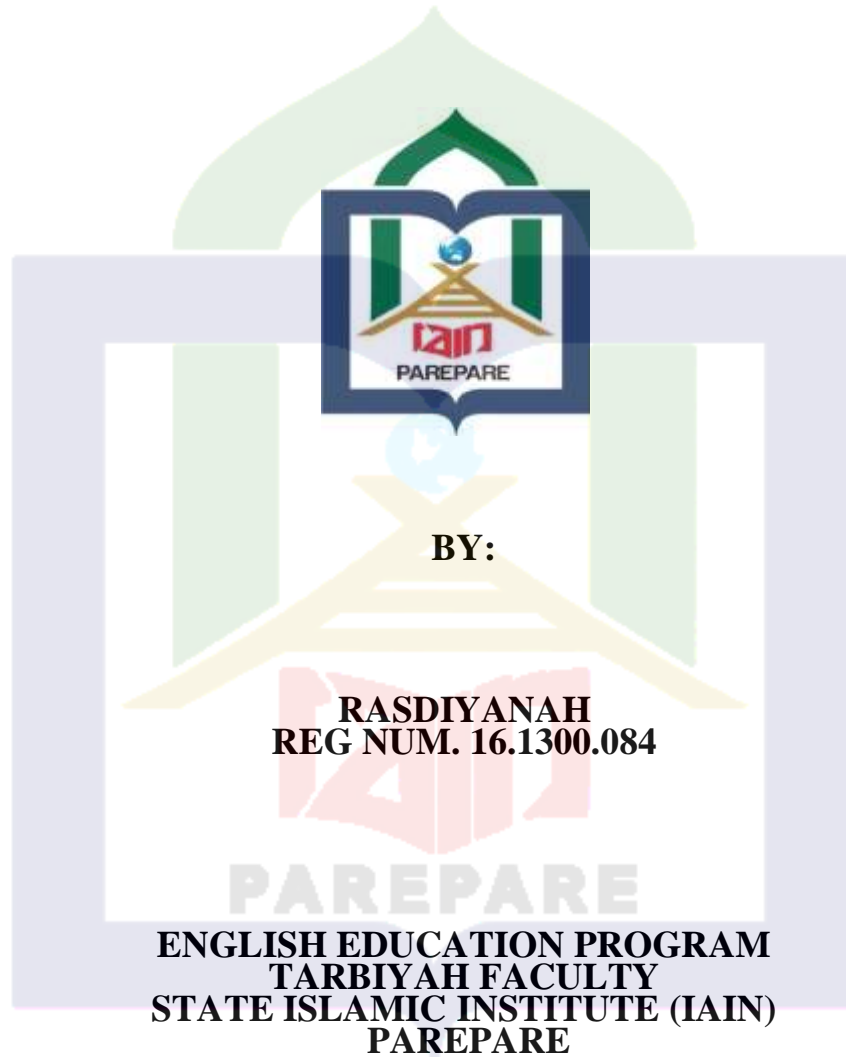


A THESIS

**ANALYSIS UNDERGRADUATE STUDENTS' SELF EFFICACY
IN WRITING THESIS AT ENGLISH DEPARTMENT
OF IAIN PAREPARE**



2021

**ANALYSIS UNDERGRADUATE STUDENTS' SELF EFFICACY
IN WRITING THESIS AT ENGLISH DEPARTMENT
OF IAIN PAREPARE**



By:
RASDIYANAH
Reg Num. 16.1300.084

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

**ANALYSIS UNDERGRADUATE STUDENTS' SELF EFFICACY
IN WRITING THESIS AT ENGLISH DEPARTMENT
OF IAIN PAREPARE**

Skripsi

**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

**RASDIYANAH
Reg Num. 16.1300.084**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

Title of skripsi : Analysis Undergraduate Students' Self Efficacy
In Writing Thesis at English Department
Of IAIN Parepare

Name of Student : Rasdiyanah

Student Reg. Number : 16.1300.084


Study Program : English Education

Faculty : Tarbiyah


By virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate
Num : 1381 Tahun 2020

Approved by

Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag., M.Pd. ()

Nip : 197311161998032007

Co- Consultant : Wahyu Hidayat, Ph.D. ()

Nip : 198205232011011005

Approved by

Tarbiyah



ENDORSEMENT OF EXAMINER COMMISSIONS

Title of skripsi : Analysis Undergraduate Students' Self Efficacy
: In Writing Thesis at English Department
Of IAIN Parepare

Name of Student : Rasdiyanah

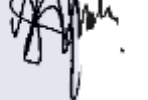
Student Reg. Number : 16.1300.084


Study Program : English Education


Faculty : Tarbiyah


By virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate
Num : 1381 Tahun 2020

Approved by Examiner Commissions

Hj. Nurhamdah, S.Ag., M.Pd. (Chairman) ()

Wahyu Hidayat, Ph.D. (Secretary) ()

Dra. Hj. Nanning, M.Pd. (Member) ()

Drs. Amzah, M.Pd. (Member) ()

Approved by Tarbiyah



ACKNOWLEDGMENT

Alhamdulillah Rabbil ‘Aalamiin.

Praise and gratitude the researcher pray for the presence of Allah SWT, for the abundance of His grace, for his mercy, blessing, and a good health and an amazing way in guiding the researcher so that the researcher could finish this thesis. Shalawat and Salam to our beloved prophet Muhammad SAW as the greatest man, as the greatest leader to guide all human being to the light iman and islam.

The researcher realizes that in the process of completing this thesis, she has received much support and help from many people. First of all the researcher wants to give her sincere gratitude and special thanks to her family. To her beloved father Muh. Nasir Dollo and her beloved mother Hj. Hasfidah. For their endless love, immense care, sacrifice, advice, financial support and sincere prayers for her safety, healthy and successful all time. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter over budi good that has been given to the researcher.

Thanks to the confidence and support from some people morally and materially, that made the researcher finally faced and overcome the difficulties and obstacles well, so this thesis could be completed. On this occasion, the researcher would like to say thank you profusely to her consultant Hj. Nurhamdah S.Ag., M.Pd. and Wahyu Hidayat P.hD. for all the help that has been given, either directly or indirectly during the preparation of this final thesis to complete.

The researcher also would like to express her genuine thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.
2. Dr. H. Saepudin, S.Pd. as the Dean of Tarbiyah Faculty for his permission to write this skripsi and as an Academic Advisor for the researcher who has given advice and motivation to the researcher.
3. Mujahidah, M.Pd. as the chairman of English Program who has given her some insight so the writer can accomplish this skripsi.
4. Hj. Nurhamdah S.Ag., M.Pd. and Wahyu Hidayat P.hD. as The Chairman of English Program for the fabulous serving to the students.
5. The lecturers and the staffs who have taught and educated the researcher during his study in this greet campus. Thanks for their knowledge, advice, and motivation that they had given to the researcher during her study in this greet campus.
6. Her best friends Kiki, Indah, Muliati, Jannah, Irma, Fitra, who have always been in the researcher's side, always giving help, support, inspiration and advice to her, always work together and fight together to finish this skripsi. Thanks for being her best friends and thanks so much for everything that has given to her.
7. Her classmates T302 who has given the researcher wonderful experience made the researcher know the meaning of togetherness during the process of

learning. Thanks for giving support and being her good friends nice to meet them all and she will never forget them.

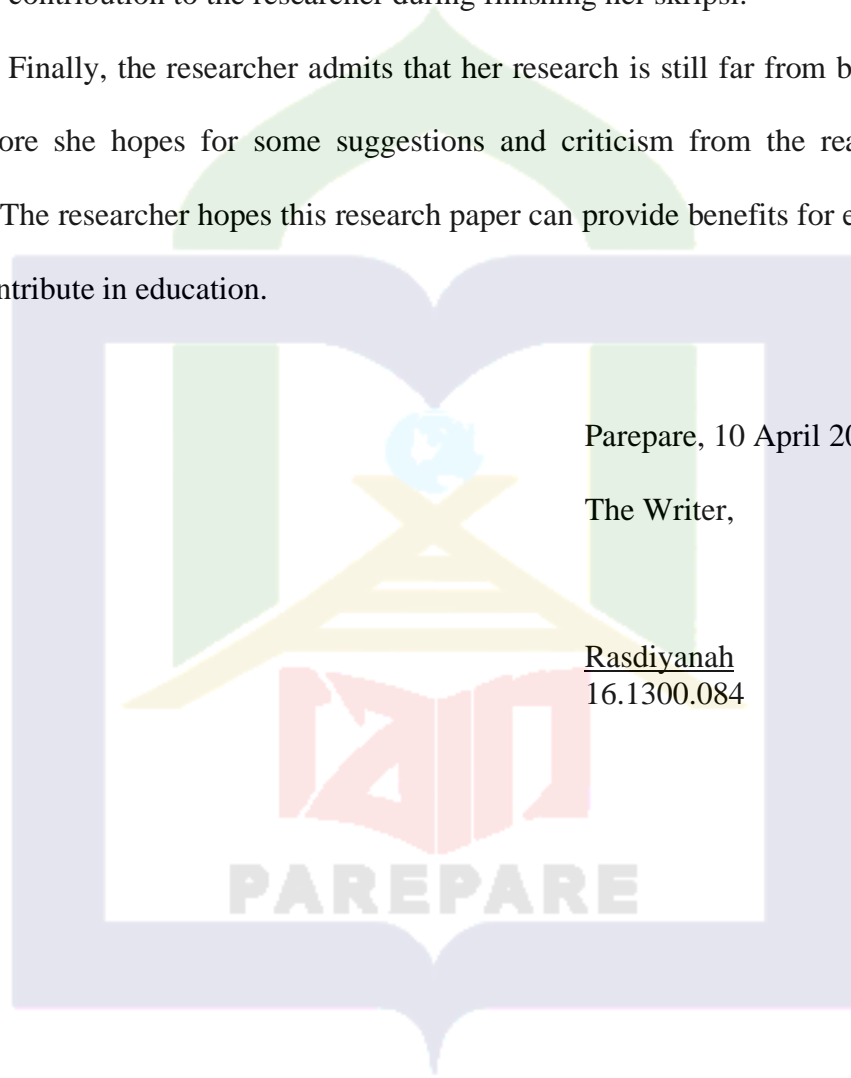
8. To all people whose name cannot be mentioned one by one for their contribution to the researcher during finishing her skripsi.

Finally, the researcher admits that her research is still far from being perfect. Therefore she hopes for some suggestions and criticism from the reader for this paper. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.

Parepare, 10 April 2021

The Writer,

Rasdiyanah
16.1300.084



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Rasdiyanah
Student Reg Number : 16.1300.084
Place and Data of Birth : Parepare, 25 may 1998
Study Program : English Education
Faculty : Tarbiyah
Title of Skripsi : Analysis Undergraduate Students' Self Efficacy In Writing Thesis At English Department Of IAIN Parepare

Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 15 April 2021

The Writer

Rasdiyanah
16.1300.084

ABSTRACT

Rasdiyanah. *Analysis Undergraduate Students' Self Efficacy In Writing Thesis At English Department Of IAIN Parepare* (Supervised by Nurhamdah and Wahyu Hidayat).

The purpose of this research is to know the level of self-efficacy in writing thesis of students english department at IAIN Parepare and the differences self-efficacy levels between male and female in writing thesis of students english department at IAIN Parepare. The result of the study are beneficial for students of English department and lecturers. Because they will get information about self-efficacy problem and needs in order to resolve and increase self-efficacy of students English department.

The research applied survey research with quantitative approach to answer the problem statement in the skripsi. The research took place at IAIN Parepare. The population was students of English Department batch 2016 of IAIN Parepare Who's checked the thesis program academic year 2021/2022. The sample at this research were 70 students by used purposive random sampling. The researcher used questionnaire as instrument for this research and use fuzzy delphi and SPSS method for analyzing data.

The research found that the level of self-efficacy in writing thesis of students english department is in moderate level or medium level in number of percentage 97.1 while the differences self-efficacy levels between male and female in writing thesis of students English department at IAIN Parepare were not founded. Its means there is no different level of self efficacy of students English department batch 2016.

Keywords: *Self efficacy, Thesis, Gender*

TABLE OF CONTENT

COVER	i
PAGE OF TITLE	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ENDORSEMENT OF EXAMINER COMMISSIONS	v
ACKNOWLEDGMENT	vi
DECLARATION OF THE AUTHENTICITY OF THE THESIS	ix
ABSTRACT	x
TABLES OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I	
INTRODUCTION	1
A. Background	1
B. Research Questions	5
C. Objective of the Research	5
D. Significance of the Research	5
CHAPTER II	
REVIEW OF RELATED LITERATURE	7
A. Description of Theories	7
B. Previous Related Research Finding	17
C. Conceptual Framework	21
D. Hypothesis	22
E. Definition of Operational Variabel	22
CHAPTER III	
RESEARCH METHOD	23
A. Research Design	23
B. Location of the Research	23
C. Technique of Collecting Data	25
D. Instrument of the Research	25
E. Technique of Data Analysis	27
CHAPTER IV	
FINDING AND DISCUSSION	30
A. Findings	30
B. Discussion	43

CHAPTER V	CONCLUSION AND SUGGESTION	49
	A. Conclusion.....	49
	B. Suggestion.....	50
BIBLIOGRAPHY		51
APPENDICES.....		53



LIST OF TABLES

Number of Table	The Title of Tables	Pages
3.1	The total of students English Department 2016	24
3.2	Blue Print Instrument of Self-Efficacy	25
3.3	The Classification of Students' Score on Questionnaire	27
3.4	Variable for the importance weight of criteria	27
4.1	Item Dimensions Magnitude	30
4.2	Item Dimensions Strength	33
4.3	Item Dimensions Generality	36
4.4	Independent Samples Test	39
4.5	T-TEST	39
4.6	Kategori_Total	40
4.7	Kategori Magnitude	40
4.8	Kategori Strength	41
4.9	Kategori Generality	41
4.10	Gender * Kategori_Total Crosstabulation	42
4.11	Test Of Differences In Self-Efficacy Based On Gender	42

LIST OF APPENDICES

Number of Appendix	The Title of Appendices
1.	Research Questionnaire
2.	Documentation
3.	Research Allowance
4.	Certificate Has Researched
5.	Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background

Basically, every human being born in this world has a respective problem, which is where the problem is not measured from a high level, ethnicity, faith and others, which means that someone who has a low level does not mean having a lot of problems while people with a high level just have a little trouble. The argument is that each person will face the problem, although whether or not it matters much depends on how the individual overcomes the problem.

Humans will have stress in resolving the problem whenever they overcome or encounter challenges in general. Stress is an adaptive reaction, it is rather person, because it is stress for someone not exactly the same response to others. Stress may also be defined as anxiety, tension, unwanted distraction from the outside.¹

This unpleasant circumstance exists for everyone, including students who are particularly at the end of the program study, where they are expected to prepare a thesis in order to receive a bachelor's degree. The worst effect of a stressful situation (stress) is death. Every year we can see that there are cases of news suicide due to depression/stress due to the process of completing a thesis. At least 10 lives of the nation's children have died due to thesis since 2014-2020.² And one of them is a student from Samarinda, East Kalimantan who is said to have hanged himself after 7 years of depression and failed to graduate because his thesis

¹Donsu, Jenit DT. *Psikologi Keperawatan*. Yogyakarta: Pustaka Baru Press, 2017, p.78.

²Jatimtimes.com. (Accessed, 23 January 2021).

was always rejected by the lecturer.³ Writing thesis is made as a prerequisite for a student to complete an undergraduate program. This thesis is evidence of a student's academic ability in study. Thesis is a method of reporting on higher education science through phases starting from issue detection, data collection, research tool selection to conclusions and recommendations that are all reported in written form.⁴

Thesis is not usually a burden for students because, generally, the thesis is mandatory for students to prove the competence of a student's rationale so that they can be encouraged to prove themselves worthy of a bachelor's degree. On the other hand, students will also not be left to fend for themselves, as they will later be directed by two appointed supervisors, so that students can find it easier to report on problems in completing the thesis. But in the completion of Thesis, there will definitely not infrequently be several temptations that could disrupt the completion of the process. One of them is the loss of conviction that they will complete their thesis and the difficulty of obtaining sources and the lack of interest in reading. Presentation of reading interest in Indonesian children is 0.01%, which means that out of 10,000 Indonesian children, only one child is happy to read.⁵

In addition, students who take the option of English Department at IAIN Parepare are expected to do a thesis in a foreign language and not just to stop there. They are also expected to use the fullest possible use of English in presenting the thesis. Based on those things are increasingly testing the

³Kompas.com. (Accessed, 24 January 2021).

⁴Hadi.S. *Metodologi Research Jilid 2* (Yogyakarta: Penerbit Andi Offset, 2004).p.54

⁵Kompas.com. (Accessed, 24 January 2021).

confidence of students English Department towards their ability to complete their thesis. Whether students in the English Department as a whole have faith that they will be able to complete their studies, or even most of them, they are unaware of their abilities to complete their study.

In psychology, the confidence in predicting a person's ability to solve challenges is known as a theory of self-efficacy. Self-efficiency is the presumption or expectation that someone can behave as appropriate to create anything that is needed. Self-efficiency is derived from cognitive social theory. In 1986, Bandura argues that self-efficiency can lead to the active involvement of individuals in activities and encourage the development of skills. Evaluation of self-efficacy also determines how much effort is put into it and how long the individual has endured deep and painful obstacles and experiences in the pursuit of goals.⁶ This self-efficiency has a significant effect on the process of human actions. Person confidence in production would empower their self to do something about it. Conversely, if the individual does not have the ability to achieve the desired outcomes, the individual would not attempt to make that possible.⁷

The students' self-efficacy is also very important to know because it has a tremendous effect on their action. Would they be trapped exactly or will continue to finish their research. This is necessary for lecturers to know the degree of self-efficiency of their students, particularly the students themselves. So that they're

⁶Bandura, *Social Foundation Of Thought and Action: A Social Cognitive Theory*. Englewood Cliff, New Jersey: Prentice-hall, 1986.

⁷Bandura, A.1977. *Self-efficacy Mechanism in human Agency*. American Psychologist. 1977. Vol. 37. 2. h. 122-147.

mindful of the extent of self-efficacy. If it's high or low self-efficiency.

Maddox describes someone who is having high self-efficacy will have the ability to adapt better, can influence situations, and can show ability possessed better so as to avoid oneself from psychic reactions.⁸ A person's belief that he will be able to carry out the behavior required in a task which is based on boundaries perceived ability will lead students to think steadily and effectively. Meanwhile, Bandura 1995's low self-efficiency suggests that the person will suffer impaired performance as a result of a deficit in brain intelligence that cannot be remedied. This pessimism makes individuals with low effectiveness lose much more confidence in their ability, which can lead to difficulties in coping with current problems.⁹

Research on self-efficacy has never been undertaken before at the IAIN Parepare, even though several campuses have done, such as “effects of self-efficacy on students’ academic performance” and “self-efficacy: an essential motive to learn” and also this research is usually undertaken or studied by students in the field of psychology, and those who are investigated are also students in that field. Therefore, the author is challenged to carry out studies on student self-efficacy in writing thesis in the English Department at IAIN Parepare, ideally this thesis can be helpful and can also be used as a guide material to assess the efficacy of the student himself in the English study program.

⁸Simaremare, C. O, *Efikasi Diri Mahasiswa Dalam Menyelesaikan Studinya*. (Jambi: Universitas Jambi, 2018). p.78

⁹Bandura, *Self-Efficacy In Changing Societies* (New York: Cambridge University Press, 1995).

B. Research Question

To clarify the problem that is going to be analyzed, the research question is formulated as follows:

1. How does the level of self-efficacy in students of English Department in writing thesis?
2. Is there the different level of self-efficacy between male and female of students in English Department in writing thesis?

C. Objective of The Research

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

1. To know the the level of self-efficacy in students of English Department in complete their thesis.
2. To find out the different level of self-efficacy between male and female of students in English Department in writing thesis.

D. Significance of The Research

This study is expected to produce outcomes that will be useful for the development of the English teaching-learning process. There are some expected advantages of the study, as follows:

1. Theoretical benefit

The result of the research is expected will be useful for another researcher who wants to conduct a research that is related with an analysis undergraduate students' self-efficacy in writing research proposal of students in English education Department at IAIN Parepare.

2. Practical Benefit

Related to this research, the result of this research is expected will give benefits to as follows:

a. Teacher

This research is expected to be able to as an orientation to increase students' self-efficacy in entire thesis punctually. In the other hand teacher can get information in the process of educating or mentoring students in process of consultation thesis.

b. Students

The result of this research to provide an overview of the self-efficacy of students who are preparing a thesis so that students can prepare themselves in advance and also as self-evaluation.

c. Researcher

The researcher will have experience and acquaintance related to students' self-efficacy in writing research proposal. Moreover, the researcher can broaden to understand related to research world itself.

d. Other student teacher

The result of this study will use as the reference for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Description of Theories

1. Self-Efficacy

a. Definition of Self-Efficacy

The back and forward of a person's life cannot be isolated from that the name is self-efficacy, self-efficacy plays a really vital part in daily life, somebody will be able to utilize potential itself ideally in case self-efficacy underpins it. Term Self-efficacy was to begin with presented by Bandura in Mental Audit number 84 of 1986, Bandura contends that self-efficacy alludes to the degree to which the person estimates his capacity to carry out a assignment or do something errands fundamental to attain a certain result.

Rober & Kinicki in Saputra states that " self-efficacy is a person's convictions approximately his chances of victory accomplish a certain task".¹ in keeping with what Omrod expressed in Disai outline "self-efficacy as the perception that a person is capable of perform certain behaviors or obtain desires certain".² self belief in one's abilities consists of self-self assurance, potential to adapt, cognitive capability, intelligence and potential to behave in disturbing conditions. Self-efficacy will develop

¹Rober & Kinicki dalam Saputra, Saputra, Yudi Dwi. 2017. *Hubungan Efikasi Diri Terhadap Prestasi Belajar Pendidikan Jasmani*. Bravo's Jurnal, Vol. 5, No. 1, Tahun 2017. p. 11.

²Disai, Wagetama I, Dariyo, Agung & Basaria, Debora. *Hubungan antara Kecemasan Matematika dan Self efficacy dengan Hasil Belajar Matematika Siswa SMA X Kota Palangka Raya*. Jurnal Mutiara Sosial, Humaniora dan Seni, Vol. 1, No. 2, Tahun 2017. p. 558.

steadily constantly frequently increases abilities and extend related experience ³

Alwisol, states that self-efficacy is self-assessment, how great or awful that activity is has been done and whether somebody can do something agreeing to the current arrangement. ⁴People who accomplish victory will more certain that they can do something well, compared to those who haven't accomplished that victory will have an affect on the low confident you have got. So it can be concluded that self-efficacy could be a belief and person steadiness, assessing existing existing capabilities create developed behavior so as to attain that objective craved.

In conclusion self-efficacy is a theory that describes how high and low a person's confidence is in their abilities, in the sense that it is not just believing in their self but more about knowing their self realistically so that they can appraise that they is competent of tackling certain things. Self-efficacy is the fundamental foundation before taking the next steps.

b. Dimension of Self-Efficacy

A person's *self-efficacy* there are different dimensions has implications on one's performance. According to Bandura in Disai divide *self-efficacy* into three dimensions, namely *levels, generality, and strength*.

1) Magnitude Dimension

³Bandura, A., & Schunk, D. H, *Cultivating Competence, Self Efficacy, And Intrinsic Interest Through Proximal Self-Motivation*. Journal of Personality and Social Psychology, 1981. p. 590.

⁴Alwisol, *Psikologi Kepribadian* (Malang: Universitas Muhammadiyah Malang, 2016), p.287.

This dimension refers to the level of difficulty that is believed individuals will be able to handle it. Individuals who have *self-high efficacy* will have confidence about ability to do a task that is the effort it will do will be successful. Conversely, individuals who have low self-efficacy will have low confidence about each venture which is conducted.

2) Generality Dimension

The dimension of generality is the variation in the situation in which the individual is feel confident in his abilities. One can judge himself has high self-efficacy in many activities or on certain activities only. With more and more self-efficacy applied to various conditions, the higher the self-efficacy someone.

3) Strength Dimension

This dimension relates to the strength of self-efficacy someone when faced with the demands of a task or something the problem. Individuals have strong beliefs and persistence in the endeavor to be achieved though a lot hurdle. The stronger the self-efficacy and the more noteworthy the persistence, then the higher the likelihood of the chosen action and done successfully. ⁵

Furthermore, according to Rahayu self-efficacy measurement sowned by someone refers to three dimensions, namely:

⁵Disai, Wagetama I, Dariyo, Agung & Basaria, Debora, *Hubungan antara Kecemasan Matematika dan Self efficacy dengan Hasil Belajar Matematika Siswa SMA X Kota Palangka Raya*. Jurnal Mutiara Sosial, Humaniora dan Seni, Vol. 1, No. 2, Tahun 2017, p. 558.

- 1) Indicates the level of trouble that the person believes to be can be solved (Magnitude)
- 2) A certainty that's In somebody who can he embodies in accomplishing certain performance (Strenght)
- 3) Shows whether self-efficacy will take stead in the domain specific or applicable in a variety of activities and situations (Generality).⁶

The dimensions thrash out previously have differences with another figure. Craighead & Nemeroff stated that self-efficacy consists of several dimensions, namely:

1) Cognitive

Humans behave based on how they see it against something. Someone with the ability to think both are said to be able to achieve their goals in an appropriate manner.

2) Motivation

A person's ability to encourage himself alone to be able to achieve certain goals. Motivation can used to predict someone's success.

3) Affection

A person who believes he has the ability to managing their emotions will avoid sadness and anxiety, conversely, people who cannot manage their emotions will easily feel depressed.

4) Selection

A person's ability to encourage himself alone to be able to achieve certain goals.Motivation can used to predict someone's success.This

⁶Rahayu, Tri Ratna, *Pengaruh Model Pembelajaran Koopeartif Tipe TPS dengan Alat Peraga Rubbik terhadap Self Efficacy Siswa pada Materi Kubus dan Balok*. Jurnal Inovasi Pendidikan dan Pembelajaran Matematika, Vol. 3, No. 2, Tahun 2017, hal. 119.

selection ability is needed so that people do not give up easily when faced with difficult situations.⁷

c. Classification of Self-Efficacy

Self-Efficacy Classification People who have high self-efficacy will tend to select to be straight involved in doing a assignment, where as people who have low self-efficacy tend to dodge the assignment. People who have high self-efficacy tend to do a particular errand, or indeed in spite of the fact that chores delicate. They do not see the errand as a thing dangers they must dodge. Those who come up short in doing something are as a rule quick recapture self-efficacy after encountering these disappointments.

People who have high self-efficacy see disappointment as the result of a lack of hard effort, knowledge and skills. Individuals who have low self-efficacy will remain absent from errands which was troublesome since the assignment was seen as a threat to them.⁸ Such people have low desires and commitment low in accomplishing the objectives they select or set. People who have low self-efficacy do not think approximately how great way of managing with troublesome errands. They worthless to settle or recapture self-efficacy when they confro nt disappointment. Based on the over conclusion it can be concluded that people who have high self-efficacy and low has the taking after characteristics:

1) High self-efficacy

- a) Tend to choose to be directly involved in working a task.

⁷Craighead, W. E., & Nemeroff, C. B, *The Concise Corsini Encyclopedia of Psychology and Behavior Science*. John Wiley & Sons, 2004. p. 860-861.

⁸Organizational Behavior. New rok, mc, graw-hill companies, Jurnal Hisbah, Vol. 13, No. 1, Desember 2016, p. 187.

- b) Tend to do certain tasks, as well as tasks find it intricate.
- c) Regard failure as a result of a lack of effort, knowledge and skills.
- d) Be persistent in trying.
- e) Believe in one's own abilities.
- f) Showing little doubt.
- g) Likes to seek new situations.

2) Low self-efficacy

- a) Tend to avoid chores.
- b) Doubt about his abilities.
- c) A difficult task is seen as a threat.
- d) Sluggish in fixing himself when he gets a failure.
- e) Aspiration and commitment to the task is weak.
- f) Not thinking how to deal with problems.
- g) Does not like looking for new situations.⁹

d. Impact of Self-Efficacy

Luthans states that direct self-efficacy can impact on the following matters:

- 1) Selection of behavior, for example decisions will be made based on how does one feel about the efficacy of choice, for example work assignments or career fields.
- 2) Motivational efforts, for example people will try harder and more many strive at a task where their self-efficacy is greater higher than those with low self-efficacy.

⁹Organizational Behavior. New rok, mc, graw-hill companies, Jurnal Hisbah, Vol. 13, No. 1, Desember 2016, p. 187.

- 3) Endurance, for example, people with high self-efficacy will be able rise and survive when faced with problems or failures, while people with low self-efficacy tend to give up when facing obstacles.
- 4) Facilitative thinking patterns, such as impact assessment of efficacy words to yourself (*self-talk*) as people with self-efficacy The taller may say to himself, “I know I can find a way to solve this problem while people with low efficacy will say to yourself, “I know I don't do this, I don't have the ability
- 5) Stress resistance, for example people with self-efficacy low tend to experience stress and idle because of them thoughts of failure, while people with high self-efficacy enter stressful situations with confidence and certainty and thus can with stand stress reactions. ¹⁰

The researchers have documented a strong bond between self-efficacy with high success in physical and mental tasks very diverse. In contrast, people with self-efficacy were low relates to a condition called *learned helplessness* (distrust of one's abilities to control the situation) confidence, which is drastically weakened so that a person has no control over his environment. ¹¹

Based on the description above, it can be concluded that self-efficacy have an impact in someone's life. As for the impact of efficacy self among other things, namely the individual can choose the right demeanor, have

¹⁰Luthans, Organizational Behavior (New Rok, Mc. Graw-hil companies, 2005), p. 186.

¹¹Kreitner, R. Kinicki, A, Organizational Behavior (5th edition) (Boston: McGraw-Hill, 2001), p. 186.

high motivation in trying, able to survive when faced predicament, have a facilitative mindset, and are more resistant to stress.

2. Essence of Thesis Compiler Students

a. Definition of Thesis Compiler Students

According to the students' Big Indonesian Dictionary (KBBI) is an individual who studies in college.¹² Montgomery said that colleges or university can be a implies or a put for an person indevelop intellectual capacities, personality, particularly in prepare verbal and quantitative aptitudes, critical and moral considering thinking.¹³

The final student in its development is in the category late adolescence and early adulthood who are in the 20-25 age range year. According to Papalia, this age is indevelop mental stage from adolescence to early adulthood.¹⁴ At this age, individual development is characterized by the search for self-identity, existence influence from the environment, and have started making decisions recovery of a job or career. Generally, the university that has undergraduate programs require students to be able to complete thesis as one of the requirements for graduation and getting a degree S.Pd. Thesis are scientific works that are required as part of academic education requirements in Higher Education. It means that every individual who studies in a mandatory university Thesis.

¹²<https://kbbi.kemdikbud.go.id/entri/mahasiswa>.

¹³Papalia, D. E. dkk, *Adult Development and Aging* (3rded) (New York: Mc. McGraw-Hill, 2007), p. 352.

¹⁴Papalia, D. E. dkk, *Adult Development and Aging* (3rded) (New York: Mc. McGraw-Hill, 2007), p. 352

The preparation of this thesis is the responsibility each individual student who is individual and accompanied by supervisor. Based on the description above, it can be concluded that Students are individuals aged 18-25 years who are enrolled in college and can develop his abilities at the college. Students at the final level will be obliged compiling a thesis as one of the requirements for getting a degree bachelor.

b. Characteristics of Thesis Compiler Students

Kartono explained that students are community members who have the following characteristics:

- 1) Have the ability and opportunity to study in college high, so that they can be classified as intelligentsia.
- 2) Students are expected to act as leaders later capable and skilled, both as community leaders or in the world of work.
- 3) Students are also expected to be the driving force dynamic for the modernization process.
- 4) Students are expected to enter the world of work as workers qualified and professional.
- 5) Students are required to write a thesis as one of the requirements get a bachelor's degree.¹⁵

Based on the characteristics above, you can concluded that a student is an active student who study in college who are required to compile a thesis forgetting

¹⁵SP Lestari. *Hubungan cara komunikasi dosen dalam proses perkuliahan terhadap efisiensi pemahaman materi kuliah mahasiswa fakultas ilmu sosial dan ilmu politik Angkatan 2016-2018 di universitas Pandaran semarang*.2019 .Vol.3. p. 44.

bachelor degree. Students are also expected after graduation can be a driving force in society and become a qualified and professional staff in the field each of them.

c. Thesis Compiler Student Self Efficacy

Thesis is one of the subjects that must be taken by English Department students as a graduation requirement and this too applies to other students studying at IAIN Parepare without exception. This thesis course is taken by students after passing the pre-requisite courses for the Proposal Seminar. Research activities What students do in the preparation of their thesis is assessed as 6 units Semester Credit (SKS). The minimum amount that must be collected by IAIN Parepare English Department students to complete The undergraduate study level (S1) is 144 credits. Requirements must be filled by English Department students of IAIN Parepare for get a bachelor degree (S1) in psychology is to have taken the number of credits minimum, a cumulative grade point average of more than 2.00 and pass the thesis exam with a minimum value of C. It is often demanded to write a thesis felt by most students of English Department of IAIN Parepare as a problem. This can be seen from the number of students who have not finished compiling the thesis. Students of English Department of IAIN Parepare which is still compiling thesis consists of batch 2014, 2015, 2016, and 2017.

The more complex the activities associated with the process thesis, the higher the level of difficulty of the student. Level high difficulty makes students perceive the thesis as a burden or as a source of problems in completing studies. This phenomenon can have implications for the emergence of various reactions students towards thesis such as anxiety, difficulty

concentrating, avoid, or even increase other psychological problems for example, frustration or delaying work (procastination). Ideally students in facing problems like the above use strong self-control. The strongest self-control is that of origin of individual cognitive assessments

Role cognitive assessment in this case is guiding the individual to judge how much the threat level of a situation and the potential for individual success solve the problem. One form of cognitive assessment has a control function over the sources of Individual problems is an assessment of self-efficacy Bandura, namely individual beliefs towards the ability to carry out a task at a certain level to achieve the desired results.¹⁶ The role of self-efficacy assessment in this matter is influencing individual behavior and cognition in perform certain tasks, including individual behavior and efforts when faced in completing tasks to achieve results which is desired.

In this case, not with high self-efficacy itself eliminates the difficulties encountered, but efficacy High self encourages individuals to try harder to overcome all the difficulty of the task For students who prepare a thesis, self-efficacy plays a role in improve performance and effort, foster confidence and self-confidence, and increase courage in the face challenge. Self-efficacy increases student sincerity and increase endurance in the face of adversity inhibits the completion of the thesis.

¹⁶Bandura, *self efficacy in changing societies* (New York: Cambridge university press, 1995).

B. Previous Related Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

Alay Ahmad in his research that titled “Effects of Self-Efficacy on Students’ Academic Performance” found that student with high self efficacy contribute to higher goal than student with low self-efficacy. Students with high self efficacy believe that they can achieve higher grade on a test of subtraction as compared to research students with low self-efficacy. In other words, students with high self-efficacy believe to solve a greater number of mathematical problems. The other finding suggested that students with high self-efficacy will prefer complex courses than research participants with low self-efficacy. In other words, subjects with high self-efficacy will choose difficult courses of studies in the future. Parents and particularly teachers must understand their role in developing high self-efficacy among children. Both of them also keep an eye on children’s peer group.

Barry J. Zimmerman in his research that titled “Self-Efficacy: An Essential Motive to Learn” found that Students’ self-perceptions of efficacy are distinctive from related motivational constructs because of their specificity and close correspondence to performance tasks. These cognitive beliefs differ conceptually and psychometrically from trait self-belief measures due to their sensitivity to variations in experience and task and situational context. Two decades of research have clearly established the validity of self-efficacy as a predictor of students’ motivation and learning. Although self-efficacy correlates with other related constructs, it has also shown discriminant validity by its unique predictiveness of these outcomes when included in multiple regression analyses. It has shown

convergent validity in predicting diverse forms of motivation, such as students' activity choices, effort, persistence, and emotional reactions. Finally, when studied as a mediating variable in training studies, self-efficacy has proven to be responsive to improvements in students' methods of learning (especially those involving greater self-regulation) and predictive of achievement outcomes. This empirical evidence of its role as a potent mediator of students' learning and motivation confirms the historic wisdom of educators that students' self-beliefs about academic capabilities do play an essential role in their motivation to achieve.

Aremu Ayotola in her research that titled "The relationship between mathematics self-efficacy and achievement in mathematics" found that there is no significant differences between the mean achievement scores of secondary school male and female in mathematics. This result was supported by that of (Hyde, Fennema, Ryan, Frost & Hopp, 1990) and that of Popoola (2000) and Tella (1998), who also found no gender difference in students mathematics achievement. Achievement in mathematics correlate highly with general intelligence in which no consistent gender difference are found. However, Osafehinti (1988) disagreed with this, as he found gender difference in Mathematics Achievement Test to be highly significant in favour of male students.

It was also observed that there is no significant difference in the mathematics self-efficacy scores of male and female students. This result agreed perfectly with the work of previous researchers who also found no evidence of gender difference at any age level. We also found that male and female did not differ in mathematics self –efficacy. There are three possible reasons for this finding. The first is that our sample size was not large enough to detect

significance. The near significant value suggests that the increase in power that would result from a larger sample would detect such significant. This is supported by the strong goodness of fit indices of the scale with there relationship with gender and mathematics self-efficacy. The second possibility is that, although differences in mathematics self-efficacy between male and female secondary school students is consistently found, this difference may be less pronounced in mathematics confidence of males and females at the secondary school level. The third possible possibility is that secondary school females may continue to exhibit weaker mathematics self-belief, than the males, but these differences may be less pronounced when female are asked to provide a judgement of confidence to solve a specific problem. In other words, their weaker self beliefs may be more generally experienced and less contextually based.

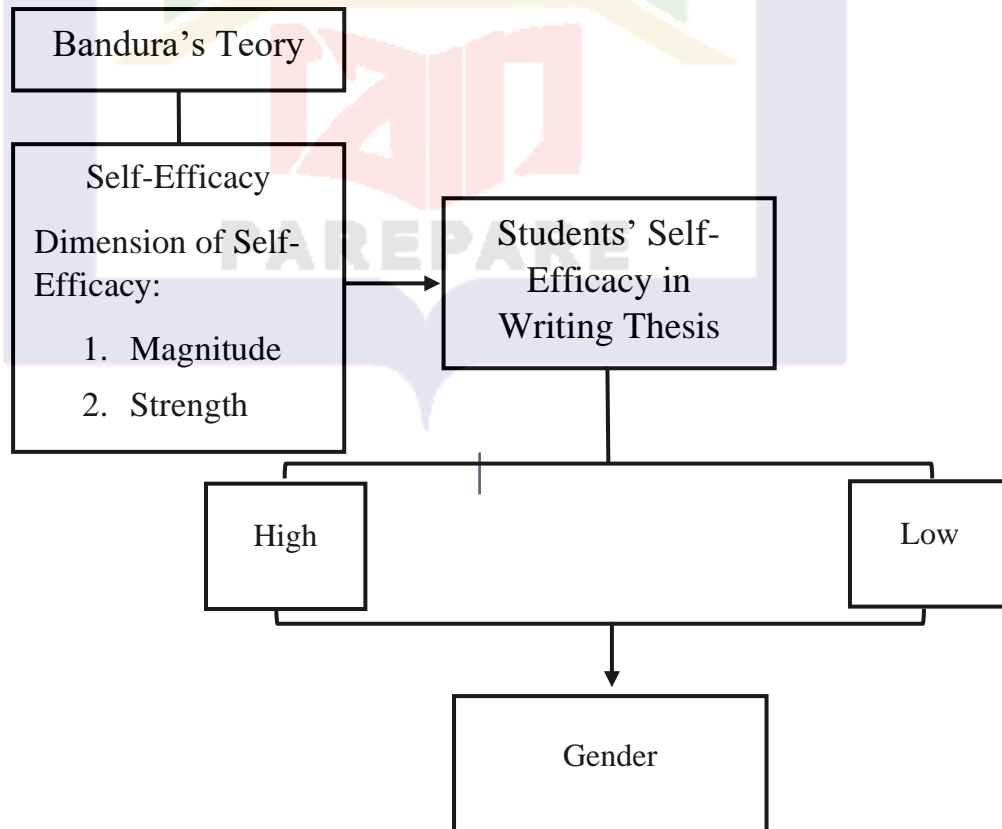
It was also revealed that there is a strong positive relationship between mathematics self-efficacy and achievement in mathematics. This is supported by (Hackett, 1985; Lent & Hackett, 1987; Pajares 1996). Findings from this study support Bandura's (1986, 1997) claim that self-efficacy beliefs predict academic outcomes. They also support the work of investigators who report significant relations between self-efficacy, other motivation constructs, and academic achievements. The implication that arise is that researchers and school counsellors should be looking to student's beliefs about their mathematics capability, for they are important components of motivation and of academic achievement (Bandura, 1997; Pajares, 1997; Schunk, 1991; Zeldin and Pajares in stress). It also seems warranted to suggest that researchers should continue to identify the contexts inwhich certain motivation constructs may be better predictions of mathematics related outcomes as well as the unique role that the construct plays in the general

development of self – regulatory and performance skills. The result will be a clearer and deeper understanding of the nature of the interplay among the differing self-beliefs, and mathematics achievement.

Based on the previous findings above, that there some research related with the variable level of self-efficacy. It shows that self-efficacy take an important part of life because it will be impact to the way they take an action especially in this research focus on self-efficacy in writing thesis And the difference between this research and the previous findings as the research has mention above hopefully could help another researcher and the student itself, also could show the differences between the previous research and what the researcher will do.

C. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



Based on the conceptual framework above, the researcher will find out the self-efficacy by using Bandura's theory. Bandura's theory divides self-efficacy into three dimensions, namely magnitude, strength and generality. These three dimensions will be used as indicators to determine the level of students' self-efficacy, especially students in the English Department in writing their thesis, whether the level is high or low, and also to find out the differences in the level of self-efficacy of students in the English Department between male and female in thesis writing.

D. Hypothesis

Based on the previous related literature and the problem statement above, the researcher elicits the following hypothesis:

Null Hypothesis (H₀) the difference in self-efficacy levels in writing the thesis of students in the English Department is not based on gender.

Alternative Hypothesis (H₁) the difference in self-efficacy levels in writing the thesis of students in the English Department is based on gender.

E. Definition of Operational Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything that can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.⁴¹ Variable of this research is:

1. Self-efficacy is an individual's belief in his ability to control behavior and the demands of his environment so as to get results that are in accordance with what is expected.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This part describes about the description of the research design, location of the research, population & sample, procedure of collecting data, variable of the research, instrument of the research, and technique of analysis data.

A. Research Design

This research design was a quantitative survey method. This can help researchers to determine the level of student self-efficacy and the differences self-efficacy levels between male and female in writing thesis of students english department at IAIN Parepare.

B. Location and Duration of The Research

The location of this research was at IAIN Parepare of Students of english department of IAIN Parepare and the duration of the research took ± onemonth, academic year 2021/2022.

1. Population and Sample

a. Population

The research population was the whole of research objects that can be human, animals, plants, air, symptoms, values, events, attitudes, and others. So, these objects can be a research data source. The type of population divided into two. They were finite population and infinite population. The finite population mean the number of individuals was determined and the infinite population mean the number of individuals was infinite or unknown with certainly. ¹ The population of this research

¹Syofian Siregar, *Metode Penelitian Kuantitatif*, (Kencana,2013), p.30.

was the students of English Department batch 2016 of IAIN Parepare Who's checked the thesis program academic year 2021/2022. The total populations are 89 students. After the re-data collection, 5 students finished their study, resulted in an overall population of 84 from the data collection found.

Table 3.1: The total of students English Department 2016

<i>No</i>	<i>Subject</i>	<i>Total</i>	<i>Gender</i>	
			<i>Male</i>	<i>Famale</i>
1	English Department	84	19	65

The data took from the administration of Tarbiyah faculty of IAIN Parepare.

b. Sample

In the sampling of a population can be distinguished into two categories of sampling techniques, namely probability sampling and nonprobability sampling. The probability sampling can be divided into types they were; simple random sampling, stratified sampling, cluster sampling and double sample and nonprobability sampling. ²

In this research the researcher used simple random sampling. The sample of this research was from the population that was explained previously, in this research took 70 students of English department 2016 by used table morgans and krejcie. ³

²Syofian Siregar, *Metode Penelitian Kuantitatif*, (Kencana,2013), p.31

³Chu, H. C., & Hwang, G. J. A Delphi-based approach to developing expert systems with the cooperation of multiple experts. *Expert Systems with Applications*, 34(28). 2008. p. 33

C. Technique of Collecting Data

In collecting the data, the researcher made questionnaire in google form to make it easy for the researcher and the respondents to send the questionnaire to the respondents because in this situations all the students were studying in their home and the researcher send the questionnaire to the students to fill in the questionnaire. After that the researcher analyzed the students self-efficacy.

D. Instrument of the Research

The researcher used a questionnaire adopted and modified from Self Efficacy Scale For People with Drug Abuse Order as an instrument. The instrument had two forms of statements which are positive and negative. Positive statements in the questionnaire were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. While negative statements were in number 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32.

Table 3.2 : Blue Print Instrument of Self-Efficacy

Dimension of Self-Efficacy	Indikator	Item Number	
		Positive	Negative
Magnitude	1. Feeling confident that they can make an effort to be able to complete the thesis well 2. Feeling assured that they would be able to achieve output to reach the bachelor degree. 3. Feeling assured that the person will be	1,2,3, 4,5,6,7.	

	<p>able to face up to the current challenges</p> <p>4. Feeling positive they've got a way to finish the study.</p> <p>5. Feeling sure they're going to be able to do the thesis on schedule.</p>		
Strength	<p>1. Feeling assured that they will carry out a thesis that other people can complete.</p> <p>2. Feeling assured that intellect, affection, and psychomotor will be used to complete the thesis.</p> <p>3. Feeling confident in the ability to complete a thesis with their's own characteristics</p>	8,9,10, 11,12,13.	14,15,16, 17,18,19.
Generality	<p>1. Strive to deliver the completion of the thesis</p> <p>2. Feel assured that the chosen action would complete the thesis. ⁴</p>		21,22,23, 24,25,26, 27,28,29, 30,31,32

The scale of this instrument provided four responses ranging from “Strongly Agree (SA)”, “Agree (A)”, “Disagree (D)”, and “Strongly Disagree (SD)”. The positive statements scale ranged from 1-4, on the contrary negative statements scale ranged from 4-1 as in the table below.

⁴Supriyanto, A., & Hendiani, N. Self-Efficacy Scale For People With Drug Abuse Disorders. *JKI (Jurnal Konseling Indonesia)*. 3(2). 2018. p. 59.

Table 3.3: The Classification of Students' Score on Questionnaire

Statements	Scoring			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

E. Technique of Data Analysis

The first quantitative data of the study were collated from the respondents in the second phase using Fuzzy Delphi Method (FDM) and Statistical Product and Servis Solution (SPSS 22). FDM was conducted using EMLQE instrument which had a four point Likert scale of importance ranging from 'Strongly Important' (4) to 'Strongly Unimportant' (1). The respondents were required to indicate the extent of their agreement with the dimensions and statements of indicators. For this purpose, 11 respondents in English language, instructional design and technologist were involved and responded the survey as tabulated in Table 3.3 before. The following steps were applied in analysing the data gathered using FDM.

1. Assume that K respondents are invited to determine the importance of the evaluation criteria and the ratings of alternatives with respect to various criteria using variables (Table 3.4).

Variable	Fuzzy Scale
----------	-------------

Strongly disagree	(0.0, 0.1, 0.2)
Disagree	(0.1, 0.2, 0.4)
Agree	(0.4, 0.6, 0.8)
Strongly Agree	(0.6, 0.8, 1.0)

Table 3.4 Variable for the importance weight of criteria ⁵

- Convert the variables into triangular fuzzy numbers as suggested in Tables 3.4. Let fuzzy numbers be the rating of alternative i with respect to criteria ϖ_j^k and be the j th criteria weight of the k th respondents for $i=1, \dots, m, j=1, \dots, n, k=1, \dots, K$, and $r_{ij} \equiv \frac{1}{k}(\pm r_{ij}r_{2ij} \pm r_{kij})$
- For each respondents, use the vertex method to compute the distance between the average \tilde{r}_{ij} and r_{ij} and the ϖ_{ij} and ϖ_j^k , $k=1, K$ (Chen 2000). The distance between two fuzzy numbers $\tilde{m} = (m1, m2, m3)$ and $\tilde{n} = (n1, n2, n3)$ is computed by,
$$d(\tilde{m}\tilde{n}) = \sqrt{\frac{1}{k}[(m1 - n1)^2 + (m2 - n2)^2 + (m3 - n3)^2]}$$
 Cheng and Lin suggested if the distance between the average and respondent's evaluation data is less than the threshold value of 0.2. ⁶ Furthermore, among those $m \times n$ ratings of alternatives and n criteria weights, if the percentage of achieving a group consensus is greater than 75% ⁷ then proceed to step 4; or otherwise, the second round of survey is required.
- Aggregate the fuzzy evaluations by,

⁵Syamsul Nor Azlan, Mohamed Amin & Norazah. *Designing Project-Based Learning (PjBL) Activities for Art And Activities Design E-Portofolio Using Fuzzy Delphi Method as A Decision Making*. Canadian Center of Science and Education. Vol. 11.2015. p. 57

⁶Cheng, C. H., & Lin, Y. *Evaluating the Best Main Battle Tank Using Fuzzy Decision Theory with Linguistic Criteria Evaluation*. European Journal of Operational Research. 142. p. 76

⁷Chu, H. C., & Hwang, G. J. *A Delphi-based approach to developing expert systems with the cooperation of multiple experts*. Expert Systems with Applications. 34(28).2008. p. 27.

$$|\hat{A}_m|$$

$$i = 1, 2, \dots, m$$

5. For each alternative option, the fuzzy evaluation

This process aims to determine the rank or position (ranking) of each variable, construct or indicator. This process uses the formula $A_{max} = 1/3 * (m_1 + m_2 + m_3)$ for average Fuzzy Numbers or average response between 0 to 1. In this process there are 3 formulas that can be applied, namely:

$$A_{max} = 1/3 * (m_1 + m_2 + m_3)$$

$$A_{max} = 1/4 * (m_1 + 2m_2 + m_3)$$

$$A_{max} = 1/6 * (m_1 + 4m_2 + m_3)$$

The α -cut value = the median value for '0' and '1', where α -cut = $(0 + 1) / 2 = 0.5$, if the α -cut value is less than 0.5, the item will be rejected. The third condition is that the α -cut value must exceed the value = 0.5 (> 0.5) in order for the item to be accepted.

The defuzzification value can be used to determine the position or rank (ranking) of the items. The highest defuzzification value indicates the main position or rank in the agreement. The process of determining the ranking or ranking of an item uses the following formula:

$$\tilde{A} = \frac{1}{4} a_{i1} + 2a_{i2} + 2a_{i3}$$

The ranking order of alternative options is determined according to a_i values.⁸

⁸WahyuHidayat, Nur Asmawati Lawahid. *Metode Fuzzy Delphi Untuk Penelitian Sosial*. Alfabeta. Bandung. 2020. p.51-52

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research cover description of the result of data collected related to objective of the research namely to find out the students' response toward learning reading online at the fourth semester of IAIN Parepare through a spread questionnaire by using google form that can be discussed in the section below.

A. Findings

The findings of the research were based on the results of the data analysis.

1. General Description Of Respondents' Self-Efficacy Using The Fuzzy Delphi Method

This fuzzy Delphi method will provide an overview of the data regarding from high to low rank self-efficacy based on Instrument. The method it will impart an overview data is conical in the sense that the data that will be obtained more specific in order to know the categories of items from the dimension of self -efficacy that need to ¹ be avoided and improved.

a. Description of Dimensions Magnitude.

The dimension of this magnitude consists of 7 items which are positive questions like the data below:

Table 4.1 : Item Dimensions Magnitude.

No.	Item Magnitude	Average Respon		Rank

¹WahyuHidayat, Nur Asmawati Lawahid. *Metode Fuzzy Delphi Untuk Penelitian Sosial*. Alfabeta. Bandung. 2020.

		M1	M2	M3	Defuzzification Value	
1	Saya mencari tahu informasi tentang Skripsi saya pada pembimbing atau teman.	0,275	0,475	0,675	0,475	5
2	Saya konsultasi masalah skripsi yang saya alami.	0,313	0,513	0,713	0,513	4
3	Saya mampu menghindari hal-hal yang mendorong saya berhenti mengerjakan skripsi.	0,213	0,413	0,613	0,413	6
4	Saya mempunyai rencana ke depan setelah menyelesaikan skripsi.	0,350	0,550	0,750	0,550	2
5	Saya mampu mengatasi kebosanan dalam menyelesaikan skripsi.	0,150	0,350	0,550	0,350	7
6	Ketika orang lain mampu	0,363	0,563	0,763	0,563	1

	menyelesaikan skripsi, saya juga dapat melakukannya.					
7	Ketika teman lain mampu mengerjakan revisi skripsi dari pembimbing, saya juga dapat mengerjakannya.	0,338	0,538	0,738	0,538	3

From the table above, it can be seen that the rank of each item where the first ranking is obtained item no.6, namely regarding the impetus that when other people are able to do or complete something or in this case complete the thesis, they are also able Last rank obtained item no. 5 which means that the respondent has not been able to overcome their boredom in completing the thesis which is one of the obstacles in the thesis completion process and the item in the middle position is obtained by item no. 2 which is about consulting problems which means that students are still hesitant in consulting the thesis issue they face so this matches item no. 1 is in a lower position than item no.2, that is, they do not seek information about the thesis both to their friends and to the supervisor. So that from the table above it can make it apparent for students and lecturers to overcome encumbrances in the thesis completion process.

b. Description of Dimensions Strength.

This strength dimension consists of 12 items consisting of positive and negative questions. Positive questions starting from numbers 8-13 and negative questions starting from numbers 14-19 as data below.

Table 4.2 : Item Dimensions Strength.

No.	Item Strength	Average Respon			Defuzzification Value	Rank
		M1	M2	M3		
8	Skripsi ini mengajarkan saya mengatur waktu.	0,250	0,438	0,638	0,442	1
9	Karena penerimaan diri saya yang baik maka saya mampu menjalani penyelesaian skripsi.	0,225	0,438	0,625	0,429	3
10	Ketika saya melakukan kesalahan saat proses penyelesaian skripsi, saya tahu bagaimana caranya untuk memperbaikinya.	0,225	0,425	0,625	0,425	4
11	Saya berusaha mencari kelebihan	0,225	0,425	0,625	0,425	4

	dan kelemahan diri saya, supaya tidak terjerumus dalam kesalahan yang sama dalam pembuatan skripsi.					
12	Saya telah tahu cara menolak ajakan teman untuk menunda-menunda pembuatan skripsi.	0,175	0,363	0,563	0,367	7
13	Saya yakin rencana yang saya buat ini akan membantu saya melawan hambatan-hambatan dalam proses penyelesaian skripsi.	0,238	0,438	0,638	0,438	2
14	Saya acuh tak acuh dengan masalah penyelesaian skripsi.	0,213	0,413	0,613	0,413	5
15	Saya merasa tidak ada masalah dengan menunda pembuatan skripsi.	0,225	0,425	0,625	0,425	4
16	Sulit bagi saya	0,125	0,325	0,525	0,325	8

	untuk menyelesaikan skripsi.					
17	Kerap kali saya tidak dapat mengendalikan rasa ketidak mampuan saya dalam membuat skripsi.	0,038	0,238	0,438	0,238	10
18	Saya takut tidak bisa menolak ajakan untuk menunda pembuatan skripsi.	0,175	0,375	0,575	0,375	6
19	Saya tidak bisa mengidentifikasi faktor pemicu rasa ketidak mampuan saya dalam membuat skripsi.	0,150	0,350	0,550	0,350	9

From the table above illustrates that most respondents believe that the thesis can enlighten them how to manage time and from the table above it can be seen that most respondents have a plan to attacks or overcome obstacles in the process of completing the thesis, this can be seen in item no.13 which obtained 2nd rank in the strength dimension, but the respondent did not have a vigorous determination in refusing a friend's invitation to delay the accomplish of theses, this could be in item no. 12 who occupy the 7th rank position and they also have not been able to control their sense of inability in

making thesis. According to the rank position of the item, namely the 10th rank or the last rank of the strength dimension item.

c. Description of Dimensions Generality.

This generality dimension consists of 13 items of negative questions as a whole as the data below:

Table 4.3 : Item Dimensions Generality.

No.	Item Generality	Average Respon			Defuzzification Value	Rank
		M1	M2	M3		
20	Saya tidak tahu tujuan pembuatan skripsi.	0,263	0,463	0,663	0,463	5
21	Seringkali saya bosan dan malas menyelesaikan skripsi.	0,063	0,263	0,450	0,258	12
22	Revisi yang diberikan pembimbing tidak penting bagi saya.	0,325	0,525	0,725	0,525	1
23	Saya merasa kesusahan menyelesaikan skripsi.	0,100	0,288	0,488	0,292	11
24	Saya pikir ada	0,075	0,225	0,425	0,242	13

	teman saya yang tidak memiliki pekerjaan, meskipun sudah lulus dengan baik.					
25	Mata kuliah skripsi ini tidaklah penting.	0,300	0,500	0,700	0,500	2
26	Saya merasa skripsi ini tidak membantu dalam dunia pekerjaan.	0,225	0,425	0,625	0,425	7
27	Saya pesimis dapat menyelesaikan skripsi saya.	0,238	0,425	0,625	0,429	6
28	Program skripsi 1 semester ini tidak sesuai dengan karakter diri saya yang susah diatur.	0,150	0,338	0,538	0,342	9
29	Saya menolak melakukan perubahan dalam diri saya.	0,275	0,475	0,675	0,475	3
30	Ketika saya mendapat pembelajaran masukan mengenai skripsi, saya tidak	0,213	0,413	0,613	0,413	8

	tahu harus berbuat apa.					
31	Saya takut menghadapi dunia luar setelah yudis.	0,150	0,325	0,525	0,333	10
32	Setelah selesai yudis, saya hanya akan bermalas-malasan.	0,275	0,463	0,663	0,467	4

From the table above, it can be seen that the respondent does not understand the purpose of making the thesis and does not consider the thesis subject essential. This can be seen in item no. 20 and 25 and half of the respondents believe that thesis do not help in the world of work item no. 26 with the 7th rank and the 1st rank is occupied by item no. 22.

Next move to SPSS method to find out the level of student self-efficacy and the differences self-efficacy levels between male and female in writing thesis of students english department at IAIN Parepare.

2. Assumptions Test

This test consists of two stages, namely the homogeneity test and the normality test. This test is carried out to find out whether the data is credible to be processed in order to find out the answers to the problem formulations contained in chapter 1

a. Homogeneity Test

Table 4.4: Independent Samples Test

Levene's Test For Equality Of Variances	F	Sig.
Mean_Total	Equal Variances Assumed	.599

Based on the homogeneity test using the value of the Levene's Test for Equality of Variances, the value of $F = 0.599$ was obtained; $Sig = 0.442$. because the sig value > 0.05 , the data is homogeneous. So that it can be continued on the t-test.

b. Normality Test.

Table 4.5 : T-TEST

One-Sample Kolmogorov-Smirnov Test		Mean_Total
N		70
Normal Parameters ^{a,B}	Mean	3.0161
	Std. Deviation	.28778
	Most Extreme Differences	
	Absolute	.095
	Positive	.095
	Negative	-.079
Test Statistic		.095
Asymp. Sig. (2-Tailed)		.189 ^c
A. Test Distribution Is Normal.		
B. Calculated From Data.		
C. Lilliefors Significance Correction.		

Based on the One-Sample Kolmogorov-Smirnov Test, it can be concluded that the data is normally distributed ($sig > 0.05$) with a sig value of 0.189.

Based on the above conclusions, the data processing process to answer the problem formulations contained in chapter 1 can be continued.

3. The level of self-efficacy of students in English department in writing thesis

a. The level of self-efficacy of English department in writing thesis students is based on the dimensions of self-efficacy.

Table 4.6: Kategori_Total

Level	Frequency	Percent
Low	1	1.4
Moderate	68	97.1
High	1	1.4

Based on the table above, it can be seen that the self-efficacy of English department students in writing thesis is in the moderate category with a frequency of 68 and a total percentage reaching 97.1. Which means that the level of student self-efficacy is neither too high nor too low.

b. The level of self-efficacy of English department in writing thesis students in detail from each dimension of self-efficacy.

1) Magnitude dimension

Table 4.7: Kategori Magnitude

Level	Frequency	Percent
Low	0	0
Moderate	58	82.9
High	12	17.1

2) Strength Dimension

Table 4.8: Kategori Strength

Level	Frequency	Percent
Low	1	1.4
Moderate	68	97.1
High	1	1.4

3) Generality Dimension

Table 4.9: Kategori Generality

Level	Frequency	Percent
Low	4	5.7
Moderate	64	91.4
High	2	2.9

The table 4.7-4.9 present the highest percentage were in moderate category in the number of 82.9% -97.1%, which means that students are in a moderate position in terms of the level of self-efficacy in writing thesis. in contrast compared to high category fluctuated fall to around 1.4% -2.9%. next in the low category, there are only 2 dimensions that show low results, namely the strength dimension and the generality dimension, while the level just has two level categories, namely high and moderate.

- 4) The difference between male and female of students English department in writing thesis.

Table 4.10: Gender * Kategori_Total Crosstabulation

Gender * Kategori_Total Crosstabulation						
			Level			Total
			Low	Moderate	High	
Gender	Female	F	1	56	1	58
		%	1.4%	80.0%	1.4%	82.9%
	Male	Count	0	12	0	12
		% Of Total	0.0%	17.1%	0.0%	17.1%

Based on the table above, it is known that both of male and female mostly in moderate position of level of self-efficacy, this also has similarities with one of the journals entitled "The Effect Of Self-Efficacy Speaking And Gender In Speaking Activities" found that the level of speaking self-efficacy both male and female students is moderate. ²

Table 4.11: Test Of Differences In Self-Efficacy Based On

Gender

Mean_Total	T-Test For Equality Of Means			
	T	Df	Sig. (2-Tailed)	Mean Difference
Equal Variances Assumed	.970	68	.336	.08854

²Hana sundari dasmo.2014. *The Effect Of Speaking Self-Efficacy And Gender In Speaking Activities*. Vol.14 No.2 p.205

Equal Variances Not Assumed	.878	14.569	.394	.08854
-----------------------------	------	--------	------	--------

Based on the table above, the t-test value is $t = 0.970$; $Sig = 0.336$. Because the sig value is > 0.05 , there is no difference in the level of self-efficacy between the male and female students of the English department in writing thesis. Both of them have the same level in self-efficacy although there are more female respondents than males but this tool can show that there is no difference in the level of self-efficacy between male and female of students English department in writing thesis. This has similarities with the results of the journal research that the author used as the previous related research findings in titled "The relationship between mathematics self-efficacy and achievement in mathematics" by Aremu Ayotola. She found that there is no significant differences in the mathematics self-efficacy scores of male and female students.³

B. Discussion

In this part, the researcher would like to describe the discussion of the result of the data analysis in line with scope of the research that had been previously discussed. This discussion was intended to describe the level of self-efficacy in students of English Department in writing thesis and the different level of self-efficacy between male and female of students in English Department in writing thesis.

³Aremu ayotola. 2009. *The relationship between mathematics self-efficacy and achievement in mathematics*. Procedia Social and Behavioral Sciences 1 p.957

The researcher revealed that the level of self-efficacy in students of English Department in writing thesis were in moderate level. It means they still need effort to increase their level to achieve the high level. Individuals who have low self-efficacy will make the individual doubt, divert, and slow in making decisions, experience difficulties and obstacles in the work process, lack of optimizing and negative understanding that hinders personal development, even to the level of anxiety that inhibits the learning process. So that the level of one's self-efficacy will be very influential with their actions. In 1986, Bandura argues that self-efficacy can lead to the active involvement of individuals in activities and encourage the development of skills⁴. Evaluation of self-efficacy also determines how much effort is put into it and how long the individual has endured deep and painful obstacles and experiences in the pursuit of goals.

The results of the research the authors found that the percentage high level of self-efficacy in students of English Department in writing thesis is just in the number of 1.4% from 100%, which indicates that very few students have a high level of self-efficacy and in general they are at a moderate level with a percentage of 97.1%. Next the researcher revealed that there is no the different level of self-efficacy between male and female of students in English Department in writing thesis. This is supported by a journal by Aremu Ayotola in his research that entitled "The relationship between mathematics self-efficacy and achievement in mathematics" that found there is no significant differences in the

⁴Bandura, *Social Foundation Of Thought and Action: A Social Cognitive Theory*. Englewood Cliff, New Jersey: Prentice-hall, 1986.

mathematics self-efficacy scores of male and female students ⁵. But this does not mean that there are no differences in self-efficacy between male and female because in several other studies there are also differences in self-efficacy between women and men, one of which is research by Nur Anisah Jamil. In her research that titled "Differences in Student Self-Efficacy by Gender". She found that overall these findings indicate that there is a difference in self-efficacy both from the dimensions of magnitude, strength, and generality of students between male and female students in SMAIT Miftahul Khoir. The findings of this study show that male adolescent self-efficacy is higher than female adolescent ⁶. So it can be concluded that the difference self-efficacy between male and female can have similarities and vice versa.

The details of the dimension of self-efficacy, it was found that the dimension of magnitude was not found in the low category which indicated that students in the magnitude dimension could be said to be good compared to other dimensions of self-efficacy. This indicates that they have good enough confidence in being able to complete the thesis. Because the dimension of magnitude is related to the perception that someone believes in doing something. Conforms to the bandura theory in terms of the dimensions of magnitude as follows "This dimension refers to the level of difficulty that is believed individuals will be able to handle it." However, the respondent still has to improve the dimensions of strength and generality so that not only are there

⁵Aremu ayotola. 2009. *The relationship between mathematics self-efficacy and achievement in mathematics*. Procedia Social and Behavioral Sciences 1 p.957

⁶Nur annisah jamil.2018. *Differences in Student Self-Efficacy by Gender*. Vol 1 (1). EDUCARE: International Journal for Educational Studies. p.17

many students ticking the thesis but also many who complete the thesis quickly or on time. Because the dimension of strength is a dimension where a person has to endure doing something. So that students must be stronger in resisting temptations and stronger in overcoming problems in the process of completing a thesis. Moreover, the value of percentage strength in scoring of high level is just in the number 1.4% which can be said that the respondent is still very far from reaching the high level category in the dimension of strength. Which indicates that students are still not good enough at resisting temptations in completing the thesis, this can also be seen from the fuzzy Delphi method users who found that students have not been able to overcome temptations such as inviting friends to postpone the thesis. This can be seen in item no.12 in the dimension of strength which occupies the position of rank 7th which is almost close to the position of the lowest rank, namely rank 10th. Likewise with the dimension of generality in percentage number stood 2.9%. which still needs to be improved.

Generality is how students assess their beliefs to function in a variety of specific activities thoroughly and well ⁷. In the way that they can judge whether they perform in a certain domain or can operate in a variety of tasks and scenarios. So that circumstances that they are unable to tackle effectively can be avoided or dealt with in other ways. For example, if the respondent is unsure what to do after getting providing input on the study, the respondent should consult well with friends, especially the supervisor, but if the respondent is still experiencing difficulty in consultation, this must be avoided. So that behaviours that impede the completion of the thesis, such as item 22 that finds the revision

⁷Mustaqim. *Psikologi Pendidikan*. Yogyakarta: Pustaka Pelajar.2011

provided by the lecturer to be unimportant, should be avoided; additionally, this item ranks first in the generality dimension. As a result, the generality dimension is critical. so that someone can evaluate or judge himself as to which side he has superiority and which side he lacks or how well he can do it all.

However, this does not imply that only the dimensions of generality are significant; rather, all dimensions of self-efficacy, such as magnitude, strength, and generality, are similarly significant since each dimension is connected to the others. For example, if the respondent does not wish to do the thesis, even if he knows how to do it, it would be difficult to accomplish; therefore, each dimension has its own functions and benefits, and one of the other dimensions can not be overlooked.

In conclusion, the results obtained by the author are that the level of self-efficacy of students English department in writing thesis is at the moderate or medium level in number of percentage 97.1% with a cumulative frequency of 68, this means that 68 respondents are at the intermediate level, while the remainder are at the high and low level positions, with one individual each with a percentage of 1.4 percent. This suggests that there are also very few students of english department in writing thesis who have a high of self-efficacy.

As for the reason, because the respondent is not good enough in dealing with obstacles in completing the thesis, one of them is that they are not good at not procrastinating in making the thesis and they claim it is not a problem to procrastinate on writing theses, as shown by item no.15, which has a sufficient rating, namely rank 4 level of power. And the results are consistent with

bandura's theory says someone who has high self-efficacy would have more abilities through his efforts in continuously, whereas low efficacy would hinder and slow down the development of the required abilities.⁸

Poor management of barriers, as shown by the authors' results, demonstrates that the respondent lacks adequate self-efficacy, resulting in a large number of students have not graduating.

Furthermore, there is no difference in male and female self-efficacy in thesis writing of students English department. This is due to the fact that both of them want to graduate and obtain a degree. They also believe that if other people can, he can as well, as shown by dimension level item no.6 having a first rank. However, they are still not good enough at overcoming their laziness, and they do not recognize the significance of a thesis course item no.25 as the second rank of generality dimension, so they become indifferent in completing the thesis contained in item no14 rank 5.

⁸Ridhoni Fazrian. *Metode Tukar Pengalaman Untuk Meningkatkan Efikasi Diri Pada Pecandu Narkoba Di RSJ Sambang Lihum*. Tesis: Program Magister Profesi Psikologi Universitas Muhammadiyah Malang, 2013

CHAPTER V

CONCLUSION AND SUGGESTION

This section describes the summary of the research based on research finding in previous chapter and recommendation for further research.

A. Conclusion

1. Self-efficacy level of students' English department in writing thesis.

The research found that the level of self-efficacy in students' of English department in writing thesis was in the moderate category with a frequency of 68 and a total percentage of 97.1. Which means that the level of student self-efficacy is neither too high nor too low. This is also supported by data analysis using the fuzzy Delphi method which found that many students have not been able to overcome boredom in completing their thesis and they are also hesitant in consulting the thesis problems they face. So that there are still many students who have not completed their thesis.

2. Self-efficacy based on gender of students' English department in writing thesis

Based on the table above, the t-test value is $t = 0.970$; $Sig = 0.336$. Because the sig value is > 0.05 , there is no difference in the level of self-efficacy between the male and female students of the English department in writing thesis. This has something in common with one journal by Aremu Ayotola in his research that titled "The relationship between mathematics self-efficacy and achievement in mathematics" that found there is no significant differences in the mathematics self-efficacy scores of male and female students.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggestion to the teacher, students and the other writers who are interested in studying writing descriptive text as follow:

1. To the teacher

According to the findings, this research can be used as a reference for knowledge about the self-efficacy of students in English department in writing thesis and can be used as a basis for making mentoring programs to increase the self-efficacy of students in English department in writing thesis so that English department students can graduate on time.

2. To the students

The results of this study can provide information about the level of self-efficacy of students' English department in writing thesis and specifically based on fuzzy Delphi instruments and methods. Students can find out about things that should be improved and improved. Therefore, students can use this research as a reference in completing their thesis.

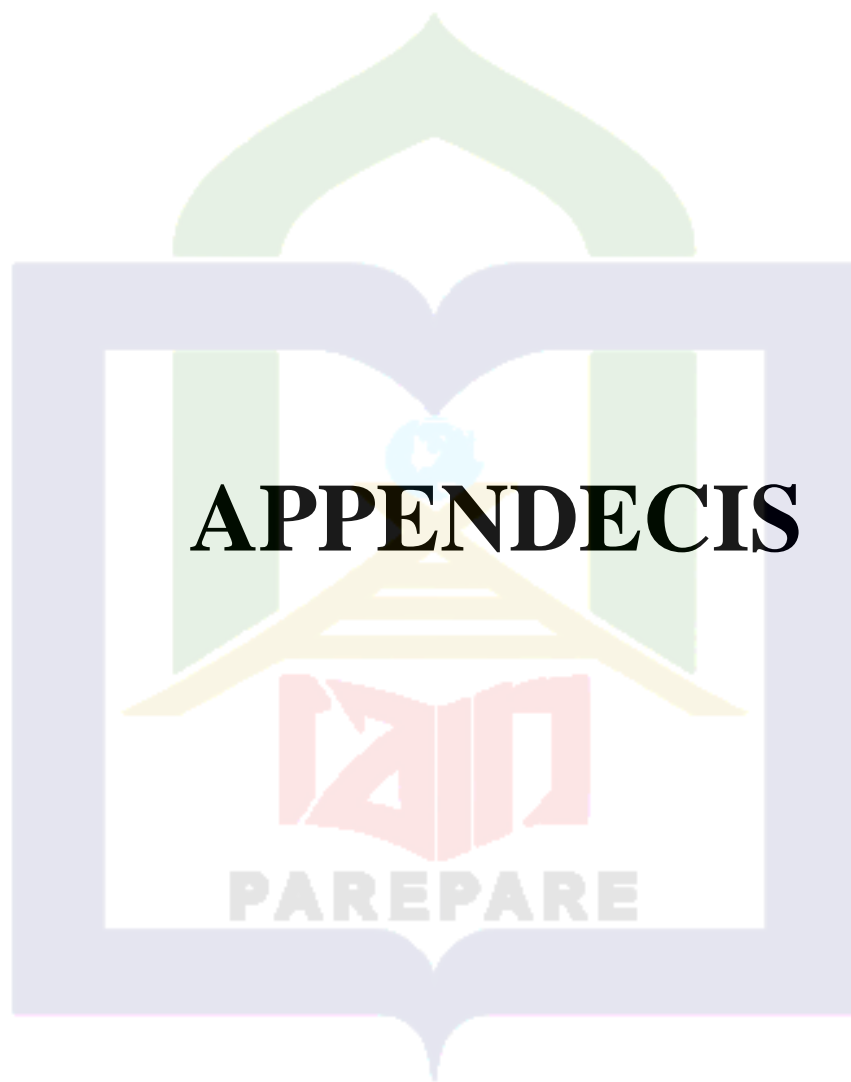
3. To the other researcher

This research is not perfect yet, it is suggested to conduct further research on similar topics with a larger sample size in order to get clearer and more accurate results.

BIBLIOGRAPHY

- Alwisol. *Psikologi Kepribadian* (Malang: Universitas Muhammadiyah Malang.2016.
- Aremu ayotola. *The relationship between mathematics self-efficacy and achievement in mathematics*. Procedia Social and Behavioral Sciences 1 p.957.2019.
- AS Horngy. *Oxford Advanced Learner's Dictionary of Current English*, (New York:Oxford University Press.1974.
- Bandura, A., & Schunk, D. H. 1981. *Cultivating Competence, Self Efficacy, And Intrinsic Interest Through Proximal Self-Motivation*. Journal of Personality and Social Psychology.
- Bandura, A. *Self-efficacy Mechanism in human Agency*. American Psychologis.
- Bandura. 1986. *Social Foundation Of Thought and Action: A Social Cognitive Theory*. Englewood Cliff, New Jersey: Presentice.1977
- Bandura. *Self Efficacy in changing societies*. New York: Cambridge university press.1995
- Cheng, C. H., & Lin, Y. *Evaluating the Best Main Battle Tank Using Fuzzy Decision Theory with Linguistic Criteria Evaluation*. European Journal of Operational Research. 142. p. 76
- Chu, H. C., & Hwang, G. J. A Delphi-based approach to developing expert systems with the cooperation of multiple experts. *Expert Systems with Applications*. 34(28). p. 33.2008
- Craighead, W. E., & Nemeroff, C. B. *The Concise Corsini Encyclopedia of Psychology and Behavior Science*. John Wiley & Sons.2004
- Disai, Wagetama I, Dariyo, Agung & Basaria, Debora. *Hubungan antara Kecemasan Matematika dan Self efficacy dengan Hasil Belajar Matematika Siswa SMA X Kota Palangka Raya*. Jurnal Mutiara Sosial, Humaniora dan Seni.2017.
- Donsu, Jenit DT. *Psikologi Keperawatan*. Yogyakarta: Pustaka Baru Press.2017.
- Firmanu Jendra, Arya. *Pengaruh Efikasi Diri Terhadap Kecemasan Presentasi Siswa Kelas XI di SMA Negeri 1 Wuryantoro*.2020
- Hadi.S. *Metodologi Research Jilid 2*. Yogyakarta: Penerbit Andi Offset.2004.
- Hana sundari dasmo. *The Effect Of Speaking Self-Efficacy And Gender In Speaking Activities*. Vol.14 No.2 p.205.2014
- <https://kbbi.kemdikbud.go.id/entri/mahasiswa>.
- Jatimtimes.com. (Accessed, 24 January 2021).
- Kompas.com. (Accessed, 23 January 2021).
- Kreitner, R.Kinicki,A.*Organizational Behavior* (5th edition), Boston: McGraw-Hill.2001
- Luthans. *Organizational Behavior* .New Rok, Mc. Graw-hil companies.2005

- Nur annisah jamil. *Differences in Student Self-Efficacy by Gender*. Vol 1 (1). EDUCARE: International Journal for Educational Studies. p.17.2018
- Organizational Behavior. New rok, mc, graw-hill companies, Jurnal Hisbah.2016.
- Papalia, D. E. dkk. *Adult Development and Aging* (3rded). New York: Mc. McGraw-Hill.2007.
- Rahayu, Tri Ratna. *Pengaruh Model Pembelajaran Koopeartif Tipe TPS dengan Alat Peraga Rubrik terhadap Self Efficacy Siswa pada Materi Kubus dan Balok*. Jurnal Inovasi Pendidikan dan Pembelajaran Matematika.2017.
- Ridhoni Fazrian. *Metode Tukar Pengalaman Untuk Meningkatkan Efikasi Diri Pada Pecandu Narkoba Di RSJ Sambang Lihum*. Tesis: Program Magister Profesi Psikologi Universitas Muhammadiyah Malang.2013
- Rober & Kinicki dalam Saputra, Saputra, Yudi Dwi. *Hubungan Efikasi Diri Terhadap Prestasi Belajar Pendidikan Jasmani*. Bravo's Jurnal.2017.
- Simaremare, C. O. *Efikasi Diri Mahasiswa Dalam Menyelesaikan Studinya*. Jambi: Universitas Jambi. 2018.
- SP Lestari. *Hubungan cara komunikasi dosen dalam proses perkuliahan terhadap efisiensi pemahaman materi kuliah mahasiswa fakultas ilmu sosial dan ilmu politik Angkatan 2016-2018 di universitas Pandaran semarang*.2019.
- Sudirman. *Cara Menghitung Kriteria Obyektif (Hasil Ukur)*2012. Www.Sudirmanlira. com. (Accessed, 04 february 2021).
- Supriyanto, A., & Hendiani, N. *Self-Efficacy Scale For People With Drug Abuse Disorders*. *JKI (Jurnal Konseling Indonesia)*. 3(2). p. 59.2018.
- Syamsul Nor Azlan, Mohamed Amin & Norazah. *Designing Project-Based Learning (PjBL) Activities for Art And Activities Design E-Portofolio Using Fuzzy Delphi Method as A Decision Making*. Canadian Center of Science and Education. Vol. 11. p. 57.2015
- Syofian Siregar. *Metode Penelitian Kuantitatif*. Kencana.2013
- WahyuHidayat, Nur Asmawati Lawahid. *Metode Fuzzy Delphi Untuk Penelitian Sosial*. Alfabeta. Bandung. p.51-52.2020
- WahyuHidayat, SriMulianah, Mujahidah. *Analysis of The National Character Senior High School Students by Using Rach Model In Proceeding ofthe First International Conference on Religion and Education*. 2019




APPENDECIS

Appendix 4 : Research Allowance

		SRN IP0000194
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id</i>		
<u>REKOMENDASI PENELITIAN</u> Nomor : 194/IP/DPM-PTSP/3/2021		
Dasar : <ol style="list-style-type: none">1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu. Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA		
NAMA	: RASDIYANAH	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: Jl. H.A.MUH. ARSYAD PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN : ANALYSIS UNDERGRADUATE STUDENTS' SELF EFFICACY IN WRITING THESIS AT ENGLISH DEPARTMENT OF IAIN PAREPARE	
	LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
	LAMA PENELITIAN : 25 Maret 2021 s.d 25 April 2021	
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung	
	b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: Parepare Pada Tanggal : 01 April 2021	
	KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE	
		Hj. ANDI RUSIA, SH.MH
		Pangkat : Pembina Utama Muda, (IV/c) NIP : 19620915 198101 2 001
Biaya : Rp. 0.00		

Appendix 3 : Certificate Has Researched

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Ahmad Dahlan No. 101, Samping Parepare 9152 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91101, website : www.iainparepare.ac.id email : mail@iainparepare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.1030/In.39.5.1/PP.00.9/04/2021

Yang bertanda tangan di bawah ini,

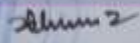
Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

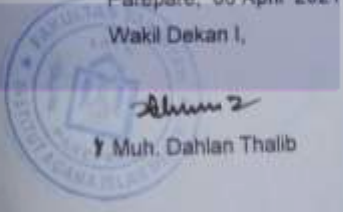
dengan ini menerangkan bahwa

Nama : Rasdyanah
NIM : 16.1300.084
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl. H. A. Muh. Arsyad Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Maret 2021 sampai dengan bulan April 2021, dengan judul penelitian "Analysis Undergraduate Students' Self Efficiency In Writing Thesis At English Department Of IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 06 April 2021
Wakil Dekan I,

Muh. Dahlan Thalib





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : RASDIYANAH
NIM : 16.1300.084
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : ANALYSIS UNDERGRADUATE STUDENTS' SELF
EFFICACY IN WRITING THESIS AT ENGLISH
DEPARTMENT OF IAIN PAREPARE

QUESTIONNAIRE

Questionnaire is one of ways to know the self-efficacy level of students English Department at IAIN Parepare.

Questionnaire consists of 32 questions that need to be answered honest and correctly by the students. In this instrument, the for of questionnaire relates with dimension that mentions on chapter II as explain below:

Questionnaire Items

No	Interview Items	Questions Items
1	Magnitude	Saya mencari tahu informasi tentang Skripsi saya pada pembimbing atau teman. Saya konsultasi masalah skripsi yang saya alami.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

		<p>Saya mampu menghindari hal-hal yang mendorong saya berhenti mengerjakan skripsi.</p> <p>Saya mempunyai rencana ke depan setelah menyelesaikan skripsi.</p>
		<p>Saya mampu mengatasi kebosanan dalam menyelesaikan skripsi.</p> <p>Ketika orang lain mampu menyelesaikan skripsi, saya juga dapat melakukannya.</p> <p>Ketika teman lain mampu mengerjakan revisi skripsi dari pembimbing, saya juga dapat mengerjakannya.</p>
2	Strength	<p>Skripsi ini mengajarkan saya mengatur waktu.</p> <p>Karena penerimaan diri saya yang baik maka saya mampu menjalani penyelesaian skripsi.</p> <p>Ketika saya melakukan kesalahan saat proses penyelesaian skripsi, saya tahu bagaimana caranya untuk memperbaikinya.</p> <p>Saya berusaha mencari kelebihan dan kelemahan diri saya, supaya tidak terjerumus dalam kesalahan yang sama dalam pembuatan</p>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

	<p>skripsi.</p> <p>Saya telah tahu cara menolak ajakan teman untuk menunda-menunda pembuatan skripsi.</p> <p>Saya yakin rencana yang saya buat ini akan membantu saya melawan hambatan-hambatan dalam proses penyelesaian skripsi.</p> <p>Saya acuh tak acuh dengan masalah penyelesaian skripsi.</p>
	<p>Saya merasa tidak ada masalah dengan menunda pembuatan skripsi.</p> <p>Sulit bagi saya untuk menyelesaikan skripsi.</p> <p>Kerap kali saya tidak dapat mengendalikan rasa ketidak mampuan saya dalam membuat skripsi.</p> <p>Saya takut tidak bisa menolak ajakan untuk menunda pembuatan skripsi.</p> <p>Saya tidak bisa mengidentifikasi faktor pemicu rasa ketidak mampuan saya dalam membuat skripsi.</p>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

3.	Generality	Saya tidak tahu tujuan pembuatan skripsi.
		Seringkali saya bosan dan malas menyelesaikan skripsi.
		Revisi yang diberikan pembimbing tidak penting bagi saya.
		Saya merasa kesusahan menyelesaikan skripsi.
		Saya pikir ada teman saya yang tidak memiliki pekerjaan, meskipun sudah lulus dengan baik.
		Mata kuliah skripsi ini tidaklah penting.
		Saya merasa skripsi ini tidak membantu dalam dunia pekerjaan.
		Saya pesimis dapat menyelesaikan skripsi saya.
		Program skripsi 1 semester ini tidak sesuai dengan karakter diri saya yang susah diatur.
		Saya menolak melakukan perubahan dalam diri saya.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

	<p>Ketika saya mendapat pembelajaran masukan mengenai skripsi, saya tidak tahu harus berbuat apa.</p>
	<p>Saya takut menghadapi dunia luar setelah yudis.</p>
	<p>Setelah selesai yudis, saya hanya akan bermalas-malasan.</p>

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned

Parepare, 17 February 2021

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Hj. Nurhamdah, S.Ag., M. Pd
NIP. 197311161998032007

Wahyu Hidayat, Ph.D.
NIP. 198205232011011005

Appendix 2 : Documentation





14:25

docs.google.com/forms/d/1N8Mo_4RUKKY/

Efikasi diri mahasiswa dalam mengerjakan

Pertanyaan Respons 75

75 tanggapan

Menerima tanggapan

Ringkasan

Pertanyaan

Individual

Appendix 5 : Curriculum Vitae

Curriculum Vitae



Rasdiyanah S.H is the name of the writer. She was born on May 25th 1998 in Parepare. She is the first child of five children in her family. Her father's name is Drs. Muh. Nasir Dollo S.H., M.H and her mother's name is Dra. Hj Hasfidah. She began her study in Elementary School at SDN 82 Parepare in 2004 and graduated in 2010.

In the same year, she continued her study to Junior High School of SMPN 2 Parepare and graduated in 2013. Then, she continued her study to Senior High School of SMAN 1 Model Parepare and graduated in 2016. After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. She join intra

and extra organization named Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) and Fatayat NU, next she also active in community named Jejak Jendela. In 2018, she became one of the representatives of IAIN Parepare in Student Mobility SEAAM activities in Singapore, Malaysia and Thailand as presenter at the International Mini Academic Colloquium (IMAC) at University College of Yayasan Pahang Malaysia. In 2020 she served as student vice president of IAIN Parepare. In 2021 she completed her skripsi in title "Analysis Undergraduate Students' Self Efficacy In Writing Thesis At English Department Of Iain Parepare".

