# THE RELATIONSHIP BETWEEN SELF-EFFICACY AND THE DURATION OF STUDENTS’ FINAL PROJECT WRITING COMPLETION

**(The Case of the Students of English Education Department and English Literature Department of UNISSULA in 2017/2018)**

**A FINAL PROJECT**



**NAFISA SYAHIDA RAHMADINI**

**31801400550**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY  
SEMARANG  
2018**

# TABLE OF CONTENTS

[**TITLE** i](#_Toc521761880)

[**APPROVAL** ii](#_Toc521761881)

[**VALIDATION** ii](#_Toc521761881)i

[**STATEMENT OF ORIGINALITY** iv](#_Toc521761881)

[**MOTTO AND DEDICATION** v](#_Toc521761881)

[**ABSTRACT** vi](#_Toc521761881)

[**INTISARI** vii](#_Toc521761881)

[**ACKNOWLEDGEMENT** viii](#_Toc521761881)

[**TABLE OF CONTENTS** x](#_Toc521761881)

[**LIST OF TABLES** x](#_Toc521761881)iii

[**LIST OF FIGURES** xi](#_Toc521761881)v

[**CHAPTER I INTRODUCTION**](#_Toc521761882)

[1.1 Background of the Study 1](#_Toc521761883)

[1.2 Reason for Choosing the Topic 3](#_Toc521761884)

[1.3 Research Question 4](#_Toc521761885)

[1.4 Objectives of the Study 4](#_Toc521761886)

[1.5 Hypothesis of the study 4](#_Toc521761887)

[1.6 Limitation of the Study 5](#_Toc521761888)

[1.7 Significance of the Study 5](#_Toc521761889)

[1.8 Definition of Key Term 6](#_Toc521761890)

[1.9 Outline of the Study 7](#_Toc521761891)

[**CHAPTER II REVIEW OF RELATED LITERATURE**](#_Toc521761892)

[2.1 The Mastery of Writing Skill on Foreign Language Skill 9](#_Toc521761894)

[2.2 Factors Affecting The Mastery of Writing Skill 10](#_Toc521761895)

[2.3 The Role of Personal Factor in Foreign Language Acquisition 10](#_Toc521761896)

[2.4 Self-Efficacy 12](#_Toc521761897)

[2.4.1 General Concept of Self-Efficacy 12](#_Toc521761898)

[2.4.2 The Relationship Between Self-Efficacy and Writing Skill 14](#_Toc521761899)

[2.5 Students’ Final Project at Language and Communication Science Faculty of UNISSULA 15](#_Toc521761900)

[2.6 The Duration of Students’ Final Project 19](#_Toc521761901)

[2.7 Review of Previous Studies 19](#_Toc521761902)

[**CHAPTER III RESEARCH METHOD**](#_Toc521761903)

[3.1 Research Design 22](#_Toc521761904)

[3.2 Subject of the Study 22](#_Toc521761905)

[3.3 Population and Sample 23](#_Toc521761906)

[3.3.1 Population 23](#_Toc521761907)

[3.3.2 Sample 23](#_Toc521761908)

[3.4 Variable 24](#_Toc521761909)

[3.5 Instrument of Collecting Data 25](#_Toc521761910)

[3.6 Validity and Reliability 28](#_Toc521761911)

[3.6.1 Validity of the Questionnaire 28](#_Toc521761912)

[3.6.2 Reliability of the Questionnaire 29](#_Toc521761913)

[3.7 Data Normality 29](#_Toc521761914)

[3.8 Data Analysis 30](#_Toc521761915)

[**CHAPTER IV RESEARCH FINDING AND DISCUSSION**](#_Toc521761916)

[4.1 Description of the Respondent 32](#_Toc521761917)

[4.2 Validity and Reliability of Instruments 33](#_Toc521761918)

[4.2.1 Validity of the Questionnaire 33](#_Toc521761919)

[4.2.2 Reliability of Self-Efficacy Questionnaire 34](#_Toc521761920)

[4.2.3 The Duration of Students’ Final Project Writing Completion Data 35](#_Toc521761921)

[4.3 Data Analysis 38](#_Toc521761922)

[4.3.1 Data Normality 38](#_Toc521761923)

[4.3.2 Data Linearity 41](#_Toc521761924)

[4.4 Correlation Analysis 42](#_Toc521761925)

[4.5 Discussion 43](#_Toc521761926)

[**CHAPTER V CONCLUSION AND SUGGESTION**](#_Toc521761927)

[5.1 Conclusion 46](#_Toc521761928)

[5.2 Suggestions 47](#_Toc521761929)

[**BIBLIOGRAPHY** 49](#_Toc521761930)

[**APPENDICES** 51](#_Toc521761930)

**LIST OF TABLES**

Table 3.1. Example of Questionnaire 26

Table 3.2. Indicators of the Questionnaire 27

Table 3.3. Data Analysis 30

Table 4.1. Summary of Data Respondent 32

Table 4.2. Validity of the Questionnaire 34

Table 4.3. Reliability Statistics of the Students’ Self-Efficacy 35

Table 4.4. The Duration of Students’ Final Project Writing Completion 36

Table 4.5. Table of the Duration of Students’ Final Project Writing Completion 36

Table 4.6. Descriptive Statistics 37

Table 4.7. Tests of Normality 39

Table 4.8. Test of Linearity ANOVA Table 41

Table 4.9. Correlations 42

Table 4.10. Interpretation of the Correlation Coefficient 43

**LIST OF FIGURES**

[Figure 4.1 Frequency of Normal Distribution of the Students’ Self-Efficacy 40](#_Toc521766532)

[Figure 4.2 Frequency of Normal Distribution of The Duration of Students’ Final Project Writing Completion 40](#_Toc521766533)

# CHAPTER I

**INTRODUCTION**

As the initial part of this study, Chapter One mainly consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms and Outline of the Study.

## Background of the Study

Completing a final project is a pre-requirement prior to students’ graduation. Based on the curriculum applied in English Education Department and English Literature Department of Faculty of Languge and Communication Science of Sultan Agung Islamic University (UNISSULA), students must complete the final project as the pre-requirement prior to graduation from the university. It is in the form of research report that is compiled and written in English. However, conducting a research and writing a final project are not easy matters. They still become problems for many students that make them not be able to graduate on time. For example, in the Faculty of Language and Communication Science of Sultan Agung Islamic University (UNISSULA), especially in English Education Department, there are some students of 2012 and 2013 batches who have not graduated yet which means that they cannot finish their study within 8 semester. The main problem as they reported to the writer was the final project writing. It shows that the problem of the completion of final project is an important issue to be solved.

In completion of the final project, students are required to have the ability to formulate problems, seek data, analyze and draw conclusions. They are also required to be able to write the reports in intelligible English and present it before the board of examiners.

In fact, the ability of the students to write in good English still becomes a big problem. It can be caused by many factors such as the comprehending of English mastery, the ability of writing skill, vocabulary mastery, so forth.

In addition, there are also other things that are very influential in completing the final project besides the writing skill. The involvement of several aspects that must exist in each student such as confidence, individual motivation effecting that can give influence to the completion of a final project and others. Thus, increasing self-efficacy is needed. According to Bandura (1986) in Hashemnejad et al., (2014), self-efficacy is learners’ beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance. Bandura (1992) in Hashemnejad et al., (2014) states that there are two differences regarding students’ self-efficacy, there are students who have high self-efficacy and students who have low self-efficacy. The learners who have high self-efficacy believe that they can find a solution and solve the problem because they have created an idea. They feel confident that their competency will be better when they work hard. They always believe that the result they get in accordance with their effort, and they consider a mistake as a lesson. Nevertheless, the learners who have low self-efficacy tend to think that they have innate low ability that make them prefer not to ask the tasks because they assume that they will make same errors; and they believe that it will show their weaknesses. Therefore, they do not want to try hard.

In relation to what has been happening in English Education Department and English Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA), the writer thought that the inability of students to complete the English final project is influenced not only by writing skills, topic mastery, and the academic masters but also the students' beliefs about their ability to complete the task where self-efficacy is one of them. For that reason, the researcher was anxious to investigate about the relationship between self-efficacy and the duration of students’ final project writing completion of English Education Department and Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA). The results of this study would help the program managers to take necessary steps to overcame the problem.

Therefore, based on the fact above, the writer is interested in conducting a research entitled The Relationship Between Self-Eficacy and The Duration of Students’ Final Project Writing Completion.

## Reason for Choosing the Topic

The writer choses the topic for some reasons:

1. The topic is relatively new in Education Department and English Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA).
2. The ability of writing in good English still becomes a big problem for university students especially in writing final project .
3. The study is expected to help and solve the problem about students’ final project writing completion.

## Research Question

Based on the reason above, the research question can be formulated as follow “is there any relationship between self-efficacy and the duration of students’ final project writing completion of the students of English Education Department and English Literature Department of Sultan Agung Islamic University (UNISSULA) in 2017/2018?”

## Objectives of the Study

Based on the background and research question above, this study intends to uncover the following objective which is to find out whether there is or not a significant relationship between students’ self efficacy and the duration of final project writing completion of the students of English Education Department and English Literature Department of Sultan Agung Silamic University (UNISSULA) in 2017/2018.

## Hypothesis of the study

According to Gay and Airasian (1996), hypothesis is defined as a researcher’s tentative prediction of the results of the research findings. It states the researcher’s expectations concerning the relationship between the variables in the research problem. Therefore, the hypothesis in this study is stated as follows:

H0 There is no significant correlation between students’ self-efficacy and the duration of final project writing completion of the students of English Education Department and English Literature Department of UNISSULA in 2017/2018.

H1 There is a significant correlation between students’ self-efficacy and the duration of final project writing completion of the students of English Education Department and English Literature Department of UNISSULA in 2017/2018.

## Limitation of the Study

This study is limited only for the students of English Education and English Literature Students of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) in 2017/2018 who are conducting the final project since they first worked on the proposal writing and got a supervisor.

## Significance of the Study

The writer expects the significance of this study are as follows :

1. Practical Significance
2. For Lecturers

The result of this study can give the information to lecturers about the self-efficacy of the students; and it is expected that the lecturers can give motivation to the students in completion the final project.

1. For Students

The result of this study is expected to give information about self-efficacy, and motivate the students in finishing the final project.

1. For Further Researcher

It is expected that the further researcher can conduct another research related to self-efficacy.

1. Pedagogical Significance

The result of this study is hopefully able to become input and advice for the faculty and also the lecturers in guiding the students completing their final project. So it is expected to give an effect to the univesity students, especially the students who are working on the final project in order to become a motivation to complete it.

## Definition of Key Term

To avoid ambiguity on terminology used in this study, each term would be clarified as follows:

1. English Writing Skill

English Writing skill is one of language skill while in doing it the students need to gather the ideas and it is an ability to produce information in English in the form of written text. According to Caroline (2006) in Hami (2011), writing is a combination of process and products of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

1. Self-Efficacy

Self-efficacy is learners’ beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance (Bandura, 1986).

1. Final Project

A final project is is the result of students’ research that written in the form of papers and become one of the requirements to obtain Bachelor Degree (Panduan Proposal Writing dan Skripsi, 2016).

## Outline of the Study

This final project consists of five chapters. They are stated as follows:

Chapter I is Introduction. It consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms and Outline of the Study.

Chapter II is Review of the Related Literature. It consists of The Mastery of Writing Skill on Foreign Language Skill, Factors Affecting The Mastery of Writing Skill, The Role of Personal Factor in Foreign Language Acquisition, Concept of Self-Efficacy, and Review of Previous Studies.

Chapter III is Research Method. It consists of Research Design, Subject of the Study, Population and Sample, Variable, Instrument, and Data Analysis.

Chapter IV is Research Finding and Discussion. It consists of Description of Respondents, Validity and Reliability of Instruments, Data Analysis, Correlation Analysis and Discussion.

Chapter V is Conclusion and Suggestion. It contains the conclusion of the research results based on findings on previous chapter and the suggestion of the writer related to the research.

# 

# REVIEW OF RELATED LITERATURE

This chapter discusses the following theories: the Mastery of Writing Skill on Foreign Language Skill, Factors Affecting the Mastery of Writing Skill, the Role of Personal Factor in Foreign Language Acquisition, Concept of Self-efficacy, and Review of the Previous Studies.

## The Mastery of Writing Skill on Foreign Language Skill

Writing has always been seen as an important skill in mastery a language. It is because writing takes function as a productive skill of language. The ability to write becomes a very important thing since by writing we can express in writing ideas, opinions, or thoughts and feelings. Writing in a foreign language is also important because the ideas that we write will be read globally. Writing is one of the productive language skills that might be a complex problem for teachers and students, since there are several aspects that should be gained. Richard and Renandya (2002) explain that writing is the most difficult skill for learners to master. The difficulty is not only in generating and organizing ideas, but also in translating the ideas into readable text. On the other hand, the mastery of foreign language becomes another problem in writing as it is not the first language of the students. Therefore, the mastery of foreign language becomes a thing that is also required in writing especially in writing a final project.

## Factors Affecting the Mastery of Writing Skill

Mastering writing skill on foreign language is an important thing especially in doing final project. Students who are doing the final project must be able to write in English. Hence, in mastering the writing skill, there are two factors that might influence according to Brown (2001) are :

1. Personality Factor

These factors come from the students themselves that consist of physiological aspect such the affective domain, motivation, and neurobiology of affect.

1. Social-cultural Factors

These factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom.

## The Role of Personal Factor in Foreign Language Acquisition

Acquiring a language is a prosess in learning which is different from one person to another. In acquiring a new language especially a foreign language, the role of personal factor is vital on the success of acquiring a language. According to Adwani and Shrivastava (2017), at least there are five factors which affect second or foreign language acquisition namely vocabulary, grammar, mother tongue, self-efficacy, and motivation.

Vocabulary is one of important factor of second language acquisition. However, the vocabulary input of each person is different, either from reading, listening or there are many other ways that can influence students’ learning a second language. Wilkins (1972) in Adwani and Shrivastava (2017) tells that mastering vocabulary is an important component of a second language learning. On the other hand, there are also personal factors that influence foreign language acquisition, as already mentioned above those are grammar and mother tongue. Therefore, Adwani and Shrivastava (2017) states that the word grammar designates different things to different people. As well as the mother tongue, it is an integral factor of the acquisition of a second language. Most learners apply education from their native language to a second language and this transfer can result in positive and negative transfers. A positive transfer occurs when the appointment of an item is transferred in accordance with the original assumption of acceptability. Negative transfer occurs when the antithesis transpires resulting in errors.

In addition, there is something more important about the personal factor in foreign language acquisition those are self-efficacy and motivation. Both of that are closely related to each other. According to Pajares (1996) self-efficacy affects motivation as it has been substantiated by a solid body of research. In the theory, humans have the facility to influence and shape their environment. It refers to the interaction between the three forces (personal, environmental and behavioral). Individual belief in their ability to perform a task (eg. self-efficacy) determines the effort and involvement he is doing for the task (Bandura, 1999). On the other hand, motivation is one of the most important factors which has a great influence on language learning. Accoring to Brown (1980), "Motivation is an inner drive impulse, emotion or desire that moves one to a particular action; motivation is a task-oriented." So that, the point about motivation is that it makes people persist. It is a massive learning job to acquire the skills which are necessary in order to function adequately in communicative situations using a second language. Therefore, personal factors greatly affect the second of foreign language acquisition.

## Self-Efficacy

This section discusses the following topics: General Concept of Self-Efficacy and the Relationship Between Self-Efficacy and Writing Skill.

### General Concept of Self-Efficacy

The amount of effort and persistence that a person will invest in a particular task is often associated with their level of self-efficacy. According to Bandura (1997), self-efficacy refers to beliefs in one’s capabilities to organize and execute courses of action required to achieve certain performance outcomes. These beliefs are seen as the generative mechanism through which persons integrate and apply their existing, behavioral, and social skills to the performance of a task. It is expressed as personal confidence in the ability to successfully perform tasks at a given level. Another definition, Bandura (1994) states that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Bandura (2000) mentions that people of high self-efficacy focus on the opportunities worth pursuing, and view problems as surmountable. Through their ingenuity and diligence they seek ways to exercise control even in environments with limited opportunities and many obstacles. Those different with people of low self-efficacy, they dwell on impediments which they view as obstacles over which they can exert little control, and easily convince themselves of the futility of effort. They achieve limited success even in environments that provide many opportunities.

Bandura (1982) states that judgment of self-efficacy is influenced by people’s behavior, their mindset and emotional reactions that they experience in a tough situation for making an effort in the face of obstacles. People with high assurance in the ability can preceive a difficult tasks as a challenge that must be controlled and not as a threat that is to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They improve and sustain their efforts in the face of failure. They quickly restore their pretending after failure or a setback. On the other hand, people who doubt their capabilities avoid difficult tasks that they consider as a threat. They slacken their effort and give up quickly in the face of difficulities. They are slow to restore their pretending after the failure or a seat back. They will lose confidence despite their few failures, arguing they see inadequate performance as lacking ability.

That more statements about self-efficacy are revealed from Goulão (2014) who beliefs self-efficacy has a significant impact on the definition of goals, and compliance through the influence they exert on individually choice, motivation, resilience, and on emotional reactions. It influences the effort and persistence in performing a given task. It means that self-efficacy influences either the cognitive or the affective dimension of the learning process.

For the summary of influencing self efficacy beliefs, the writer takes from Bandura’s statement. Bandura (1986) states that self-efficacy beliefs develop in response to four source of information. The most powerful influence on self-efficacy is "enactive experience" in which self-efficacy for a behavior is increased by successfully performing the behaviour. The second most powerful influence is "vicarious experience" in which other similar people are seen to perform a behavior successfully. A third source of influence is verbal persuation, which, if realistic, can encourage efforts that are more likely to increase efficacy through success. Finally, self-efficacy beliefs can be affected by physicological and affective states such as stress.

Self-efficacy is the important factor of a person in performing their task. Therefore, someone who has the motivation, confidence, control, commitment, and high effort to his ability will likely have high self-efficacy.

### The Relationship Between Self-Efficacy and Writing Skill

McLeod in Pajares and Johnson (1994) defines that writing is as much an emotional as a cognitive activity, affective components strongly influence all phases of the writing process. It defines that in doing writing, a writer involves not only the cognitive aspects but also the affection and many practices to gather the ideas into a piece of writing. It means that in writing, students also involve their affection and emotion. In addition, self-efficacy in writing (Bandura, 1994) is the students’ beliefs in their ability to perform written in English (Bandura, 1994). It can be in the form of the composition, correctly punctuating writing and creating grammatically correct samples of writing. In addition, self-efficacy can help the students to recognize their ability in writing whether themselves as poor writers which tend to perform being reluctant to engage in writing works and making brief or incomplete pieces of writing; or the higher one in writing which can complete writing tasks well.

Another definition of writing self-efficacy is proposed by Chea and Shumow (2014) who consider that writing self-efficacy is a student's ability to appear in writing tasks which can be paragraphs, text or others. Therefore, writing self-efficacy will imply a high sense of efficacy and in writing. In addition on that, Pajares (2003) argues that self-efficacy can be low and over-inflated. Students with low levels of efficacy will have problems in their learning if they do not apply for confidence. Students with over-inflated self-efficacy levels tend to be risked by overconfident and not using the right way to succeed, the example of the case in writing is; they may not take the time to get the right structure, format, and rules for their writing assignments.

Flores (2013) states that self-concept and self-efficacy are the things that affect writing performance because they involve students' confidence in their abilities and attitudes to accomplish a given task. In addition, Bandura (1994) mentions that students who evaluate themselves as poor writers tend to perform as relative to engage in writing works and create higher standards. It means that self-efficacy affects the writing performance of a person.

## Students’ Final Project at Language and Communication Science Faculty of UNISSULA

A final project is the result of students’ research that is written in the form of papers and become one of the requirements to obtain Bachelor Degree. The process of final project writing especially at Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) must pass through 2 phases, the first phase is the preparation of the Proposal Writing which includes Chapter 1: Introduction, Chapter 2: Literature Review, and Chapter 3: Research Method. Then, the second phase is Final Project which includes Chapter 4: Data Analysis and Discussion, and Chapter 5: Conclutions and Suggestion. A Final Project that included in Proposal Writing course amount 2 credits while Final Project itself amount 6 credits. In addition, there are some requirements that must be passed by the students of Languages and Communication Science Faculty who will prepare the final project, among others that have followed lectures with weight of 125 credits from a total of 149 credits, the students have passed the course of Proposal Writing, they do not have E score and maximum there are only amount two D scores on the learning result, and the minimum of cumulative grade should be 2.75. In the process of final project completion, students will be guided by a lecturer or an advisor who are tasked with guiding material, grammar and systematic. An advisor is appointed by the person in charge of the Study Program and stipulated by the Dean (Panduan Proposal Writing dan Skripsi, 2016).

In the (Panduan Proposal Writing dan Skripsi, 2016) describes some of the procedures that must be considered by the students in the process of completing final project, such as :

1. Submission of Final Project Title

The student enrolls the administrative office, then submits the title to the advisor by attaching a transcript of the cummulative grade that certified by the academic advisor as proof that the student has fulfilled the applicable prerequisites.

1. Appointment of an Advisor

The head of the study program appoints and confirms a lecturer to become an advisor attached with a proposed title as well as a temporary abstract. The assignment letter form can be taken at the administration office. Advisory notice letter about the appointment of advisor will be given a maximum of 1 week after the proposal and the requirements are submitted. Afterwards, if the topic has been approved by the advisor, then the student is allowed to conduct consultation activities and proposal writing.

1. Proposal Seminar

The Proposal Writing should be present in a proposal seminar to be tested for eligibility in front of the Examiners that consisting of at least 2 persons and maximum 3 persons for 60 - 90 minutes. The Examiners is appointed by the head of the study program and stipulated by the Dean's Decree. The duties of the Examiners are not only test the appropriateness of the proposal but also provide suggestions for the improvement of the proposal.

Proposal seminars can only be implemented for students who have attended at least 3 times for other proposal seminars by other students and it can be attended by other students as the audiences especially for the students who has taken the final project course.

Futhermore, if the Examiners has declared that the proposal is acceptable, then the student can continue the proposal with the next stage of taking data and analysis and also conclusions in the form of Chapter 4 and Chapter 5.

1. Data Collection

The students may conduct the research activities after Proposal Writing is accepted and will be guided by at least 1 and a maximum of 2 advisors that appointed by the head of the study program and stipulated by the Dean's Decree.

1. Consultation

Student consultations with each advisor are conducted at least 8 times and recorded in the Guidance Card. The card can be obtained at the administration office after the appointment of the advisor.

1. The Process of Final Project Completion

Final Project completion is required for at least 2 months from the date of approval of the proposal, but if the student has passed the semester limit and cannot finish it, then the student is required to renew the filing of his / her script and bear all the financing consequences.

1. Final Project Exam

Final Project Examination may be submitted by the student if the text of the paper has been approved by the advisor and declared eligible to be tested. Then, the student enrolls the Final Project exam in the administration office and completes the provided form that provides information about the examiner.

1. Final Project Exam Score

The score of Final Project exam is the average grade of each member of the Examiners in the form of numbers which are subsequently converted into the quality letter in accordance with applicable provisions. Furthermore, the exam and graduation exam will be announced as soon as possible after Examiners conducts a judicial meeting.

Therefore, a final project is a mandatory requirement for the students of Language and Communicatioan Science Faculty of UNISSULA especially the final semester students in order to be graduated.

## The Duration of Students’ Final Project

Regarding to the guidelines that has been published by Language and Communication Science Faculty, that the students have to finish the last assignment before graduated that is Final Project. In doing the Final Project, there will be different of amount times for each of students; it depends on how their struggle on it or their self-effication. Therefore, the duration supposed that has contribution or relation to the final project writing. In addition, the duration will be stated also in the questionnaire in doing the research.

## Review of Previous Studies

This part describes several previous studies which are relevant to this research, as follows:

The first research has been conducted by Hashemnejad et al. (2014) entitled “The Relationship between Self-efficacy and Writing Performance across Genders”. The purpose of his study was to investigate the self-efficacy and writing performance of Makoo and Marand EFL students majoring in Teaching English as a Foreign language (TEFL). In this study, the data were collected through writing test, filled out a questionanaire (SGSES) on 3 occasions at one week intervals. The total of populations in this research ware 120 learners between ages 20-29. To find out the relationship between self-efficacy and writing performance, the participants were required to fill out the SGSES. The instrument used on his study was Sherer et al.’s General Self-Efficacy Scale (SGSES). It was used to assess the participants’ self-efficacy. The writing test was selected from the IELTS test. The results were studied according to a nine-band scale. Each overall band scale points out a descriptive statement which tells a summary of the English language ability of a student categorized at that level. The data were analyzed using Pearson’s correlation statistic and independent-samples *t*-test. Results revealed that there was no significant relationship between male and female EFL students’ self-efficacy and writing performance. It was also found that there was a significant positive relationship in self-efficacy between female and male EFL students. This study expected to contribute to the related literature by shedding light on the relation of student self-efficacy and writing performance.

The second research was conducted by Shah et al. (2011) who did the study about “Self-efficacy in the Writing of Malaysian ESL Learners”. The subject of the research was Malaysian secondary schoool students learning English. The study also examined the relationship between the learners’ self-efiicacy and their writing performance and competence. As found in this research, there is a significant positive correlation between writing self-efficacy and writing performance in English. However, the correlation between general self-efficacy and writing performance found to only have a medium positive correlation.

The last research to mention here was conducted by Goulão (2014) entitled “The Relationship between Self-efficacy and Academic Achievement in Adults’ Learners”. The aim of the study was evaluate the relationship between self-concept of a group of students in online context and their academic achievement. The subject of the research was from 63 students of both genders, with average age of 42 years old, selected from the first years of their undergraduate studies. As a result of this research project, she would like to reinforce the important role that the preconditions had to start learning a course related to the acquisition / enhancement of skills in the use of technology and field of ways of working and interacting in these spaces to an increased feeling of self-efficacy in this context. This could be a facilitator of learning about relationships between subjects, content and environment that resulting in better performance.

Therefore, the difference of this research from the previous studies is that in this research only focus on the relationship between self-efficacy and the duration of students’ final project writing. The similarity of those 3 studies is about self-efficacy. After looking at some studies, then the writer wants to conduct a research entitled The Relationship Between Self-efficacy and The Duration of Students’ Final Project Writing.

# 

**RESEARCH METHOD**

This chapter discusses the research methodology of the study, including the Research Design, Subject of the Study, Population and Sample, Variable, Instrument, and Data Analysis.

## Research Design

There are many kinds of designs for conducting research. One of them is quantitative. Quantitative research is the research whisch is based on positivism philosophy in which its is used for observing certain population or sampling. The design of this research is the correlational study which belongs to quantitative.

This study discusses the relationship or correlation between students’ self-efficacy and the duration of final project writing completion. According to Saleh (2008), the quantitative researchers also make correlation study. So that, this study used quantitative research. It tried to explain the correlation between to another variable and another variable. Therefore, there were two variables in this study, one was students’ self-efficacy and the other one was the duration of students’ final project writing completion.

## Subject of the Study

According to Arikunto (2006), subject of the study is the central thing of the study. With the subject, people can research the needed data. The subject of this

research was the students of English Education and English Literature of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) who were doing the final project in the academic year 2017/2018 especially the students of semester 7 and 8.

## Population and Sample

According to Arikunto (2006), population is the sum total in the study while sample is the representative of the population observed. In addition, Sugiyono (2007) states that sample is part of amount and characteristic had by population. The detail information about population and sample can be seen in the following sub chapters:

### Population

In conducting a research, it is very necessary to discuss about population. According to Dornyei (2007), the population is the group of people whom the study is about. The population in this study were students who were doing final project in 2017/2018 especially the students of semester 7 and 8 of English Education Department and English Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA).

### Sample

According to Gay and Airasian (2000) that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. A sample comprises the individuals, items, or events selescted from larger group refered to as a population. It means that draw inference of research is represented of pupulation. Thus, sample must be homogeneous which obviously reflects the population.

Since the numbers of the population in this study do not have the absolut numbers, which are the numbers of the students are about 30 students or more, then the sampling technique in this study will use convenience sampling. According to Etikan et al., (2015), convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. The convenience sampling is used in this study because the writer has the criterion of the sample which are the students who are doing final project at the 7 and 8 semester of Language and Communication Science Faculty students of UNISSULA in the academic year 2017/2018. Therefore, the use of convenience random sampling here is aimed to get the criterion target to be the sample from the population.

## Variable

Variable is the object of the study that becomes the concern of the study. In this correlational study, there are two variables. The first is self-efficacy, and the second is the duration of final project completion. In this research, the writer wants to find the possitive correlation between students’ self-efficacy and the duration of final project completion, whether self-efficacy has a correlation to the final project completion or not.

## Instrument of Collecting Data

The instrument is kind of tool for collecting the data which is needed (Saleh, 2008). The form of instrument can be in a questioning list (polling, questionnaire, observation sheet, interview records, experimental, test, and so forth). The data for this study will collect by using two instruments. The first instrument is observation sheet, the second instrument is questionnaire. The function of collecting the data is to determine the result of the research. The following presents the description of these instruments :

1. Observation Sheet

Observation sheet here is a sheet to to know the estimated duration of the duration of students’final project writing completion. Thus, to make easier to collect the data, the table of observation sheet of the duration of students’ final project writing completion has been listed in the questionnaire sheet.

1. Questionnaire

According to Saleh (2008), questionnaire is used frequently for collecting the data as tool, especially when the data to be collected is in the form of ideas, opinion, or personal experiences of the research subject. Arikunto (2006) defines a questionnaire as a number of questions, which are used to gain information from respondents about the respondents themselves, or their knowledge, belief, etc.

According to Nurgiyantoro (2008), based on the way to answer the questions, there are two types of questionnaire items. They are *open ended questionnaire* and *closed ended questionnaire*. Open ended questionnaire allowed the respondents to express their ideas by writing their answers freely on provided blank space (Nunan, 1992). In addition, Glerum et al. (2013), stated that open ended questionnaire reﬂects better respondents’ conception of a construct. It provided the possibility to the respondents to give their opinion widely about the question. While in close ended questionnaire, the question guided the respondents to give answers based on the writer limitation answers that has been provided. The respondents only chose the best answer based on their opinion. Hence, the aim of questionnaire in this study was used for collecting the information about self-efficacy of the students in doing the final project writing.

In collecting the data, the writer used closed ended questionnaire to measure the students’ self efficacy. The closed ended questionnaire is used to guide the respondents’ opinion based on the statement into a Likert Scale. Sugiyono (2014) proposed that the Likert Scale is used to measure the attitudes, opinions, and perceptions of a person or group of social phenomena. The following is a table example of questionnaire. Therefore, to avoid the students’ difficulties in responding the questionnaire, the questionnaire was written in Bahasa Indonesia. The complete form of the questionnaire can be seen in the appendix 1.

**Table 3.1**

**Example of Questionnaire**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Item** | **SS** | **S** | **N** | **TS** | **STS** |
| 1. | Saya selalu memotivasi diri saya sendiri untuk menyelesaikan skripsi. |  |  |  |  |  |
| 2. | Saya selalu bersemangat mengerjakan skripsi meskipun berkali-kali revisi. |  |  |  |  |  |
| 3. | Saya selalu bersemangat mengerjakan skripsi meskipun berkali-kali revisi. |  |  |  |  |  |

Information

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

In this study, the writer will take from several indicators, namely personality factors (people’s behavior, their mindset, emotional reactions, active domain and motivation), social cultural factors (attitutes, social distance and culture in the classroom), personal factor in foreign language acquisition (grammar and vocabulary) and cognitive (affective dimension of the learning process). The indicators of the questionnaire is shown below :

**Table 3.2**

**Indicators of the Questionnaire**

|  |  |  |
| --- | --- | --- |
| **No** | **Indicators** | |
| 1. | Personality Factors  (Brown, 2001) | * People’s behavior * Their mindset * Emotional reactions * Active domain * Motivation |
| 2. | Social Cultural Factors  (Brown, 2001) | * Attitudes * Social distance * Culture in the classroom |
| 3. | Social Cultural Factors  (Adwani & Shrivastava, 2017) | * Grammar * Vocabulary |
| 4. | Cognitive  (Bandura, 1994) | * Affective dimension of the learning process |

## Validity and Reliability

A good research has certain qualifications, one ofthem depending on instruments that is used to measure variables which are involved. At least good instruments must have validity and reliability.

### Validity of the Questionnaire

According to Best (1981), validity is the procedure that enables it to determine what it is designed to determine the quality of a data-gathering instrument. Furthemore, Arikunto (2006) argues that an instrument can be categorized as a valid instrument ifitcan be used to measure what should be measured accurately. In this research, the validity of students’ self-efficacy questionnaire will provide by using Pearson Product Moment correlation formula. Hence, the score of each item and also the total score will calculate to find out their correlation coefficient. The calculation will use SPSS 20.0 application. The formula is shown below:

rxy =

rxy = validity of questionnaire

N = the number of respondents

X = the score of each item

Y = the sum of score of each item

(Arikunto, 2006)

### Reliability of the Questionnaire

According to Setiyadi (2006), reliability is consistency of questionnaires on how far the questionnaires measure similar subjects in different time, but still show fixed result.

To calculate the reliability of the instrument of this study, the study used Cronbach’s Alpha Reliabilities Formula for the internal consistency. The researcher will find how many items scale of internal consistency can be used and it will find by the SPSS analysis to check the reliable. Setyadi (2006) states that if the cronbach’s alpha score is >0.7, it means that the reliability of the items is accepted and can be used. In addition, the formula of Cronbach’s Alpha is as follows:

r11 =

r11 = reliability of questionnaire

k = number of questionnaire item

m = the sum of item variance

V = total variance

(Arikunto, 2006)

## Data Normality

In quantitative reasearch, data normality is one of essential points in statistics. The purpose of measuring data normality is to determine whether the instrument can be distributef in the whole population or not. Therefore, it is important before calculating the variables to conduct measuring.

In calculating data normality, the data can mention normal if the data have the probability or p > 0.05. Hence, to make easy and more accurate process of calculating the data normality, the researcher use One-sample Saphiro Wilk of SPSS 20.0 to calculate the normality. In addition, Saphiro Wilk is usually used when the total of respondents is >50.

## Data Analysis

In analyzing the data, the writer will try to find out the correlation between self-efficacy and the duration of students final project writing. The writer will analyze the scores of the respondents based on their answers using Likert scale. The writer will use Likert Scale which has 5 degrees or answers. The response options are credited 5, 4, 3, 2 and 1 for absolutely disagree statement. The Likert Scale used to gain the total score of the answers of each respondent.

**Table 3.3**

**Data Analysis**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Respondents** | **The Items** | | | | | | | | | | | | **Total** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1 | 01 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 4 | 5 | 4 | 3 | 2 | 43 |
| 2 | 02 | 3 | 3 | 4 | 3 | 2 | 5 | 4 | 4 | 3 | 4 | 5 | 2 | 42 |
| 3 | 03 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 4 | 3 | 5 | 4 | 2 | 49 |

After getting the scores of students’ self-efficacy and the duration of students’ final project writing, the writer will correlate the two variables’ score using Pearson Product Moment formula. The formula is as shown as below:

rxy =

fxy = correlation coefficient between x and y

N = total number of students’

= sum of the students’ self-efficacy

= sum of the duration of students’ final project

= sum of the squared amount of students’ sel-efficacy

= sum of the squared amount of the duration of students’ final project

= the squared of the sum of the self-efficacy

= the squared of the sum of the duration of students’ final project

(Arikunto, 2006)

Actually, the process of analyzing data will be counted and arranged using SPSS version 20.0. In the step of analyzing the data, the writer will count the data by inputing the data to the SPSS program, then do the correlational test. The correlational test is done by inputing the data to the column and analyzing the data in the column. After inputing the data, then the data will be shown by cliking data view to show the data. When the data has been shown, the data will be analyzed by clicking analyze button, correlate, and then bevariate. At the next step, all of the variables on the variable column will be added. Therefore, to check the coefficient of the correlation, then the writer will use Pearson Product Moment on the SPSS, then test of significance, and the writer will click. Before ending the analysis, the writer will end by clicking the flag significant correlation, then the result of the analysis will be shown. Therefore, the nature of the correlation can be found after the coefficient of the correlation found. At the last, the study can be stated whether has the positive or negative correlation of self-efficacy and the duration of students’ final project writing completion.

# 

**RESEARCH FINDING AND DISCUSSION**

Findings and data discussions in this chapter consists of Description of Respondents, Validity and Reliability of Instruments, Data Analysis, Correlation Analysis and Discussion.

## Description of the Respondent

This study was conducted at students of English Education and English Literature of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) Semarang who are doing the final project in the academic year 2017/2018 especially the students of semester 7 and 8 from 19th to 27th April, 2018. The number of sample of respondents was 33 students. It consisted of 6 male and 27 female, there were 8 students from English Literature Department and 25 students from English Education Department. The table 4.1 of biodata summary can be seen below :

**Table 4.1**

**Summary of Data Respondents**

|  |  |  |
| --- | --- | --- |
| SEX | Male | 6 |
| Female | 27 |
| STUDY PROGRAM | English Education | 25 |
| English Literature | 8 |
| TOTAL | 33 | |

## Validity and Reliability of Questionnaire Instrument

The instruments can be used to conduct the study if the data which are obtained can answer the research question. Therefore, calculating the scores of validity and reliability is needed. This study used SPSS version 20.0 as the tool to calculate both validity and reliability. Pearson Product Moment was used to measure validity and Cronbach’s Alpha was used to measure reliability.

### Validity of the Questionnaire

In collecting the data, the writer used closed ended questionnaire and summed up the item credit of the answers. As mentioned in the previous chapter, each items has five options for the statements: “Strongly Agree” or *Sangat Setuju* (SS) which is credited 5 points, “Agree” or *Setuju* (S) which is credited 4 points, “Neither Agree nor Disagree” or *Netral* (N) which is credited 3 points, “Disagree” or *Tidak Setuju* (TS) which is credited 2 points and “Strongly Disagree” or *Sangat Tidak Setuju* (STS) which is credited 1 point.

Self-efficacy is discussed in 20 items of the questionnaire from several indicators namely personality factors (active domain, motivation, people’s behavior, their mindset and emotional reactions) that mentioned by Brown (2001), social cultural factors (attitutes, social distance and culture in the classroom) that mentioned by Brown (2001), personal factor in foreign language acquisition (grammar and vocabulary) that mentioned by Adwani & Shrivastava (2017) and cognitive (affective dimension of the learning process) mentioned by Bandura (1994).

Pearson Product Moment Correlation formulas in SPSS 20.0 was used to measure validity of the test. When Pearson Correlation Sig (2-tiled) value is bigger than the score of the *r*table, as an item considered is valid. In this case for the number of sample (N) is 33, *r*table is 0.344. In this research, self-efficacy questionnaire test consisted of 20 items which shared to the respondents. After the data had been calculated by using Pearson Product Moment correlation formula, the result showed that there were 2 invalid items and 18 valid items. Those were question number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19. (see appendix 7). Below is the description of the result.

**Table 4.2**

**Validity of the Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Indicators** | **Number of Item** | |
| **Valid** | **Invalid** |
| 1 | Personality factors (active domain, motivation, people’s behavior, their mindset and emotional reactions) | 1,2,4,5,7,10,  11,12,14,16,  18,19 | 9,20 |
| 2 | Social cultural factors (attitutes, social distance and culture in the classroom) | 13 |  |
| 3 | Personal factor in foreign language acquisition (grammar and vocabulary) | 8,17 |  |
| 4 | Cognitive (affective dimension of the learning process) | 3,6,15 |  |
| Total | | 18 | 2 |

### Reliability of Self-Efficacy Questionnaire

Reliability is also an important characteristic of a good instrument. The reliability of the instrument was measured by using Cronbach’s Alpha in SPSS 20.0. According to Setyadi (2006), if the Cronbach’s Alpha score is >0.7, it means that the reliability of the items is accepted and can be used.

The result showed that Cronbach’s Alpha was 0.854. Therefore, the value of Cronbach’s Alpha was bigger than 0.7 or 0.854 > 0.7, so the instrument was reliable, it covered to measure the respondents of students’ self-efficacy. The table of result of output of SPSS 20.0 can be seen below :

**Table 4.3**

**Reliability Statistics of the Students’ Self-Efficacy**

|  |  |
| --- | --- |
| Cronbach's Alpha | N of Items |
| .854 | 18 |

## Validity of Observation Sheet Intrument

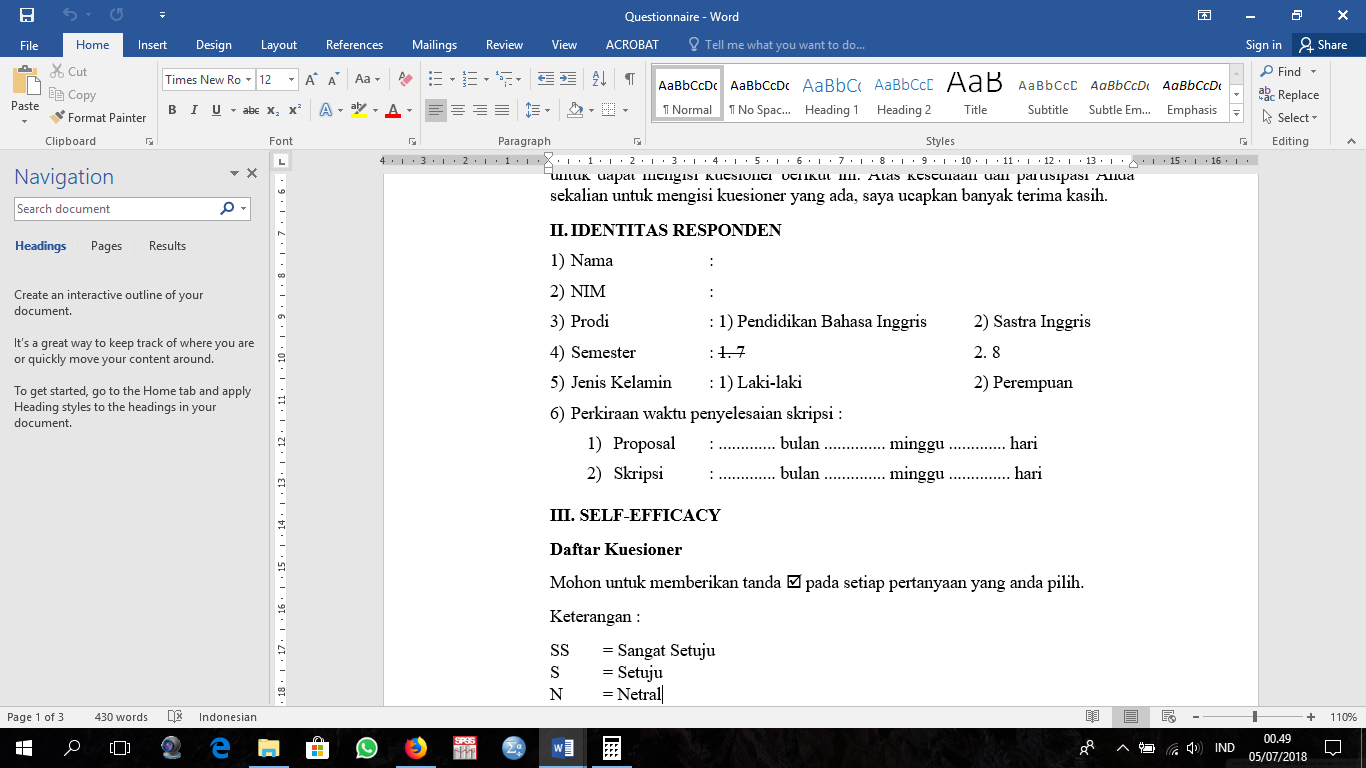
Based on validity point of view, the data from the observation sheet of the duration of students’ final project writing can be categorized valid because it was taken and filled directly from the sample of students who fill the questionnaire with the estimated time of the final project completion.

### The Duration of Students’ Final Project Writing Completion Data

Before filling out the questionnaire, students must fill in the estimated time in doing the final project, which was the estimated time in working on the proposal and the final project. Below is the model to collect the data of duration of students’ final project writing.

**Table 4.4**

**The Duration of Students’ Final Project Writing Completion**

****

For additional information, the table of observation sheet of the duration of students’ final project writing completion was listed in the questionnaire sheet. It is intended to facilitate the collection of data simultaneously. After the data has been collected, then the researcher has converted the estimated time of the final project to be the number of days before doing data analysis. The data of the the duration of students’ final project writing are as stated below.

**Table 4.5**

**Table of the Duration of Students’ Final Project Writing Completion**

|  |  |  |
| --- | --- | --- |
| **No** | **Total of Days** | **Total Respondent** |
| 1 | 164 | 1 |
| 2 | 180 | 1 |
| 3 | 210 | 4 |
| 4 | 220 | 1 |
| 5 | 231 | 1 |
| 6 | 240 | 3 |
| 7 | 256 | 1 |
| 8 | 264 | 1 |
| 9 | 270 | 6 |
| 10 | 277 | 1 |
| 11 | 280 | 1 |
| 12 | 284 | 1 |
| 13 | 286 | 1 |
| 14 | 291 | 1 |
| 15 | 300 | 4 |
| 16 | 307 | 1 |
| 17 | 321 | 1 |
| 18 | 328 | 1 |
| 19 | 330 | 1 |
| 20 | 344 | 1 |
| **Total** | | **33** |

Based on the data of the duration of the students’ final project completion, the students were able to finish the final project in various of durations time. They were 164, 180, 210, 220, 231, 240, 256, 264, 270, 277, 280, 284, 286, 291, 300, 307, 321, 328, 330, and 344 days. From the data, it can be seen that the fastest duration time of students’ final project completion was 164 days while the longest was 344 days. In addition, the data showed that mostly of the students could finish the final project in 270 days with the total of respondents were 6 respondents.

From the data above, the researcher also calculated the data using SPSS verse 20.0. The data found that the highest score was 10.00. The lowest score was 8.53. The mean was 9.2283, and the standard deviation was 0.36440.

**Table 4.6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | | |
|  | N | Minimum | Maximum | Mean | Std. Deviation | |
| The duration of students’ final project writing completion | 33 | 8.53 | 10.00 | 9.2283 | .36440 | |
| Valid N (listwise) | 33 |  |  |  |  | |

This calculation was based on the duration of the students' final project writing completion. The total number of days was converted into months, then changed in the form of interval data. So that, the interval data of each respondent has been presented in the appendix 6.

## Data Analysis

In this case, the researcher has obtained the results of the data from 7 and 8 semester of English Education Department and English Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) especially students who were finishing the final project. To test the correlation, the data should be normally distributed. So that, the researcher has done the normality test before doing the correlation test.

### Data Normality

The writer had to measure the data normality before both students’ self efficacy and the duration of final project writing competion data were calculated. If the data is normal, the result of the study can be generelized to the whole population. The data normality was calculated by Shapiro-Wilk Test SPSS 20.0. Shapiro-Wilk Test was used because the sample of the data collection was smaller than 50. The null hypothesis says if the value of The Saphiro-Wilk Test is bigger than 0.05, so the data is normal. If the value of of the Saphiro-Wilk Test is smaller than 0.05, so the data is not normal. Table 4.5 below shows the normality distribution.

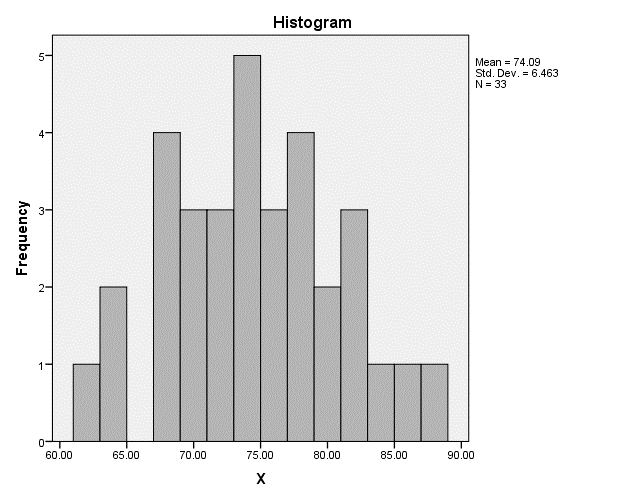
**Table 4.7**

**Tests of Normality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| Statistic | Df | Sig. | Statistic | df | Sig. |
| Students Self-Efficacy | ,084 | 33 | ,200\* | ,980 | 33 | ,788 |
| The Duration of Students’ Final Project Wriitng Completion | ,057 | 33 | ,200\* | ,987 | 33 | ,948 |
| \*. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

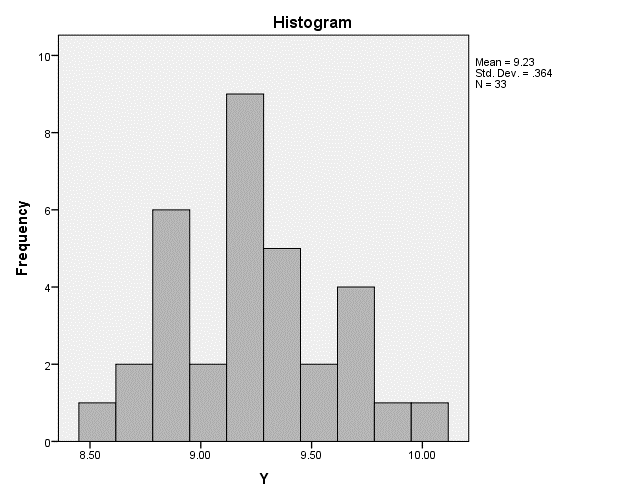
The table above showed that Sig (2-tailed) 0.788 for students’ self-efficacy and 0.948 for the duration of students’ final project writing completion. The score of The Saphiro-Wilk of students’ self-efficacy is bigger than 0.05, so H0 is accepted. And also, the value of the duration of students’ final project writing completion is bigger than 0.05, therefore, H0 is accepted. It can be concluded that the data distribution of both the students’ self-efficacy and the duration of students final project writing completion were normal. The diagram of the data results as follows:

**Figure 4.1**

**Frequency of Normal Distribution of the Students’ Self-Efficacy**

**Figure 4.2**

**Frequency of Normal Distribution of The Duration of Students’ Final Project Writing Completion**



### Data Linearity

Next, the writer analyzed linearity of the data to know whether the data to be correlated is linier. The writer used table anova. The null hypothesis says if the value of Deviation from linearity is bigger than 0.05, it means that the data is linier. If the value of Linearity is smaller than 0.05, so the data is not linier. Table 4.8 below shows the linearity of the data.

**Table 4.8**

**Test of Linearity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ANOVA Table** | | | | | | | |
|  | | | Sum of Squares | df | Mean Square | F | Sig. |
| Self-Efficacy \* The Duration of Students’ Final Project Writing Completion | Between Groups | (Combined) | 1582.820 | 20 | 184.512 | 5.521 | .001 |
| Linearity | 1499.876 | 1 | 1499.876 | 48.016 | .000 |
| Deviation from Linearity | 186.046 | 19 | 32.802 | .746 | .759 |
| Within Groups | | 538.875 | 12 | 28.776 |  |  |
| Total | | 2721.667 | 32 | - |  |  |

The table above shows that sig is 0.746. The score of Deviation from Linearity is bigger than 0.05, thus, H0 is accepted. It means that the relationship between self-efficacy and the duration of students’ final project writing completion is linier.

## Correlation Analysis

After the data have been proven normal, the next step the researcher analyzed correlation between both of the data students’ self-efficacy and the duration of students’ final project writing completion.

The main goal of this study is to find out whether there is or there is no correlation between self efficacy and the duration of students’ final project writing completion. The statistics parametic was used to analyze the correlation in this study. Thus, the Pearson’s product moment in SPSS 20.0 was used to compute correlation between the two variables.

The data to compute the correlation between self-efficacy and the duration of students’ final project writing completion can be obtained in appendix pages. From the data we will find out the values. Then, the data above is put in the formula of Pearson Correlation and the result is as follows:

**Table 4.9**

**Correlation Between Self-Efficacy and The Duration of Students’ Final Project Writing Completion**

**Correlations**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Students’ Self-Efiicacy | The Duration of Students’ Final Project Writing Completion |
| Students’ Self-Efiicacy | Pearson Correlation | 1 | ,994\*\* |
| Sig. (2-tailed) |  | ,000 |
| N | 33 | 33 |
| The Duration of Students’ Final Project Writing Completion | Pearson Correlation | ,994\*\* | 1 |
| Sig. (2-tailed) | ,000 |  |
| N | 33 | 33 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

The pearson correlation showed that the correlation between the students’ self-efficacy and the duration of students’ final project writing was at 0.994. Because the value of *r* table with N = 33 and the 5% significant level is 0.344, so the result shows that there is a correlation between self-efficacy and the duration of students’ final project writing completion.

Correlation is an effect size and the researcher can describe the strength of the correlation using the guide from Sugiyono (2014) suggests the interpretation of the correlation coefficient. Table 4.10 below shows the interpretation of the correlation coefficient.

**Table 4.10**

**Interpretation of the Correlation Coefficient**

|  |  |
| --- | --- |
| **Correlation Coefficient** | **Interpretation** |
| 0.00 – 0.199 | Very Weak |
| 0.20 – 0.399 | Weak |
| 0.40 – 0.599 | Moderate |
| 0.60 – 0.799 | Strong |
| 0.80 – 1.000 | Very Strong |

The value of coefficient correlation is 0.994. It is between 0.800 – 1.000. It means that the degree of significant relationship is very strong. Thus, the significant relationship of self efficacy and the duration of students’ final project writing completion was very strong.

## Discussion

The data normality explains that both students’ self-efficacy and the duration of students’ final project writing completion have the normal distribution. It means that the result of this study can be generalized to the whole population. Thus, statistics parametric was used to analyze the correlation between self-efficacy and the duration of students’ final project writing completion.

The result of analysis answers the research questions as mentioned in chapter I : “is there any relationship between self-efficacy and the duration of students’ final project writing completion of the students of English Education and English Literature of Sultan Agung Islamic University (UNISSULA) in 2017/2018?”. Pearson correlation test shows that the correlation coefficient is 0.994. It belongs to interval 0.800 – 1.000. It means that there is a positive correlation between self-efficacy and the duration of students’ final project writing and (H0) is rejected. Therefore, generally the duration of students’ final project writing completion at 7th and 8th semesters of English Education and English Literature Students of Sultan Agung Islamic University (UNISSULA) in 2017/2018 is influenced by students’ self-efficacy. Thus, the nature of relationship between self-efficacy and the duration of students’ final project writing completion can be categorized as very strong level.

Therefore, the researcher may conclude that the relationship between self-efficacy and the duration of students' final project writing completion is reciprocal. The researcher can draw inference that the more learners who have high self-efficacy believe, the higher the possibility they can complete the final project faster. As mentioned in the previous chapter, Bandura (1992) in Hashemnejad et al., (2014) states that the learners who have high self-efficacy believe that they can find a solution and solve the problem because they have created an idea. They feel confident that their competency will be better when they work hard. They always believe that the result they get in accordance with their effort, and they consider a mistake as a lesson.

# 

**CONCLUSION AND SUGGESTION**

In this chapter, the writer presents the conclusion. Besides that, the suggestion for the the lecturers and final projects’ supervisors, students, further researchers and readers are also presented.

## Conclusion

Based on the results of the discussion on the previous chapter, it can be concluded that there is correlation between self-efficacy and the duration of students’ final project writing completion of 7th and 8th semesters of the students of English Education and English Literature of Language and Communication Science Faculty of Sultan Agung Islamic University (UNISSULA) in 2017/2018. It was proven that there was a significant correlation between both of data. The result showed that the coefficient correlation was bigger than the score of *r* table or 0.994 > 0.344. The coefficient correlation value was 0.994, it is between 0.800 – 1.000. It means that there is a high degree of significant correlation between the self-efficacy and the duration of students’ final project writing completion. From that result, the null hypothesis (H0) is rejected and the research hypothesis (H1) is accepted. Thus, their self-efficacy highly correlating to the duration of students' final project writing completion.

## Suggestions

After describing and concluding the results of this study, therefor the writer would like to give suggestion for:

The Lecturers and Final Projects’ Supervisors

The lecturer should be able to provide more motivation about the meaning of self-efficacy beliefs, especially to students who are completing the final project. In this case, the importance of lecturers and final projects’ supervisors in supporting the completion of the students’ final project is very crucial because each individual has a different level of self-efficacy, some of them have high self-efficacy and some of them also have low self-efficacy. Students with high self-efficacy may find it easier to complete the final project, but students with low self-efficacy are worried to be late in completing the final project. In some cases, many students who tend to have low self-efficacy do not finish their final project. Thus, the importance of final projects’ supervisors and lecturers’ role are also very necessary.

For the Students

The students are expected to be able to develop their own self-efficacy, in order to be higher or better self-efficacy. Thus, students are better prepared to work on and finish the final project. So that, the students are not easily discouraged in facing the challenges of final project completion.

Students are expected to be able to better prepare their self-efficacy, so they can be better prepared in doing the final project. For the reason, the higher self-efficacy, the faster of students to completing their final project.

For Further Researchers

The people who are going to make a research related to this research should make a better improvement in researching. Since this research is only about the relationship between self-efficacy and the duration of students’ final project completion, so that another method of research are expected to do another aspects related to this study, and also to provide more sources in order to give better information.

For the Readers

This study hopefully will give readers experience about self-efficacy and the duration of students’ final project completion. The readers can realize that if they improve their self-efficacy, then all the work will be easier and completed faster, including in completing the final project for the students.

# BIBLIOGRAPHY

Adwani, P., & Shrivastava, S. (2017). Analysis of Factors Affecting Second Language Acquisition. *International Journal of Social Sciences and Management, Vol. 4, Issue-3*.

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Bandura. (1986). *Social foundations of thought and action: A social cognitive view.* Eaglewood Cliffs: Prentice Hall.

Bandura, A. (1982). *Self-efficacy Mechanism in Human Agency.* U.S.A: American Physicologist.

Bandura, A. (1992). Self-efficacy mechanism in socio cognitive functioning. *The American Educational Research Association annual meeting*.

Bandura, A. (1994). *Self-efficacy.* New York: Academic Press.

Bandura, A. (1997). Self-efficacy: The exercise of control. *New York: Freeman*.

Bandura, A. (2000). *Cultivate Self-efficacy for Personal and Organizational Effectiveness .* Oxford, UK: Blackwell.

Best, J. W. (1981). *Research in Education Fourth Edition .* New Jersey: PRENTICE-HALL INC.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Addison Wesley Longman, Inc.

Chea, S., & Shumow, L. (2014). The Relationships Among Writing Self-Efficacy, Writing Goal Orientation, and Writing Achievement. *Language Education in Asia, Volume 5, Issue 2*.

Dornyei. (2007). *Research Method in Applied LInguistics: Quantitative, Qualitative, and Mixed Methodologies.* Oxford: Oxford University Press.

Etikan, I., Abubakar Musa, S., & Sunus, R. (2015). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*.

Felor Hashemnejad, Masoud Zoghi, Davoud Amini. (2014). The Relationship between Self-efficacy and Writing Performance across Genders. *Theory and Practice in Language Studies, Vol. 4,*.

Flores, E. R. (2013). Self-Concept and Self-Efficacy Beliefs as Predictors of Writing Performance of College Freshman Students. *Research Congress 2013*.

Gay, R., L., & Airasian, P. (2000). *Educational Research : Competencies for Analysis and Aplication Sixth Edition.* New York: Practice-Hall, Inc.

Goulão, M. d. (2014). The Relationship between Self-Efficacy and Academic Achievement in Adults’ Learners. *Athens Journal of Education*.

Hami, W. (2011). Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game.

Notoatmodjo, S. (2005). *Mtodologi Penelitian Kesehatan.* Jakarta: Rineka Cipta.

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge: Cambridge University Press.

Nurgiyantoro, B. (2008). *Penilaian dalam Pengajaran Bahasa dan Sastra.* Yogyakarta: PBFE.

Pajares, F. (1996). Self-Efficacy Believes in Academic Settings. *Review of Educational Research, Vol. 66, No. 4*.

Pajares, F. (2003). Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature. *Journal of Reading & Writing Quarterly*.

Pajares, F., & Johnson, M. J. (1994). Confidence and Competence in Writing: The Role of Self -Efficacy, Outcome Expectancy, and Apprehension. *Research in the Teaching of English, Vol. 28, No. 3*.

*Panduan Proposal Writing dan Skripsi.* (2016). Semarang: SA-PRESS.

Peter Airasian, L.R. Gay. (1996). *Education Research Competencies for Analysis and Application.* United States of America: Prentice-Hall.

Richards, J. C., & and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge University Press.

Saleh, M. (2008). *Enam Tradisi Besar Penelitian Bahasa.* Semarang: UNNES PRESS.

Setiyadi, B. (2006). *Metode Penelitian untuk Bahasa Asing.* Yogyakarta: Graha Ilmu.

Sugiyono. (2007). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Bandung: Alfabeta.