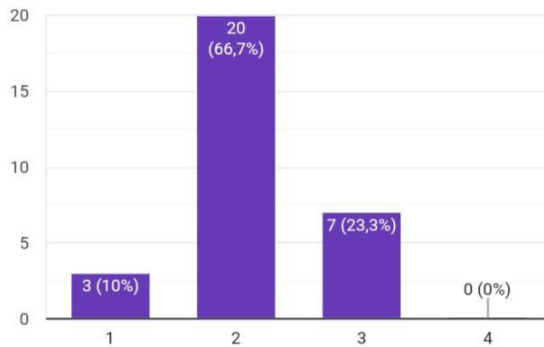
30 jawaban

Chart results statement no 9

From the percentage results on the 9th statement item, which is an indicator of the Idea, the following observations can be made among the student respondents. 3 students, accounting for 10%, chose the Strongly Agree option. 20 students, representing 66.7%, chose the Agree option. 7 students selected the Disagree option, making up 23.3% of the respondents. None of the students chose the Strongly Disagree option. It can be observed from the students' answers that the Agree option was the most popular and had the largest number of responses among the given options. Therefore, it can

be concluded that the majority of students agreed with the statement regarding the Idea.

2. **Convention: Students judge their ability to use grammar spelling punctuation and vocabulary in writing correctly (Questions for 10-13)**

Furthermore, the discussion focuses on the convention indicators that will be clarified through the presentation of questionnaire results as follows:
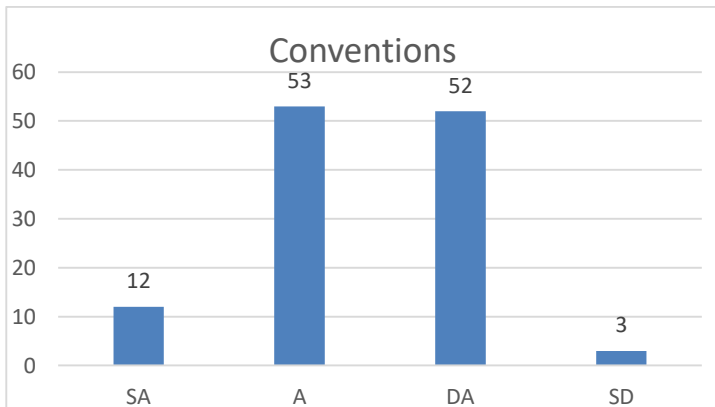
Percentage Result Graph Conventions Asses Ability

Based on the chart results, the percentages are as follows: 12 SA options with a percentage of 10%, A total of 53 options with a percentage of 44%, 52 DA options with a percentage of 43%, and 3 SD options with a percentage of 3%. Among them, the option with the highest percentage is option A, which amounts to 53 with a percentage of 44%. It has a larger percentage compared to other options.

Use convention writing. It starts with simple steps and develops across different aspects. In the English language, for instance, beginner authors need to understand the principles of the alphabet, where each letter represents a sound, and have phonemic awareness, the ability to identify sounds that can be separated in spoken words (Ehri, 2005; Veluttino et al., 2007).

Along with this understanding, word spelling and orthography knowledge are necessary to convey written meaning. Morphological awareness, which involves understanding how language connects sound and meaning and how morphemes can be combined (Anderson, D. dan Nashon, 2006); (Nagy, W., Berninger, V. and Abbott, 2006)), It is also crucial for drafting communication, such as using proper tense, number, and possession. Putting words on a screen or paper reflects other essential dimensions of the convention. Correct spelling, for example, depends on knowledge of various linguistic categories.

Other conventions go beyond words and involve syntax and discourse. Every written language has its own devices, from word order to reading cues, to convey the intended meaning by the author. Can a writer construct complete sentences and use language markers (e.g., capitalization) to convey meaning? Can they organize and combine ideas, drawing on teaching approaches like sentence merging (e.g.,

O'Hare, 1973), which has recently been reviewed by Saddler and Graham (Saddler, B., Behforooz, B., & Asaro, 2008); (Saddler, B., & Graham, 2005) at a higher level, sentence structure is situated within the discourse structure, such as narrative and exposition.

In the process of grappling with conventional writing, writers gradually develop a sense of their abilities through facing and overcoming challenges, with the possibility of future success. For example, spelling self-efficacy varies widely among individuals (Rankin, J.L., Bruning, R.H., & Timme, 1994) and is significantly correlated with various aspects of writing, including self-efficacy, predicting writing success, and actual writing performance.(Georgiou, 2008)
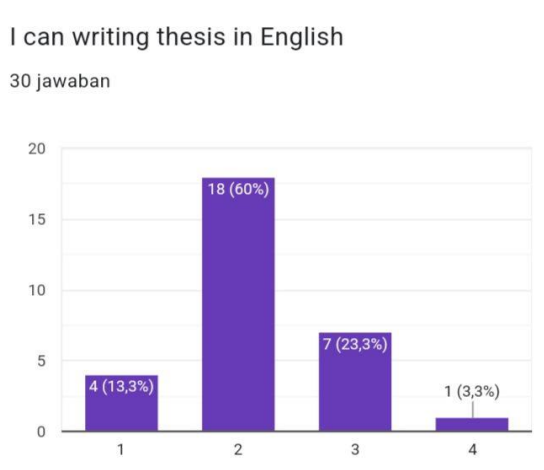
10) I can writing thesis in English

Chart results presentation of statement items no 10

From the result percentage 3 people, accounting for 13.3%, chose the Strongly Agree option. 18 students, representing 60%, chose the Agree option. 7 students selected the disagree Agree option, making up 23.3% of the respondents. Only 1 student, or 3.3%, chose the strongly disagree option. The highest percentage of responses was in the Agree option, with a total of 18 students and a percentage of 60%.

11) I can correctly use verb tenses in English writing thesis

I can correctly use verb tenses
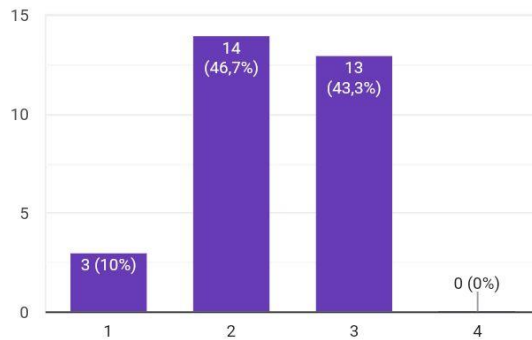in English writing thesis

30 jawaban

Chart results statement item statement no 11

Result of statement on including the Strongly Agree option totaling 3 students with a percentage of 10%, 14 students choosing the Agree option with a percentage of

46.7%, and 13 students selecting the Disagree option with a percentage of 43.3%. No student chose the Strongly Disagree option. The majority of responses were in the Agree option, with a total of 14 students and a percentage of 46.7%.

In proficient writing, it is essential to understand the features and structural purposes and the methods of expressing ideas (e.g., making paragraphs and using headings). Additionally, we assume that students gain cumulative experience with conventional writing, contributing to their self-efficacy judgment.

12) I can write sentence with proper grammatical structure

I can write a sentence with
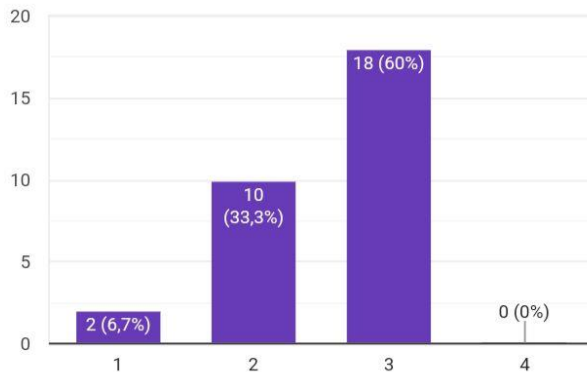proper grammatical structures

30 jawaban

Chart results presentation of statement items no 12

The results of the presentation for item 12 show that the Strongly Agree option was chosen by 2 students, accounting for 6.7% of the respondents. The Agree option was chosen by 10 students, representing 33.3%. On the other hand, 18 students chose the disagree option, making up 60% of the respondents. No one chose the strongly disagree option. The highest percentage of responses was in the disagree option, with a total of 18 students and a percentage of 60%.

13) I can find my grammar errors

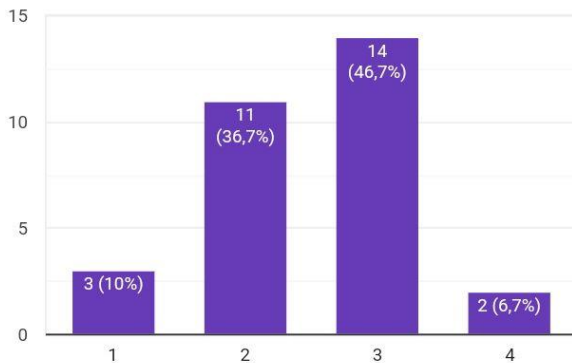## I can find my grammar errors
30 jawaban

Chart results presentation of statement items no 13

In the presentation results for the 13th statement item, the Strongly Agree option was chosen by 3 students, accounting for 10% of the respondents. The Agree option was chosen by 11 students, representing 36.7%. On the other hand, 14 students chose the Disagree option, making up 46.7% of the respondents. Two students chose the Strongly Disagree option, with a percentage of 6.7%. The highest number of presentations was found in disagree option, with 14 students and a percentage of 46.7%.

3. **Self-Regulation: Students have good self-regulatory skills for managing anxiety and emotions that can accompany writing**

Additionally, the self-regulatory indicators will be further examined through the results of the presentation questionnaire
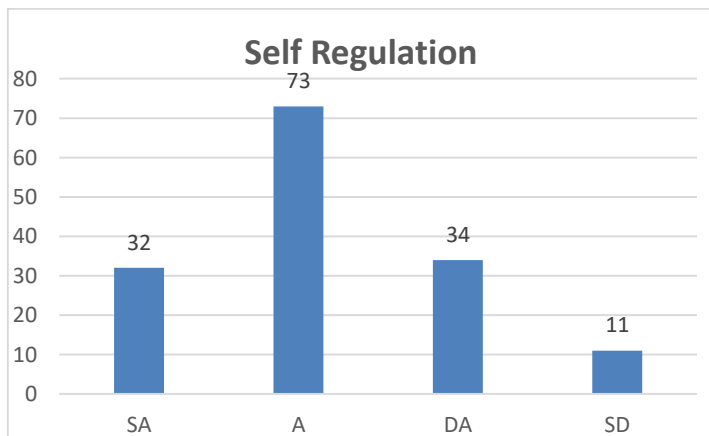
Chart 4.3 Media Presentation

Based on the statement provided, the respondents' answers can be categorized into different options. The Strongly Agree option received 32 responses with a percentage of 21%, the Agree option received 73 responses with a percentage of 47%, the Disagree option received 34 responses with a percentage of 23%, and the Strongly Disagree option received 11 responses with a percentage of 9%. From these results, it can be concluded that the majority of respondents in terms of self-regulation chose the Agree option, with a total of 73 responses.

According to the zumbrunn, self-efficacy plays a crucial role in self-regulation and belief in one's ability to navigate various aspects and tasks of writing successfully. A writer must have ideas and a good understanding of writing conventions, but more is needed. Writing can be challenging and tedious. Therefore, self-management skills are necessary not only to generate constructive ideas and writing strategies but also to manage anxiety and emotions associated with the writing process effectively.

Self-regulation in writing, as described by (Bandura, 1994), involves several key activities that help

individuals navigate the writing process. These activities include selecting an appropriate topic to write about, initiating the writing process without difficulty, engaging the reader's interest from the beginning, adapting the writing style for different audiences, ensuring clarity and coherence in sentences, overcoming writing challenges, maintaining motivation to write even when the topic may not be inherently exciting and identifying and correcting grammatical errors. These actions contribute to effective self-management and ultimately lead to successful writing outcomes.

14) I can Focus on my writing thesis for at least 1 hours
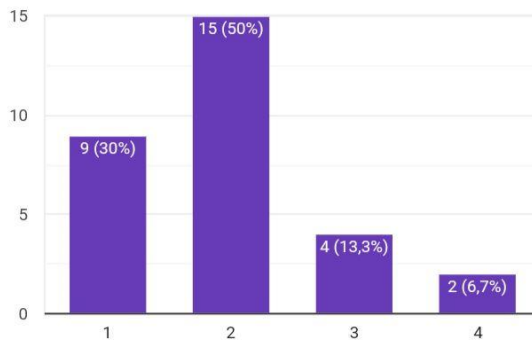
Chart results presentation of statement items no 14

On results percentage on including the Strongly Agree option totaling 9 students with 30% percentage, on option Agree totaling 15 students with 50% percentage, at option Disagree totaling 4 students with percentage of 13.3%. While the option Strongly Disagree totaling 2 students with percentage of 6.7%. The most options found in Agree with total 15 people with 50% percentage.

15) I can revise my thesis writing to make it better

I can revise my thesis writing to make it better

30 jawaban
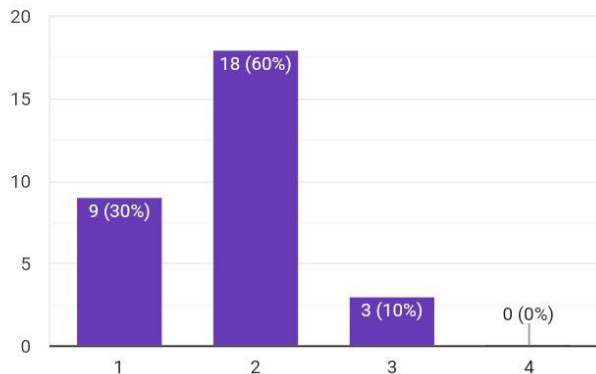
Chart results percentage statement no 15

Based on the percentage chart, it can observe that the Strongly Agree option was chosen by 9 students,

representing 30% of the respondents. The Agree option was selected by 18 students, accounting for 60% of the participants. The Disagree option received 3 responses, equivalent to 10% of the students. However, no one chose the Strongly Disagree option. The majority of students, totaling 18 individuals, opted for the Agree option, which corresponds to 60% of the respondents.

16) I can avoid distractions while writing thesis

I can avoid distractions while writing thesis

30 jawaban
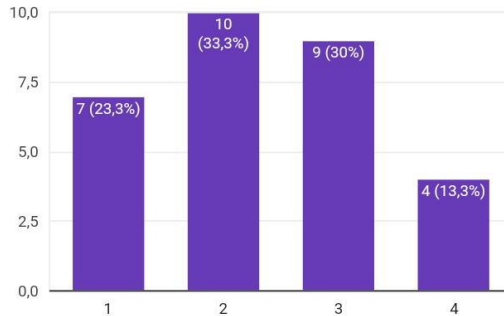
Chart results presentation of statement items no 16

In the percentage results of item 16, there are several options: SA option has 7 students, accounting for 23.3%, option A has 10 students, accounting for 33.3%, option DA has 9 students, accounting for 30%, and option SD has 4 students, accounting for 13.3%. The

option with the highest count is option A, with 10 students, which represents 33.3%.

17) I can control my frustration when I writing thesis

I can control my frustration when I writing thesis

30 jawaban
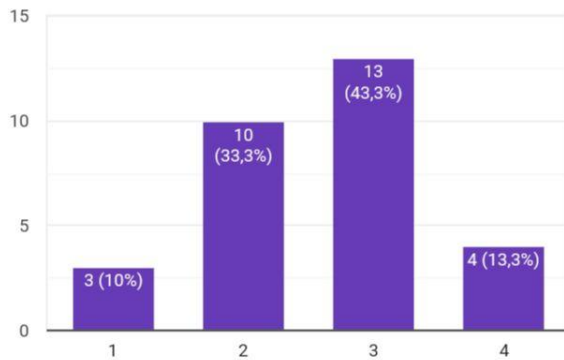
Chart results presentation of statement items to 17

From the results presentation of statement items to 17 above among them namely the Strongly Agree option totaling 3 people with 10% percentage , on option Agree there are 10 people with percentage of 33.3%, on options No Agree there are 13 people with percentage of 43.3%. While the option strongly disagree there are 4 people with percentage of 13.3%. On results chart above the most it's in the options disagree with the number of 13 people and the percentage is 43.3%.

18) I can keep writing thesis even when it is difficult

I can keep writing thesis even
when it is difficult

30 jawaban
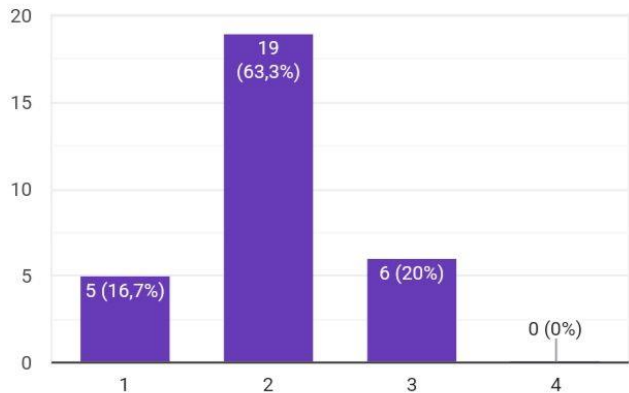
Chart results presentation of statement item no 18

From the results percentage on including the Strongly Agree option there are 5 students with percentage 16.7%, options agree there are 19 people with percentage 63, %, options disagree totaling 6 students with percentage of 20%. While no one choose the option strongly Disagree. From the results percentage above the most it's in the options Agree which amounts to 19 people with percentage of 63.3%.

Based on the three aspects of English writing self-efficacy, ideation is the aspect that obtains the highest and most dominant percentage, with a percentage of 17.4%. Meanwhile, convention obtains 5.3% and the last aspect, self-regulation, obtains 7.3% of the responses.

2. The Result of Interview

The researcher used this interview to support the data from the questionnaire that has been conducted. Based on the analysis results of the QEWSE questionnaire, the researcher has selected 9 students, including those with high and low categories, for further interview.

This study employs interviews based on Gibbs' reflection to identify students' self-efficacy in writing their English thesis, the factors influencing their confidence, and the strategies students utilize to overcome these challenges. A more extensive explanation is provided below:

1.1. Description

In this context, the description aspect provides a detailed explanation of how students plan and prepare themselves before starting to write their thesis and the strategies they use. In this aspect, students describe in detail the steps they take to

ensure they are mentally and practically ready to tackle the challenges of thesis writing.

The participant stated that one of the strategies they employ before writing their thesis is by reading relevant references related to the topic and searching for a suitable methodology for their research.

Participant 4

"The first thing I need to do before starting my thesis is choose a research topic and methodology."

Participant 8

"Before I start writing my thesis, my strategy is to gather as many references as I can on the relevant topic."

Those strategies help students to improve their critical thinking skills; it is recommended to encourage them to read research articles. Reading multiple research articles enables students to express their ideas more critically in their writing thesis. By reading these articles, students become better equipped to understand, analyze, and evaluate information, enhancing their ability to think critically and write effectively.

On the other hand, other participants mentioned that one of the strategies they use before starting their thesis is to discuss it with senior friends or their advisors so that they can write their thesis well.

Participant 1

"I am getting ready to work on my thesis by reading the theses of senior students and studying many journal articles related to my research topic. Besides that, I also ask questions and have discussions with friends or seniors about the things involved in working on a thesis."

In this statement, it refers to one of the sources of self-efficacy. Other students have utilized different strategies to overcome challenges in writing a thesis. One such strategy is to receive feedback from friends, seniors, or lecturers. This feedback can be obtained for the writing process and the final product.

The importance of receiving feedback is highlighted by (Noori, 2021), Who suggests that it is a valuable strategy for improving academic

writing skills. By incorporating feedback, students can progress and enhance their writing abilities.

Observing how others can overcome challenging situations without encountering setbacks can serve as a source of inspiration and instill a sense of hope in the observer. It motivates them to exert determined and diligent efforts, firmly believing in their potential for success. Throughout this process, they assure themselves that if others can accomplish such feats, they possess the same capabilities and opportunities. (Bandura, 2005)

Another statement mentions that one of the strategies employed by EFL students in thesis writing is creating a positive mood, as expressed in the following statement:

Participant 2
"The first thing I do before writing into my thesis is make a to-do list of what needs to be done for the day. Then, I got myself in a good mood to develop great writing ideas."

Participant 6
"To get started planning and preparing myself for writing my thesis, I got to set the good mood 'cause

starting to work is the toughest part of the whole thesis process."

Mood and self-efficacy are closely connected aspects. Mood can be influenced by various events, including situations where individuals face challenging tasks.

The impact of moods on self-belief is significant concerning the comprehensive read and debilitating issues associated with depression. When individuals experience a depressed mood, their confidence in their abilities tends to decrease, this can further contribute to a more profound sense of depression, especially if they maintain impossibly high-performance standards. When people hold onto unachievable performance standards, they struggle to set realistic short-term goals that could have potentially led them to achieve their ultimate objectives. (Bandura, A., & Schunk, 1981)

Individuals who are depressed may disengage from challenging activities, exerting less effort and giving up on tasks more quickly. Consequently, the frequency of failures increases while successes become less frequent, thus initiating a further cycle

of diminishing self-efficacy and worsening depression.

Individuals with high self-confidence and vital emotional intelligence can face challenges or obstacles without giving up easily. They also can recover quickly from failures.

This idea aligns with what Reivich & Shatte (2002) have suggested. They believe that individuals with high self-efficacy show dedication in solving problems and do not give up easily when they realize that their strategies are ineffective.

Hence, a positive mood state can be attributed to moderate levels of pleasantness and arousal. In contrast, a negative mood state can be attributed to moderate levels of unpleasantness and arousal.

1.2. Feeling

In Gibbs' Reflective Cycle, the feeling aspect related to thesis writing for EFL students can involve anxiety or anticipation regarding their ability to write the thesis in English. They may feel nervous or lack of confidence in their capabilities. On the other hand, they can also feel motivated and excited to complete the task. This was explained by participants as follows:

Participant 1

"At first, I felt sure and confident, but once I started working on my thesis, my confidence hit me. Doing the thesis is more challenging than I thought it would be. There are many things I did not fully understand, and I did not get at all."

Participant 6

"I am worried about my thesis and whether it is right especially my chosen research method. On top of that, my thesis advisor is hard to get hold of, so I need more guidance from them, which makes me even more confused about writing my thesis. Also, I am not confident whether my discussion and references are appropriate for the title and the rules."

Participant 8

"As an EFL student, honestly, I am unsure about my thesis writing skills."

These statements refer to the aspect of self-efficacy known as the level dimension. It means that individuals' self-efficacy in facing a task can vary because of the differences in demands and goals

they encounter. The activity becomes easier to accomplish if the obstacles to meeting those demands are minimal or insignificant. The demands of a task can involve different levels of difficulty or complexity in achieving optimal performance. When the barriers to meeting those demands are minimal, the activity becomes more effortless, leading to higher self-efficacy for the individual.

This dimension relates to how individuals perceive their ability to accomplish specific tasks, as their abilities can differ. When individuals are given a series of tasks arranged according to their difficulty levels, their belief is limited to tasks they perceive as easy, moderate, or even the most challenging, based on their belief in their capabilities at each level. As the tasks become more complex, individuals' confidence in completing them weakens.

Another statement suggests that self-efficacy in EFL students influences their mindset when dealing with challenges. The higher their belief in their abilities, the more determined they are to make an effort. This belief plays a crucial role in their thinking process and motivation because a significant part of motivation comes from their

thinking. EFL students prepare themselves for action by setting goals and planning the necessary steps to achieve those goals. The Participants mentioned that:

Participant 2

"There have been times when I did not quite understand what I was writing in my thesis. Sometimes, I feel sure about my writing, but other times, I need more confidence. Nevertheless, writing a research paper is part of the learning process. Making mistakes in your thesis is normal, especially when you are new to it and lack experience. The key is to keep working on it to the best of your abilities, and if you mess up, you can always go back and fix it."

Participant 9

"Honestly, I am not confident writing a thesis in English. However, we all know we never grow if we do not want to face our fear. In order to grow better, we have to face many uncomfortable situations, including writing a thesis in English. That is okay as long as we try to write it down. The more practice we took to learn and write down our

thesis, the more chance for us to finish our thesis on
time."

Participant 5
"In my experience as an EFL student writing a
thesis, it is not difficult. The real challenge lies in
overcoming our ego. I am confident in my writing
ability, especially in an English thesis, because
many resources are available.

Based on the above statements, self-efficacy
plays a significant role in enhancing motivation and
self-management. Individuals utilize thoughts about
the future to motivate themselves and direct their
actions, shaping their belief in their capabilities.
Self-efficacy supports motivation in diverse ways
and influences the establishment of personal goals
based on individuals' confidence in their ability to
overcome failure.

The perception of progress sustains self-efficacy
and motivation. Additionally, individuals who
consider their goals moderately challenging yet
attainable are more likely to experience a sense of
self-efficacy in achieving them. Achieving these
goals reinforces their self-efficacy and motivates

them to pursue new goals. (Schunk, Dale & Dibenedetto, 2020).

According to (Schunk, D. H., & Zimmerman, 2008), self-efficacy significantly impacts an individual's choice of activities, effort exerted, and level of persistence. Individuals with low self-efficacy tend to avoid tasks they perceive as complex; they only engage in tasks they believe they can handle and find enjoyable. The tasks they avoid are usually challenging and demanding.

Hence, self-efficacy emphasizes an individual's belief in their capabilities and affects their motivation. This also applies to students' aspirations for high academic achievement. The level of self-efficacy can influence academic performance, depending on the degree of self-efficacy present. (Schunk, D. H., & Zimmerman, 2008)

1.3. Evaluation

The evaluation assesses what is effective or ineffective in a given situation. Evaluating self-efficacy in writing a thesis is divided into good experiences, bad experiences, what went well, what did not go well, and the challenges of self-efficacy in writing a thesis.

Among the positive experiences that EFL students have when writing their thesis is when they successfully face challenges. Making progress in writing the thesis is a significant achievement for EFL students. They have undergone a challenging process requiring dedication, patience, and hard work. When they successfully overcome these challenges and complete their thesis, they feel proud of their accomplishment and receive a significant boost to continue their academic journey. As participants said:

Participant 2
"One good experience I had while writing my thesis was learning to be patient and reading many journals as references for my thesis."

Participant 5
"A good experience was when I successfully overcame the challenges I faced while writing my thesis."

Participant 6

"One good experience I had while writing my thesis was when I was in a good mood; I could work on it daily. It felt great to make progress consistently."

On the other hand, EFL students may have a negative experience when writing their thesis due to various reasons, such as difficulty in finding appropriate references. If students have a high level of self-efficacy, they are more likely to feel confident in finding relevant sources or references for their thesis. They will be more motivated to engage in intensive research, overcome any obstacles that may arise, and persevere in completing their tasks. Conversely, students may feel uncertain if their self-efficacy could increase and become discouraged or overwhelmed by searching for references.

When individuals experience high levels of stress and fatigue in searching for references, it can also have a negative impact on their mental health. Continuous stress and fatigue while searching for references can negatively impact their mental health. It can decrease mental well-being, increasing the risk of emotional exhaustion, anxiety, and even depression. The participants mentioned that:

Participant 1

"One bad experience I faced during the thesis writing process was being tired of searching for suitable journal references for my topic."

Participant 6

"However, a bad experience I faced was the frustration of not finding suitable references for my thesis, especially because they needed to be in English. It got me down."

One of the factors of this issue is a lack of capacity and self-efficacy to convey an individual's thoughts and express or evaluate alternative perspectives on a problem. As the participant said:

Participant 1

"On the other hand, a difficult experience was when I sometimes felt stuck and ran out of ideas, which was quite tiring."

Another negative experience that EFL students encounter is mental health problems, which various factors, including internal ones like family issues

and external factors such as challenging situations or circumstances, can cause.

In mental health, self-efficacy plays a crucial role in resilience and well-being. When individuals have a high level of self-efficacy, they are more likely to perceive themselves as capable of overcoming obstacles and dealing with mental health issues effectively. This belief in their abilities can motivate them to take proactive steps toward improving their mental well-being.

This is because mental health involves many complex factors, including social and environmental factors, not just an individual's self-efficacy in dealing with problems. However, self-efficacy can play an essential role in managing mental health, such as believing one can overcome challenges and improve their mental well-being. One participant said:

Participant 9
"Well, talking about a bad experience, I already lost count of it. I had so many bad experiences with writing down my thesis. It caused serious damage to my mental health. Lectures, parents, friends, and situations. I have no power to control all of that.

Somehow, those four factors made me stressed and left behind. Meanwhile, many friends are already coming to the finish line."

From the explanation, EFL students writing their theses can have good and bad experiences. Good experiences happen when they overcome challenges and make progress each day. They can feel satisfied and proud of themselves when they complete their thesis.

However, they can also have bad experiences due to difficulties finding relevant journals, feeling stressed, losing ideas and motivation, and facing obstacles from internal and external factors like lack of support from family, friends, or advisors, which can worsen things. They need to seek support, find the appropriate strategies to overcome these bad experiences and succeed in writing their theses.

1.4. Analysis

The analysis is a cycle that can relate to what happened in that situation. The interview results indicate that they encountered numerous challenges in their thesis writing and how they dealt with difficult situations and tasks. These challenges

originated from both academic and non-academic factors.

The difficulties in writing a thesis can be challenging due to academic factors such as limitations of using a limited vocabulary and following grammatical rules. Here are some quotes that the researcher gathered from interviews.

Participant 1

"I face many challenges, especially with language. I struggle to write in English, especially in the proper and correct language. To address this, I have some ways to deal with it, like using Google Translate, a dictionary, reading articles and books, and using Grammarly to ensure that my language is considered good and correct."

Participant 8

"Sure thing! I do have some difficulties, especially when it comes to choosing the right formal vocabulary to use. It takes a bit of effort to translate it into English."

Students studying English Education struggle with their thesis writing due to grammar rules. One

problem they face is using different tenses in each chapter and knowing when to use them correctly. Additionally, they tend to repeat the exact phrases because they have a limited vocabulary and must familiarize themselves with academic terms.

Therefore, students must understand grammar to make thesis writing more manageable. They need to learn how to use tenses effectively and appropriately, especially in sentence structure, word repetition, and academic terms. Students utilized strategies such as Grammarly, Quillbot, and paid proofreading services to aid them in various aspects of thesis writing. These tools facilitate sentence paraphrasing, rectify grammatical errors, offer a wide range of synonyms for words, and ensure proper alignment with language structure.

Another concern for students when writing their thesis is finding appropriate references. As a result, students spend their time searching for these books and end up finding nothing. One student reported that the library has all the necessary books, so the issue lies not with the resources but with the students themselves, as some do not know how to search for and find the best books.

On the other hand, another participant faced challenges in choosing the proper research methodology for their respective topics. They all discussed problem areas related to data collection, ensuring the validity of questionnaires, conducting interviews, analyzing data, and determining the sample size. As participants said:

Participant 4
"One of the challenges I face is finding eBooks. I search for alternative references if I cannot find what I am looking for."

Participant 6
"Yes, of course, there are difficulties in writing a thesis. The difficulties I experienced when writing a thesis in English were finding suitable references for my thesis topic. Besides that, determining the appropriate research methodology for my thesis was also challenging because there are many research methods, and I was not too familiar with how to apply them. To overcome these difficulties, I asked my friends for help or searched for explanations from various journals, websites, and books."

Furthermore, students collaborated with their peers in group settings to overcome challenges encountered during the thesis writing process. Seeking guidance from advisors also played a significant role in addressing hurdles and improving their thesis writing skills.

Other difficulties in writing a thesis can be challenging due to non-academic factors. Some students have expressed that a lack of motivation hinders their thesis writing. One of the participants said:

Participants 3
"From my experience, the challenge might be overcoming laziness and staying consistent."

While writing an English thesis, it is common to experience laziness or boredom when engaging in writing activities, searching for books, encountering elusive lecturers, facing demanding and overly detailed requirements, and experiencing difficulties finding book sources, among other challenges. Understanding the thesis is crucial to success, along with non-technical factors like maintaining good

health, stamina, and managing nervousness for future success.

1.5. Conclusion

Conclusion of what happened. In this aspect discuss about the self-efficacy of EFL students in writing a thesis. In this section, students are asked whether the experience of writing a thesis helps them develop self-efficacy when facing challenging situations or tasks, and what they have learned about self-confidence in writing a thesis.

Writing a thesis helps EFL students improve their research, writing, and critical thinking skills. It also teaches them how to manage their time effectively and persist in overcoming difficulties. As a result, their self-confidence grows when dealing with tough situations or tasks. As participants said that:

Participant 1

"Yeah, I think writing on a thesis is one of the challenging tasks for me, even until now. But if I manage to finish this thesis, I'm sure no matter how hard the tasks I'll face later on, I'll definitely be able to handle them."

Participant 2

"Yeah, I believe that writing my thesis has taught me some valuable lessons. I've learned the importance of patience, staying strong, and having confidence in myself that I can overcome any challenges. It's all about trusting the process and believing that everything will work out in the end."

Participant 3

"Yes, based on my experience writing this thesis, it has helped me convince myself that I can write a thesis, which is something new for me and certainly not easy. Through writing this thesis, I have learned how to organize an English thesis."

Based on the statements above, we can conclude that one influential source of self-efficacy is mastery experience, which refers to past achievements. Successful experiences increase an individual's self-efficacy, while failures can decrease it. As individuals accumulate successes, the negative impact of failures diminishes. Moreover, overcoming failures through continuous effort can strengthen self-motivation, as individuals discover through experience that even the toughest

obstacles can be overcome. (Ghufron & Rini 2011: 78)

1.6. Action Plan

The action plan refers to a specific plan of action that EFL students would develop to effectively handle similar situations in the future. It involves identifying the steps or measures to be taken in order to address challenges or difficulties that may arise. The action plan serves as a roadmap for students, providing guidance and direction on how to approach similar situations, make informed decisions, and achieve desired outcomes.

As mentioned by the participants, the strategies they employ in the future for the same task involve relying on and convincing themselves that they have varying levels of confidence and motivation in facing the task.

Participant 1

"I think you should just go with the flow, do what you can, and not push yourself too hard. Ignore external stuff that can distract you, and find comfort in doing your tasks. Remember, everyone has different abilities, so there's no need to rush. Being

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in a hurry will just make you lose focus and peace of mind."

Participant 9
"Believe yourself. Stop comparing yourself to others. Stop seeking how far other people's progress. It will only waste your time and energy. Just stay focus on your track."

The statement is related to the previously explained concept of self-efficacy. Individuals with a high level of self-efficacy believe in their ability to successfully complete tasks, regardless of their difficulty or complexity. This belief plays a vital role in motivating individuals to pursue and achieve their goals.

In the context of thesis writing, individuals with a high level of self-efficacy believe that they can successfully complete the task, even when faced with challenges or obstacles. They are more likely to overcome barriers and remain resilient in the face of difficulties that may arise during the thesis writing process. High self-efficacy can also enhance their belief and optimism in achieving desired outcomes.

Meanwhile, another participant mentioned the importance of overcoming laziness and addressing low self-efficacy when it comes to future thesis writing. As one participant expressed:

Participant 5

"Okay, here's the strategy I recommend: you gotta fight against your laziness because the toughest enemy is yourself. And don't forget to surrender yourself to a higher power for the next strategy when you feel lazy to work on your thesis."

The participant's statement indicates an understanding that individuals with low self-efficacy may perceive thesis writing as overwhelming and believe that they are incapable of facing such a challenging task. Low self-efficacy can impact an individual's belief in their ability to succeed in the task at hand.

In the context of thesis writing, the perception of the task being too difficult can be a significant barrier. If someone feels that they are unable to handle it, they may experience anxiety, procrastination, or even a loss of motivation to start or continue the thesis writing process.

B. Discussion

The sub-chapter discusses the interpretation of findings related to the self-efficacy of EFL students in writing their thesis. Thesis writing is a required course for university graduation. Based on Gibbs theory reflection is a way to look back on experiences. It works well for repeated experiences because it allows learning and plan based on what went well or unwell. It provides EFL undergraduate students with their own experiences, which can be useful when they write their theses again in the next phase of learning.

The researcher noticed that using Gibbs' reflective cycle helped them explore the topic more deeply. The structured framework allowed the student to go beyond surface-level understanding. On the other hand, when the reflective cycle was not used, the student's reflection was limited to summarizing the research without expressing their own thoughts and feelings about the findings. As a result, they couldn't create a plan for how to apply the research in their future academic or work life.

The theory of perceived self-efficacy stated that individual's belief in their ability to write will impact their development in writing. In simple terms, if someone believes in their writing skills, they are more likely to have the motivation to keep writing despite facing challenges. These challenges can include composing essays, using correct

punctuation, and creating grammatically accurate sentences. For Indonesian learners, writing in English as a foreign language presents a new challenge for them.

(Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbrunn, 2013) view writing self-efficacy has three dimensions, the first indicator self-efficacy for writing ideation, focuses on writers' confidence in generating and developing ideas. When writing, authors need to assess the availability, quality, and organization of their ideas. The second indicator, self-efficacy for writing conventions, refers to writers' belief in their ability to adhere to the established rules and standards of writing. This includes factors like spelling, verb tense, and word order, punctuation, paragraphing, and formatting. The final indicator, self-efficacy for writing self-regulation, measures writers' confidence in managing their writing process and handling the emotional and challenging aspects of writing. This involves dealing with emotions, difficulties, and frustrations that writers often face.

Based on the result of questionnaire for three aspects of English writing self-efficacy, ideation is the aspect that obtains the highest and most dominant percentage, with a percentage of 17.4%. It can be conclude that in evaluating English Writing Self-Efficacy, Brunning highlights the significance of measuring the ideation aspect to determine

how confident individuals feel in generating relevant and high-quality ideas when writing in English. By developing and improving these ideation indicators, individuals can boost their self-confidence as skilled and effective writers.

The findings of this research are also supported by Bandura's theory of self-efficacy. Self-efficacy refers to an individual's belief in their abilities and capabilities to achieve goals. Those with high self-efficacy tend to employ various strategies to attain their goals (Bandura, 1997) stated that self-efficacy is related to individual's confidence in organizing and executing actions necessary for goal attainment, which in turn influences decision-making. Every person has their own level of self-efficacy, which can be measured through different aspects of self-efficacy.

Based on the categorization of participants according to their English writing self-efficacy scores, it can be seen that 13 students were classified as having low writing self-efficacy, while 17 students were classified as having high writing self-efficacy. These results show that the majority of EFL students have writing high self-efficacy when it comes to writing their thesis in English.

According to Kreitner and Kinichi (2009), people with high self-efficacy have specific characteristics. They are proactive and think about the best possibilities in a situation. They take control by overcoming obstacles and setting clear

goals. They make plans, prepare, and practice to achieve those goals. When facing challenges, they work hard and stay committed to finding new solutions. If they fail, they learn from their mistakes. They always imagine success. Despite appearing firm, they can handle stress well (Kreitner, R dan Kinichi, 2009)

Self-efficacy is influenced by four factors, with the first factor being the difficulty level of the task. As the complexity and difficulty of the thesis increase, students may have more doubts about their ability to complete it. On the other hand, if the thesis is simple and easy, students will feel more confident in their ability to succeed.

There are some negative experiences and difficulties by EFL students when writing their thesis. The difficulties during writing thesis divided into two categories there are academic and non-academic.

In this research are several academic factors of EFL students in writing thesis. The first academic challenge that students encounter when writing their theses is related to grammar. Most students find it difficult to use tenses correctly. They feel confused when choosing the right tenses for each chapter because the use of tenses in thesis writing varies. It's important to use the correct tenses in sentences as using them incorrectly can lead to misunderstandings. Students need to learn how to use tenses correctly and

effectively, especially when it comes to sentence structure, word repetition, and academic terminology. They use tools like Grammarly, Quillbot, and paid proofreading services to help them with different aspects of thesis writing. These tools assist in rephrasing sentences, correcting grammar mistakes, providing various synonyms for words, and ensuring proper language structure.

Another difficulty that students face when writing their thesis is the challenge of finding appropriate references. The main challenges that EFL students may face in finding relevant references for their thesis are limited access to English-language literature and a lack of understanding of reliable sources.

Based on the interview results, it was found that the participants had a lack of familiarity with sources to obtain articles related to the variables being used. As a resuly, the research subjects often relied on internet websites. Additionally, some participants expressed limitations related to the variables being used. Some participants mentioned that the chosen title was relatively new, causing them difficulty in finding reference sources. The participants also stated that their institution had limited reference sources available in the library, particularly in relation to English Education books.

Furthermore EFL students can overcome these difficulties by using alternative sources, when choosing books

for their English thesis, students should be cautious because not all English books may match the theme of their thesis. To make it easier for them to find suitable book sources, students should first have a clear outline of their thesis direction. Once they have their outline, students can use books and dictionaries as tools to identify and write down important points from the book that align with their thesis topic and also seeking advice and recommendations from their professors or supervisors.

Moreover, one common non-academic challenge that students face when writing their thesis is a lack of motivation. Moreover, students feel unmotivated because they find it challenging to analyze the given thesis title. Additionally, this situation is supported by their lack of confidence in meeting their supervisor, as they do not have credible reading sources to back up their answers when questioned.

Another factor that affects the self-efficacy of EFL students is the difference in external incentives received by the participants. The presence of incentives such as motivation or support provided to the participants when writing their thesis. This motivation can come from the support of advisor, parents, or friends, which helps students become more confident in their ability to complete their thesis.

The external incentives received by students will impact their self-efficacy. The presence of appropriate and appealing external incentives will enhance students' motivation when writing their thesis. Students will perceive the challenges in thesis writing as opportunities that ignite their spirit and drive their behavior towards completing the thesis.

The third factor that influences the self-efficacy of EFL students in writing their thesis is the status or role of individuals in their environment. When students receive recognition and respect from others, it has an impact on their self-efficacy. Among the 30 students, there may be differences in their status within their environment. Status is formed due to differences in roles within a group, as individuals possess unique qualities that set them apart from others (Baron, R. A., & Byrne, 1997) With the 30 students ranging from 21 to 24 years old, it is clear that the students' status within their environment varies.

The fourth factor that influences the self-efficacy of EFL students is information about the self-recognition of abilities as recognized by others. According to Bandura, this information about one's own capabilities can come from four sources: Mastery Experience, Vicarious Experience, Verbal Persuasion, and Emotional Arousal.

When an individual has experienced success and achieved their learning goals, as well as seeing other EFL

students successfully completing their theses, it boosts their self-confidence. This is further supported by receiving encouragement and recognition from others about their ability to complete a thesis, along with having positive emotional and physical well-being.

On the other hand, if a student has faced repeated failures and believes that their previous efforts were in vain, while also witnessing other EFL students struggling with their theses, their self-confidence may decrease. Moreover, without motivation or support from others, the student may experience stress and perceive thesis writing as a challenging situation. As a result, their self-efficacy can be low.

Based on the discussion, it can be concluded that self-efficacy can affect how EFL students write their thesis. Therefore, students should use the tactics from this study to motivate themselves to write their thesis, as self-efficacy is crucial for thesis writing. Students with higher self-efficacy are more likely to obtain greater levels of writing skill. As a consequence, self-efficacy plays a vital part in students' writing English competence, thus students should boost their self-efficacy in order to write thesis effectively.

It can be concluded that in this research, the researcher provides a clear description and explanation of the writing self-efficacy in EFL student when writing thesis. This research also explains challenges faced by EFL students in

writing their thesis. The researcher also offers strategies to help improve their self-efficacy and overcome these challenges.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher draws conclusions and provides suggestions. The conclusions are based on the answers obtained from the questionnaire data and reflection data regarding the challenges of thesis writing among EFL undergraduate students. As a suggestion, this research provides valuable information for undergraduate EFL students and researchers.

A. Conclusion

This research was conducted to explain EFL students' self-efficacy in writing a thesis. The results of the QEWSE questionnaire were categorized using Bruning's theory, and interview responses using the reflective cycle from Gibb's theory were used to determine the difficulties they face in writing a thesis, as well as their strategies to overcome those challenges and difficulties.

Based on the finding and discussion that explain about EFL students self-efficacy in writing thesis, the researcher can concluded that EFL students' self-efficacy in writing thesis has positive reflection and EFL students has high level on their writing self-efficacy.

Unlike previous studies, Ting Sun, Chuang Wang (2020) discovered that EFL students reported moderate levels

of self-efficacy in writing. The participants displayed a comparatively higher level of confidence in organizing their writing and developing ideas, while demonstrating lower levels of confidence in utilizing English effectively for practical writing tasks such as composing emails or writing diaries.

The research findings using the QEWSE questionnaire discovered the overall scores, percentage for each indicator, and the overall average. The total percentage for the ideation indicator was 64%, the conventions indicator was 44%, and the self-regulation indicator was 47%. Among the three aspects of English writing self-efficacy, ideation obtained the highest and most dominant percentage.

The analysis of interview data, there are found positive and negative experiences during writing thesis. A positive experience that EFL students have during thesis writing is when they are able to overcome the challenges they face by making progress every day. This relates to students' self-efficacy, as student with high self-efficacy are motivated to tackle difficult and challenging situations and tasks. However, if students have low self-efficacy, they tend to lack confidence in their abilities, leading to a lack of motivation in writing their thesis.

Some challenges and difficulties related to their negative experiences when writing thesis. The research

findings show that students face both academic and non-academic challenges when writing their thesis. Academic difficulties include problems with grammar rules, limited vocabulary, and understanding how to interpret the text. Non-academic challenges include not receiving sufficient guidance and feedback from advisor. Similarly with Bjersa, K., (2019) found that students revolves around the issue of a lack of guidance or clear direction. Student also face a lack of motivation so they feel lazy when writing thesis.

To overcome obstacles in thesis writing and engage in various writing activities, students seek guidance and feedback from their advisors. They also value seeking advice and feedback from their peers, as it proves helpful in receiving input on their writing and comprehension. In addition, students utilize writing tools such as Grammarly, Quillbot, and professional proofreading services to paraphrase sentences, correct grammar problems, offer synonyms for words, and improve writing based on language structure.

B. Suggestion

The researcher will provide suggestions based on the previously mentioned conclusion.

1. For EFL students

The result of this study can provide information about EFL students' self-efficacy in writing their English thesis. Students can find out about things that should be improved and use this research as a reference to help them in completing their thesis.

2. For Lectures and English Education Department

The researcher believes that advisors and lecturers can better prepare themselves in terms of teaching approaches and learning materials to assist students in preparing to write their theses. Furthermore, the researcher expects advisors and instructors to guide and inspire their students during the thesis writing process.

Furthermore, the researcher expects the English Education Department to become aware of the difficulties that students face in writing their theses. Additionally, the researcher believes that the English Education Department can improve the quality of the syllabus related to thesis writing.

3. For the Next Researcher

The research on the students' self-efficacy in writing is an important and promising area for further studies. Although this research is not perfect, the researcher hopes it will influence future research on topics such as student motivation in thesis writing and advisors' perspectives on providing feedback and guidance and it is recommended to

conduct more research on similar topics with a larger number of participants to obtain clearer and more accurate insights related to this research.

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APPENDIX I

Questionnaire Guideline

No items	Question Items	Answer Scoring			
		SA	A	D	SD
1.	I can think of many ideas for my writing thesis				
2.	I can put my ideas into writing thesis				
3.	I can make new sentences with given words				
4.	I can think of appropriate words to describe my ideas				
5.	I can organize sentences into a paragraph to express an idea				
6.	I can organize different paragraph into a composition				
7.	I can focus on the main ideas when writing thesis				
8.	I can plan what I want to say before I start writing thesis				
9.	I can correctly spell all the words in the compositions I write				
10	I can writing thesis in				

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	English				
11	I can correctly use verb tenses in English writing thesis				
12	I can write a sentence with proper grammatical structures				
13	I can find my grammar errors				
14	I can focus on my writing thesis for at least 1 hours				
15	I can revise my thesis writing to make it better				
16	I can avoid distractions while writing thesis				
17	I can control my frustration when I writing thesis				
18	I can keep writing thesis even when it is difficult				

APPENDIX II

Questionnaires' Finding

No items	Question Items	Answer Scoring			
		SA	A	D	SD
1.	I can think of many ideas for my writing thesis	5	17	7	1
2.	I can put my ideas into writing thesis	6	16	8	-
3.	I can make new sentences with given words	4	18	8	-
4.	I can think of appropriate words to describe my ideas	3	23	4	-
5.	I can organize sentences into a paragraph to express an idea	2	22	5	1
6.	I can organize different paragraph into a composition	2	19	9	-
7.	I can focus on the main ideas when writing thesis	4	19	6	1
8.	I can plan what I want to say before I start writing thesis	6	18	6	-
9.	I can correctly spell all the words in the compositions I write	3	20	7	-
10	I can writing thesis in	4	18	7	1

	English				
11	I can correctly use verb tenses in English writing thesis	3	14	13	-
12	I can write a sentence with proper grammatical structures	2	10	18	-
13	I can find my grammar errors	3	11	14	2
14	I can focus on my writing thesis for at least 1 hours	9	15	4	2
15	I can revise my thesis writing to make it better	9	18	3	-
16	I can avoid distractions while writing thesis	7	10	9	4
17	I can control my frustration when I writing thesis	3	10	13	4
18	I can keep writing thesis even when it is difficult	5	19	6	-

APPENDIX III

Questionnaire's Finding in Percent

No items	Question Items	Answer Scoring			
		SA	A	D	SD
1.	I can think of many ideas for my writing thesis	16,7 %	56,7 %	23,3 %	3,3 %
2.	I can put my ideas into writing thesis	20%	53,3 %	26,7 %	-
3.	I can make new sentences with given words	13,3 %	60%	26,7 %	-
4.	I can think of appropriate words to describe my ideas	10%	76,7 %	13,3 %	-
5.	I can organize sentences into a paragraph to express an idea	6,7 %	733 %	16,7 %	3,3 %
6.	I can organize different paragraph into a composition	6,7 %	63,3 %	30%	-
7.	I can focus on the main ideas when writing thesis	13,3 %	63,3 %	20%	3,3 %
8.	I can plan what I want to say before I start writing thesis	20%	60%	20%	-
9.	I can correctly spell all the words in the compositions I write	10%	66,7 %	23,3 %	-

10	I can writing thesis in English	13,3 %	60%	23,3 %	3,3 %
11	I can correctly use verb tenses in English writing thesis	10%	46,7 %	43,3 %	-
12	I can write a sentence with proper grammatical structures	6,7 %	33,3 %	60%	-
13	I can find my grammar errors	10%	36,7 %	46,7 %	6,7 %
14	I can focus on my writing thesis for at least 1 hours	30%	50%	13,3 %	6,7 %
15	I can revise my thesis writing to make it better	30%	60%	10%	-
16	I can avoid distractions while writing thesis	23,3 %	33,3 %	30%	13,3 %
17	I can control my frustration when I writing thesis	10%	33,3 %	43,3 %	13,3 %
18	I can keep writing thesis even when it is difficult	16,7 %	63,3 %	20%	-

APPENDIX IV

Interview Guideline

Cycles	Number	List of Reflection Guides
Description	1.	*How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?* Bagaimana kamu merencanakan dan mempersiapkan diri sebelum memulai menulis skripsi?Apa saja strategi yang kamu gunakan untuk mempersiapkan diri dalam menulis skripsi?
Feeling	2.	*As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?* Sebagai mahasiswa Pendidikan Bahasa Inggris, bagaimana pengalamanmu dalam menulis skripsi? Apakah kamu merasa yakin dan percaya diri untuk menyelesaikan tugas tersebut atau apakah kamu merasa tidak yakin terhadap kemampuanmu dalam menulis skripsi khususnya skripsi berbahasa inggris?
Evaluation	3.	*What's your positive and negative experience that you feel when writing English thesis? Are there certain factors*

		that influence your belief and confidence in writing thesis?
		Apakah pengalaman baik dan buruk yang kamu hadapi ketika menulis skripsi berbahasa inggris?Apakah terdapat faktor tertentu yang mempengaruhi keyakinan dan rasa percaya dirimu dalam menulis skripsi?
Analysis	4.	*Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*
		Apakah ada kesulitan yang kamu alami ketika menulis skripsi berbahasa Inggris? Bagaimana cara kamu mengatasi situasi ketika mengalami kegagalan atau kesulitan dalam menulis skripsi?
Conclusion	5.	*Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*
		Apakah pengalamanmu dalam menulis skripsi membantumu untuk mengembangkan keyakinan dirimu ketika menghadapi situasi atau tugas yang sulit?
Action Plan	6.	*Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence*

		in writing thesis or similar project in the future? Berdasarkan pengalaman Anda dalam menulis skripsi berbahasa Inggris, strategi apa yang Anda sarankan bagi individu yang mengalami kesulitan dalam kepercayaan dan keyakinan mereka dalam menulis skripsi atau tugas serupa di masa depan?

APPENDIX: Transcript of Interview

Reflexion Participant EFL Undergraduate

A. Student 1

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

    I am getting ready to work on my thesis by reading the theses of senior students and studying many journal articles related to my research topic. Besides that, I also ask questions and have discussions with friends or senior about the things involved in working on a thesis

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

    At first, I felt really sure and confident, but once I started working on my thesis, my confidence took a hit. Doing the thesis isn't as easy as I thought it would be. There are lots of things I didn't fully understand, and some things I just didn't get at all. But now that I've been reading more, asking questions, and talking it out with others, I'm starting to feel confident again that I can finish it. I just need a bit more time.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

   When it comes to the good experience, I learned a whole lot while writing on my thesis, especially because it was in English. Now, for the next experience, I'm not sure if I can call it a bad one because no matter how tough it was, it turned out to be a valuable lesson for me, and an amazing experience overall. From what I've felt, there weren't any specific factors that affected my confidence or belief in myself while writing on the thesis, whether it was from external factors or something internal. Even though it's been challenging, with lots of obstacles and other environmental factors, I believe I can finish my thesis. But again, what I really need is just a bit more time

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

   I face a lot of challenges, especially with language. I struggle to write in English, especially in proper and correct language. (Difficulties in writing thesis:Grammatical Rules) To address this I have some ways to deal with it, like using Google Translate, a dictionary, reading articles, books, and utilizing

Grammarly to ensure that the language I use is considered good and correct.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

Yeah, I think writing on a thesis is one of the challenging task for me, even until now. But if I manage to finish this thesis, I'm sure no matter how hard the tasks I'll face later on, I'll definitely be able to handle them

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

I think you should just go with the flow, do what you can, and not push yourself too hard. Ignore external stuff that can distract you, and find comfort in doing your tasks. Remember, everyone has different abilities, so there's no need to rush. Being in a hurry will just make you lose focus and peace of mind. But hey, it doesn't mean you should be lazy and settle for your limitations. There are plenty of ways to get things done

B. Student 2

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

    The first thing I do before writing into my thesis is making a to-do list of what needs to be done for the day. Then, I got to get myself in a good mood to come up with great writing ideas. One of the things I do to set the mood right is listening to some feel-good music. I prefer energetic and upbeat tunes so that I don't doze off while working on my thesis. Making a cup of coffee is a ritual for me, especially when I'm pulling late-night thesis sessions. And, of course, creating a cozy and calm writing environment is key.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

    There have been times when I didn't quite understand what I was writing in my thesis. Sometimes, I feel really sure about what I've written, but other times, I lack confidence in it. But, I believe its all part of the learning process when it comes to writing a research paper. It's totally normal to make mistakes in your thesis, especially when you're new to it and lack experience. The key is to

just keep working on it to the best of your abilities, and if you mess up, you can always go back and fix it.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

One good experience I had while writing my thesis was learning to be patient and reading a lot of journals as references for my thesis. One bad experience I faced during the thesis writing process was being tired of searching for suitable journal references for my topic. The factors that influenced my confidence and self-belief while writing the thesis were the understanding that a good thesis is a finished thesis. It means that you can complete your thesis by putting in your best efforts and prayers.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

There are a few challenges I face when writing my thesis. One of them is struggling to understand or taking a long time to comprehend the content of the reference journals I come across. Sometimes, I also find it difficult to get myself motivated to write the thesis, and managing my unclear mood can be a struggle. To overcome these difficulties, I take short breaks, go outside to get some

fresh air, and occasionally take solo walks to get into a better mood. And of course, I keep praying for guidance and ease throughout the process.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

Yeah, I believe that writing my thesis has taught me some valuable lessons. I've learned the importance of patience, staying strong, and having confidence in myself that I can overcome any challenges. It's all about trusting the process and believing that everything will work out in the end.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

Making sure you're in the good mood and creating a comfortable environment while writing your thesis is crucial. Just focus on getting the work done first without worrying too much about being perfect. What matters is that you have the belief that you've given your best effort in completing your thesis. If there are areas that need to be fixed later on, it's okay. It means you'll have a better understanding of where you went wrong in your thesis writing.

C. Student 3

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

    Maybe there is no special preparation, just relying on previous thesis courses and asking friends

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

    At first it was as if I wasn't sure, but thankfully I have friends who are supportive and help a lot

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

    maybe my experiences so far have not been specifically good and bad experiences and what makes me excited is because of the support of those closest to me

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

    from my experience the challenge might just be overcoming laziness and staying consistent in doing it

and my way of dealing with it might be to take a short break and discuss with friends

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

of course, this makes me more resilient in dealing with and solving problems

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

just believe in yourself and ask for support from those closest to you I don't have any specific advice maybe my advice can help a little

D. Student 4

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

The first thing I need to do before starting my thesis is to choose a research topic and research methodology. I decided to explore the theme of digital storytelling and focus on speaking skills because I'm interested in digital storytelling and also because of my experience living in a boarding school where English speaking is required.

After that, I selected a thesis advisor and created a research outline using the thesis guidelines provided by the university.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

I feel confident and believe that I can complete my thesis in June. Because, you know, the power of the mind is incredible. Whatever we think and believe will directly affect us. If we truly believe we can accomplish something, we definitely can. If we have faith in achieving our goals, we can make it happen.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

One factor that has affected my confidence in writing my thesis is the issue with my laptop. Every time I sit down to work on my thesis, my laptop randomly shuts down. In the beginning, I was able to troubleshoot the problems myself, but eventually, my laptop completely gave up on me. I remember feeling so frustrated and even shed some tears because I was worried about the state of my thesis.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

One of the challenges I face is finding eBooks and deciding on the appropriate theories for data collection. When I encounter such difficulties, I usually take a break and then resume working. If I can't find what I'm looking for, I search for alternative references.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

That's right everything in life goes through a process. The crucial thing is to make an effort, pray, and leave the rest to Allah. After all, it's highly unlikely that Allah would have brought us this far only to see us fail.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

For all of you my junior who will be working on your theses in the future, remember that besides putting in effort, your spiritual journey is also important.

E. Student 5

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

   I plan to stay productive by constantly reminding myself and using a simple strategy of counting from 1 to 5 to overcome the strong urge to be lazy. Besides that, I don't have any other specific strategies except for motivating myself and pushing through the laziness.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

   In my experience as a PBI student writing a thesis, I believe that the thesis itself is actually not difficult. The real challenge lies in overcoming our own ego. Personally, I feel confident in my ability to write, especially when it comes to an English thesis, because there are many resources available for that purpose.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

   A good experience I had was when I successfully overcome the challenges I faced while writing my thesis. On the other hand, a difficult experience was when I sometimes felt stuck and ran out of ideas, which was

quite tiring. The main factor that influenced these experiences was my motivation for the future, and I trust the rest to Allah SWT

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

   Of course, there were challenges in writing my thesis, but my way of overcoming them was by never giving up and learning from my previous experiences.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

   Yeah, maybe yes and maybe no. Sometimes tough situations can't be solved just by thinking or having a lot of confidence. Sometimes problems can be different from what we think.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

   Okay, here's the strategy I recommend: you gotta fight against your laziness because the toughest enemy is yourself. And don't forget to surrender yourself to a higher power for the next strategy when you feel lazy to

work on your thesis. Just count from 1 to 5 and then dive into your tasks! A good thesis isn't a perfect one, but it's the one that's finished and worked on. So, get up and get to work on your thesis!

F. Student 6

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

To get started planning and preparing myself for writing my thesis, I gotta set the good mood, 'cause starting to work is the toughest part of the whole thesis process. Usually, to get myself ready, I just leave my laptop on the desk instead of putting it back in my bag after using it, so I don't feel lazy about opening it up. And you know what? Every day, I make sure to turn on my laptop, even if it's not for thesis work, but to watch K-pop idol content or listen to their music. It kinda gets me in the zone and warms me up for tackling my thesis later

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

I'm worried about my thesis and whether it's right or not, especially the research method I chose for it. On top of

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that, my thesis advisor is hard to get hold of, so I don't get much guidance from them, which makes me even more confused about writing my thesis. Also, I'm not confident about whether my discussion and references are appropriate for the title and the rules or not

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

One good experience I had while writing my thesis was when I was in a good mood, I could work on it every day. It felt great to make progress consistently. However, a bad experience I faced was the frustration of not finding suitable references for my thesis, especially because they needed to be in English. It really got me down. Another factor that affects my confidence and self-belief in writing my thesis is seeing my friends successfully completing their own theses. It inspires me to believe that I can also finish mine until the end.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

Yes, of course, there are difficulties in writing a thesis. The difficulties I experienced when writing a thesis in English were finding suitable references for my thesis topic. Besides that, determining the appropriate research

methodology for my thesis was also challenging because there are many research methods, and I wasn't too familiar with how to apply them. To overcome these difficulties, I asked my friends for help or searched explanations from various journals, websites, and books.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

Yes, based on my experience writing this thesis, it has helped me convince myself that I can write a thesis, which is something new for me and certainly not easy. Through writing this thesis, I have learned how to organize an English thesis.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

The strategy I recommend for writing a thesis is to work on it every day, even if it's just writing one paragraph, to keep the writing momentum going and overcome any laziness. And when you feel exhausted from writing the thesis, take some time to engage in activities you enjoy during breaks, like listening to music, watching your favorite movies, going for a walk, exploring new places to write, and more. Also, remember to prioritize your

health by eating regular meals and maintaining a healthy lifestyle**.**

G. Student 7

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

I usually read from references first, for example, English discussions, and then I modify them to find synonyms so that they don't sound too similar. Sometimes I use a translator as well. Maybe the concept for the strategy can simply be translated into English, sometimes still using a mix of Indonesian and English.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

My first experience was like a learning process, and honestly, I still have a lot to learn. My friends seem to enjoy it more than I do, and I'm not completely confident, but I know I have to see it through. So, I'll keep going and stay on track.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

One thing I struggle with is getting the correct tenses. Sometimes I can see the correct structure, but when it comes to vocabulary, it can be tough because it's so different from everyday language. It's often more formal. But I'm determined to overcome these challenges because my parents want me to graduate, and I believe in myself.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

I have a hard time sometimes, but I usually just ask my friends or my teacher for help, or I use a translator. If I make mistakes, I can always revise and fix them later.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

Yeah, definitely! Since it's my first time writing a thesis, I'm discovering a lot of new things. But I'm confident that I'll be able to get through it and overcome any obstacles that come my way.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

Sharing with friends frequently, don't be afraid to make mistakes.

H. Student 8

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

   Before I start writing my thesis, my strategy is to gather as many references as I can on the relevant topic. This helps me get an idea of what to expect and keeps me from losing my focus.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

   As a PBI student, to be honest, I'm not really sure about my own thesis writing skills.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

   So far, I haven't had any good or bad experiences. Everything has been going on as usual.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

Sure thing! I do have some difficulties, especially when it comes to choosing the right formal vocabulary to use. It takes a bit of effort to translate it into English.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

In my experience, writing a thesis doesn't really affect other situations or difficult tasks.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are struggling with their belief and confidence in writing thesis or similar project in the future?*

I suggest to being focused and dedicated in writing your thesis. Even if you can only manage to write one paragraph a day, it's still better than not making any progress at all

I. Student 9

1. *How do you plan and prepare yourself before starting to write a thesis? What strategies do you use to prepare yourself for writing a thesis?*

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At first, i will decide what kind of topic that i want to write down. Then I'll try to learn and observe it through journal, so I can decided what kind of participant that require to my topic.

2. *As an EFL student, how was your experience in writing a thesis? Do you feel confident and belief in completing the task or do you feel unsure about your ability to write a thesis especially English thesis?*

To be honest, i'm not that confidence to write a thesis in English. But as we all know, we never grow if we didn't want to face our fear. In order to grow better, we have to face many uncomfortable situation, including writing thesis in English. As long as we try our best to write it down, that's totally okay. The more practice we took to learn and write down our thesis, the more chance for us to finish our thesis on time.

3. *What's your good and bad experience that you feel when writing English thesis? Are there certain factors that influence your belief and confidence in writing thesis?*

Well, talking about bad experience, I already lost my count on it. I had so many bad experience about writing down my own thesis. It caused a serious damage to my mental health. Lectures, parents, friends, and situations. I have no power to control all of that. Somehow, those 4 factors make me stressed and left behind, meanwhile a lot

of my friends are already on their way to the finish line. But as time goes by, I learn the positive side and it helps me to grow my confidence. I learn that every people have their own time to bloom and shine. I learn that I don't need to compare the progress. All I have to do is just focus on my own progress, instead of comparing it with others.

4. *Are there difficulties when you write English thesis? How do you overcome that situation when you face failure or difficulties in writing thesis?*

   Talking about difficulties, of course every student have it, including me. It just came in a different difficulties. Mine is sometimes I can't find the right words to express my thoughts and also, I found it still hard for me to understand journal correctly.

5. *Did your experience while writing a thesis help you to develop your self-confidence when facing difficult situations or tasks?*

   Yes, it did. Writing a thesis gave me a lot of lesson and positive impact. It definitely helps me to grow my self-confidence and also my public speaking. It truly help me to express myself and my emotion better than when I was in a younger semester.

6. *Based on your experience in writing English thesis, what strategies would you suggest to individuals who are*

struggling with their belief and confidence in writing thesis or similar project in the future?

Believe yourself. Stop comparing yourself to others. Stop seeking how far other people's progress. It will only waste your time and energy. Just stay focus on your track, but don't forget to keep being kind and help each other, especially on their hardest or lowest time of life

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