

**EXPLORING ACADEMIC WRITING STRATEGIES FOR ON-
TIME THESIS COMPLETION AMONG STUDENTS OF
ENGLISH TADRIS STUDY PROGRAM
THESIS**

This thesis is submitted to fulfill the requirement for “Sarjana” degree in English
Language Education



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**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
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Hal : Pengajuan Sidang Munaqasah

Kepada

Yth. Ibu Dekan Fakultas Tarbiyah IAIN Curup

Di Curup

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga ibu selalu dalam kesehatan dan lindungan dari Allah SWT.
dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting,
maka kami berpendapat bahwa skripsi atas nama **Nur Aulia Nesa Afifah
(22551039)** sebagai Mahasiswa dari Program Studi Tadris Bahasa
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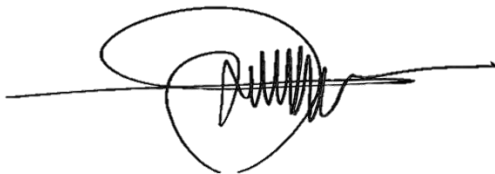
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Curup, Juli 2026

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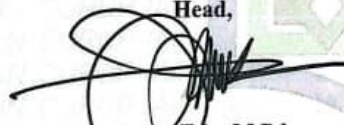
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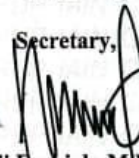
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PREFACE

All praise and gratitude be to Allah SWT, who has given the researcher strength, patience, and guidance in completing this thesis. This thesis is written to fulfill one of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at IAIN Curup.

The topic of this research focuses on the academic writing strategies employed by students to complete their undergraduate thesis on time. The researcher became interested in this topic after observing that many students experience challenges during the thesis-writing process, while some are able to complete their thesis on time despite facing similar difficulties. This encouraged the researcher to explore the strategies they use throughout the writing process.

The researcher hopes that this research will provide useful insights for students in completing their thesis and help lecturers better understand effective academic writing strategies. Although this thesis is far from perfect, the researcher hopes it will serve as a useful reference for future research in the field of academic writing. Finally, the researcher would like to express sincere gratitude to everyone who supported the completion of this thesis. May this thesis be beneficial to all readers and contribute to the improvement of English language education.

Curup, Juli 2026



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This thesis, entitled **“Exploring Academic Writing Strategies For On-Time Thesis Completion Among Students Of English Tadris Study Program”**, is submitted as one of the requirements for obtaining the "Sarjana" degree in the English Tadris Study Program at IAIN Curup. Among all the pages in this thesis, the dedication page is the most meaningful one, because it is here that the writer expresses gratitude that words can hardly convey. *Bismillahirrahmanirrahim*, this thesis is dedicated to:

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every form of sacrifice, both moral and financial. Everything the writer has done until this very moment is solely for Mak's happiness.

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11. **To the writer's close companions**, Amelia Gustina, Izzatunnisa Azzahra, Risma Winda, Risilawati and Titiana Rosa Ananda. Thank you for accompanying the writer through difficult times. Thank you for being an

extraordinary support system, bringing comfort in moments of sadness, giving encouragement when the writer almost lost direction, and making the writer feel less alone. Your presence has become an important part of the writer's life journey. No matter how far distance may separate us one day, the writer will always try to be there for you. May we become the people we have always dreamed of becoming and continue to strengthen one another, even if we are in different places and on different continents.

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information became an important part that helped the writer go through this process with greater strength. May every struggle we have made bring the results we have always dreamed of.

Finally, may Allah SWT reward all kindness and support with abundant blessings. Aamiin.

Wassalamu'alaikum warahmatullahi wabarakatuh.

MOTTO AND DEDICATION

MOTTO

"There is always a price to pay in every process. Others will never truly understand the struggles and difficult times we endure; all they want to know is the success story. Fight for yourself, even when no one is there to applaud. Someday, our future self will be immensely proud of what we are fighting for today."

DEDICATION

This thesis is proudly dedicated to my beloved parents, Mr. Johan Sapri and Mrs. Nengsi Sahara, for their heartfelt sincerity, ceaseless prayers, endless efforts, and invaluable encouragement.

ABSTRACT

Nur Aulia Nesa Afifah : Exploring Academic Writing Strategies For On-Time Thesis Completion Among Students Of English Tadris Study Program

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Advisor : Sarwo Edy, M.Pd

Co-Advisor : Meli Fauziah, M.Pd

This research investigated the academic writing strategies used by undergraduate students to complete their thesis on time at the English Tadris Study Program of IAIN Curup. A descriptive qualitative approach was adopted to explore the strategies used throughout the thesis-writing process. The participants were thirteen students from the 2021 cohort who had successfully completed their thesis within the expected study period. They were selected to identify the strategies employed and describe their application during the thesis-writing process. Data were collected through semi-structured interviews responses developed based on the framework of McLean, and were analyzed using thematic analysis. The findings revealed that students applied academic writing strategies across four main dimensions: the writing process, time management, goal setting, and the use of college resources. The findings also showed that these strategies were implemented through a variety of specific actions, including prewriting, outlining, drafting, revising, editing, managing writing schedules, setting goals, and utilizing academic support from supervisors, thesis guidelines, previous theses, and library resources. Additionally, the study identified two emergent strategies, namely AI-assisted writing and digital tools, as well as peer and collaborative support, which were applied flexibly based on students' needs, supervisor feedback, deadlines, and personal conditions. The findings indicate that the application of these academic writing strategies served as valuable resources that helped students organize ideas, manage time, and maintain systematic and independent progress throughout the thesis-writing process.

Keywords: *Academic Writing Strategies, English Tadris Students, IAIN Curup, On-Time Thesis Completion, Thesis Writing.*

LIST OF CONTENTS

COVER

Pengajuan Sidang Munaqasah.....	i
STATEMENT OF OWNERSHIP	ii
PREFACE.....	iii
ACKNOWLEDGMENT	iv
MOTTO AND DEDICATION	ix
ABSTRACT	x
LIST OF CONTENTS	xi
LIST OF TABLES	xiii

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Research Question.....	8
C. Objectives of the Study	8
D. Significances of the Study.....	9
1. For Students.....	9
2. For Lecturers.....	9
3. For Readers.....	9
E. Delimitation of the Study.....	10
F. Definition of the Key Terms.....	11
1. Academic Writing Strategies.. ..	11
2. Thesis Writing	11
3. On-Time Thesis Completion	11
G. Thesis Organization	12

CHAPTER II LITERATURE REVIEW

A. Review of Related Theories	14
1. Academic Writing	14
a. Definition of Academic Writing.....	14
b. Characteristics of Academic Writing.....	16
c. Academic Writing Process.....	18
d. Academic Writing Conventions	21
e. Academic Writing Strategies	24
f. The Implementation of Academic Writing Strategies in Thesis Completion.....	31
2. Thesis Writing.....	35
a. Definition of Thesis Writing	35
b. Components of a Thesis	39
c. Thesis Writing Process	42
d. On-Time Thesis Completion.....	43
B. Review of Related Findings	45

CHAPTER III RESEARCH METHODOLOGY

A. Kind of the Research.....	49
B. Subject of the Research	50
C. Technique of Collecting Data	51
1. Interview.....	52
D. Instrument of the Research.....	53

1. Interview Guidance 1	51
2. Interview Guidance 2	52
E. Technique of Data Analysis	59
1. Familiarization with the Data	60
2. Generating Initial Codes.....	60
3. Searching for Themes.....	60
4. Reviewing Themes.....	61
5. Defining and Naming Themes	61
6. Interpreting and Reporting the Findings	62
F. Trustworthiness.....	61
CHAPTER IV FINDING AND DISCUSSION	
A. Findings.....	64
1. Academic Writing Strategies Employed by English Tadris Students to Achieve On-Time Thesis Completion.....	65
2. The Application of Academic Writing Strategies throughout the Thesis Writing Process to Facilitate On-Time Completion.....	77
B. Discussion.....	90
1. Academic Writing Strategies Employed by English Tadris Students to Achieve On-Time Thesis Completion	92
2. The Application of Academic Writing Strategies throughout the Thesis Writing Process to Facilitate On-Time Completion.....	94
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	98
B. Suggestion	100
1. For Students	100
2. For Lecturers and Thesis Supervisors	101
3. For English Tadris Study Program.....	101
4. For Future Researchers.....	101
REFERENCES	103
APPENDICES	

LIST OF TABLES

Table 2.1	28
Table 2.2	33
Table 3.1	52
Table 3.2	54
Table 4.1	63
Table 4.2	71
Table 4.3	75
Table 4.4	84

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. This section provides the foundation of the study, which includes the research background, research questions, research objectives, research significance, scope of the study, definition of key terms, and thesis organization. Through this chapter, readers are expected to understand the rationale, focus, and direction of the research before entering the theoretical and methodological discussions in the following chapters.

A. Background of the Study

Higher education plays a crucial role in developing students' academic competence, particularly in fostering critical thinking, research literacy, and academic communication skills. In the 21st century learning framework, universities are not only expected to transmit knowledge but also to cultivate higher-order thinking and independent learning skills that prepare students for professional and scholarly engagement.

According to John Biggs and Catherine Tang in *Teaching for Quality Learning at University*, effective higher education emphasizes constructive alignment, where learning outcomes, teaching activities, and assessment tasks are integrated to develop deep learning and academic competence.¹ Within this framework, thesis writing functions as a culminating academic task that measures students' ability to integrate knowledge, apply research methodology, and communicate findings systematically.

¹ Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university* (5th ed.). McGraw-Hill Education.

In the Indonesian higher education context, completing a thesis (skripsi) is a compulsory requirement for undergraduate graduation, serving as formal evidence that students have achieved the expected academic standards and research competence. Furthermore, academic writing skills are central to successful thesis completion because a thesis represents the highest form of academic writing at the undergraduate level. It requires students to demonstrate argumentation, coherence, citation accuracy, and engagement with scholarly sources.

Recent perspectives on academic literacy, such as the model proposed by Mary Lea and Brian Street emphasize that academic writing is not merely a technical skill but a social and cognitive practice shaped by disciplinary conventions.² In addition, research on self-regulated learning by Barry Zimmerman highlights that successful academic performance, including thesis writing, depends on students' ability to plan, monitor, and evaluate their own learning processes.³ Therefore, mastering academic writing is essential not only as a graduation requirement but also as a reflection of students' academic maturity and readiness to contribute to scholarly discourse.

Academic writing in the English Study Program requires students to master specific conventions that distinguish it from general writing. Academic texts are characterized by the use of formal language, structured organization, logical argumentation, critical thinking, and accurate

² Lee, I. (2017). Classroom writing assessment and feedback in L2 school contexts. *TESOL Quarterly*, 55(3), 713–735

³ Zimmerman, B. J. (2011). Self-regulated learning and academic achievement: An overview. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 1–15)

referencing systems. Students are expected to construct coherent paragraphs, develop clear thesis statements, and support arguments with credible scholarly sources using standardized citation styles such as APA or MLA.

According to Ken Hyland, academic writing is a socially situated practice that reflects disciplinary expectations, where writers must demonstrate authority, stance, and engagement with prior research.⁴ This perspective highlights that academic writing is not merely about grammar accuracy but about participating in academic discourse communities. In the context of English Tadris, where students are trained to become future English teachers, academic writing competence is essential because it reflects both linguistic proficiency and scholarly capability.

However, writing in an English as a Foreign Language (EFL) context presents additional demands and challenges. Students must express complex ideas in a second or foreign language while simultaneously applying research principles. Linguistic challenges often include grammatical inaccuracies, limited academic vocabulary, and difficulties in achieving coherence and cohesion. Research-related challenges involve synthesizing literature, designing appropriate methodologies, and presenting data analysis systematically. Moreover, psychological factors such as low motivation, writing anxiety, and procrastination frequently influence students' progress in completing academic texts.

⁴ Hyland, K. (2019). *Teaching and researching writing* (3rd ed.). Routledge.

Recent research in EFL academic writing by Icy Lee emphasizes that L2 writers often struggle due to the interaction between language proficiency and cognitive academic demands.⁵ Additionally, studies on writing anxiety in higher education after 2020 show that affective factors significantly impact writing performance and productivity. Therefore, English Tadris students face multidimensional challenges linguistic, academic, and psychological that may influence their ability to complete thesis writing successfully and on time.

Delayed thesis completion has become a common phenomenon in higher education, particularly at the undergraduate level where students are required to complete an independent research project as a graduation requirement. Many students experience extended study periods due to difficulties in managing the complexity of thesis writing, which demands sustained academic engagement over a long period. Recent discussions on student persistence and completion in higher education emphasize that timely graduation is closely related to academic preparedness and self-management skills.

According to Vincent Tinto, student completion is influenced not only by institutional factors but also by students' academic integration, self-efficacy, and engagement with academic tasks.⁶ In the context of thesis writing, delayed completion often reflects deeper issues related to writing competence and learning regulation rather than merely external obstacles.

⁵ Lee, I. (2017). Classroom writing assessment and feedback in L2 school contexts. *TESOL Quarterly*, 55(3), 713–735

⁶ Tinto, V. (2012). *Completing college: Rethinking institutional action* (2nd ed.). University of Chicago Press.

Several factors contribute to late thesis completion. Poor writing management, such as the inability to set realistic writing schedules or break tasks into manageable sections, often leads to procrastination. A lack of clear academic writing strategies such as planning, outlining, drafting, and revising systematically can make the writing process overwhelming. In addition, low self-regulation, as explained in self-regulated learning theory by Dale H. Schunk, limits students' ability to monitor progress, maintain motivation, and control distractions.⁷ Limited academic literacy, including difficulty understanding research articles and synthesizing sources, further complicates the process.

The consequences of delayed graduation are significant: academically, students may lose momentum and confidence; financially, extended study periods increase tuition and living expenses; and psychologically, prolonged thesis completion may cause stress, anxiety, and reduced academic self-esteem. Therefore, understanding the factors behind delayed thesis completion is crucial in identifying strategies that can support students in finishing their theses on time. Academic writing strategies refer to deliberate and goal-oriented techniques used by students to plan, compose, revise, and manage their academic texts effectively. These strategies help writers control the complex cognitive, linguistic, and organizational demands involved in producing scholarly work. In recent discussions on strategic learning, Rebecca L. Oxford explains that learning strategies are conscious actions

⁷ Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson

chosen by learners to improve performance and regulate their own learning processes.⁸ In the context of thesis writing, academic writing strategies enable students to approach writing systematically rather than intuitively.

Such strategies generally include pre-writing strategies (e.g., brainstorming, planning, and outlining), drafting strategies (developing arguments and organizing paragraphs coherently), revising and editing strategies (reviewing structure, clarity, grammar, and citation accuracy), time management strategies (setting deadlines and writing schedules), and self-regulated learning strategies (monitoring progress, maintaining motivation, and reflecting on feedback). These components indicate that writing is not a single act but a recursive and strategic process.

Strategic writing plays a significant role in improving productivity and efficiency, particularly in long-term projects such as thesis completion. Students who apply structured planning and self-monitoring techniques tend to manage cognitive load more effectively and reduce procrastination. According to Barry Zimmerman, self-regulated learners are more successful because they actively plan, observe, and evaluate their learning performance.⁹ In academic writing research, recent post-2020 studies in EFL contexts show a positive relationship between the use of writing strategies and academic achievement, including improved coherence, stronger argumentation, and faster task completion. Students who consistently apply outlining, goal-

⁸ Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.)

⁹ Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context* .p4

setting, and revision strategies demonstrate higher levels of writing quality and greater confidence in handling academic tasks. Therefore, academic writing strategies can be viewed as a practical and theoretical solution to support students in completing their theses more effectively and on time.

In the context of the English Tadris Study Program at IAIN Curup, the phenomenon of delayed thesis completion can also be observed. Based on the researcher's preliminary observations during informal academic supervision, graduation data for the 2020 cohort (on-time graduation period: 2023–2024) and the 2021 cohort (on-time graduation period: 2024–2025) were obtained from the English Tadris Study Program at IAIN Curup on December 9, 2025. The data revealed a notable improvement in on-time graduation rates among students in the 2021 cohort. Specifically, 31 out of 36 students graduated on time, compared with only 27 out of 63 students in the 2020 cohort.

In the context of higher education in Indonesia, completing an undergraduate thesis is a mandatory requirement for obtaining a bachelor's degree. Therefore, timely thesis completion is a crucial academic milestone, as it largely determines whether students can graduate within the expected period of study. In other words, students cannot achieve on-time graduation without first completing their thesis on time. In addition, the researcher conducted informal pre-interviews with several students on January 20, 2026, prior to the commencement of this study. The pre-interview findings indicated that students employed various strategies to complete their theses. Therefore, exploring the academic writing strategies used by English Tadris

students at IAIN Curup is important for understanding how some students are able to complete their theses on time while others experience delays.

Based on this phenomenon, the researcher was interested in specifically exploring the academic writing strategies employed by students who successfully completed their theses on time and describing how these strategies were implemented throughout the thesis-writing process to facilitate timely completion. Therefore, this study is entitled “*Exploring Academic Writing Strategies for On-Time Thesis Completion Among Students of the English Tadris Study Program.*”

B. Research Question

Based on the phenomena described above, the researcher formulates the research questions as follows:

1. What academic writing strategies are employed by English Tadris students of IAIN Curup to achieve on-time thesis completion?
2. How are these strategies applied by English Tadris students of IAIN Curup throughout the thesis writing process to facilitate on-time thesis completion?

C. Objectives of the Study

Based on the research questions formulated above, the objectives of this study are:

1. To identify the academic writing strategies employed by English Tadris students of IAIN Curup to achieve on-time thesis completion.

2. To describe how these strategies are applied by English Tadris students of IAIN Curup throughout the thesis writing process to facilitate on-time thesis completion.

D. Significances of the Study

The findings of this study are expected to provide both theoretical and practical contributions to the field of English Language Education, particularly regarding academic writing and thesis management:

1. For Students

This study serves as a practical guide for undergraduate students, especially those in the final years, to understand and adopt effective academic writing strategies. By learning from successful peers who graduated on time, students can better manage their writing process, set realistic targets, utilize available academic and technological resources, and maintain their motivation throughout the thesis writing process.

2. For Lecturers

The results of this study can provide supervisors with insights into the specific strategies and obstacles faced by their students during thesis writing. This understanding allows lecturers to provide more targeted pedagogical support, constructive and staged feedback, and effective guidance that aligns with students' strategic needs.

3. For Readers

This research contributes to the broader body of knowledge regarding academic writing and student success in higher education. It

provides readers, especially researchers and education practitioners, with empirical insights into how academic writing strategies influence the thesis writing process. Furthermore, it serves as a valuable reference for those interested in exploring the intersection between self-regulation, academic support, technology use, and productivity in the context of English as a Foreign Language (EFL).

E. Delimitation of the Study

This research was delimited to examining the academic writing strategies used by graduates of the English Tadris Study Program at IAIN Curup from the 2021 cohort (on-time graduation period: 2024-2025) who completed their undergraduate thesis and graduated on time, specifically within eight semesters. The study focused on identifying the academic writing strategies employed during the thesis-writing process and describing how these strategies were applied at each stage of writing.

Specifically, this research investigated strategies related to organizing ideas, drafting, revising, editing, managing time, setting goals, using academic resources, and maintaining consistency throughout the thesis-writing process. Accordingly, this study did not examine all factors influencing on-time graduation but was limited to academic writing strategies that supported on-time thesis completion. Conceptually, the study was bounded by Scott McLean's Academic Writing Strategies framework, which served as the basis for identifying, categorizing, analyzing, and interpreting the findings.

F. Definition of Key Terms

There are several definition of key terms connected to this study defined by the researcher, those are as follows:

1. Academic Writing Strategies

According to McLean, academic writing is a structured process that involves several stages, including prewriting, organizing ideas, drafting, revising, and editing, all of which help writers develop clear, coherent, and effective written work.¹⁰ In this research, academic writing refers to students' ability to apply these stages systematically in order to produce well-organized and polished college-level writing.

2. Thesis Writing

According to Paltridge and Starfield, thesis writing is a specialized academic writing process in which students produce a long scholarly text for assessment. It requires clear organization, appropriate use of academic conventions, and awareness of disciplinary expectations.¹¹ In this process, students are expected to demonstrate critical understanding, independent inquiry, and appropriate academic language. Thus, thesis writing is not only the final written product, but also a guided process of developing a research-based academic work.

¹⁰ Scott McLean. (2012), *Successful Writing* (Minnesota: University of Minnesota Libraries Publishing, 2012).

¹¹ Paltridge, B., & Starfield, S. (2019). *Thesis and dissertation writing in a second language: A handbook for students and their supervisors* (2nd ed.). Routledge.

3. On-Time Thesis Completion

According to Mosanya et al. timely completion refers to the submission of the thesis for assessment within the time specified by the academic program.¹² In the context of this study, on-time thesis completion refers to students of the English Tadris Study Program at IAIN Curup who successfully completed their undergraduate thesis within one semester after officially registering for the thesis course and graduated within eight semesters, in accordance with the academic regulations of the study program.

G. Thesis Organization

Based on the content of this chapter, which presents the structure of the thesis from Chapter I to Chapter V, here is the suggested thesis organization:

Chapter I presents the introduction of the study, including the background of the study, research questions, research objectives, significance of the study, delimitation of the study, definition of key terms, and thesis organization.

Chapter II presents the literature review, including the review of related theories, previous studies, and the conceptual framework that provides the theoretical foundation for the study.

Chapter III describes the research methodology, including the research design, research setting, research participants, data collection techniques and

¹² Mosanya, A. U., et al. (2022). *Factors associated with the timely completion of doctoral research studies in clinical pharmacy: A mixed-methods study*. PLOS ONE, 17(9), e0274638.

instruments, data analysis procedures, trustworthiness of the data, and research procedures.

Chapter IV presents the findings and discussion of the study. This chapter addresses the research questions by identifying the academic writing strategies employed by the participants and explaining how these strategies were applied throughout the thesis-writing process.

Chapter V presents the conclusions drawn from the findings and discussion, followed by suggestions for students, lecturers and thesis supervisors, the English Tadris Study Program, and future researchers.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature relevant to the research topic, namely “Exploring Academic Writing Strategies for On-Time Thesis Completion Among Students of English Tadris Study Program.” This literature review aims to provide an in-depth understanding of academic writing, academic writing strategies, thesis writing, and the strategies used by students to complete their thesis on time. The discussion in this chapter also presents related theories and previous studies that support the theoretical foundation of this research.

A. Review of Related Theories

1. Academic Writing

a. Definition of Academic Writing

Academic writing is an essential form of writing in higher education that is used to communicate ideas, arguments, analyses, and research findings in a formal and systematic manner. According to Bhandari, academic writing is a formal style of writing used in universities and scholarly publications, commonly found in essays, research papers, journal articles, undergraduate theses, master's theses, and dissertations.¹³ Based on this definition, academic writing is not merely a general writing activity but a scholarly practice that requires clarity, objectivity, logical organization, and the use of credible sources. Therefore, academic writing serves as an essential

¹³ Bhim Lal Bhandari dan Sabina Bhandari (2025), “*Basics of Academic Writing in English*,” *Kaladarpan* 5, no. 1: 84–86.

medium for scholarly communication among students, lecturers, researchers, and academics.

In academic contexts, academic writing requires writers to express their ideas clearly and support their arguments with relevant evidence. Ahmed explains that academic writing involves the processes of generating ideas, selecting relevant information, organizing content, developing arguments, and revising the text to produce a logical and comprehensible scholarly work.¹⁴ This perspective indicates that academic writing is a process requiring not only writing proficiency but also intellectual ability. Consequently, academic writing extends beyond the correct use of grammar and sentence structure to include the ability to construct sound arguments, utilize evidence effectively, and present information in a systematic manner.

Similarly, Dahlen Nordstrom-Sanchez, and Graff argue that *source-based writing* constitutes an integral component of academic writing because writers must draw upon information from multiple sources to fulfill the purposes of academic communication.¹⁵ This implies that academic writing requires writers to read, comprehend, evaluate, and synthesize scholarly sources into their work. As such, academic writing is closely associated with students' ability to use

¹⁴ Ahmed, A. M. (2022). Academic writing: Types, elements, and strategies. *International Journal of Language, Humanities, and Education*, 5(2).

¹⁵ Dahlen, S. P. C., Nordstrom-Sanchez, S., & Graff, N. (2024). At the intersection of information literacy and written communication: Source-based writing in college writing classes. *The Journal of Academic Librarianship*.

references appropriately, avoid unsupported personal opinions, and develop arguments that are academically justifiable.

Based on these perspectives, academic writing can be understood as a structured scholarly writing process that integrates writing skills, critical thinking, and source-based argumentation. In the writer's view, academic writing is particularly important for university students because it develops their ability to think logically, organize ideas systematically, and communicate knowledge in accordance with established academic conventions. Therefore, academic writing is not merely a means of completing academic assignments but also an important instrument for developing students' academic competence in higher education.

b. Characteristics of Academic Writing

Building on its definition, academic writing can be identified through several important characteristics that distinguish it from everyday writing. According to Chauhan, academic writing uses formal written language that is clear, objective, impersonal, and follows specific style and citation conventions.¹⁶ In this view, academic writing is not written based on personal expression alone, but must follow academic rules so that the ideas presented can be understood and evaluated by readers. The use of formal language helps the writer avoid informal expressions, while objectivity

¹⁶ Padam Chauhan (2022), "Fundamentals of Academic Writing: A Literature Review," *Journal of NELTA* 27, no. 1–2 : 95–97.

requires the writer to present arguments based on evidence rather than personal opinion.

In addition, Bhandari explains that academic writing is characterized by a formal tone, planned structure, evidence-based reasoning, and consistent style.¹⁷ These characteristics indicate that academic writing must be carefully organized from the beginning to the end of the text. In the writer's view, a planned structure is important because it helps readers follow the development of ideas logically. For example, an academic text should move from the introduction of a topic, explanation of relevant theories, discussion of evidence, and finally to a conclusion. Without a clear structure, the writing may become difficult to understand even if the ideas are relevant.

Academic writing is also commonly marked by density, abstraction, objectivity, rigor, and structure, as highlighted in a review of Fang's work.¹⁸ These characteristics show that academic writing often contains complex ideas and discipline-specific terms. Therefore, the writer needs to explain concepts carefully and avoid vague statements. In this case, academic writing requires not only the ability to write grammatically correct sentences, but also the

¹⁷ Bhim Lal Bhandari dan Sabina Bhandari (2025):, "*Basics of Academic Writing in English*," *Kaladarpan* 5, no. 1 84–86.

¹⁸ Zhihui Fang (2021), *Demystifying Academic Writing: Genres, Moves, Skills, and Strategies* (New York: Routledge).

ability to choose precise words, connect ideas coherently, and present arguments in a convincing way.

Based on these perspectives, the characteristics of academic writing can be understood as tools that help writers produce clear, credible, and accountable scholarly texts. In the writer's view, these characteristics are important because they guide students in presenting their ideas academically. Formal language makes the writing appropriate for academic contexts, clear structure helps readers understand the flow of ideas, evidence-based reasoning strengthens arguments, and proper citation allows readers to trace the sources of information. Therefore, the characteristics of academic writing are not merely related to language style, but also to the quality, credibility, and academic responsibility of the writing.

Furthermore, these characteristics are especially important in thesis writing because a thesis must present ideas, theories, data, and findings in a systematic and reliable way. If students fail to apply the characteristics of academic writing, their thesis may lack clarity, coherence, and academic credibility. Thus, understanding the characteristics of academic writing is essential before discussing the challenges that students may face in producing academic texts.

c. Academic Writing Process

In writing studies, the academic writing process is understood as an activity carried out through several interrelated stages.

According to Chauhan, writing is a step-by-step process that includes generating ideas, outlining, planning content, drafting, revising, and editing the text.¹⁹ This view shows that writing is not an activity that is completed in one stage, but a process that requires repeated planning and improvement in order to make the writing clearer, more focused, and in line with academic purposes.

Similarly, Nurkamto et al. explain that academic writing involves several stages, namely pre-writing, drafting, receiving feedback, revising, editing, and submitting the writing.²⁰ In the writer's view, these stages are important because each stage has a different function. The pre-writing stage helps students determine a topic and collect sources, the drafting stage helps students develop ideas into paragraphs, while the revision and editing stages help improve the content, structure, language, and appropriateness of the writing according to academic conventions.

Idea development is also an important part of the writing process because students need to transform initial thoughts into organized academic writing. Oktavianti, Gusmuliana, and Apriani explained that students used several strategies to develop their ideas in writing, including generating ideas, organizing ideas, and using

¹⁹ Padam Chauhan (2022), "Fundamentals of Academic Writing: A Literature Review," *Journal of NELTA* 27, no. 93–96.

²⁰ Joko Nurkamto et al (2025)., *Assessment Keterampilan Menulis Ilmiah Mahasiswa* (Lombok: JIPP Unram.

writing strategies to overcome difficulties in essay writing.²¹ Although their study focused on essay writing, the concept is relevant to thesis writing because students also need to develop research ideas, arrange arguments, and present them systematically in every chapter of the thesis.

Revising and editing are essential stages in academic writing because they help students improve content, sentence structure, grammar, and clarity. Sundari, Hidayah, Edy, and Esmianti found that students made several sentence structure errors in their written paragraphs, including omission, addition, misformation, and misordering.²² Their findings show that academic writing requires careful revision and editing to reduce language errors and improve the quality of written work. In thesis writing, this stage is important because students must ensure that their arguments, sentences, and academic language are clear, accurate, and acceptable.

In the context of thesis writing, the academic writing process is highly necessary because students must be able to organize their ideas and research findings systematically. At the planning stage, students need to determine a topic, formulate research problems, and collect relevant references. At the drafting stage, students begin to

²¹ Dhani Oktavianti, Paidi Gusmuliana, and Eka Apriani (2021):, "The Students' Strategies in Developing Their Ideas in Writing Essay," *JADILA: Journal of Development and Innovation in Language and Literature Education* 1, no. 4 389–406.

²² Dike Sundari, Jumatul Hidayah, Sarwo Edy, and Farida Esmianti (2021):, "Error Analysis of English Sentence Structure in Students' Written Paragraphs," *ENGLISH FRANCA: Academic Journal of English Language and Education* 5, no. 1 37–60.

develop their ideas into structured academic writing. Meanwhile, at the revision and editing stages, students improve their arguments, clarify the relationships between paragraphs, and adjust the language to academic writing style.

Based on the explanation above, the academic writing process can be understood as a series of gradual and recursive activities. Academic writing requires not only writing skills, but also the ability to organize ideas, use sources, build arguments, and revise the text critically. Therefore, understanding the academic writing process is important for students so that they can produce writing that is clear, coherent, and academically accountable.

d. Academic Writing Conventions

Academic writing conventions refer to the rules and norms that guide writers in producing scholarly texts. Kaya and Yağız explain that academic writing conventions and norms are important because academic writers need to use appropriate language, structure, accuracy, formality, paraphrasing, and cohesion in order to produce acceptable academic texts.²³ This view shows that academic writing conventions are not merely technical rules, but also standards that help writers present ideas clearly and academically. In the writer's view, these conventions are important because they guide students to

²³ Fatma Kaya and Oktay Yağız (2023), "Developing and Evaluating an Online Professional Development Model on Academic Writing Conventions and Norms in English," *SAGE Open* 13, no. 4: 1–17.

write in a way that can be understood, evaluated, and accepted in academic contexts.

One important aspect of academic writing conventions is citation and referencing. APA Style explains that writers should provide appropriate credit to the sources they use, especially when paraphrasing, quoting, or using ideas from other authors.²⁴ This means that citation is used to show the origin of ideas, theories, or data, while references provide complete information about the sources used in the writing. In the writer's view, citation and referencing are essential because they show that academic writing is based on credible sources. They also help students avoid plagiarism and maintain academic honesty.

Academic writing conventions also include the use of formal language and clear organization. According to Kaya and Yağız, formality, accuracy, connectedness, and paraphrasing are among the important elements in academic writing conventions.²⁵ This view indicates that academic writing should avoid informal expressions and should present ideas in a clear and coherent way. In the writer's view, formal language makes academic writing more professional, while clear organization helps readers follow the development of ideas from the beginning to the end of the text.

²⁴ American Psychological Association (2026) , "Appropriate Level of Citation," *APA Style*.

²⁵ Fatma Kaya and Oktay Yağız (2023), "Developing and Evaluating an Online Professional Development Model on Academic Writing Conventions and Norms in English," *SAGE Open* 13, no. 4: 1–17

In relation to digital academic resources, Berei states that academic writing in higher education can be supported by open-access digital data, educational resources, legal documents, reports, and statistics.²⁶ This view shows that academic writing conventions are not limited to citation, referencing, and formal structure, but also include the ability to select, evaluate, and use credible digital sources responsibly. In the writer's view, the use of open-access resources is important because it helps students strengthen their arguments with evidence-based information. However, students must still use these resources ethically by acknowledging the sources properly and ensuring that the information used is relevant, reliable, and academically accountable.

In addition, academic writing conventions are closely related to academic integrity. Davis states that academic integrity is a fundamental aspect of education because it is connected to honesty, responsibility, and ethical academic practice.²⁷ This view shows that academic writing is not only about producing a good text, but also about presenting information honestly and responsibly. Therefore, writers must avoid plagiarism, data fabrication, and manipulation of information. In the writer's view, academic integrity is the ethical

²⁶ Berei, E. B. (2025). Socio-educational resources for academic writing: Open-access digital data for social work programs in Romanian universities. *Trends in Higher Education*.

²⁷ Annemarie Davis (2023), "Academic Integrity in the Time of Contradictions," *Cogent Education* 10, no. 2

foundation of academic writing because it ensures that scholarly texts can be trusted and scientifically justified.

Based on these perspectives, academic writing conventions can be understood as a set of rules and ethical standards that regulate the way academic texts are written. These conventions include citation, referencing, formal language, clear structure, coherence, paraphrasing, credible source use, and academic honesty. Therefore, students need to understand academic writing conventions before producing academic texts, especially in thesis writing. By applying these conventions, students can produce writing that is clear, credible, transparent, and academically accountable.

e. Academic Writing Strategies

Academic writing strategies are a set of techniques and approaches consciously used by students to plan, develop, monitor, and refine their scholarly writing. These strategies are not merely technical in nature (such as creating outlines or improving grammar), but also involve cognitive aspects (ways of thinking and generating ideas), metacognitive aspects (awareness in planning, monitoring, and evaluating one's own writing process), as well as social-emotional aspects (how students manage motivation, seek support, and cope with pressure during the writing process).

In the context of thesis writing, these strategies become particularly important because students are required to produce a

long, structured, and research-based academic work within a specific period of time. According to McLean, there are several writing strategies that assisted writers or students, especially college students, to be able to complete their writing assignments well. The writing strategy is divided into 4 steps, such as: using the writing process, managing time, setting goals, and using existing knowledge sources in the university.²⁸

1) The Writing Process

- a) Prewriting. In this step, the writer generates ideas to write about and begins developing these ideas.
- b) Outlining a structure of ideas. In this step, the writer determine the overall organizational structure of the writing and creates an outline to organize ideas. Usually this step involves some additional fleshing out of the ideas generated in the first step.
- c) Writing a rough draft. In this step, the writer uses the work completed in prewriting to develop a first draft. The draft covers the ideas the writer brainstormed and follows the organizational plan that was laid out in the first step.
- d) Revising. In this step, the writer revisits the draft to review and, if necessary, reshape its content. This stage involves moderate and sometimes major changes: adding or deleting

²⁸ Scott McLean. (2012), *Successful Writing* Minnesota: University of Minnesota Libraries Publishing.

a paragraph, phrasing the main point differently, expanding on an important idea, reorganizing content, and so forth.

- e) Editing. In this step, the writer reviews the draft to make additional changes. Editing involves making changes to improve style and adherence to standard writing conventions for instance, replacing a vague word with a more precise one or fixing errors in grammar and spelling. Once this stage is complete, the work is a finished piece and ready to share with others.

2) Managing Your Time

Writing assignments can be managed more effectively through careful time planning. When an instructor assigns a task, students should first record the submission deadline in their schedule. After that, they are encouraged to work backward from the due date to allocate specific time blocks for completing different stages of the assignment. It is advisable to plan at least two separate writing sessions rather than attempting to complete the entire process in a single sitting. Completing multiple stages at once may lead to increased stress and lower-quality outcomes. In contrast, distributing the work across several sessions allows students to plan more thoroughly, think more critically, and produce better-quality writing.

Ideally, students should allocate at least three separate time periods when working on a writing assignment: one for prewriting and outlining, another for drafting, and a final session for revising and editing. In some cases, these stages may be completed within a short timeframe, such as a few days. However, when a longer period is available, such as several weeks, it is more effective to distribute the writing process across multiple sessions. For more extensive assignments, such as research papers, each stage requires additional time to ensure deeper thinking, careful development, and higher-quality writing.

3) Setting Goals

A key factor in achieving success as a student and a writer is the ability to establish both short-term and long-term goals. Short-term goals typically involve immediate and manageable tasks that contribute to overall progress, while long-term goals focus on broader academic achievements. By setting these types of goals, students can maintain direction and gradually develop their writing skills over time.

4) Using College Resources

One reason students may find college overwhelming is their lack of awareness of, or reluctance to use, the support resources available to them. Although certain aspects of college life can be

challenging, attempting to handle all difficulties independently may lead to frustration and stress. In reality, universities provide various resources designed to support students in overcoming academic and personal challenges. Since student fees contribute to funding services such as health centers and tutoring programs, it is important for students to make use of these facilities when needed. The following are some examples of resources that students can access for assistance:

- a) Students can seek support from their instructors when they experience difficulties in a course despite making a genuine effort. By arranging a meeting, students can discuss their challenges and receive guidance on how to improve. Instructors may help clarify difficult concepts and provide practical strategies to enhance understanding and catch up with course requirements.
- b) Students can also seek assistance from their academic counselor. Many universities assign academic counselors to guide students in selecting appropriate courses and ensuring that they meet the requirements of their degree and major. By consulting with an academic counselor, students can make informed decisions about their academic path and avoid potential delays in completing their studies.

Table 2.1
Academic Writing Strategies in Thesis Writing (Adapted from McLean)

No	Indicator	Sub Indicator	Description	Contribution to On-Time Thesis Completion
1	The Writing Process	Prewriting, Outlining, Drafting, Revising, Editing	Represents a recursive and structured cognitive process that guides writers from idea generation to final production. Each stage supports different levels of thinking, from generating ideas to refining accuracy.	Helps students avoid disorganized writing, reduces major revisions, and ensures systematic progress across thesis chapters.
		Prewriting	Activates prior knowledge and idea generation	Prevents writer's block and unclear research focus
		Outlining	Organizes ideas into logical structure	Improves coherence and reduces structural errors
		Drafting	Transforms ideas into written form	Encourages productivity and continuous progress
		Revising	Evaluates and improves content quality	Enhances argument clarity and academic depth
		Editing	Focuses on language accuracy and conventions	Ensures final quality and readiness for submission
2.	Managing Time	Planning, Scheduling, Writing Sessions	Functions as a self-regulation strategy that controls the writing process through time allocation and task distribution. It reduces cognitive overload and supports sustained	Prevents procrastination, ensures steady progress, and minimizes last-minute writing, which is often associated with

			engagement.	delays.
		Deadline Planning	Backward planning from submission date	Increases awareness of time constraints
		Time Allocation	Dividing tasks into manageable sessions	Supports consistent work habits
		Multiple Sessions	Prewriting, drafting, revising stages separated	Improves quality through spaced practice
3.	Setting Goals	Short-term and Long-term Goals	Acts as a motivational and metacognitive mechanism that directs students' efforts and maintains persistence. Goal setting enhances focus and self-monitoring.	Keeps students on track, increases motivation, and supports gradual completion of thesis milestones.
		Short-term Goals	Immediate, specific tasks	Provides clear direction and measurable progress
		Long-term Goals	Broader academic targets	Sustains long-term commitment to thesis completion
4.	Using College Resources	Instructor, Academic Counselor	Represents a social and environmental support strategy that complements individual effort. It emphasizes help-seeking behavior as part of effective academic practice.	Reduces confusion, prevents errors, and accelerates progress through expert guidance and institutional support.
		Instructor Support	Feedback and clarification	Improves academic quality and reduces revision cycles
		Academic Counselor	Academic planning guidance	Prevents administrative or course-related delays

f. The Implementation of Academic Writing Strategies in Thesis Completion

The implementation of academic writing strategies may support students in maintaining structured and continuous progress during thesis writing. To navigate the complexities of this independent and long-term final project, students must practically integrate all strategic phases. In the context of thesis writing, the application of McLean's theory is demonstrated by simultaneously practicing four strategic steps: engaging in a step-by-step writing process, managing time independently, setting measurable goals, and leveraging the knowledge resources available within the university environment.²⁹ Through the implementation of these four pillars, students can transform the complex process of thesis completion into a more structured, adaptive, and goal-oriented academic endeavor.

1) The Writing Process

The implementation of the writing process strategy involves applying a structured and recursive sequence of stages, including prewriting, outlining, drafting, revising, and editing. In practice, students begin by generating and exploring ideas related to their research topic during the prewriting stage. They then organize these ideas into a logical framework through outlining, which serves as a guide for drafting.

²⁹ Scott McLean. (2012), *Successful Writing* Minnesota: University of Minnesota Libraries Publishing.

During drafting, students focus on transforming their ideas into written form without overemphasizing perfection. This is followed by revising, where they critically evaluate the content, clarity, and organization of their writing, making necessary improvements. Finally, in the editing stage, students refine language accuracy, grammar, and academic conventions. The systematic implementation of these stages enables students to produce well-organized and coherent writing while minimizing the need for major revisions later in the process.

2) Managing Time

The implementation of time management strategy is reflected in how students plan and allocate their writing activities across a specific timeframe. Students begin by identifying the submission deadline and then work backward to create a realistic schedule for completing each stage of the writing process. They divide the task into multiple writing sessions, such as separate periods for planning, drafting, and revising, rather than attempting to complete the assignment in one sitting.

In addition, students allocate sufficient time for more complex tasks, particularly in long-term projects like thesis writing. By distributing their workload across several sessions, students reduce cognitive overload, maintain consistent

progress, and avoid last-minute writing, which often leads to lower-quality outcomes.

3) Setting Goals

The implementation of goal-setting strategy involves establishing both short-term and long-term objectives that guide students throughout the writing process. Short-term goals are operationalized through specific and measurable tasks, such as completing a section of a chapter within a set timeframe, while long-term goals focus on broader achievements, such as finishing the thesis within the expected study period.

Students regularly monitor their progress in relation to these goals and make adjustments when necessary. This continuous alignment between goals and actions helps students maintain focus, sustain motivation, and develop a sense of responsibility toward their academic tasks.

4) Using College Resources

The implementation of using college resources strategy is evident in students' active engagement with available academic support systems. Students consult instructors to seek clarification, receive feedback, and improve the quality of their writing. They also utilize academic counseling services to ensure that their course selection and academic progress align with graduation requirements. This help-seeking behavior

reflects an awareness that thesis completion is not solely an individual effort but also supported by institutional resources. By effectively utilizing these resources, students can overcome academic challenges more efficiently, reduce errors, and maintain steady progress toward completing their thesis on time.

Table 2.2
The Implementation of Academic Writing Strategies in Thesis Writing
(Adapted from McLean)

No	Indicator	Implementation	Description
1	The Writing Process	Students apply a structured sequence of stages: prewriting to generate ideas, outlining to organize them, drafting to produce initial text, revising to improve content and structure, and editing to refine language accuracy. Each stage is carried out systematically rather than simultaneously.	This strategy supports a recursive and organized writing process, reducing disorganization and major revisions. It enhances clarity, coherence, and overall writing quality, which contributes to more efficient thesis completion.
2	Managing Time	Students plan their writing activities by identifying deadlines and working backward to create a schedule. They divide tasks into multiple sessions (prewriting, drafting, revising) and allocate sufficient time for each stage, especially for long-term projects like thesis writing.	Time management functions as a self-regulation mechanism that prevents procrastination and cognitive overload. It ensures consistent progress and reduces the risk of last-minute work, which often delays thesis completion.
3	Setting Goals	Students establish short-term goals (e.g., completing a section) and long-term goals (e.g., finishing the thesis). They monitor their progress regularly and adjust their plans when necessary to stay aligned with	Goal setting enhances motivation and focus. It provides clear direction and measurable progress, helping students maintain persistence and achieve milestones required for

		these goals.	timely completion.
4	Using College Resources	Students actively seek support by consulting instructors for feedback and clarification, and academic counselors for guidance on academic planning and requirements.	This strategy emphasizes help-seeking behavior as part of effective learning. It reduces confusion, improves writing quality through expert feedback, and prevents academic or administrative delays.

2. Thesis Writing

a. Definition of Thesis Writing

Thesis writing is a specialized academic writing process in higher education that requires students to produce a scholarly work based on independent research. According to Paltridge and Starfield, thesis writing involves producing a substantial academic text for assessment that requires clear organization, appropriate academic conventions, and awareness of disciplinary expectations.³⁰ From this perspective, thesis writing is not merely the production of a final document but a systematic process that involves developing research ideas, demonstrating critical understanding, and communicating knowledge through appropriate academic language. Therefore, successful thesis writing reflects students' ability to conduct research

while applying academic writing conventions and meeting the scholarly standards of their discipline.

According to Tiwari, thesis writing is a process of preparing an independent research report under academic supervision, beginning with topic selection, research design, data collection, data analysis, and the presentation of findings in a structured academic text. This process demonstrates that thesis writing involves not only producing a written document but also conducting research systematically in accordance with academic standards.³¹ This explanation shows that thesis writing involves not only producing a written document but also demonstrating students' ability to carry out research activities based on academic standards.

Thesis writing also requires students to use academic writing skills, research skills, and critical thinking skills. Students must develop logical arguments, support their claims with evidence, and refer to relevant scholarly sources. This process trains students to connect theory, method, data, and analysis in a coherent academic structure. As a result, thesis writing becomes a medium through which students demonstrate their understanding of research methodology and theoretical frameworks related to their field of study.

³¹ H. P. Tiwari (2019), "Writing Thesis in English Education: Challenges Faced by Students," *Journal of NELTA Gandaki* 1, no. 1: p 49–50.

Furthermore, thesis writing reflects students' ability to conduct independent research and contribute to academic knowledge in a specific discipline. Yunus and Bachtiar state that thesis writing is an important academic activity because it allows students to engage with research problems, apply appropriate methods, and present findings according to scholarly expectations.³² This view indicates that thesis writing is not only a graduation requirement but also a means of developing students' intellectual independence and methodological competence.

Similarly, Adhikari emphasizes that thesis writing is not merely a final academic product. It is also a learning process through which students develop research abilities, critical reflection, and academic identity.³³ Through this process, students learn to formulate research questions, organize arguments, analyze data, and revise their writing based on academic feedback. Therefore, thesis writing plays an important role in strengthening students' academic literacy and research competence.

In addition, thesis writing functions as a form of academic assessment in higher education. Universities require students to write a thesis to evaluate their ability to conduct research and communicate research findings academically. Thesis writing also

³² Yunus, M., & Bachtiar, B (2025). Exploring the complexities of thesis writing in the distance mode: Postgraduate students' perspectives, challenges and strategies. *Asian Association of Open Universities Journal*.

³³ Bala Ram Adhikari (2023). "Students' Experience on Thesis Writing," *Bhairahawa Campus Journal 2*: p 71–74.

contributes to knowledge development because students often investigate new research problems or provide new perspectives on existing topics. For this reason, thesis writing becomes an important component of academic development and research culture in universities.

Based on these perspectives, thesis writing can be understood as a structured academic process that combines research competence, academic writing skills, and critical thinking ability. It requires students to conduct independent research, organize ideas logically, and present findings according to academic standards. Therefore, thesis writing serves as both a research activity and a learning process that reflects students' academic competence in higher education.

However, despite its important role, thesis writing often becomes a challenging task for students. The complexity of selecting a topic, designing methodology, collecting data, analyzing findings, using academic language, and revising the thesis can create various difficulties during the writing process. This condition shows that understanding the meaning and importance of thesis writing is not enough. It is also necessary to examine the challenges that students face in completing their thesis.

In the context of thesis writing at IAIN Curup, students also face various problems that may hinder the completion of their thesis.

Apriani, Gusmuliana, and Winarni found that students experienced academic problems such as grammatical errors, limited vocabulary, and difficulties in paraphrasing.³⁴ These problems indicate that thesis writing requires more than the ability to conduct research. Students also need adequate academic writing competence to express ideas clearly, organize arguments logically, and present research findings in an acceptable academic form. Therefore, academic writing strategies become important because they help students manage the writing process, reduce writing difficulties, improve the quality of their thesis drafts, and support more systematic thesis completion.

b. Components of a Thesis

The components of a thesis refer to the structural parts that form a complete academic research document. A thesis usually consists of introduction, literature review, research methodology, results, discussion, conclusion, references, and appendices. Each component has a specific function in presenting research systematically and academically. Therefore, understanding these components helps students organize their research ideas in a clear and logical structure.

The introduction presents the research background, research problem, research objectives, and research questions. According to Naidoo, Suthiram, and Dullie, a strong thesis needs a clear

³⁴ Apriani, E., Gusmuliana, P., & Winarni, W. (2023). Students' problem and strategies in writing thesis in IAIN Curup (Undergraduate thesis, Institut Agama Islam Negeri Curup).

introduction because it provides the foundation for the whole research process.³⁵ This section helps readers understand the focus, purpose, and significance of the study. The literature review discusses previous studies, relevant theories, and concepts related to the research topic. This section helps students identify research gaps and position their study within existing academic discussions. It also strengthens the theoretical foundation of the research.

The research methodology explains the research design, research participants, data collection techniques, and data analysis procedures. Naidoo, Suthiram, and Dullie state that this section is important because it shows how the research is conducted and how the data are obtained and analyzed.³⁶ A clear methodology supports research transparency, validity, and reliability. The results and discussion are also important components of a thesis. The results section presents the findings obtained from data analysis, while the discussion section interprets the findings and connects them with theories, previous studies, and research objectives. These sections help show the significance of the study and its contribution to knowledge.

³⁵ Naidoo, M., Suthiram, K. T., & Dullie, L. (2025). "Writing for a Doctor of Philosophy (PhD): A Guide to Developing a Strong and Coherent Thesis." *African Journal of Primary Health Care & Family Medicine*.

³⁶ Naidoo, M., Suthiram, K. T., & Dullie, L. (2025). "Writing for a Doctor of Philosophy (PhD): A Guide to Developing a Strong and Coherent Thesis." *African Journal of Primary Health Care & Family Medicine*.

The conclusion summarizes the major findings and answers the research questions. Recommendations provide suggestions for future research or practical implications. In addition, references and appendices complete the thesis structure. References show the sources used in the study, while appendices contain supporting documents such as research instruments, questionnaires, tables, or additional data.³⁷

Besides these formal components, a thesis also needs strong academic writing elements, especially structure, coherence, cohesion, and argument development. Hyland explains that students often struggle with these elements because they are closely connected.³⁸ Structure helps students arrange chapters and sections systematically. Coherence helps ideas flow logically. Cohesion connects sentences and paragraphs through appropriate linguistic devices. Argument development helps students build clear, logical, and evidence-based academic claims.

In conclusion, the components of a thesis consist of structured sections that work together to form a complete academic research document. Each component has a clear role in presenting the research process, findings, and academic contribution. Therefore, a

³⁷ Naidoo, M., Suthiram, K. T., & Dullie, L. (2025). "Writing for a Doctor of Philosophy (PhD): A Guide to Developing a Strong and Coherent Thesis." *African Journal of Primary Health Care & Family Medicine*.

³⁸ Hyland, K. (2015). *Teaching and Researching Writing* (3rd ed.). Routledge.

good thesis requires not only complete components but also clear structure, coherence, cohesion, and strong argument development.

c. Thesis Writing Process

The thesis writing process refers to the stages involved in producing a thesis from the initial research idea to the final thesis submission. The thesis writing process usually begins with selecting a research topic and identifying a research problem. After selecting a topic, students conduct a literature review to understand previous research and develop a theoretical framework.

The next stage involves developing research questions and research methodology. These early stages are important because they determine the direction of the research and the structure of the thesis.³⁹ The next stage of the thesis writing process involves conducting research and collecting data based on the selected methodology. After collecting data, students analyze the data using appropriate data analysis methods. Students then write the research findings and discussion sections based on the data analysis results.

Writing the thesis requires multiple revisions and feedback from supervisors. This stage is important because it improves the quality of the thesis and ensures academic accuracy⁴⁰ The final stage of the thesis writing process involves editing, proofreading,

³⁹ Larsen, B. J. P. (2025). Research process model for bachelor's thesis. *Journal of Learning Development in Higher Education*.

⁴⁰ Larsen, B. J. P. (2025). Research process model for bachelor's thesis. *Journal of Learning Development in Higher Education*.

formatting, and thesis submission. Students must ensure that the thesis follows academic writing conventions such as citation style, formatting guidelines, and academic language. After completing revisions and formatting, students submit the thesis and prepare for thesis defense or examination.

The thesis writing process therefore involves several stages including topic selection, literature review, research design, data collection, data analysis, writing, revision, and submission. This process requires time, academic discipline, and research skills.⁴¹ In conclusion, the thesis writing process consists of several academic stages starting from topic selection, literature review, research design, data collection, data analysis, thesis writing, revision, and final submission. The thesis writing process is a systematic academic process that develops research skills, academic writing skills, and critical thinking skills in higher education.

d. On-Time Thesis Completion

On-time thesis completion refers to the successful completion and submission of a thesis within the timeframe determined by an academic institution. In higher education, completing a thesis on time is regarded as an important indicator of students' academic progress, self-regulation, and ability to meet institutional requirements. Timely completion not only reflects students'

⁴¹ Larsen, B. J. P. (2025). Research process model for bachelor's thesis. *Journal of Learning Development in Higher Education*.

academic competence but also demonstrates their ability to manage the complex process of conducting research, organizing ideas, and producing scholarly writing in accordance with academic standards.

According to Mosanya et al. timely completion refers to the submission of a thesis for assessment within the period specified by the academic program.⁴² This definition emphasizes that timeliness is determined by institutional regulations rather than individual expectations. Therefore, a thesis is considered to be completed on time when students fulfill all academic requirements and submit their thesis within the officially prescribed period.

On-time thesis completion is influenced by various academic and non-academic factors. Previous studies have reported that effective supervision, students' self-regulation, time management, motivation, academic writing competence, institutional support, and access to learning resources contribute to students' ability to complete their thesis within the expected timeframe. Among these factors, academic writing competence plays a particularly important role because thesis completion fundamentally requires students to produce a coherent, well-structured, and academically acceptable research report.

In relation to this study, academic writing strategies are viewed as one of the practical approaches that may facilitate on-time thesis

⁴² Mosanya, A. U., et al. (2022). *Factors associated with the timely completion of doctoral research studies in clinical pharmacy: A mixed-methods study*. *PLOS ONE*, 17(9), e0274638.

completion. Through systematic planning, drafting, revising, time management, goal setting, and effective use of academic resources, students are expected to maintain consistent progress throughout the thesis-writing process and minimize unnecessary delays. Consequently, academic writing strategies may contribute to students' ability to complete their thesis within the expected period.

In the context of this study, on-time thesis completion refers to students of the English Tadris Study Program at IAIN Curup who successfully completed their undergraduate thesis within one semester after officially registering for the thesis course and graduated within eight semesters, in accordance with the academic regulations of the study program.

B. Review of Related Findings

First, a relevant study conducted by Citra Dwi Safitri et al. (2021), entitled *“The Analysis of Students’ Challenges to Writing Thesis at UIN Alauddin Makassar”* was carried out among students of the English Education Study Program at UIN Alauddin Makassar.⁴³ The study aimed to analyze the difficulties faced by eighth-semester students in the thesis writing process. It employed a descriptive qualitative approach to provide an in-depth description of students’ difficulties rather than examining relationships between variables. Data were collected through questionnaires and interviews. The findings revealed several major challenges, including limited

⁴³ Citra Dwi Safitri et al. (2021), *“The Analysis of Students’ Challenges to Writing Thesis at UIN Alauddin Makassar”*

access to relevant references, difficulties in designing research instruments, obstacles in data processing and analysis, insufficient understanding of research methodology, and limited knowledge of academic writing conventions. Furthermore, the study identified that these difficulties stem from both internal factors (such as students' academic ability and affective conditions) and external factors (such as the availability of references, supervisory support, and access to research participants).

Second, a study conducted by Mbato and Cendra (2021), entitled "*EFL Undergraduate Students' Self-Regulation in Thesis Writing: Help-Seeking and Motivation-Regulation*," aimed to investigate Indonesian EFL undergraduate students' self-regulation in thesis writing, particularly in help-seeking and motivation-regulation.⁴⁴ Using an explanatory mixed-method design through questionnaires and interviews, the study found that students showed high levels of self-regulation, help-seeking, and motivation-regulation. The findings also revealed a positive and significant relationship between self-regulation, help-seeking, and motivation-regulation, indicating that self-regulated students are more able to seek help, maintain motivation, and overcome difficulties in completing their thesis.

Third, a study conducted by Syafi'i et al., entitled "*Unleashing the Power of Supervisory Feedback in Academic Writing: Strategies for Timely Undergraduate Thesis Completion*" aimed to explore the role of supervisory feedback in improving students' academic writing and accelerating thesis

⁴⁴ Mbato, C. L., & Cendra, A. (2021). *EFL undergraduate students' self-regulation in thesis writing: Help-seeking and motivation-regulation*. JELE: Journal of English Language and Education, 5(1), 66–82.

completion.⁴⁵ This study used a qualitative approach to analyze students' experiences in receiving feedback from supervisors. The findings showed that constructive and consistent feedback significantly improves the quality of students' writing and helps them revise their work more efficiently. Moreover, regular feedback contributes to timely thesis completion. The study underscores the crucial role of supervision in achieving success in academic writing.

Fourth, a relevant study conducted by Madhukar Sharma (2024), entitled "*Challenges and Strategies in Graduate Thesis Writing: Insights from a Literature Review*," aimed to identify various challenges faced by graduate students in thesis writing as well as strategies used to overcome them.⁴⁶ The study employed a literature review approach by analyzing previous research rather than collecting primary data from respondents. The findings revealed several major challenges, including difficulties in time management, challenges in selecting appropriate research topics, limited academic writing skills, inconsistent supervisory feedback, and stress due to thesis completion pressure. Additionally, the study identified several strategies to address these issues, such as developing structured research timelines, improving writing skills through training, and utilizing support from supervisors and peers.

⁴⁵ Syafi'i, A., Munir, A., Anam, S., & Suhartono, S. (2024). Unleashing the power of supervisory feedback in academic writing: Strategies for timely undergraduate thesis completion. *TEFLIN Journal*.

⁴⁶ Madhukar Sharma, (2024). "Challenges and Strategies in Graduate Thesis Writing: Insights from a Literature Review" *The Lumbini Journal of Language & Literature* 4, no. 1.

Fifth, a study conducted by Subandowo, Sárdi, and Thresia (2025), entitled “*An Investigation of English Academic Writing Strategies Employed by Indonesian Graduate Students in an English Medium Instruction (EMI) Context*,” aimed to identify the stages and strategies used by Indonesian graduate students in academic writing.⁴⁷ Using a qualitative design with semi-structured interviews, the study found that students applied various strategies in three stages: pre-writing, writing, and post-writing. These strategies included planning, consulting lecturers, using digital writing tools, revising content, and reviewing their work before submission. The findings indicate that academic writing strategies help students organize ideas, improve writing quality, and overcome challenges in academic writing.

Based on the studies reviewed above, academic writing strategies have been shown to help students improve their academic writing process and complete their thesis successfully. However, most previous studies focused on students’ challenges, supervisory feedback, or general academic writing strategies rather than specifically examining the academic writing strategies used by students and how these strategies are implemented in the thesis writing process to complete the thesis on time. Therefore, this research examined the academic writing strategies employed by students of IAIN Curup who successfully completed their thesis on time and how they implemented those strategies during the thesis writing process, particularly in planning, organizing, developing, revising, and completing their thesis.

⁴⁷ Subandowo, D., Sárdi, C., & Thresia, F. (2025). *An investigation of English academic writing strategies employed by Indonesian graduate students in an English Medium Instruction (EMI) context*. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(38).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study, outlining the research design, subject of the research, techniques of data collection, research instruments, and techniques for data analysis conducted to explore academic writing strategies for on-time thesis completion among students of the English Tadris Study Program.

A. Kind of the Research

This study employs a qualitative research approach to explore the academic writing strategies used by students in completing their undergraduate thesis on time at the English Tadris Study Program of IAIN Curup. John W. Creswell and Cheryl N. Poth explain that qualitative research is used to understand social or educational phenomena from the perspectives of participants within their natural contexts.⁴⁸ In this study, academic writing strategies are viewed as learning practices that reflect how students plan, manage, and complete the thesis writing process. Therefore, a qualitative approach enables the researcher to gain an in-depth and contextual understanding of the strategies used by students and how these strategies support the timely completion of their thesis.

Furthermore, this study adopts a descriptive approach to examine academic writing strategies in undergraduate thesis writing. As noted by David Silverman, qualitative research focuses on describing and interpreting naturally occurring social practices.⁴⁹ In this research, the descriptive approach is used to explain the

⁴⁸ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

⁴⁹ Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.

types of academic writing strategies employed by students, how these strategies are implemented during the thesis writing process, and how they contribute to the timely completion of the thesis. This enables the researcher to provide a comprehensive and contextual understanding of academic writing strategies within the academic setting.

B. Subject of the Research

In selecting the research participants, the researcher employed purposive sampling as the sampling technique. According to Dörnyei, purposive sampling is commonly used in qualitative research to select individuals who possess specific experience and knowledge relevant to the research focus.⁵⁰ This technique enabled the researcher to intentionally select participants who could provide meaningful and information-rich data concerning the phenomenon under investigation.

To identify potential participants, the researcher first obtained data from the English Tadris Study Program at IAIN Curup in the form of the Yudisium Participant List Reports for the 2021 cohort in 2024 and 2025. In line with the focus of this study, on-time thesis completion is operationally defined as completing and defending the undergraduate thesis within the standard study period of eight semesters or less. Since graduation cannot occur without a completed thesis. Based on these reports, the researcher identified students who met the predetermined criteria, namely: (1) students who completed their studies within a relatively short period, approximately three and a half years (3.5 years);

⁵⁰ Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage

(2) students who completed their studies within four years with outstanding academic achievement, such as obtaining a *cum laude* distinction, receiving an A grade for their undergraduate thesis, or producing a thesis recognized as outstanding by the study program; (3) students from the 2021 cohort of the English Tadris Study Program who completed their undergraduate thesis within the normal study period of four years or less; and (4) students who were willing to participate in this study. Based on this selection process, a total of 16 alumni met the predetermined criteria.

Subsequently, the interviews were conducted gradually with the eligible participants. The data collection process was concluded after interviewing 13 participants because data saturation had been achieved. At this stage, the participants' responses began to reveal recurring patterns relevant to the research questions, and no substantially new information or major themes emerged from the subsequent interviews. Therefore, the data obtained from the 13 participants were considered sufficient to answer all of the research questions.

C. Techniques of Data Collection

The data collection procedures in this study are consistent with a descriptive qualitative design. To investigate students' academic writing strategies, the researcher employs semi-structured interviews. This technique is intended to generate rich and in-depth data from participants, enabling the researcher to address the research questions concerning the strategies used by students in completing their academic writing tasks.

1. Interview

An interview is a qualitative data collection technique used to explore participants' perspectives, understandings, and interpretations of a particular phenomenon.⁵¹ In this study, the researcher employs semi-structured interviews. This type of interview allows the researcher to prepare guiding questions while still providing flexibility for participants to elaborate on their responses. It is selected because it enables a deeper exploration of how students understand and apply academic writing strategies during the thesis-writing process.

The interviews were conducted from June 8th, 2026, to June 13th, 2026, based on the participants' availability and willingness to participate in the study. Since the participants had different schedules and commitments, the interviews were conducted at different times. The participants were 13 English Tadris students from the 2021 cohort who graduated in 2024 and 2025 and successfully completed their undergraduate thesis on time. Through these interviews, the researcher identified the academic writing strategies used by the participants and explored how each participant applied those strategies throughout the thesis-writing process. The data obtained from the interviews were recorded, transcribed, and analyzed for further interpretation.

Although the participants were graduates of the English Tadris Study Program, the interviews were conducted in Indonesian. The use of Indonesian was intended to facilitate participants in expressing their experiences, perceptions, and reflections more naturally and comprehensively. Kvale and Brinkmann explain that the purpose of qualitative interviews is to understand

⁵¹ Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.

the participants' lived experiences and the meanings they attribute to those experiences from their own perspectives.⁵² Furthermore, Merriam and Tisdell (2016) emphasize that qualitative interviews aim to obtain rich and descriptive data.⁵³ Therefore, Indonesian was selected as the interview language to minimize language barriers, reduce the risk of misinterpretation, and enable participants to provide richer and more authentic information, thereby enhancing the credibility and depth of the data collected.

D. Instrument of the Research

In a tool used by a researcher to collect data is commonly called a research instrument. In this study, the researcher gathered in-depth data by using interviews as the main instrument because the research aims to explore what academic writing strategies are employed by English Tadris students to achieve on-time graduation and how those strategies are applied throughout the thesis writing process.

1. Interview Guidance 1

The interview guide in this study consists of a set of questions designed to elicit detailed information about the academic writing strategies used by English Tadris students in completing their thesis on time. The interview questions are open-ended and semi-structured, allowing participants to respond freely and provide rich explanations based on their real experiences during the thesis-writing process.

⁵² Steinar Kvale & Svend Brinkmann, (2015) *InterViews: Learning the Craft of Qualitative Research Interviewing*, 3rd ed. (Sage).

⁵³ Sharan B. Merriam & Elizabeth J. Tisdell, (2016) *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (Jossey-Bass).

To answer the research question, “*What academic writing strategies are employed by English Tadris students of IAIN Curup to achieve on-time graduation?*”, this study uses a semi-structured interview as the primary data collection instrument. The interview is designed to explore students’ experiences in applying academic writing strategies. The blueprint of interview used Mclean theory. The complete interview guide is presented in Table 3.1.

Table 3.1
Blueprint of Interview Guidance
Academic Writing Strategies in Thesis Writing

No	Aspect	Indicator	Sub-Indicator	Interview Questions
1.	Academic Writing Strategies for On-Time Thesis Completion	The Writing Process	Prewriting	1. How do you generate and prepare your ideas before starting your thesis writing?
			Outlining	2. How do you organize your ideas into an outline during thesis writing? 3. How does the outline help you complete your thesis?
			Drafting	4. How do you start and develop your first draft when writing your thesis?
			Revising	5. How do you revise your thesis draft after receiving feedback or reviewing your writing?
			Editing	6. How do you check grammar, vocabulary, and formatting in your thesis, and what tools do you use?
2.		Managing	Deadline	7. What strategies do you use

		Time	Planning	to plan your thesis writing in order to meet your deadlines?
			Time Allocation	8. How do you allocate your time for different parts of thesis writing, such as reading references drafting, revising, and editing?
			Writing Sessions	9. When do you usually write your thesis? 10. What routines or habits help you stay productive during writing sessions?
3.		Setting Goals	Short-term Goals	11. What short-term goals or writing targets do you set during thesis writing? 12. How do they help your progress?
Long-term Goals			13. What is your main goal in completing your thesis on time? 14. How do you maintain your motivation during the thesis writing process?	
4.		Using College Resources	Instructor Support	15. How do your consultations with your supervisor support your thesis writing process? 16. How do you use feedback from your supervisor to improve your thesis writing?
Academic Counselor			17. How do lecturers, academic advisors, or campus academic services support you during your thesis writing process?	
Source: Adapted from Scott McLean(2012)				

2. Interview Guidance 2

To answer the second research question, namely how the academic writing strategies are applied by English Tadris students of IAIN Curup throughout the thesis writing process to facilitate on-time completion, Interview 1 was designed to explore the implementation process of the strategies across different stages of thesis writing. The interview aimed to uncover not only what strategies are used, but also how, when, and in what situations these strategies are practiced, from proposal development to final defense. The interview questions were constructed based on Mclean Theory. The complete interview guide is presented in Table 3.2.

Table 3.2
Blueprint of Interview Guidance
Application of Academic Writing Strategies in Thesis Writing

No	Aspect	Indicator	Sub Indicator (Based on Implementation)	Interview Questions
1.	Application Of Academic Writing Strategies for On-Time Thesis Completion	The Writing Process	Application of writing stages (prewriting, outlining, drafting, revising, editing)	1. How do you move between different stages of writing (from generating ideas to editing) during your thesis process? 2. When do you usually decide to move to the next stage of writing? 3. What situations or considerations influence your decision? 4. What stages of

				thesis writing are most challenging for you? 5. How do you deal with those challenges?
2.		Managing Time	Planning and scheduling writing activities	6. How do you apply your time management plan in your daily or weekly writing activities? 7. In what situations does your writing schedule usually change? 8. What causes those changes? 9. What factors help you follow your writing schedule? 10. What factors make it difficult to stay on schedule?
3.		Setting Goals	Establishing short-term and long-term goals	11. How do you monitor your progress toward your writing goals during your thesis process? 12. When do you usually adjust your goals, and what situations lead you to make those changes? 13. Why do some goals work effectively for you while others do not?

4.		Using College Resources	Use of academic support (instructor, counselor)	14. How do you use feedback from your supervisor or other academic support during different stages of your writing? 15. In what situations do you usually seek help or feedback during your thesis writing process? 16. How does academic support help you overcome difficulties during thesis writing?
<i>Source: Adapted from Scott McLean(2012)</i>				

E. Technique of Data Analysis

This study employs thematic analysis as the primary technique to analyze qualitative data obtained from semi-structured interviews. Thematic analysis is a flexible and systematic method for identifying, organizing, and interpreting patterns of meaning within qualitative data. According to Braun and Clarke, thematic analysis enables researchers to interpret participants' experiences while maintaining a clear analytic structure.⁵⁴

This technique is appropriate for this study as it allows the researcher to explore academic writing strategies in undergraduate thesis writing based on the experiences of students who completed their thesis on time, as obtained through interviews. Through thematic analysis, patterns emerging from participants'

⁵⁴ Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage.

narratives and interview responses can be systematically interpreted to answer the research questions.

In conducting the analysis, the researcher follows the six phases of thematic analysis proposed by Braun and Clarke, as described below:

1. Familiarization with the Data

The first stage involved becoming familiar with the interview data. The researcher transcribed all interview recordings verbatim and repeatedly read the transcripts while comparing them with the original recordings to ensure the accuracy of the data. During this process, the researcher highlighted significant statements related to students' academic writing strategies as the basis for the coding process.

2. Generating Initial Codes

The researcher identified meaningful segments of the data and assigned descriptive codes to statements that reflected participants' actions, experiences, or strategies. The coding process was conducted inductively based on the interview data while being guided by the conceptual framework of academic writing strategies and the implementation of writing strategies proposed by Scott McLean.

3. Searching for Themes

The codes with similar meanings were then grouped into broader categories to generate initial themes. This process aimed to identify patterns of academic writing strategies employed by students throughout the thesis writing process.

4. Reviewing Themes

The initial themes were carefully reviewed by comparing them with the original interview data to ensure that they accurately represented the participants' experiences. Overlapping themes were merged, while themes that lacked sufficient supporting evidence were revised or removed to ensure that each theme was distinct and well supported by the data.

5. Defining and Naming Themes

After refinement, each theme was clearly defined and assigned an appropriate name that reflected its central meaning. The final themes identified in this study were Use of Writing Process, Time Management, Goal Setting, Using College Resources, AI-Assisted Writing and Digital Tools and Peer and Collaborative Support. Four of these themes correspond to McLean's theoretical categories (writing process, time management, goal setting, and college resources), while two themes (AI-assisted writing and digital tools, and peer and collaborative support) emerged inductively from the data as new findings beyond McLean's framework.

6. Interpreting and Reporting the Findings

In the final stage, the researcher interpreted each theme by relating participants' interview excerpts to relevant theories and previous studies. Representative quotations were presented to support the findings, which

were then discussed in relation to the theoretical framework of academic writing strategies to comprehensively answer the research questions.

Through these systematic stages of thematic analysis, the interview data were transformed into meaningful themes that accurately represented the participants' experiences. Consequently, the analysis provided an in-depth understanding of the academic writing strategies employed by students in completing their undergraduate thesis on time.

F. Trustworthiness

To ensure the trustworthiness of this qualitative study, the researcher applied several strategies based on the framework proposed by Yvonna S. Lincoln and Egon G. Guba.⁵⁵ This framework was selected because the present study focuses on exploring students' experiences through semi-structured interviews and thematic analysis.

First, before conducting the interviews, the interview guidance was reviewed through expert judgment by the researcher's thesis supervisors to evaluate the clarity, relevance, and appropriateness of the interview questions in relation to the research objectives and McLean's theory of academic writing strategies. Based on the supervisors' feedback, several interview questions were revised to improve clarity and alignment with the objectives of the study.

To enhance the credibility of the findings, the researcher conducted member checking by sharing summaries of interview interpretations with participants to confirm whether the interpretations accurately reflected their experiences. In addition, peer debriefing was conducted with the research

⁵⁵ Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications

supervisors during the coding and theme development process to reduce potential bias and improve the accuracy of interpretation. Furthermore, the researcher provided thick description by presenting detailed contextual information about the participants, research setting, and findings in Chapter IV. Direct quotations from participants were also included to provide contextual richness and allow readers to evaluate the transferability of the findings to similar educational contexts.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings derived from semi-structured interviews conducted during research. The research aimed to identify the academic writing strategies employed by undergraduate students to achieve on-time thesis completion and to examine how academic writing strategies were implemented in supporting students during thesis writing. The data were obtained from thirteen participants of the English Tadris Study Program at IAIN Curup from the 2021 cohort who had completed their undergraduate thesis within the expected study period. This chapter elaborates on the research findings and their corresponding discussion.

A. FINDING

This section presents the findings obtained from semi-structured interviews with thirteen participants. To maintain a clear distinction between the two research questions, the first subsection identifies the types of academic writing strategies reported by the participants, whereas the second subsection explains the patterns, conditions, and adjustments involved in applying those strategies. Selected interview excerpts are provided as representative evidence. All excerpts were translated from Indonesian into English without changing the intended meaning of the participants' responses.

The interviews were conducted with 13 alumni of the English Tadris Study Program of IAIN Curup from June 8th, 2026, to June 13th, 2026, based on the participants' availability and willingness to participate in the study. Since the participants had different schedules and commitments, the interviews were conducted at different times through various modes, including WhatsApp voice

notes and face-to-face interviews. The duration of each interview ranged from approximately 30 to 50 minutes. Face-to-face interviews were conducted at locations agreed upon by both the researcher and participants, while online interviews were conducted through WhatsApp. All interviews were audio-recorded with the participants' consent and subsequently transcribed for data analysis.

1. Academic Writing Strategies Employed by English Tadris Students to Achieve On-Time Thesis Completion

The researcher employed Interview Instrument 1 using semi-structured interviews to address The first research question “*What academic writing strategies are employed by English Tadris students of IAIN Curup to achieve on-time thesis completion?*” Accordingly, this subsection is limited to identifying and classifying the strategy categories reported by the participants. It does not examine the detailed sequence, adjustment, or combination of those strategies, because those matters are addressed under the second research question. The interview guide was developed with reference to McLean’s framework, which includes the writing process, managing time, setting goals, and using college resources. The findings were organized into four theory-based categories and two new findings that emerged from the participants’ accounts. The theory-based categories are presented in Table 4.1.

Table 4.1.

Findings on the Academic Writing Strategies Employed by English Tadris Students to Achieve On-Time Thesis Completion

No	Academic Writing Strategies	Interview Result	Partisipants Answer
1.	The Writing Process	1. Students employed a systematic writing process consisting of prewriting, topic selection, reference searching, outlining, drafting, revising, and editing activities to complete their thesis. The coding data showed that students commonly prepared ideas and collected relevant literature before starting to write, while revisions and editing were continuously conducted after receiving feedback from supervisors. These sequential writing stages helped students organize their arguments, maintain coherence, and complete their thesis more effectively and systematically.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13
2.	Managing Time	2. Students managed their writing time by setting personal deadlines and allocating specific periods for reading, drafting, revising, and preparing for supervision sessions. Several students preferred writing during the evening or at night because they experienced fewer distractions and felt more productive, while others utilized weekends or free time between academic activities to continue their thesis work. The coding data also indicated that students frequently adjusted their schedules according to their circumstances while maintaining consistency in order to achieve on-time thesis completion.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13
3.	Setting Goals	3. Students established both short-term and long-term goals throughout their thesis-writing process, including daily writing targets, subchapter completion	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11,

		goals, revision deadlines, seminar preparation, and graduation objectives. The coding findings demonstrated that students monitored their progress by dividing large tasks into smaller and more manageable activities, which helped them maintain motivation and reduce feelings of being overwhelmed. Having clear academic and personal goals also encouraged students to remain focused on completing their thesis within the expected timeframe.	P12, P13
4.	Using College Resources	4. Students utilized various college resources to support their thesis completion, including guidance from supervisors, academic advisors, institutional thesis guidelines, and other campus academic services. The coding data revealed that students actively sought clarification from lecturers and relied on institutional resources to understand research procedures, academic writing conventions, and thesis requirements. These resources provided both academic direction and practical support throughout the thesis-writing process.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13

Based on the table above, the researcher can explain the findings as follows.

a. The Writing Process

The first academic writing strategy found in this research was the deliberate use of the writing process. The interview data showed that the participants did not begin their theses by writing full chapters immediately. They first identified areas that matched their interests or

academic strengths, examined previous theses and journal articles, identified possible research gaps, and discussed initial ideas with lecturers or peers. After selecting a topic, they organized the content through outlines or chapter plans, developed initial drafts from references and examples, revised the drafts according to feedback, and edited grammar, vocabulary, coherence, typing errors, and institutional format.

Participant 4 stated, *“Before writing my thesis, I first looked for an area that matched my interests. I then developed ideas from previous research, whether theses, journals, or issues that previous researchers had not yet completed.”*

Participant 1 stated, *“During supervision, I recorded the session because I could not remember everything the lecturer said. After supervision, I tried to complete the revision on the same day or within two or three days.”*

These statements identify the writing process as one of the academic writing strategies reported by the participants. Its principal components were prewriting, outlining, drafting, revising, and editing. The purpose of this subsection is to establish the presence of the strategy category, while the recursive movement between its stages is examined under the second research question. Since the participants were selected from graduates who had completed their theses within the expected study period, the findings show that the writing process

formed part of their reported experience; they do not establish that this strategy independently caused timely completion.

b. Managing Time

The second strategy was time management. The participants managed time by setting personal deadlines, arranging regular writing sessions, dividing time among major thesis activities, and reducing distractions. Some participants followed daily or weekly schedules, whereas others used a more flexible approach based on supervision deadlines, available time, workload, and physical condition. Despite these differences, the central purpose was similar: to prevent revisions from accumulating and to keep the thesis progressing.

Participant 2 stated, *“I made a daily routine and committed myself to finishing the unfinished part of my writing before opening social media or playing games. I treated social media or games as a reward after completing the work.”*

Participant 12 stated, *“I usually allocated around thirty percent of my time to reading or finding references, forty percent to writing, and used the remaining time for editing. I focused on finding references first and then wrote immediately afterward.”*

The interview data identify time management as another strategy reported by the participants. Its forms included personal deadlines, recurring writing periods, task allocation, distraction control, and flexible scheduling. This subsection records the existence and range of those practices, whereas their modification in response to illness,

workload, supervision schedules, and other changing conditions is explained under the second research question. Time management should therefore be interpreted as a strategy that participants perceived as supporting continuity, rather than as an independently proven cause of on-time completion.

c. Setting Goals

The third strategy was setting goals. The participants established short-term targets such as completing one or more pages per day, finishing a subsection or chapter, revising a specific part, attending supervision, or preparing for a proposal seminar. They also maintained long-term goals, particularly graduating on time, avoiding an additional semester and tuition payment, beginning employment, and reducing the financial burden on their families. These goals provided measurable direction and strengthened persistence during difficult stages of thesis writing.

Participant 4 stated, *“For my short-term target, I had to write at least one page per day. Setting a target of three or five pages was very helpful because consistent daily progress could produce many pages within ten or twenty days.”*

Participant 2 stated, *“My target was to finish on time and obtain a job soon because I did not want to continue burdening my parents.”*

These responses identify short-term and long-term goal setting as a strategy category. Short-term goals included completing pages, subsections, chapters, revisions, and supervision preparation, while long-term goals included completing the study within the expected period, avoiding additional tuition, beginning employment, and reducing the financial burden on the family. The participants' efforts to maintain motivation were interpreted as part of goal setting because motivation was sustained through these concrete and personally meaningful targets, not as a separate new finding. The accounts suggest that goals provided direction and reinforced persistence, but the qualitative design does not demonstrate that goal setting alone produced timely graduation.

d. Using College Resources

The fourth strategy was the use of college resources. Supervisors were the most frequently mentioned academic resource because they helped the participants refine topics, organize outlines, improve arguments, select methods, correct formatting, and validate the direction of the research. The participants also used academic advisors, the study program, administrative staff, thesis guidelines and other campus services when they needed information or assistance beyond a supervision meeting.

Participant 2 stated, *“Consultation with the lecturer was the most helpful resource because the supervisor could provide ideas that I had not previously considered.”*

Participant 6 stated, *“My academic advisor and thesis supervisor were very helpful in giving information, direction, and solutions. When I could not contact my lecturer, I went to the study-program office to ask for information and assistance.”*

The participants’ accounts identify the use of college resources as a further strategy. The resources included supervisors, academic advisors, study-program staff, institutional guidelines and other campus services. This subsection identifies the forms of institutional assistance reported by participants; the ways in which feedback and academic support were documented, clarified, and converted into revision actions are examined under the second research question. The findings should not be interpreted as proof that access to these resources necessarily results in on-time thesis completion for all students.

Beyond the four categories derived from McLean’s framework, two new findings emerged inductively from the participants’ accounts: AI-assisted writing and digital tools, and peer and collaborative support. These findings do not replace or revise McLean’s four core categories. Instead, they represent complementary forms of technological and social support that participants integrated into the theory-based strategies. For example, digital tools supported activities within the writing process, while peer collaboration supplemented formal college resources and helped participants address difficulties between supervision meetings. The two new findings are presented in Table 4.2.

Table 4.2.

**Additional Findings on The Academic Writing Strategies Employed by English
Tadris Students to Achieve On-Time Thesis Completion**

No.	Academic Writing Strategies	Interview Result	Participants Answer
1.	AI-Assisted Writing and Digital Tools	1. Students employed AI applications and other digital tools as additional support during the thesis-writing process. The coding data indicated that these technologies were used to generate research ideas, develop outlines, organize arguments, revise drafts, check grammar, improve vocabulary, and search for relevant references. Students generally perceived digital tools as complementary resources that increased writing efficiency and helped them overcome difficulties encountered during academic writing, while maintaining their own responsibility for the final content of the thesis.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13
2.	Peer and Collaborative Support	2. Students obtained support from friends, seniors, alumni, mentors, and tutors to facilitate their thesis completion. The coding findings showed that discussions with peers were frequently conducted to exchange ideas, clarify research concepts, solve methodological problems, and obtain suggestions for	P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P13

		improving thesis drafts. Collaborative interactions also provided emotional encouragement and practical assistance, enabling students to sustain their motivation and confidence throughout the writing process.	
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Based on the table above, the additional findings of the first research question are explained as follows.

a. AI-Assisted Writing and Digital Tools

The first additional finding was the use of AI-assisted writing and digital tools. The participants used digital tools at different stages of thesis writing. AI chatbots were used to generate initial ideas, obtain a preliminary picture of a draft, identify possible theories, and support the development of paragraphs. Grammar and paraphrasing tools were used to check language, vocabulary, typing errors, and sentence clarity. Some participants also combined these tools with dictionaries, institutional guidelines, and manual verification.

Participant 8 stated, *“I developed my first draft with the help of AI so that I could obtain an initial picture of whether the draft was appropriate and how it should be directed toward my topic.”*

Participant 4 stated, *“I used AI tools such as ChatGPT, Gemini, and other applications to check whether my sentences*

followed thesis-writing rules, contained typing errors, or were not logically connected.”

These responses identify AI-assisted writing and digital tools as a new, complementary strategy reported by the participants. The tools supported idea generation, preliminary drafting, language checking, and source exploration, but their output still required evaluation, elaboration, and verification by the participants. The finding therefore concerns assisted academic work rather than the replacement of the participants’ judgment, source evaluation, or supervisor guidance. It shows that digital support formed part of the participants’ strategy repertoire, not that AI use directly caused timely thesis completion.

b. Peer and Collaborative Support

The second additional finding was peer and collaborative support. The participants sought assistance from friends, classmates, seniors, alumni, mentors, and tutors when they had difficulty selecting a topic, understanding a theory, developing a draft, interpreting feedback, or revising a problematic section. Collaboration was also used to compare progress, write together, and obtain practical examples from people who had already completed their theses.

Participant 8 stated, *“I obtained ideas by reading many journals and asking my supervisor, classmates, alumni, and seniors who had topics or research areas similar to mine.”*

Participant 12 stated, *“After receiving comments, I read and understood them first. I also used a tutor when needed, marked*

the parts that had to be improved, and revised them one by one, beginning with the most important part.”

The data identify peer and collaborative support as the second new finding. Friends, seniors, alumni, mentors, and tutors were consulted to clarify concepts, interpret feedback, compare progress, and obtain practical examples. This informal support complemented rather than replaced the supervisor’s academic authority. It can therefore be understood as an extension of the social support available during thesis writing, while final academic decisions remained grounded in supervisor guidance and the participants’ own evaluation.

2. The Application of Academic Writing Strategies throughout the Thesis Writing Process to Facilitate On-Time Completion

The researcher employed Interview Instrument 2 using semi-structured interviews to address the second research question “*How are these strategies applied by English Tadris students at IAIN Curup throughout the thesis-writing process to facilitate on-time thesis completion?*” Unlike the first subsection, which identifies what strategy categories were reported, this subsection explains how the participants enacted them in practice. The analysis focuses on sequence, recurrence, monitoring, adjustment, and integration: how participants returned to earlier writing stages, modified schedules, evaluated targets, responded to supervisor feedback, and combined formal, digital, and peer support according to the problem encountered. The theory-based implementation patterns are presented in Table 4.3.

Table 4.3
Findings on The Application of Academic Writing Strategies throughout the
Thesis Writing Process

No.	Academic Writing Strategies	Interview Result	Participants Answer
1.	The Writing Process	1. Students applied the writing process systematically by moving through several stages, including topic selection, reference searching, outlining, drafting, revising, and editing. The coding data indicated that students moved recursively among topic selection, reference exploration, outlining, drafting, revising, and editing. Their movement between stages depended on the condition of the draft, new references, and supervisor feedback. The application of these stages enabled students to organize their ideas more effectively, identify weaknesses in their work, and gradually improve the quality of their thesis throughout the writing process.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13
2.	Managing Time	2. Students implemented time-management strategies through daily routines, weekend writing sessions, night-time writing activities, to-do lists, fixed writing hours, and flexible schedules based on their circumstances. The data further revealed that	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13

		students frequently adjusted their writing plans according to academic obligations, family activities, organizational commitments, and personal conditions. Several participants intentionally allocated weekends for thesis work, while others preferred writing at night because they experienced fewer distractions and could focus more effectively. This adaptive approach helped students maintain consistency and continue progressing despite changing situations during their thesis-writing journey.	
3.	Setting Goals	3. Students applied goal-setting strategies by establishing chapter targets, subchapter targets, daily writing tasks, revision checklists, seminar preparation goals, and long-term graduation objectives. The coding data demonstrated that students regularly monitored their progress by breaking larger tasks into smaller and more manageable activities. Findings also showed that personal deadlines and the desire to graduate on time functioned as important motivational drivers. By maintaining clear academic goals and continuously evaluating their	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13

		progress, students were able to sustain their commitment and remain focused on completing their thesis within the expected timeframe.	
4.	Using College Resources	4. Students utilized college resources by consulting supervisors, following institutional thesis guidelines, seeking assistance from lecturers, and preparing questions before supervision sessions. The coding findings revealed that students actively relied on academic support systems provided by the university to understand research procedures, improve academic writing, and solve methodological problems. The effective use of these institutional resources contributed to smoother communication with supervisors and facilitated the overall thesis-completion process.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13

Based on the table above, the findings of the second research question are explained as follows.

a. The Writing Process

The first application involved using and adapting the stages of the writing process. The participants generally progressed from identifying an idea and title to collecting references, selecting theories, preparing an outline, drafting, revising, and editing. However, the movement between

stages depended on the completion of earlier sections and the feedback received from supervisors. Some participants followed a relatively strict chapter-by-chapter sequence, while others returned to brainstorming, references, or outlining whenever their drafts required further development.

Participant 6 stated, *“After obtaining an idea and title, I searched for relevant references and theories. After that, I made an outline, wrote the draft, and revised it based on the lecturer’s feedback.”*

Participant 7 stated, *“I processed the idea first through brainstorming with AI or ChatGPT, then made an outline. Afterward, I edited, revised, and elaborated the idea again.”*

These statements show how the writing-process strategy was implemented. Participants did not simply use five separate stages; they moved recursively among them according to the condition of the draft and the feedback received. The decision to proceed, return to references, revise an outline, or edit a section was therefore context-dependent. This implementation pattern distinguishes the second research question from the first: the first identifies the writing process as a strategy, whereas the second explains its recursive and feedback-driven application.

b. Managing Time

The second implementation pattern concerned the practical management of writing time. Participants applied time-management strategies through daily to-do lists, weekly plans, weekend or night-time

sessions, minimum writing periods, and prompt revision after supervision. They also modified those plans when unexpected activities, fatigue, illness, delayed supervisor responses, or competing academic responsibilities occurred. Thus, the central finding is not merely that participants used schedules, but that they combined consistency with adaptation.

Participant 2 stated, *“I had a daily to-do list of what had to be completed. The schedule changed when an unexpected activity occurred or when my physical condition was not good.”*

Participant 12 stated, *“I made a simple weekly schedule and spent at least two hours a day on the thesis: one hour reading references and one hour writing. When I became tired, I rested for half a day and then returned to the schedule.”*

The interview data show that participants implemented time management as a flexible control system rather than a rigid timetable. They protected recurring writing periods, but rescheduled tasks, temporarily reduced workloads, or intensified work near important deadlines when necessary. According to their accounts, this adaptive pattern helped them preserve continuity. Because the study did not compare these participants with students who completed their theses late, the finding should be interpreted as a reported mechanism for sustaining progress, not as causal proof of timely completion.

c. Setting Goals

The third application was setting, monitoring, and adjusting goals. The participants converted general objectives into visible units such as chapters, indicators, pages, revision items, weekly tasks, proposal seminars, and thesis-defense deadlines. They monitored progress through check marks, rereading completed sections, counting remaining pages, observing the reduction of revisions, and comparing actual progress with the expected schedule. When progress was slower than planned, they increased the daily target or accelerated work before an academic deadline.

Participant 1 stated, *“When Chapter 1 was finished, I checked it off; when Chapter 2 was finished, I checked it off. I also checked each completed indicator, so I could see that the work was being completed step by step.”*

Participant 10 stated, *“I set a target that several parts had to be completed within that week or month, and I tried to ensure that the targets continued to be achieved throughout the thesis-writing process.”*

These statements demonstrate how goal setting was implemented through monitoring and adjustment. Checklists and time-bound targets made progress visible, while remaining pages, unfinished indicators, revision items, and institutional deadlines informed subsequent decisions. Personally meaningful long-term goals, such as graduating within the expected period, avoiding additional tuition, obtaining employment, and reducing the burden on parents, also helped

participants restore or maintain motivation when progress slowed. Motivation was therefore treated as a function of goal setting rather than as an independent strategy or new finding. When plans were not achieved, participants revised the scale or timing of their targets.

d. Using College Resources

The fourth application involved using supervisor feedback and other academic support resources. The participants recorded supervision sessions, wrote down revision points, listened to recordings again, prepared separate drafts for different supervisors, and asked for clarification when feedback was unclear. They then converted the comments into specific revision actions, such as reorganizing paragraphs, adding theories or references, correcting methods, and improving the discussion. Academic assistance was used most effectively when students actively processed the feedback instead of merely receiving it.

Participant 6 stated, *“I recorded the supervision, listened to the recording again, wrote down all the revisions, and used them as a guide to improve and develop my writing.”*

Participant 13 stated, *“I prepared two drafts, one for the first supervisor and another for the second supervisor. When I was confused or did not understand the meaning of the feedback, I sought assistance.”*

The data indicate that the participants applied college resources through active documentation, clarification, and follow-up. Recording

and note-taking reduced the risk of forgetting important comments, while separate drafts helped the participants manage different areas of feedback. Seeking clarification enabled them to avoid inaccurate revisions. Thus, supervisor feedback became more useful when the participants transformed it into an organized plan for improving the manuscript.

In addition to the implementation patterns derived from McLean's framework, the data showed how the two new findings AI-assisted writing and digital tools, and peer and collaborative support were incorporated into actual writing situations. These findings were not treated as substitutes for McLean's categories. Rather, they functioned across or alongside the established strategies: digital tools supported several stages of the writing process, while peer collaboration provided informal assistance between formal supervision sessions. Their implementation patterns are presented in Table 4.4.

Table 4.4.
Additional Findings on The Application of Academic Writing Strategies
throughout the Thesis Writing Process

No.	Academic Writing	Interview Result	Participants Answer
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	Strategies		
1.	AI-Assisted Writing and Digital Tools	1. Students utilized AI applications and digital tools as supplementary support throughout the thesis-writing process. The coding data showed that these tools were employed to generate ideas, develop outlines, organize arguments, improve grammar, enrich vocabulary, search for references, and connect research findings with relevant theories. Students also used digital technologies to revise drafts and organize their thesis content more efficiently. Although technology provided practical assistance, students generally perceived these tools as complementary resources that supported, rather than replaced, their own academic efforts and critical thinking.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13
2.	Peer and Collaborative Support	2. Students applied peer and collaborative support strategies by discussing their thesis with friends, seniors, alumni, mentors, and tutors. The coding findings indicated that these interactions helped students clarify ideas, overcome writing difficulties, understand research methods, and obtain suggestions for improving their work. The further showed that students often sought advice from peers both before and after supervision meetings to prepare questions, interpret supervisors' feedback, and maintain their motivation. Such collaborative relationships provided not only	P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P13

		academic assistance but also emotional encouragement throughout the thesis-writing process.	
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Based on the table above, the implementation of the two new findings under the second research question is explained as follows.

Based on the table above, the additional findings of the first research question are explained as follows.

a. AI-Assisted Writing and Digital Tools

The first additional application was the strategic use of AI-assisted writing and digital tools. The participants used AI for brainstorming, organizing ideas, identifying possible theories, connecting findings with theoretical concepts, and locating potential references. They also used grammar and paraphrasing applications during revision. Importantly, the data showed that some participants treated AI output as an initial suggestion rather than final academic evidence and checked the relevance or existence of the recommended sources before using them.

Participant 7 stated, *“I brainstormed with AI or ChatGPT and then prepared an outline. After that, I edited, revised, and elaborated the ideas again.”*

Participant 13 stated, *“I used several AI websites, including Gemini, but before using the information, I checked whether the source really existed or had only been generated by the AI.”*

These responses show that digital tools were applied selectively within a broader academic process. AI was used to initiate brainstorming, explore alternatives, prepare preliminary wording, or support language revision, but participants retained responsibility for checking sources, evaluating relevance, elaborating ideas, and aligning the text with supervisor guidance. This positions AI-assisted writing as complementary technological support rather than a replacement for the writing process, academic judgment, or formal supervision.

b. Peer and Collaborative Support

The second additional application was peer and collaborative support. The participants contacted peers, seniors, alumni, tutors, mentors, and knowledgeable friends when they became stuck, needed another explanation, or wanted to compare possible solutions. Collaboration was implemented through direct discussion, shared writing sessions, progress comparison, and consultation with individuals who had similar topics or supervisors. This support was especially useful between formal supervision meetings.

Participant 4 stated, *“When I experienced difficulty or became stuck at one point, I sought help from friends, tutors, or my supervisor.”*

Participant 10 stated, *“I often worked on my thesis together with a friend. When he worked on his thesis, I also worked on mine, and his thesis progress became a reference and motivation for me.”*

The participants' responses indicate that collaboration provided cognitive and practical support. Discussion helped participants understand difficult concepts and revisions, while shared writing sessions and progress comparison encouraged continued engagement. Peer input was not treated as equivalent to supervisor approval; instead, it helped participants test their understanding and prepare possible solutions before making final revisions based on academic guidance. Peer collaboration therefore functioned as complementary informal support rather than a replacement for individual responsibility or formal supervision.

Overall, the integrated interview demonstrate that the students applied academic writing strategies dynamically throughout the thesis-writing process. They combined systematic writing stages, time management, goal setting, academic resources, digital tools and social support. These strategies were repeatedly adjusted in response to academic demands, personal circumstances, supervisor feedback, and approaching deadlines. Therefore, on-time thesis completion was supported not only by the use of specific writing strategies but also by the students' ability to combine, monitor, and adapt those strategies throughout the writing process.

B. DISCUSSION

This section discusses the findings in relation to McLean's theoretical framework and previous studies. To preserve the distinction between the two research questions, the first part discusses the range of strategies reported by the participants, while the second part examines the mechanisms through which

those strategies were implemented, combined, and adjusted. The discussion also limits causal interpretation because the study used a descriptive qualitative design and included only participants who had completed their theses within the expected study period.

1. Academic Writing Strategies Employed by English Tadris Students to Achieve On-Time Thesis Completion

The first research question identified the range of academic writing strategies reported by English Tadris graduates who completed their theses within the expected study period. Four categories corresponded to McLean's framework: the writing process, managing time, setting goals, and using college resources. Two new findings emerged from the participants' accounts: AI-assisted writing and digital tools, and peer and collaborative support. The contribution of this part of the findings is classificatory: it establishes what strategies were present in the participants' accounts, without repeating the detailed processes through which the strategies were implemented.

The four theory-based categories are consistent with McLean's framework. The writing-process category included prewriting, outlining, drafting, revising, and editing. Time-management practices included personal schedules, protected writing periods, task allocation, and deadline awareness. Goal setting included both immediate writing targets and broader study objectives. College-resource use involved supervisors, academic advisors, institutional guidelines, previous theses, libraries, and

administrative support.⁵⁶ These findings indicate that the participants' thesis-writing practices extended beyond text production and included metacognitive, temporal, and institutional forms of regulation.

Beyond McLean's framework, this study also identified two additional strategies that emerged from the participants' experiences: AI-assisted writing and digital tools, and peer and collaborative support. These findings support the study by Subandowo et al. who found that students employed various writing strategies throughout the pre-writing, writing, and post-writing stages while utilizing digital tools to facilitate academic writing.⁵⁷ However, the present study extends their findings by demonstrating that these strategies were specifically employed in the context of undergraduate thesis completion within the expected study period. Unlike the context examined by Subandowo et al., the participants in this study combined AI-assisted writing with manual verification, supervisor consultation, and peer discussion to ensure the credibility and academic quality of their work. These findings suggest that academic writing strategies in contemporary thesis writing involve not only traditional writing practices but also the integration of technological and collaborative support that is not explicitly represented in McLean's original framework.

Taken together, the first research question establishes the strategy repertoire reported by a specific group of graduates. The findings suggest

⁵⁶ Scott McLean (2012) *Successful Writing* (Minnesota: University of Minnesota Libraries Publishing).

⁵⁷ Subandowo, D., Sárdi, C., & Thresia, F. (2025). *An investigation of English academic writing strategies employed by Indonesian graduate students in an English Medium Instruction (EMI) context*. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(38).

that the strategies provided academic, temporal, technological, institutional, and social support during their thesis-writing experiences. However, the study did not include students who completed late and did not test causal effects. It therefore cannot conclude that the identified strategies guaranteed or directly produced on-time completion; it can only report that the participants used them and perceived them as supportive while completing their theses within the expected period.

2. The Application of Academic Writing Strategies throughout the Thesis Writing Process

The second research question moved beyond identifying strategy categories and examined how the participants applied them in practice. The central pattern was dynamic implementation: participants revisited writing stages after receiving feedback, adjusted schedules when circumstances changed, monitored and revised targets, and selected resources according to the problem encountered. AI-assisted writing and peer support were also integrated at particular stages rather than used as isolated or constant practices. Therefore, the second research question explains the operation and adaptation of the strategies identified in the first.

The findings refine McLean's framework by showing that implementation was recursive, flexible, and context-dependent. The writing process operated as a cycle because supervisor comments or new references often required participants to return to earlier stages. Time management involved preserving continuity while responding to changes in health, workload, unexpected activities, and supervisor availability. Goal setting

involved comparing planned and actual progress, adjusting targets, and using meaningful academic and family-related objectives to maintain persistence. College resources were applied through active recording, clarification, and follow-up. Thus, the perceived usefulness of a strategy depended not merely on possessing it, but on adapting it to the current writing problem.

The two additional strategies were also applied selectively rather than continuously. Digital tools supported brainstorming, preliminary drafting, language checking, and source exploration, followed by manual verification and comparison with credible academic references. Peer support was primarily utilized between supervision meetings to discuss difficult revisions, clarify methodological issues, and evaluate possible solutions before consulting supervisors, who remained the primary authority for academic decisions. These implementation patterns provide a practical response to several challenges identified by Safitri et al. (2021), particularly students' difficulties in finding appropriate references, understanding research methodology, and applying academic writing conventions.⁵⁸ Rather than merely experiencing these difficulties, the participants actively addressed them by integrating supervisor guidance, digital technologies, and peer collaboration according to the specific problem encountered. Therefore, the present findings extend previous research by illustrating not only what challenges students face during thesis writing but also how successful students adapt multiple academic writing strategies to overcome those challenges throughout the thesis-writing process.

⁵⁸ Safitri, Azisah, dan An Nur (2021), "The Analysis of Students' Challenges," 44-45.

The findings further demonstrate that academic writing strategies operated as an integrated system throughout thesis completion. Syafi'i et al. emphasized that supervisory feedback plays a significant role in improving students' academic writing and supporting thesis completion.⁵⁹ The present study confirms this finding while extending it by showing that supervisory feedback became effective only when participants actively transformed the feedback into concrete revision practices. Participants recorded supervisors' comments, prioritized revision tasks, adjusted writing schedules, discussed complex revisions with peers, and selectively employed digital tools before submitting revised drafts. Therefore, timely thesis progress depended not only on receiving supervisory feedback but also on students' active management of the revision process.

In summary, the second research question shows that the participants applied the identified strategies through recursive movement, flexible planning, progress monitoring, and the selective integration of academic, technological, and social resources. These practices were not fixed or uniformly applied across participants; instead, they were adjusted when schedules changed, physical conditions declined, feedback was delayed, or initial plans required revision. The participants perceived these adapted practices as helping them maintain organization and continuity. Based on the discussion above, the application of academic writing strategies can be understood as a flexible and continuous process throughout thesis writing. The participants enacted these strategies by moving through and revisiting

⁵⁹ Syafi'i dkk. (2024), "Unleashing the Power of Supervisory Feedback," 330-351.

writing stages, managing their time, monitoring their goals, using academic support, utilizing digital tools, and collaborating with peers. Therefore, they viewed academic writing strategies as supporting more systematic, adaptive, and sustained progress throughout the thesis-writing process.

CHAPTER V

CONCLUSION & SUGGESTION

After analyzing and interpreting the findings presented in Chapter IV, this chapter provides the conclusions and recommendations of the study. The conclusions summarize the answers to the two research questions concerning the academic writing strategies employed by English Tadris students of IAIN Curup to achieve on-time thesis completion and the ways these strategies were implemented throughout the thesis-writing process. The recommendations are addressed to students, lecturers and thesis supervisors, the English Tadris Study Program, and future researchers who may benefit from the findings of this study.

A. CONCLUSION

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding the academic writing strategies employed by English Tadris students of IAIN Curup to achieve on-time thesis completion.

1. First, in relation to the first research question, the findings revealed that students who completed their undergraduate thesis within the expected study period employed six major academic writing strategies. Four of these strategies corresponded to McLean's framework, namely the writing process, managing time, setting goals, and using college resources, while two additional strategies emerged from the participants' experiences: AI-assisted writing and digital tools, and peer and collaborative support. These findings indicate that on-time thesis completion was supported by the integration of cognitive, metacognitive, institutional, technological, and

social strategies, thereby extending McLean's framework by identifying AI-assisted writing and peer collaboration as complementary strategies in contemporary undergraduate thesis writing.

2. Second, regarding the second research question, the findings demonstrated that these academic writing strategies were implemented through a dynamic, recursive, and adaptive process rather than a fixed sequence of activities. Students continuously adjusted and integrated multiple strategies according to supervisor feedback, writing progress, personal circumstances, and academic demands by combining writing activities, time management, goal monitoring, academic resources, digital technologies, and peer collaboration throughout the thesis-writing process. Overall, the findings suggest that successful on-time thesis completion was supported not only by the use of multiple academic writing strategies but also by students' ability to monitor, integrate, and adapt those strategies according to their writing needs.

Overall, this study concludes that on-time thesis completion among English Tadris students was characterized by the integration of multiple academic writing strategies rather than reliance on a single strategy. The findings also contribute to the existing literature by providing an empirical extension to McLean's framework through the identification of AI-assisted writing and peer and collaborative support as complementary strategies within undergraduate thesis writing. These findings highlight the importance of integrating academic, technological, institutional, and social support to facilitate a more systematic, adaptive, and sustainable approach to undergraduate thesis writing. Although this

study specifically focused on academic writing strategies for on-time thesis completion, the findings also suggest that these strategies indirectly support on-time graduation, because students must successfully complete and defend their thesis in order to graduate within the expected study period.

B. SUGGESTIONS

Based on the conclusions above, the researcher proposes several suggestions for students, lecturers or thesis supervisors, the English Tadris Study Program, and future researchers.

1. For Students

Students are encouraged to apply academic writing strategies systematically throughout the thesis-writing process by integrating the writing process, effective time management, realistic goal setting, and the use of academic resources. They are also advised to use digital technologies and AI-assisted writing tools responsibly as complementary learning resources while maintaining critical thinking, verifying academic sources, and upholding academic integrity to support effective and timely thesis completion.

2. For Lecturers and Thesis Supervisors

Lecturers and thesis supervisors are encouraged to provide clear, constructive, and timely feedback to help students improve their academic writing and manage revisions more effectively. They are also expected to guide students in applying academic writing strategies independently

while promoting the responsible and ethical use of digital technologies and AI-assisted writing tools throughout the thesis-writing process.

3. For the English Tadris Study Program

The English Tadris Study Program is encouraged to strengthen institutional support for undergraduate thesis writing by providing academic writing and research methodology workshops, as well as guidance on the responsible use of AI in academic writing. In addition, the study program may facilitate collaborative activities, such as thesis discussion forums or academic writing communities, to encourage students to exchange experiences, share writing strategies, and support one another throughout the thesis-writing process.

4. For Future Researchers

Future researchers are encouraged to conduct similar studies involving participants from different universities, study programs, or educational contexts to obtain broader insights into academic writing strategies. Further research may also explore how academic writing strategies, digital technologies, and peer collaboration are integrated in various academic writing contexts, as well as investigate the ethical use of AI-assisted writing and its implications for students' academic writing practices.

By implementing these recommendations, students, lecturers, the English Tadris Study Program, and future researchers are expected to contribute to the improvement of academic writing practices among undergraduate students. The integration of effective academic writing strategies, constructive supervision, institutional support, collaborative learning, and the responsible use of digital technologies may help

students develop greater independence, confidence, and competence in completing their undergraduate theses.

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A P P E N D I C E S

APPENDIX 1

SK PENELITIAN, SK PEMBIMBING, KARTU BIMBINGAN

SKRIPSI, INSTRUMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 533 /In.34/FT/PP.00.9/05/2026
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

25 Mei 2026

Kepada Yth. Rektor IAIN Curup

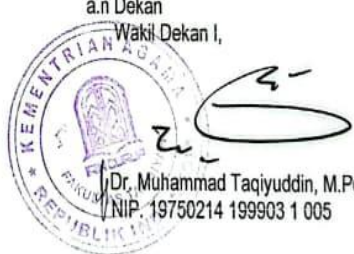
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Nur Aulia Nesa Afifah
 NIM : 22551039
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : Exploring Academic Writing Strategies for Ontime Thesis Completion among Students of English Tadris Study Program
 Waktu Penelitian : 25 Mei 2026 s.d. 25 Agustus 2026
 Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I,

 Dr. Muhammad Taqiyuddin, M.Pd.I
 NIP. 19750214 199903 1 005

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



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

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 189 Tahun 2026
Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | |
|----------------------|---|---|
| Menimbang | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. Permohonan Saudara Nur Aulia Nesa Afifah tanggal 15 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi |
| | | 2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026 |

M E M U T U S K A N :

Menetapkan

- | | | | |
|----------------|---|------------------------------|------------------------------|
| Pertama | : | 1. Sarwo Edy, M.Pd | 19810607 202321 1 011 |
| | | 2. Meli Fauziah, M.Pd | 19940523 202012 1 003 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Nur Aulia Nesa Afifah**

N I M : **22551039**

JUDUL SKRIPSI : ***Exploring Academic Writing Strategies for on-time Thesis Completion among Students of English Tadris Study Program***

- | | | |
|----------------|---|--|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Kempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku. |

Ditetapkan di Curup,
Pada tanggal 15 April 2026
Dekan,


Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

Nama : Nur Aulia Nesa Afifah Pembimbing I : Sarwo Edy, M.Pd
NIM : 22551039 Pembimbing II : Meli Fauziah, M.Pd
Program Studi : Tadris Bahasa Inggris Akhir Bimbingan : 06 Juli 2026
Mulai Bimbingan : 28 April 2026
Judul Skripsi : Exploring Academic Writing Strategies for On-Time Thesis Completion Among Students of English Tadris Study Program

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
28 April 2026	Grandtheory bab 2	[Signature]	28 April 2026	- Perbaikan Instrument - Menentukan Narrative Inquiry	[Signature]
09 April 2026	- Bab 1 Rq - Background	[Signature]	14/04/2026	- Teori & research question	[Signature]
13/2026 04	- Instrument - Teknik pengumpulan data	[Signature]	05/2026 05	- Bab 3 dan instrumen	[Signature]
08/2026 05	- Rq 1, Instrument - narrative Inquiry	[Signature]	12/2026 05	- Instrument - Bab 3	[Signature]
13 Mei 2026	- Hasil Validator	[Signature]	19/2026 05	- Instrument - Trustworthiness	[Signature]
16/05 2026	- Finding & Discussion	[Signature]	26/2026 05	- Hasil Validator	[Signature]
18/05 2026	- Finding & Discussion - Bab 5	[Signature]	26 Mei 2026	- Hasil Coding	[Signature]
22 Mei 2026	- Bab 1 sampai 5	[Signature]	29 Mei 2026	- Bab 4 (Finding & Discussion)	[Signature]
30 Mei 2026	- Revisi Tabel Finding dan isinya.	[Signature]	02 Juni 2026	- Finding Discussion - Bab 5	[Signature]
1 Juni 2026	Revisi Delimitation of kgy term & Subjek pengumpulan data	[Signature]	10 Juni 2026	- Revisi tabel finding Rq 1 & R2	[Signature]
5 Juni 2026	Revisi Penulisan Skripsi 1 & V	[Signature]	15 Juni 2026	- Finding Rq 1	[Signature]
22 Juni 2026	- Isi finding Rq 1 & Rq 2	[Signature]	23 Juni 2026	Finding Rq 2	[Signature]
25 Juni 2026	Revisi Discussion	[Signature]	24 Juni 2026	Discussion	[Signature]
28/06 2026	Discussion Rq 1	[Signature]	30 Juni 2026	Discussion dan Bab V	[Signature]
03/07 2026	Discussion Rq 2	[Signature]	1 Juli 2026	- Bab 4 dan bab 5	[Signature]
06/07 2026	Bab IV & V	[Signature]	06 Juli 2026	- Bab 1 sampai 5. - lampiran.	[Signature]

Pembimbing I,
[Signature]
NIP 19810607 202321 1011

Curup, 28 April 2026
Pembimbing II,
[Signature]
Meli Fauziah, M.Pd
NIP 19940523 202012 1003

- Catatan : 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang
3. Materi bimbingan tertulis secara terinci tentang hal yang dibimbing

VALIDASI INSTRUMEN ACADEMIC WRITING STRATEGIES

Blueprint of Interview Guidance Strategy of Academic Writing Strategies in Thesis Writing

No	Aspect	Indicator	Sub-Indicator	Interview Questions
1.	Academic Writing Strategies for On-Time Thesis Completion	The Writing Process	Prewriting	1. How do you generate and prepare your ideas before starting your thesis writing?
			Outlining	2. How do you organize your ideas into an outline during thesis writing? 3. How does the outline help you complete your thesis?
			Drafting	4. How do you start and develop your first draft when writing your thesis?
			Revising	5. How do you revise your thesis draft after receiving feedback or reviewing your writing?
			Editing	6. How do you check grammar, vocabulary, and formatting in your thesis, and what tools do you use?
2.		Managing Time	Deadline Planning	7. What strategies do you use to plan your thesis writing in order to meet your deadlines?
			Time Allocation	8. How do you allocate your time for different parts of thesis writing, such as reading references, drafting, revising, and editing?
			Writing Sessions	9. When do you usually write your thesis? 10. What routines or habits help you stay

				productive during writing sessions?
3.		Setting Goals	Short-term Goals	11. What short-term goals or writing targets do you set during thesis writing? 12. How do they help your progress?
			Long-term Goals	13. What is your main goal in completing your thesis on time? 14. How do you maintain your motivation during the thesis writing process?
4.		Using College Resources	Instructor Support	15. How do your consultations with your supervisor support your thesis writing process? 16. How do you use feedback from your supervisor to improve your thesis writing?
			Academic Counselor	17. How do lecturers, academic advisors, or campus academic services support you during your thesis writing process?
<i>Source: Adapted from Scott McLean(2012)</i>				

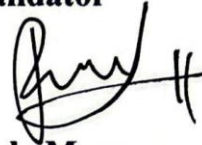
Catatan Validator

1. Secara umum blueprint sudah selaras dengan research questions dan pendekatan kualitatif.
2. Beberapa pertanyaan masih terlalu umum sehingga berpotensi menghasilkan jawaban dangkal.
3. Ada satu item yang redundan (nomor 3 dan 4).
4. Beberapa indikator dan pertanyaan belum sepenuhnya konsisten (contohnya indikator "Academic Counselor").
5. Sebagai reminder, untuk penelitian kualitatif, gunakan pertanyaan yang: eksploratif, berbasis pengalaman, mendorong narasi, dan menghindari jawaban "yes/no".

6. Silahkan perbaiki instrument sebagaimana komentar validator, dan peneliti bisa langsung gunakan contoh item revisi yang validator sudah buat. Bagian yang validator komentari diwarnai biru.
7. Menurut validator, jika peneliti sudah merevisi instrument seperti yang diarahkan dan dicontohkan validator, instrument sudah valid secara konten dan sudah siap lanjut untuk pengambilan data.

Curup, 26 Mei 2026

Validator

A handwritten signature in black ink, appearing to read 'Ruly Morganna', with a stylized flourish at the end.

Ruly Morganna, M.Pd

VALIDASI INSTRUMEN ACADEMIC WRITING STRATEGIES

Blueprint of Interview Guidance Strategy of Academic Writing Strategies in Thesis Writing

No	Aspect	Indicator	Sub Indicator (Based on Implementation)	Interview Questions
1.	Application Of Academic Writing Strategies for On-Time Thesis Completion	The Writing Process	Application of writing stages (prewriting, outlining, drafting, revising, editing)	1. How do you move between different stages of writing (from generating ideas to editing) during your thesis process? 2. When do you usually decide to move to the next stage of writing? 3. What situations or considerations influence your decision? 4. What stages of thesis writing are most challenging for you? 5. How do you deal with those challenges?
2.		Managing Time	Planning and scheduling writing activities	6. How do you apply your time management plan in your daily or weekly writing activities? 7. In what situations does your writing schedule usually change? 8. What causes those changes? 9. What factors help you follow your writing schedule?

				10. What factors make it difficult to stay on schedule?
3.		Setting Goals	Establishing short-term and long-term goals	11. How do you monitor your progress toward your writing goals during your thesis process? 12. When do you usually adjust your goals, and what situations lead you to make those changes? 13. Why do some goals work effectively for you while others do not?
4.		Using College Resources	Use of academic support (instructor, counselor)	14. How do you use feedback from your supervisor or other academic support during different stages of your writing? 15. In what situations do you usually seek help or feedback during your thesis writing process? 16. How does academic support help you overcome difficulties during thesis writing?
Source: Adapted from Scott McLean(2012)				

Catatan Validator

1. Sebagian besar pertanyaan sudah bersifat eksploratif dan sesuai untuk pendekatan kualitatif.
2. Beberapa item masih terlalu abstrak dan perlu disederhanakan agar mudah dipahami responden.
3. Hindari penggunaan istilah yang terlalu teoritis seperti: “time management plan”, “work effectively”, “move between stages”, karena responden mahasiswa lebih mudah menjawab pertanyaan yang konkret dan berbasis pengalaman.
4. Secara metodologis, instrumen ini sudah cukup baik untuk menggali: proses, pengalaman, tantangan, penyesuaian strategi, dan implementasi academic writing strategies selama penulisan skripsi.
5. Bagian yang validator komentari diwarnai biru. Menurut validator, jika peneliti sudah merevisi instrument ini sesuai catatan validator dan atau peneliti menggunakan contoh yang validator buatkan, instrument ini sudah valid secara konten dan sudah siap lanjut untuk proses pengambilan data.

Curup, 26 Mei 2026

Validator



Ruly Morganna, M.Pd

APPENDIX 2
CODING, DATA OF THE INTERVIEW, DOCUMENTATION

CODING

RQ1 MAIN POSITIVE CODING TABLE + NEW POSITIVE FINDINGS					
<i>Research Question 1: What academic writing strategies are employed by English Tadris students of IAIN Curup to achieve on-time graduation?</i>					
<i>Note: Coding 001–004 contains answers that fit the four main indicators. Coding 005–006 contains additional positive findings / new indicators found from the participants' answers.</i>					
MAIN CODING TABLE (Coding 001–004)					
Coding	Indicator	Sub-indicator	Participant Answer (Transcript Statement)	Key Answer	Participant
001	The Writing Process	Prewriting	Kalau mulai dari menemukan judul itu kan termasuk ide-ide juga ya, Jadi kalau menemukan judul itu Balik-balik pada hal yang kita kuasai gitu Contohnya kita kuasai di bidang writing Atau di bidang listening Atau di bidang speaking Atau di bidang pragmatik gitu, ya Kalau kemarin itu saya lebih menguasai di bidang pragmatik, lebih condong ke implicatur. Jadi dengan menguasai itu, menguasai salah satu mapel ya, jadi mencari ide atau buat judulnya itu lebih mudah. Jadi nggak sulit...	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai.	DP
001	The Writing Process	Outlining	Yang pertama itu bisa dilihat dari draft skripsi atau outline dari beberapa skripsi yang sudah selesai. Terus juga ada beberapa bantuan dari AI, terus dibantu juga dari dosen pembimbing., Kebanyakan dari dosen pembimbing.	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	DP
001	The Writing Process	Drafting	Kalau masalah membuat itu pas sendiri itu ya, kalau pas sendiri itu pastinya dibantu sama AI juga, terus juga lihat dari draft-draft skripsi sebelumnya juga, yang lebih enak itu karena bantuan AI juga sih. Tapi kalau sebelum bimbingan	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI.	DP

			<i>pasti banyak salahnya.</i>		
001	The Writing Process	Revising	<i>Kalau di proses bimbingan, itu kita sama record ya. Karena kita kan tidak hafal semua apa yang dosen ngomongin. Jadi kalau udah selesai bimbingan, itu sebisa mungkin hari itu juga dibuat ya, diselesaikan mungkin sampai 2 atau 3 hari.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	DP
001	The Writing Process	Editing	<i>Kalau dari penulisan itu kebanyakan di quillboat, Grammarly, GPT.</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools.	DP
002	Time Management	Deadline Planning	<i>Ada rencana, kalau sudah revisi, dua hari ke depan harus selesai. Konsisten dan sebisa mungkin revisi hari itu juga atau selesai dalam dua sampai tiga hari.</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	DP
002	Time Management	Time Allocation	<i>Kalau masalah manage waktu, balik ke diri sendiri. Kalau merevisi hari ini, dua hari ke depan harus selesai. Mencari referensi menjadi bagian yang paling banyak makan waktu.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	DP
002	Time Management	Writing Sessions	<i>Setiap hari Sabtu harus konsisten buat skripsi, ada revisi hari itu atau tidak. Notifikasi dimatikan, game dihapus, dan fokus pada pengerjaan skripsi.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	DP
003	Setting Goals	Short-term Goals	<i>Ada, ada rencana gitu, kayak kalau pokoknya udah revisi nih.. pokoknya dua hari ke depan itu harus selesai gitu.</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi.	DP

003	Setting Goals	Long-term Goals	<i>Target jangka panjangnya lulus tepat waktu, wisuda sesuai rencana, dan tidak menambah beban biaya/UKT.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu, tidak menambah semester/UKT.	DP
004	Use College Resources	Instructor Support	<i>Judul yang lebih kompleks direvisi sama pembimbing, outline juga kebanyakan dibantu dosen pembimbing.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	DP
004	Use College Resources	Academic Counselor / College Services	<i>Dosen pembimbing membantu dalam revisi judul, penyusunan outline, dan memberi arahan ketika proses bimbingan.</i>	Mahasiswa memanfaatkan PA, prodi, staf akademik.	DP
001	The Writing Process	Prewriting	<i>Saya mulai dgn mengumpulkan skripsi-skripsi yang memiliki keterkaitan dgn judul penelitian yang akan saya tulis kemudian saya juga mencari refferensi-refferensi dari data valid seperti website terpercaya sebagai data saya</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, membaca jurnal/skripsi terdahulu.	DA
001	The Writing Process	Outlining	<i>Saya menyusunnya dengan mulai untuk berdiskusi dgn teman atau senior sebelum saya mendiskusikannya dengan pembimbing karena agar kerangka tersebut bisa saya kembangkan lagi</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	DA
001	The Writing Process	Drafting	<i>Saya mengembangkannya dgn cara meminta bantuan dengan alat chatbot dan kemudian saya diskusikan lagi bersama teman dan senior jika ada bagian-bagian yang belum saya mengerti</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi akademik dengan teman.	DA
001	The Writing Process	Revising	<i>Saya merevisi tulisan saya mulai dari bagian yg paling banyak salah dengan membaca lagi sumber-sumber yang telah saya kumpulkan</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan.	DA

001	The Writing Process	Editing	<i>Saya menggunakan alat bantu AI untuk menilai tata bahasa tulisan saya karena keterbatasan waktu kemarin jadi saya ingin lebih cepat dan mudah</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools.	DA
002	Time Management	Deadline Planning	<i>Saya membuat jadwal rutin saya setiap hari dan menanamkan komitmen dalam diri saya dengan cara jika saya ingin membuka media sosial atau game di handphone saya harus menyelesaikan terlebih dahulu bagian tulisan saya yg belum selesai, jdi saya menganggap melihat medsos atau bermain game tersebut menjadi suatu reward</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	DA
002	Time Management	Time Allocation	<i>Saat membuat skripsi, saya harus membaca sumber penelitian terdahulu dulu, sebelum mulai menulis, karena yg banyak menghabiskan waktu itu adalah membaca, kemudian revisi dan editing saya lakukan setelah semua ide pokok tersusun</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	DA
002	Time Management	Writing Sessions	<i>Pada pagi hari dan malam hari setelah jam 9 malam</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	DA
003	Setting Goals	Short-term Goals	<i>Setiap hari saya harus setidaknya mengerjakan skripsi selama 5 jam</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi.	DA
003	Setting Goals	Long-term Goals	<i>Targetnya selesai tepat waktu dan segera mendapatkan pekerjaan karena tidak mau lagi memberatkan beban orang tua.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu, segera bekerja.	DA
004	Use College Resources	Instructor Support	<i>Konsultasi dengan dosen adalah hal yang paling membantu karena dosen pembimbing dapat memberikan ide yang tidak terpikirkan dgn kita</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode,	DA

			sebelumnya	format, dan validasi isi skripsi.	
004	Use College Resources	Academic Counselor / College Services	<i>Kalau dari pembimbing yang pertama itu ide yang banyak sekali dikasih, dari bantuin ide, ini harusnya kayak gini, ini nggak boleh kayak gini. Pembimbing yang kedua, kalau masalah penulisan itu sangat membantu sekali, kayak paragraf ini harusnya nggak di sini, paragraf ini harusnya di sini. Jadi sesuai topoksi mereka masing-masing, tapi sangat membantu sekali kedua-duanya.</i>	Mahasiswa memanfaatkan staf akademik.	DA
001	The Writing Process	Prewriting	<i>Pertama itu nggak langsung ke judul, tapi lebih ke judul besar yang bakal dipakai di skripsi. Kalau tertarik di linguistik baru nyari judul-judul yang relevan di berbagai jurnal atau article. Kedua itu juga bisa tanya dengan dosen.</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, membaca jurnal/skripsi terdahulu.	FK
001	The Writing Process	Outlining	<i>Biasanya tuh kalau mbak itu pake bagan, kayak outline-nya, di bab 1 itu bakal apa, bab 2 bakal apa, bab 3 juga begitu sampai bab 5. Outline tuh memudahkan banget.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	FK
001	The Writing Process	Drafting	<i>Sebenarnya mbak itu kesulitan juga sih di bagian itu, jadi lebih kayak tanya ke teman bagaimana mereka mengembangkan itu. Beberapa teman merekomendasikan untuk mencoba memakai tools seperti AI.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi dengan teman.	FK
001	The Writing Process	Revising	<i>Kalau dosen ngasih masukan tuh sebenarnya ada tiga cara Pertama itu ditulis. Kalau ditulis tuh kita bakal sering inget sih. Kedua tuh yang memang cuma kita ngandalkan ingatan kita. Misalnya kayak</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang	FK

			<i>dosen bilang nanti ini direvisi gitu ya bagian ini gitu, nah beberapa orang tuh kan ada yang gak bisa nginget cepet gitu kan jadi ada yang ditulis terus yang ketiga itu direkam.</i>	bagian yang salah atau kurang.	
001	The Writing Process	Editing	<i>Kalau untuk tata bahasa itu mbak pakai dua tool. Yang pertama itu ChatGPT, kedua itu Grammarly. Terus kalau untuk kerangkanya ya, eh apa sih namanya itu? Outline penulisannya itu Mbak tanya sama temen, diskusi sama temen.</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools dan berdiskusi dengan teman	FK
002	Time Management	Deadline Planning	<i>Kalau perencanaan sih mbak kurang, cuman lebih di-push aja. Pokoknya sering nanya teman kapan bimbingan, jadi bikin semangat. Kalau sudah revisi, harus terus dibuka dan langsung dikerjain.</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	FK
002	Time Management	Time Allocation	<i>Sebenarnya sih Tiap orang kan beda-beda ya Kalau mbak itu, waktu yang paling tepat tuh malam, Pokoknya kalau waktu lain tuh nggak bisa, mbak Gimana ya, nggak fokus deh. Jadi kalau malam itu, kita buka laptop kan tuh kan Kita lihat dulu apa sih revisiannya, gitu Abis itu baru deh kalau misalnya kita kayak rasanya kurang di referensinya, baru. Kita cari referensi lagi</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	FK
002	Time Management	Writing Sessions	<i>Waktu yang paling tepat tuh malam. Pokoknya kalau waktu lain tuh nggak bisa, nggak fokus. Jadi kalau misalnya malam itu baru bisa fokus.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	FK
003	Setting Goals	Short-term Goals	<i>Kalau terdesak, revisi langsung dikerjakan. Biasanya setelah bimbingan dan ada revisian, langsung dikerjain agar tidak tertunda.</i>	Mahasiswa menetapkan target dengan jadwal bimbingan.	FK

003	Setting Goals	Long-term Goals	<i>Tujuan akhirnya lulus tepat waktu dan menyelesaikan skripsi bersama teman-teman tanpa menambah beban keluarga.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu dan mengejar wisuda.	FK
004	Use College Resources	Instructor Support	<i>Kalau dosen ngasih masukan ada tiga cara: ditulis, diingat, atau direkam. Dosen memberi masukan bagian mana yang perlu direvisi.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	FK
004	Use College Resources	Academic Counselor / College Services	<i>Dosen membantu memberikan arahan judul dan bagian skripsi yang perlu diperbaiki ketika mahasiswa bingung menentukan arah penelitian.</i>	Mahasiswa memanfaatkan staf akademik.	FK
001	The Writing Process	Prewriting	<i>Bagaimana cara saya menyiapkan dan mempersiapkan ide sebelum menulis skripsi itu, pertama saya mencari dulu ranah yang sesuai dengan bidang yang saya minati. Kemudian untuk mencari ide, itu biasanya saya mengembangkan penelitian dari peneliti terdahulu. Bisa jadi skripsi, bisa jadi jurnal, ataupun bisa dari hal lain yang belum diselesaikan oleh para peneliti terdahulu. Maka dari itu saya menyiapkan itu dan juga mengembangkan ide dari penelitian terdahulu.</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, membaca jurnal/skripsi terdahulu, melihat fenomena, gap penelitian, dan berdiskusi dengan dosen atau teman.	IS
001	The Writing Process	Outlining	<i>Bagaimana cara saya menyusun ide tersebut saya menyesuaikan dengan aturan ataupun menyesuaikan kerangka-kerangka penelitian yang sudah disiapkan sebelumnya, nah itu tinggal disesuaikan aja apa yang diperlukan ataupun yang dibutuhkan, jadi tidak terlalu diribetkan tinggal mengikuti saya</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	IS

001	The Writing Process	Drafting	<i>Kalau berkaitan dengan pengembangan draf pertama, Itu biasanya draft pertama itu saya lakukan pada hal-hal dasar terlebih dahulu. Seperti menyampaikan tujuan untuk melakukan penelitian pada bab pembukaan. Habis itu mulai pengenalan-pengenalan dasar tentang hal-hal yang berkaitan dengan skripsi kita. Habis itu nanti baru kita bedah secara satu persatu secara detail.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi akademik.	IS
001	The Writing Process	Revising	<i>Kalau untuk merevisi draft yang telah direvisi atau dikoreksi, itu sama seperti hal pada umumnya ya. Kita melihat apa yang salah, kemudian menggabungkan koreksi ataupun mengganti ataupun menambah ataupun mengurangi sesuatu yang sudah dikoreksi oleh pembimbing kita ataupun oleh teman sebaya ataupun oleh tutor kita. Jadi tinggal ditambah, disesuaikan aja dengan apa yang mereka sarankan atau apa yang pembimbing kita mau.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	IS
001	The Writing Process	Editing	<i>Kalau kita berbicara tentang format tata bahasa bagaimana cara kita memeriksanya sudah benar atau belum, itu dari saya pribadi itu menggunakan bantuan AI ataupun menggunakan bantuan tools AI yang lainnya seperti Chat GPT, ataupun AI Gemini, ataupun Purposely. Nah di sana tinggal kita masukan saja cara untuk mengkoreksi. Tinggal buat formnya apakah kalimat yang saya buat sudah sesuai dengan aturan penulisan skripsi, ataupun ada yang typo, ataupun ada yang tidak nyambung....</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools, pedoman skripsi, serta contoh skripsi terdahulu.	IS

002	Time Management	Deadline Planning	<i>Kalau berbicara tentang strategi untuk tepat waktu tadi, dan kenapa itu efektif? Ya, seperti yang saya bilang tadi, strateginya itu target. Karena hidup ini kita pakai target, begitu juga dengan mengerjakan skripsi. Jadi bayangkan saja kalau sehari selesai dua halaman atau tiga halaman, Itu kalau 1 bulan, 2 x 3 itu udah 60-an halaman. Kalau 2 bulan, ya udah 120-an halaman. Jadi nggak terlalu terbebani kalau kita pakai target. Jadi kita bisa terarah, bisa kita ukur waktunya,...</i>	Mahasiswa membuat deadline pribadi atau mengikuti deadline dosen/bimbingan agar progres skripsi tetap terjaga.	IS
002	Time Management	Time Allocation	<i>Kalau berkaitan dengan membagi waktu untuk membaca referensi, untuk editing ataupun revisi, saya tidak terlalu berpatokan, tidak terlalu terstruktur. Jadi mana yang bisa kita lakukan ya kita lakukan. Kalau untuk membaca referensi itu memang seharusnya sebelum kita menulis itu kita harus membaca dulu. Jadi, urutannya itu kita baca referensi dulu, habis itu kita masukkan ke skripsi kita, baru mendapatkan revisi dari pembimbing ataupun tutor, baru kita melakukan editing.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	IS
002	Time Management	Writing Sessions	<i>Kalau untuk waktu fokus, kalau saya pribadi memang di waktu senggang Karena selain dari waktu penulisan skripsi, selain dari melakukan penulisan skripsi Waktu itu saya juga melakukan KKN, habis itu saya juga sedang PPL Jadi memang waktu-waktu senggang, nggak bisa kita bilang pagi hari, siang hari terkadang waktu KKN itu kebanyakan kegiatan kan di siang dan malam hari Jadi saya buatnya itu di pagi hari, di kisaran jam 9 sampai jam 11, Kalau di PPL itu kan pagi sampai</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	IS

			siang...		
003	Setting Goals	Short-term Goals	<i>Kalau target jangka pendek itu yang saya buat kan itu perharinya saya itu harus membuat skripsi ataupun menulis skripsi seminimal-minimalnya itu satu halaman per hari. Ya tentu sangat membantu ya kalau kita pakai target pasang target itu di 5 ataupun 3 halaman per hari. Kalau 10 hari itu sudah 30 halaman atau 50 halaman. Atau 10 hari ya kalau 20 hari itu sudah 60-an halaman. Sedangkan untuk memenuhi skripsi kita itu tinggal sedikit lagi. Jadi konsisten saja. Dua halaman, tiga...</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi, seminar proposal, validasi, atau jadwal bimbingan.	IS
003	Setting Goals	Long-term Goals	<i>Strateginya memakai target agar bisa menyelesaikan skripsi tepat waktu dan tidak tertunda sampai masa wisuda.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu.	IS
004	Use College Resources	Instructor Support	<i>konsultasi dengan dosen pembimbing itu memang menyelesaikan karena dari dosen pembimbing itulah yang membantu mengarahkan kita. Nggak mungkin kita tanpa dosen pembimbing membuat skripsi. Nanti bisa arahnya ke mana-mana, ataupun nggak terstruktur itu. Jadi wajib konsultasi dengan dosen pembimbing untuk menyelesaikan skripsi kita tadi.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	IS
004	Use College Resources	Academic Counselor / College Services	<i>kalau dari dosen akademik itu biasanya kalau dari saya sendiri itu membantu mengarahkan arah pembuatan judul ataupun membantu mengarahkan untuk tujuan penelitian. Kemudian untuk dosen</i>	Mahasiswa memanfaatkan prodi, staf akademik, dan layanan administrasi kampus.	IS

			<i>pelayanan publik lainnya itu biasanya membantu kita dalam hal-hal seperti mengambil data, ataupun urusan administrasi, untuk kepentingan skripsi kita. Seperti itu.</i>		
001	The Writing Process	Prewriting	<i>Oke, untuk ide sendiri kalau mengingat ide itu sebenarnya mbak sedikit terlambat dari teman-teman mbak yang lain, jadi kan kemarin kami di semester 5 itu kan sudah dikasih kayak sebaiknya kalian tuh meneliti di ranah ini deh karena ranah ini banyak yang kurang meneliti, nah karena sudah dikasih ide ranah penelitian itu kemarin teman-teman mbak itu sudah banyak yang dapat judul mereka, mereka sudah memilih judul dan dari mereka banyak yang di acc, sedangkan mbak kemarin masih...</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, berdiskusi dengan teman, melihat fenomena, gap penelitian, dan berdiskusi dengan dosen.	IPS
001	The Writing Process	Outlining	<i>Waktu nulis kerangka skripsi, mbak sering bertanya sama Sandi dan teman-teman lain. Dari mata kuliah kualitatif juga ada kerangka bagaimana penyusunan skripsi yang baik.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	IPS
001	The Writing Process	Drafting	<i>Draf pertama yang mbak lakukan adalah mengikuti kerangka tadi karena di kerangka itu dijelaskan dan diberikan contoh. Dari kerangka itu mbak mengolah contoh tersebut.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi akademik.	IPS
001	The Writing Process	Revising	<i>Oke, setelah mbak mendapatkan masukan apa yang yang menjadi catatan tadi, ya mbak ikutin. Jadi hanya mengikuti apa yang pembimbing mbak mau.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	IPS

001	The Writing Process	Editing	<i>Hanya satu, chatgpt, because kalau misalnya menggunakan AI lain atau website lain itu sebenarnya bisa, tapi karena terlalu terpaku waktu itu hanya menggunakan 1 AI kayaknya untuk mencari AI lagi tuh terlalu banyak menguras waktu</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools.	IPS
002	Time Management	Deadline Planning	<i>Mbak nggak pakai target, nggak pakai strategi, tapi mbak lihat rekan. Ketika rekan sudah mencapai level berapa, mbak akan mengikuti level itu karena tidak mau tertinggal.</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	IPS
002	Time Management	Time Allocation	<i>Mbak untuk membagikan waktu selama mbak mengerjakan skripsi itu tidak ada pembagian yang detail ya, mbak hanya menjalankan apa yang direvisi, Nah untuk referensinya itu sejalan dengan revisi itu Misalnya beliau pengennya, coba kamu tambahin teori ini tan.. Jadi dari teori itu, mbak kan awalnya nggak tau tuh, tapi semenjak dikasih itu mbak baru mencari. Dan untuk ada target waktu mencari referensi itu tidak ada Jadi kalau ketika ada revisi dan itu mengharuskan mbak untuk...</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	IPS
002	Time Management	Writing Sessions	<i>Mbak bisa sistem kebut semalam dan bisa tidak tidur kalau teman-teman sudah sampai bab 3 sedangkan mbak tertinggal.</i>	Mahasiswa memilih sesi menulis sekali duduk.	IPS
003	Setting Goals	Short-term Goals	<i>Tidak ada target formal. Targetnya mengikuti progres teman agar tidak tertinggal dan bisa mengejar bagian skripsi yang belum selesai.</i>	Mahasiswa menetapkan target dengan melihat progress teman.	IPS
003	Setting Goals	Long-term Goals	<i>Mbak melihat progres teman karena tidak mau tertinggal dan ingin menyelesaikan skripsi tepat waktu.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu.	IPS

004	Use College Resources	Instructor Support	<i>Setelah mendapatkan masukan dari calon pembimbing, mbak mengikuti apa yang calon pembimbing mau dan memperbaiki catatan yang diberikan.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	IPS
004	Use College Resources	Academic Counselor / College Services	<i>PA dan dosen membantu memberi pertimbangan terhadap judul, sedangkan mata kuliah kualitatif memberikan kerangka awal penyusunan skripsi.</i>	Mahasiswa memanfaatkan PA untuk memberi mebantuan akademik	IPS
001	The Writing Process	Prewriting	<i>jadi mbak sebelum menulis skripsi Mbak sebelum nulis skripsi itu, cari idenya sesuai dengan mata kuliah yang Mbak minati dulu, dari mata kuliah-mata kuliah yang kita pelajari, Mbak pilih yang Mbak minati, mbak tidak langsung ambil, ketemu ide misalkan, dijadikan judul tidak, tetapi Mbak sesuaikan sama mata kuliah yang Mbak minati sama dosennya, dosen yang Mbak mau jadikan pembimbingnya, jadi dosen yang linear lah dengan bidang tersebut. Setelah Mbak cari dapet ide tentang...</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, dan berdiskusi dengan dosen.	FINS
001	The Writing Process	Outlining	<i>Jadi mbak waktu itu buat poin-poin utama yang akan mbak bahas di setiap babnya atau di setiap paragraph lalu baru mbak kembangkan jadi sebuah tulisannya jadi dari poin-poin itu mbak susun supaya alurnya jelas dan mudah mbak pahami mudah mbak mengingat alurnya</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis dan mudah diingat.	FINS
001	The Writing Process	Drafting	<i>waktu itu mbak setelah dapet ide sama dapet judul sudah ngajukan ke PA mbak disuruh cari teori utama sama dosen dosen PA deh kayaknya, disuruh dulu cari teori utamanya sebelum menulis itu yang menjadikan dasar untuk menulis itu, terus setelah</i>	Mahasiswa mengembangkan draft awal dari referensi	FINS

			<i>teori utamanya atau teori utama dapat baru mbak mulai nulis draftnya mulai dari bab 1</i>		
001	The Writing Process	Revising	<i>jadi saat mbak merevisi setelah mbak dapat masukan dari dosen ya pastinya mbak baca ulang dulu tulisan skripsi mbak itu, terus baru mbak perbaiki bagian-bagian yang masih kurang sesuai, sesuai dengan arahan dan masukan dari tulisan pembimbingnya mbak.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	FINS
001	The Writing Process	Editing	<i>Nah, jadi waktu itu yang mbak gunakan pakai Grammarly dan Quillbot, itu yang mbak pakai, untuk apa? Untuk ngecek tata bahasa mbak sama pilihan-pilihan katanya kan disitu bisa milih jadi mbak cuma pakai dua itu, walaupun sudah dicek sama grammarly sama quillbot mbak tetap cek ulang penulisannya tuh karena biasanya kan ada yang kurang sesuai kata-katanya gitu</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools.	FINS
002	Time Management	Deadline Planning	<i>Kalau mbak pribadi sih mbak ikut deadline dari dosen, kalau dari dose nada deadlinenya mbak pasti mengikuti deadlinenya, misalnya hari ini bimbingan tiga hari atau lima hari kedepan harus bimbingan lagi, jadi mbak kejar disitu, selama 3 hari sebelum deadline itu mbak harus kejar hari pertama boleh istirahat dulu tapi hari-hari seberikutnya dicicil dikit supaya bisa selesai tepat waktu atau target.</i>	Mahasiswa mengikuti deadline dosen/bimbingan agar progres skripsi tetap terjaga.	FINS
002	Time Management	Time Allocation	<i>Biasanya waktu itu mau mbak cari ide atau referensi-referensi dulu, apa yang mau diketik atau apa yang mau ditulis, setelah itu baru mbak buat</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing	FINS

			<i>poin-poin atau draft yang mau ditulis dulu, sudah draft atau poin-poinnya ada, baru mbak mulai lakukan revisi dan memperbaiki bagian-bagian mana yang mau direvisi tadi.</i>	secara bertahap atau fleksibel sesuai kebutuhan.	
002	Time Management	Writing Sessions	<i>Biasanya waktu skripsian dulu mbak, fokusnya mulai dari jam sembilan atau sepuluh malam sampai pagi, karena di titik fokus mbak cuma di situ. Kalau siang atau pagi itu kurang konsisten dan kurang fokus.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	FINS
003	Setting Goals	Short-term Goals	<i>Biasanya mbak dulu menargetkannya minimal ya harus selesai satu subbab dalam sekali nulis, mbak berusaha untuk tidak berhenti nulis di tengah-tengah subbab atau di tengah-tengah tengah-tengah nulis lah, ibarat misal lagi nulis di paragraf kedua terus di paragraf dua berhenti nah mbak usahakan untuk tidak melakukan itu, karena idenya bakal hilang nanti jadi harus diselesaikan dalam waktu tersebut</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi.	FINS
003	Setting Goals	Long-term Goals	<i>Target jangka panjangnya adalah menyelesaikan skripsi, lulus tepat waktu, dan segera lanjut pada pekerjaan atau rencana berikutnya.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu dan segera bekerja.	FINS
004	Use College Resources	Academic Counselor / College Services	<i>ya tentu sangat membantu terutamanya waktu kebetulan dosen pembimbing akademik sama dosen pembimbing skripsi mbak sama jadi mereka sangat membantu mereka yang memberi informasi arahan bahkan waktu itu solusi waktu mbak ngalami kesulitan, terus pernah juga dulu waktu itu dosen mbak hilang kabar, di WA nggak dibalas mbak datang ke layanan kampus atau ke prodi waktu itu ke prodi nanya sama mem disana gimana</i>	Mahasiswa memanfaatkan PA, prodi, staf akademik, dan layanan prodi/kampus.	FINS

			<i>dan bagaimana informasi sama terkait informasi sama keberadaan dosen mbak...</i>		
001	The Writing Process	Prewriting	<i>Yang pertama, Saya mendapatkan atau menyiapkan ide untuk mulai menulis skripsi itu dengan banyak bertanya kepada orang yang saya rasa lebih paham daripada saya dan membaca beberapa artikel secara terstruktur dan terintegrasi mengenai topik yang saya inginkan atau topik yang saya sukai begitu.</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, membaca jurnal/skripsi terdahulu, dan berdiskusi dengan dosen atau teman.	MAP
001	The Writing Process	Outlining	<i>Yang kedua, saya menyusun ide-ide menjadi skripsi saat menulis itu dengan cara memulai dengan menstrukturkan pola pikir terlebih dahulu dan kemudian menuliskannya menjadi bab-bab kecil atau poin-poin kecil di word atau di kertas dahulu, seperti sebuah outline atau draft kotor yang kemudian langsung saya eksekusi menjadi bab utuh.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	MAP
001	The Writing Process	Drafting	<i>Kemudian yang keempat, saya memulai dan mengembangkan draft pertama saya saat menulis itu dengan banyak berkonsultasi kepada mentor, teman, dosen-dosen, dan juga brainstorming menggunakan AI, terutama chat GPT dan perplexity pada saat itu.</i>	Mahasiswa mengembangkan draft awal dengan berkonsultasi	MAP
001	The Writing Process	Revising	<i>Kemudian saya merevisi draft skripsi saya, Itu untuk mengetahui bagaimana kondisi atau kualitas tulisan saya. Saya merevisinya dengan menggunakan beberapa bantuan AI tools yang saya</i>	Mahasiswa merevisi tulisan pengecekan ulang bagian yang salah atau kurang dengan memeriksanya menggunakan	MAP

			<i>anggap bisa memberikan pendapat yang objektif dan juga bisa memoles ide saya menjadi ide yang lebih terstruktur dan terorganisir begitu.</i>	AI.	
001	The Writing Process	Editing	<i>Yang keenam, Bagaimana saya memeriksa tata bahasa, kosa kata, dan skripsi saya? Saya banyak menggunakan quillbot dan juga menggunakan banyak referensi manual seperti Kamus, Cambridge Dictionary, dan juga beberapa sumber ilmiah lainnya.</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools dan sumber ilmiah	MAP
002	Time Management	Deadline Planning	<i>Kalau untuk strategi dalam perencanaan penulisan skripsi agar tepat waktu, saya tipe orang yang tidak bisa mencicil, seperti sehari 10 menit, 10 menit tidak bisa, tapi saya tipe orang yang sekali saya duduk, saya harus memastikan bahwasannya barang itu selesai atau mencapai target. Saya bisa duduk seharian penuh, pernah dari zuhur sampai besok paginya, Saya tidak berhenti menulis skripsi, hanya berhenti untuk makan atau keperluan-keperluan yang wajib. Dan salah satu strategi...</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	MAP
002	Time Management	Time Allocation	<i>Kemudian pertanyaan nomor delapan. Saya membagi waktu untuk bagian skripsi, seperti membaca referensi, menulis draft, revisi, atau editing itu, mostly saya gunakan secara bersamaan. Bagaimana? Saya merasa bahwasannya perlu untuk bisa melakukan banyak hal secara kontinuitas, karena memang skripsi itu semua hal seperti editing, membaca referensi, kemudian menulis draft, dan revisi itu satu kesatuan yang utuh. Kalau kita sudah mendapatkan sebuah landasan berpikir yang tepat,...</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	MAP

002	Time Management	Writing Sessions	<i>Biasanya saya menulis skripsi itu tidak ada waktu khusus ya, namun ketika saya diberikan sebuah revisi oleh dosen pembimbing akan langsung saya kerjakan dan akan saya selesaikan secepat mungkin begitu.</i>	Mahasiswa memilih sesi menulis ketika ada revisi dari dosen	MAP
003	Setting Goals	Short-term Goals	<i>Kemudian Target jangka pendek ya, target jangka pendek apa yang abang buat saat menulis skripsi adalah sempit yang pasti yang pertama, kemudian juga validasi blueprint, sama seperti biasanya ya, ini juga bisa dimasukkan kebiasaan juga sebenarnya yaitu kalau target saya yang paling penting itu adalah bab per bab ya. Saya harus menyelesaikan 3 bab, menyelesaikan 4 bab, dan kemudian menyelesaikan 5 bab begitu. Kalau target kecil saya jarang mematok target kecil, saya selalu...</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi.	MAP
003	Setting Goals	Long-term Goals	<i>Tujuan jangka panjangnya menyelesaikan sesuatu yang sudah dimulai dengan baik, lulus tepat waktu, dan menjaga kualitas capaian akademik.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu	MAP
004	Use College Resources	Instructor Support	<i>Kemudian kalau konsultasi dengan dosen pembimbing itu sangat membantu ya, karena beberapa kali kita keputok ataupun kehabisan ide, itu biasanya dosen pembimbing akan memberikan masukan saran yang bisa kita gunakan untuk pengambilan keputusan. Kemudian dosen pembimbing juga mengajarkan berbagai metode dalam penulisan skripsi seperti Z-method, Kemudian juga cara membaca referensi yang baik dan benar, yang itu saya terapkan hingga saat ini.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	MAP

004	Use College Resources	Academic Counselor / College Services	<i>Mungkin banyak bantuan datang dari mereka itu di bidang administratif. Di bidang masukan ide terutama bagi dosen pemimping dan kemudian layanan kampus tadi di bidang administratif dan juga layanan Konsultasi ya, jadi banyak dosen-dosen atau orang-orang yang di luar kampus, di luar dosen pembimbing itu banyak memberikan ide-ide yang mungkin teman mengobrol kurang lebih begitu.</i>	Mahasiswa memanfaatkan, staf akademik dan layanan administrasi kampus.	MAP
001	The Writing Process	Prewriting	<i>saya mendapatkan dan menyebutkan ide dari banyak membaca kumpulan jurnal dan bertanya dari dosen pembimbing dan teman-teman seangkatan ataupun alumni bahkan kakak tingkat yang memiliki topik topik ataupun rana penelitiannya sama dengan skripsi saya</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, bertanya tentang penelitian, melihat fenomena, gap penelitian, dan berdiskusi dengan dosen atau teman.	ND
001	The Writing Process	Outlining	<i>cara saya menyusun ide-ide menjadi kerangka skripsi yaitu dengan membuat sebuah diagram, disitu saya akan memetakan alurnya dari bab 1 bab 2 bab 3 untuk sebagai kerangka awal ketika saya menyusun skripsi lalu saya berkonsultasi kepada dosen pembimbing</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	ND
001	The Writing Process	Drafting	<i>sejujurnya saya memulai dan mengembangkan draft pertama saat menulis skripsi dengan membantu dengan bantuan AI sehingga saya memiliki gambaran sekiranya draft ini bisa cocok dan baik atau bagus untuk diarahkan ke topik yang mana</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, dengan bantuan AI.	ND

001	The Writing Process	Revising	<i>setelah mendapatkan masukan atau setelah mengecek tulisan saya akan melakukan keduanya jadi ketika sudah mendapatkan masukan saya sembari untuk mengecek tulisan saya dan saya akan fokus kepada apa yang direvisi, revisi saja apa yang kurang saya tambah, apa yang sekiranya berlebihan saya hapus dan apa yang tidak sesuai saya sesuaikan</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	ND
001	The Writing Process	Editing	<i>saya memeriksa tata basa kosa kata dan format skripsi dengan menggunakan sorry saya lupa tapi di mikrosoft word dengan versi yang lebih canggih 2016 ke atas itu memiliki pengkoreksian tata basa secara otomatis dan itu juga saya adalah tipe orang yang akan menerjemahkan tulisan saya secara beberapa paragraf, beberapa paragraf jadi langsung bawa ke google terjemahan atau ke deep L</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools, pedoman skripsi, serta contoh skripsi terdahulu.	ND
002	Time Management	Deadline Planning	<i>strategi saya adalah mencuri start jadi saya sudah sangat duluan seminar proposal Jadi, tidak lama setelah KKN, satu tahun sebelum tahun kewisuda saya, saya sudah seminar proposal, sehingga saya telah menabung banyak waktu. Jadi, kalau saya ingin tiga setengah tahun, saya bisa, atau pun saya ingin agak melambat-lambat, ya saya tepat waktu, kayak gitu aja sih.</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	ND
002	Time Management	Time Allocation	<i>kalau untuk membagi waktu pada malam hari saya akan banyak membaca, pada pagi siang sampai sore saya akan menulis draft revisi dan editing seperti itu karena saya bukan tipe orang yang akan melakukan sesuatu yang berat pada malam hari</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	ND

			<i>jadi cukup membaca-baca saja referensi atau bertanya-tanya pada teman secara malam hari mengenai skripsi</i>		
002	Time Management	Writing Sessions	<i>saya menulis skripsi biasanya dari habis subuh seharian sampai jam 6 sore</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	ND
003	Setting Goals	Short-term Goals	<i>Oh iya, target jangka pendek saya adalah saya selalu membuat target dalam satu minggu, dua minggu, ataupun satu bulan ya, itu target pendek saya, setidaknya dalam satu minggu, saya sudah selesai bagian misalnya kan licerice review untuk lembar untuk bagian apa tuh misalnya teori dasar atau ini ini ini ini dalam bukan dalam satu minggu lah sih dalam tiga hari kayak gitu setelahnya misalnya dalam satu bulan saya udah selesai dalam 2 bab ya seperti itu</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi.	ND
003	Setting Goals	Long-term Goals	<i>Target jangka panjangnya lulus tepat waktu, mengingat orang tua/keluarga, dan mengingat cita-cita yang ingin dilakukan selanjutnya.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu, segera bekerja, membanggakan keluarga	ND
004	Use College Resources	Instructor Support	<i>Oh ini saya sangat setuju, karena sejauh pengalaman saya komunikasi yang baik, itulah membuat saya bisa tepat waktu, Karena komunikasi dengan dosen yang sangat mudah untuk ditemui, sangat mudah untuk berkonsultasi, bahkan tidak terlalu membutuhkan hal-hal yang begitu formal, Jadi maksudnya tuh beliau tuh banyak beliau tuh</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	ND

			<i>sangat santai sangat welcome jadi kalau mau bertanya malam di grup skripsi kami diperbasilakan diperbolehkan nah itu sungguh sangat nyaman dan sungguh...</i>		
004	Use College Resources	Academic Counselor / College Services	<i>Selain dosen pembimbing, Ka. Prodi saya dan sekretaris Prodi saya, Mem Jum dan Mem Deli juga sangat membantu dan layanan kampus itu pada saat penelusuran proses skripsi mungkin hanya perpustakaan yang sangat membantu tapi tidak, tidak terlalu saya sering saya gunakan karena saya lebih nyaman untuk mencari sendiri di rumah saya atau kosan selanjutnya</i>	Mahasiswa memanfaatkan staf akademik prodi	ND
001	The Writing Process	Prewriting	<i>Awalnya mbak mendapatkan ide, judul yang di ACC itu ya mbak konsultasi sama dosen, memang sebelumnya Mbak tuh udah nyiapkan beberapa judul gitu kan, nah pas konsultasi ke dosen, ternyata judul-judul Mbak tuh ada yang udah diteliti, ada yang mungkin tidak sesuai dan tidak bagus, nah ada salah satu dosen kita waktu Mbak konsultasi beliau memberikan ide tentang Judul ini lah cocok untuk kamu, karena ini juga belum pernah dibahas dan ini bagus dibahas di lingkungan kita, karena...</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, membaca jurnal/skripsi terdahulu, melihat fenomena, gap penelitian, dan berdiskusi dengan dosen atau teman.	RW
001	The Writing Process	Outlining	<i>Waktu menyusunnya mbak mandiri sama konsultasi sama dosen dan minta bantuan sama AI, untuk menyusun subjek, metode penelitian, instrumennya, pernah terjadi perubahan susunan outline juga karena kan kita nggak bisa langsung jadi, aku pake metode ini, Jadi mbak tuh waktu menyusun outline maren tuh berubah-ubah sih, yang paling sering</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	RW

			<i>berubah-ubah tuh saat itu adalah subject gitu.</i>		
001	The Writing Process	Drafting	<i>mbak kalau buat skripsi kan bertahap ibaratnya dari bab satu, dari latar belakang dulu, jadi nggak langsung jadi, terus cara mbak mengembangkannya, pertama ikut outline itu tentang misalnya latar belakang atau background-nya mulai dari lihat outline itu, misalnya yang pertama adalah di background itu tentang pentingnya pendidikan Bahasa Inggris di dunia saat ini, terus pengaruhnya terhadap pembelajaran Bahasa Inggris di dunia mahasiswa, buat dari umum ke khusus, terus baru...</i>	Mahasiswa mengembangkan draft awal dari outline dan mengerjakannya secara bertahap	RW
001	The Writing Process	Revising	<i>Iya mbak, merevisinya sesuai arahan dosen.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	RW
001	The Writing Process	Editing	<i>Banyak ya referensi mbak kalau untuk melihat tata bahasa dan lain sebagainya. Pertama referensi mbak tuh dari skripsi-skripsi kakak tingkat kita sebelumnya, terus untuk tata bahasa mungkin mbak pakai AI, Paraphase AI atau Chat GPT untuk melihat benar nggak struktur kalimat nggak ini gitu.</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools	RW
002	Time Management	Deadline Planning	<i>Iya mbak pakai target system target ya jadi ibaratnya tuh Nggak nulis setiap hari sih, target mbak itu bimbingan Pokoknya seminggu ini kalau</i>	Mahasiswa membuat deadline pribadi atau mengikuti deadline dosen/bimbingan agar progres	RW

			<i>minimal dua kali bimbingan arget mbak itu di bimbingannya Jadi nulis itu kan kadang kalau kita nulis setiap hari kadang nggak sesuai butuh Jadi target mbak itu di bimbingan Hari ini harus bimbingan, terus dua hari lagi saya harus bimbingan.</i>	skripsi tetap terjaga.	
002	Time Management	Time Allocation	<i>Jadi kalau Mbak saat itu tuh awalnya mbak itu kumpulkan referensi banyak-banyak dulu yang sesuai dengan skripsi Mbak, setelah itu untuk baca referensi sambil revisi itulah sih, sambil revisi, karena referensi juga mbak lakukan sebanyak mungkin kan, jadi kalau mbak mau revisi tinggal mbak bongkar lagi jurnal yang mbak cari.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	RW
002	Time Management	Writing Sessions	<i>Biasanya mbak di atas jam 10 malam, karena di atas jam 10 malam mbak bisa konsentrasi dan lebih fokus.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	RW
003	Setting Goals	Short-term Goals	<i>Target mbak bukan jadwal menulis, tapi jadwal bimbingan. Seminggu ini minimal dua kali bimbingan dan dua hari lagi harus bimbingan lagi.</i>	Mahasiswa menetapkan target harian/mingguan dan jadwal bimbingan.	RW
003	Setting Goals	Long-term Goals	<i>Tujuan jangka panjangnya lulus tepat waktu melalui target bimbingan, sehingga proses menuju wisuda tidak tertunda.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu dan mengejar wisuda.	RW
004	Use College Resources	Instructor Support	<i>Konsultasi dengan dosen membantu memilih judul yang sesuai; dosen juga memberikan ide karena ada judul yang sudah pernah diteliti atau kurang sesuai.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	RW

004	Use College Resources	Academic Counselor / College Services	<i>Menurut mbak, layanan kampus khususnya dari prodi itu sangat membantu, baik dari dosennya atau mungkin dari staf-staf yang sangat mempermudah</i>	Mahasiswa memanfaatkan prodi dan staf akademik kampus.	RW
001	The Writing Process	Prewriting	<i>Kalau pertama itu kan, awal mula dari judul yang abang itu ketertarikan abang dari teknologi kan awalnya. Teknologi yang paling hot yang untuk diteliti waktu itu tuh masih AI kan, terkhususnya yang paling terkenal kan Chat GPT di lingkungan, nah, dari situ, abang mulai ingatlah dari Chat GPT itu, pas kapan abang mulai menerapin memakainya Chat GPT juga, ternyata waktu itu pernah ditugasin sama dosen, ditugas writing, jadi di situ abang menggunakannya Chat GPT, dari situ...</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, melihat fenomena, gap penelitian, dan berdiskusi dengan dosen	MRH
001	The Writing Process	Outlining	<i>Waktu itu abang mulai nerapin Chat GPT atau AI itu menjadi writing assistant abang dalam penulisan skripsi, Jadi dari situ mulai ketertarikan abang tentang Chat GPT kan, dari situ terbentuk judul, terus ada bimbingan-bimbingan dulu, terus masuk ke kerangka ini abang minta bantuan Chat GPT juga, dari judul ini, bagaimana kerangkanya, outline-nya gimana itu kan nanti dikasih poin-poin, dikasih segala macam lah.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	MRH
001	The Writing Process	Drafting	<i>Dari poin-poin itu abang langsung tulis, menggunakan bantuan AI juga, tapi idenya memang dari kita. Kita tulis dulu keinginan kita, lalu minta saran ke ChatGPT.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi akademik.	MRH

001	The Writing Process	Revising	<i>Waktu nemui dosen tuh, abang rekam lah ya, abang catat juga, dari situ, abang mulai merevisi itu sambil dengerin rekaman sama catatan itu tadi.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	MRH
001	The Writing Process	Editing	<i>Sebenarnya di Microsoft Word itu sudah ada auto-correct-nya, kan, Jadi bagian-bagian mana yang mungkin typo atau bagaimana kan, ada tandanya, tapi dari situ juga, abang masukkan ke Chat GPT dulu, atau langsung ke Grammarly juga.</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools, pedoman skripsi.	MRH
002	Time Management	Deadline Planning	<i>Targetnya ada tiga: target harian, target mingguan, dan target bulanan. Target harian harus ada yang ditulis, target mingguan selesai satu bagian, bulanan selesai satu bab.</i>	Mahasiswa membuat deadline pribadi atau mengikuti deadline dosen/bimbingan agar progres skripsi tetap terjaga.	MRH
002	Time Management	Time Allocation	<i>Kalau misalnya waktu udah bimbingan revisi, ya revisi dulu ya, setelah itu bimbingan lagi, kalau benar lanjut lagi ke bagian selanjutnya, Kalau lagi butuh referensi, ya cari referensi.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	MRH
002	Time Management	Writing Sessions	<i>Biasanya abang mencari waktu yang agak tenang dan kurang distraksi, contohnya malam atau dini hari antara jam 9 sampai jam 1 atau 2.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang.	MRH
003	Setting Goals	Short-term Goals	<i>Target harian harus ada yang dikerjakan, target mingguan selesai satu bagian atau beberapa bagian, dan target bulanan setidaknya selesai satu bab.</i>	Mahasiswa menetapkan target harian/mingguan	MRH
003	Setting Goals	Long-term Goals	<i>Target bulanannya setidaknya selesai satu bab agar skripsi selesai tepat waktu dan tidak tertinggal dari target kelulusan.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu.	MRH

004	Use College Resources	Instructor Support	<i>Ketika bertemu dosen, abang merekam dan mencatat masukan, lalu mulai merevisi sambil mendengarkan rekaman dan melihat catatan.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	MRH
004	Use College Resources	Academic Counselor / College Services	<i>Untuk format skripsi, abang melihat contoh dari teman dan mengikuti arahan dosen serta masukan ketika bimbingan.</i>	Mahasiswa memanfaatkan staf akademik kampus.	MRH
001	The Writing Process	Prewriting	<i>Sebelum judul, abang biasa buka-buka jurnal. Abang tertarik di ranah pragmatik, lalu dari baca jurnal dapat topik yang menarik dan konsultasi ke dosen.</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai dengan membaca jurnal/skripsi terdahulu dan berdiskusi dengan dosen.	SK
001	The Writing Process	Outlining	<i>Bab 1 dan bab 3 melihat format kampus dan prodi. Untuk isi detail, abang baca penelitian terdahulu yang satu topik, terutama bagian Bab 2.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis. Dan membaca penelitian terdahulu	SK
001	The Writing Process	Drafting	<i>Untuk membuka pikiran biasanya pakai ChatGPT dulu, lalu setelah dipahami dibuat dengan bahasa sendiri dan diminta dibakukan agar kohesi dan koheren.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi, contoh skripsi, teori utama, bantuan AI, dan diskusi akademik.	SK
001	The Writing Process	Revising	<i>Biasanya kan kalau ini kan lebih ke dosen pembimbing ya, setelah direvisi dosen pembimbing itu biasanya nyoret-nyoret tuh. Nah, setelah dicoret, bagian yang abang revisi adalah cuma bagian yang dicoret saja itu yang pertama. Yang kedua, setelah merevisi, abang pastikan paragraf</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	SK

			<i>sebelumnya dan paragraf sesudahnya itu nyambung. Misalnya abang revisi paragraf ketiga, abang pastikan antara paragraf tiga ini nyambung dengan paragraf dua dan paragraf empatnya...</i>		
001	The Writing Process	Editing	<i>Kalau kosakata dan tata bahasa, abang jujur pakainya cuma satu sih Kalo orang kan penggala pake Grammarly kan, abang cuma pake CGPT, one and only gak ada yang lain. Biasanya abang tuh sudah bikin paragraph sendiri dari paragraph yang kita bikin, itu kita masukin ChatGPT, kita masukin prompt suruh bakukan lagi bahasanya, biar bagus, biar gak ada kesalahan lagi ini pertama. Yang kedua, kalau masalah format skripsi, Abang balik ke aturan kampus lagi mau pakai jenis tulisannya...</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format dengan pedoman kampus	SK
002	Time Management	Deadline Planning	<i>Abang membuat kesepakatan dengan diri sendiri, kalau siang revisi dengan dosen pembimbing, malam nanti harus langsung dikerjakan supaya tidak lupa.</i>	Mahasiswa membuat deadline pribadi agar progres skripsi tetap terjaga.	SK
002	Time Management	Time Allocation	<i>Oke, biasanya kalau udah pembimbingan kan, dikasih koreksian, dikasih feedback atau komentar. Nah, abang tuh biasanya langkah pertama adalah mencari jurnal yang bisa membantu abang untuk merevisi bagian yang perlu direvisi. Soalnya kan terkadang kan kita butuh, referensi tambahan kan, baik dari jurnal maupun dari tesis orang, itu pertama, nyari jurnal dulu. Yang kedua, baru abang buat yang perlu diperbaiki itu.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	SK
002	Time Management	Writing Sessions	<i>Biasanya abang mencari waktu yang tenang dan kurang distraksi, kalau tidak malam, dini hari, antara jam 9 sampai jam 1 atau jam 2.</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu	SK

				senggang.	
003	Setting Goals	Short-term Goals	<i>Kalo itu pasti ngejar..cuman kalo target apa misalnya oh ini harus selesai ini, gak ada sih biasanya abang tu misalnya pagi ini bimbingan Besok pagi sudah harus selesai gitu, maksudnya itu semalam langsung dikerjakan gitu gak boleh ditunda-tunda lagi, gitu aja sih</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi sesuai dengan jadwal bimbingan.	SK
003	Setting Goals	Long-term Goals	<i>Tujuan utamanya menyelesaikan skripsi tepat waktu dengan ingin lulus tepat waktu bersama teman</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu	SK
004	Use College Resources	Instructor Support	<i>Pastinya kalau kita berjalan sendiri tanpa ada pembimbing kan pasti salah jalan, makanya dosen pembimbing itu berfungsi sebagai pengarahkan kita. Kita kan kalau ilmu jauh, jauh dari dosen kan makanya kita butuh mereka sebagai Penuntun kita, bagaimana isi konten skripsi kita, metodologinya pakai apa, instrumentnya gimana, bab-4, bab-5nya kayak gimana, dan lain-lain, itu kan dari dosen semua. Jadi, ia memberi kita lebih banyak wawasan untuk menulis saja, biar sistematis dan...</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	SK
004	Use College Resources	Academic Counselor / College Services	<i>Untuk format skripsi, abang balik ke aturan kampus dan format kampus; referensi dikerjakan manual karena laptop tidak mendukung Mendeley atau Zotero.</i>	Mahasiswa memanfaatkan staf akademik	SK
001	The Writing Process	Prewriting	<i>Saya mendapatkan ide dari mata kuliah yang saya sukai dan pengalaman selama kuliah dan juga yang paling utamanya itu kita harus melihat fenomena yang terjadi di lingkungan sekitar, Jadi kalau kan</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, melihat fenomena dan gap penelitian	TJ

			<i>fenomena di lingkungan sekitar, kita itu mudah untuk melakukan penelitiannya.</i>		
001	The Writing Process	Outlining	<i>Terus juga setelah kita menemukan fenomena, kita harus mulai mengumpulkan referensi yang berkaitan dan juga mencari topik-topik yang berkaitan dengan penelitian yang kita lakukan.</i>	Mahasiswa menyusun kerangka/outline dan mengumpulkan refrensi	TJ
001	The Writing Process	Drafting	<i>Kemudian kerangka itu membantu kita lebih terarah dan tidak bingung ya saat menulis, karena kalau nggak pakai kerangka, kalau kita langsung aja tuh biasanya kelupaan gitu. Nah biasanya tuh fokus dan selesaikan dulu sama satu bagian. Jangan nanti kalau kita terlalu banyak mikir takutnya keluar dari topik penelitian. Jadi kita fokus dulu sama bagian yang kita buat dulu.</i>	Mahasiswa mengembangkan draft awal dari outline	TJ
001	The Writing Process	Revising	<i>Terus bagaimana cara saya merevisi draft skripsi gitu setelah mendapatkan masukan. Nah jadi biasanya itu kita harus baca dulu ya baca dulu, kita pahami dulu apa komentar dari pembimbing atau biasanya pakai tutor juga kan. Terus kita catat lagi, kita tandain yang perlu kita perbaiki, terus baru kita revisi satu per satu dari bagian yang terpenting dulu. Selesain semuanya sesuai dengan komentar dari dosen kita.</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	TJ
001	The Writing Process	Editing	<i>Terus untuk memeriksa tata bahasa atau kosakata terus format skripsi itu biasanya itu saya menggunakan grammarly ya untuk mengajak grammar gitu terus untuk memilih kosa kata nya juga, karena biasanya kan kalau di skripsi itu kosakatanya harus akademis, terus untuk format-</i>	Mahasiswa mengedit grammar, kosakata, typo, coherence, dan format menggunakan AI/digital tools, pedoman skripsi, serta contoh skripsi terdahulu.	TJ

			<i>format skripsinya kita lihat lagi, cek ulang lagi, lihat buku pedoman skripsi kita gitu biar gak salah.</i>		
002	Time Management	Deadline Planning	<i>Terus strategi yang digunakan itu adalah dengan adanya target, untuk merencanakan penulisan skripsi agar bisa selesai tepat waktu, nah kalau biasanya itu mungkin semua ya, semua teman-teman saya yang tepat waktu itu biasanya itu kita tuh harus punya target dulu gitu, target sehari ini atau seperminggu ini harus selesai berapa gitu. Jadi kan apalagi kalau kita punya dosen pembimbing yang memang bisa kita temuin setiap hari atau seminggu tiga kali gitu. Jadi kita harus...</i>	Mahasiswa membuat deadline pribadi atau mengikuti deadline dosen/bimbingan agar progres skripsi tetap terjaga.	TJ
002	Time Management	Time Allocation	<i>Kalau saya membagi waktu untuk bagian skripsi seperti referensi, menulis, bab, revisi, editing. itu biasanya saya membagi waktu seperti harus baca referensi dulu, tergantung setiap orang ya, tapi kalau saya itu biasanya mungkin dalam waktu saya itu 30 persennya membaca atau mencari referensi dulu, nah 40 persennya lagi dari waktu itu kita gunakan untuk menulis, nah nanti sisanya itu baru kita editing gitu, tapi fokus dulu mencari referensi terus langsung nulis setelah...</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	TJ
002	Time Management	Writing Sessions	<i>Kapan biasanya saya sering menulis skripsi itu pada malam hari ya, kalau malam hari itu saya tuh lebih fokus gitu karena suasananya lebih tenang dan nggak bising, jadi lebih bisa konsentrasi, nggak ada gangguan gitu, kalau dulu waktu jaman skripsi mungkin saya lebih sering bergadang karena mbak</i>	Mahasiswa memilih sesi menulis yang paling fokus, seperti malam, pagi, waktu senggang, atau sesi panjang sekali duduk.	TJ

			<i>kemarin buat skripsinya itu pas masa PPL kalau nggak salah, jadi pulang sekolah itu jam 2 siang, jam 2 siang sampai jam 6 sore itu kemarin mbak ngajar bimbel, terus malamnya sudah sholat...</i>		
003	Setting Goals	Short-term Goals	<i>Kalau target jangka pendek itu biasanya, menyelesaikan satu bab dalam sehari atau beberapa hari ya atau menyelesaikan revisi sebelum jadwal bimbingan, misalkan bimbingan seminggu dua kali, jadi sebelum jadwal selanjutnya itu kita harus sudah selesai revisinya gitu.</i>	Mahasiswa menetapkan target harian/mingguan, jumlah halaman, subbab, bab, revisi, atau jadwal bimbingan.	TJ
003	Setting Goals	Long-term Goals	<i>Tujuan jangka panjangnya lulus tepat waktu, membuat orang tua bangga, dan tidak membebani biaya kuliah keluarga.</i>	Mahasiswa memiliki tujuan jangka panjang seperti lulus tepat waktu, tidak menambah semester/UKT dan membanggakan keluarga.	TJ
004	Use College Resources	Instructor Support	<i>Dosen pembimbing itu kan membantu mengarahkan ya, mengarahkan penelitian kita tuh biar lebih foku sama apa tujuan penelitian kita gitu. Jadi kan pas saat kita mengalami kesulitan kita bilang aja terus yang kurangnya gimana, gitu dan nanti dosennya yang kasih solusi, Nah pasti kasih solusi itu ya kita catat, gitu, supaya r nanti kita bisa ubah, revisi lagi, gitu.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	TJ
004	Use College Resources	Academic Counselor / College Services	<i>Untuk layanan akademik ya, mereka itu memberi informasi, arahan, serta mendukung juga gitu, supaya kita bisa menyelesaikan skripsi, supaya bisa tepat waktu juga, supaya skripsi kita ini nantinya berguna untuk kedepannya gitu, supaya penelitian kita ada manfaatnya. Lebih ke memberi dukungan sih, dukungan, informasi gitu.</i>	Mahasiswa memanfaatkan, prodi, staf akademik dan perpustakaan	TJ

001	The Writing Process	Prewriting	<i>Kalau ide-ide itu kan ada konsultasi dulu sama dosen-dosen, itu ada beberapa dosen yang ditanyain. Misalnya kayak, di Prodi Bahasa Inggris ini ada satu materi atau satu pelajaran yang kurang minatnya gak?, terus kan kita bakal tau tuh kalau di TBI ini kemarin kurang skripsi tentang linguistik.</i>	Mahasiswa menyiapkan ide dengan memilih minat/bidang yang dikuasai, bertanya dan melihat fenomena, gap penelitian, dan berdiskusi dengan dosen.	IF
001	The Writing Process	Outlining	<i>Oh, itu ide-idenya dipakai dari pelajaran metode penelitian, terus ada mata kuliah kualitatif, itu sama Mr. Gucci Nah, itu kan ada kerangka itu, kan, kayak misalnya bikin fenomenanya dulu, terus masukin sedikit tentang penelitian yang terdahulu, gitu.</i>	Mahasiswa menyusun kerangka/outline berupa poin bab, subbab, alur ide, atau diagram agar penulisan lebih sistematis.	IF
001	The Writing Process	Drafting	<i>Kalau itu memulainya itu ngeliat draft skripsi yang sudah ada di perpustakaan, terus ada juga yang di perpustakaan online, itu kan banyak tuh tentang tema yang sama.</i>	Mahasiswa mengembangkan draft awal dari outline, referensi dan contoh skripsi	IF
001	The Writing Process	Revising	<i>Kalau kemarin sama Mem Leffy sudah ada di tulis-tulis di skripsinya Jadi ngikutin aja kalau bab 1 disini bakalan ada tulisan misal kalau yang kurangnya ini, ini gitu...</i>	Mahasiswa merevisi tulisan berdasarkan komentar dosen pembimbing, catatan bimbingan, rekaman, dan pengecekan ulang bagian yang salah atau kurang.	IF
001	The Writing Process	Editing	<i>Kalau merevisi tata bahasa, kosakata itu pakai AI kayak Grammarly sama Quillboard.</i>	Mahasiswa mengedit grammar, kosakata, typo dan coherence.	IF
002	Time Management	Deadline Planning	<i>Kalau strategi tidak ada ya, cuma kalau punya teman yang ambis terasa ketinggalan jadi dikejar, dan tidak mau bayar UKT lagi.</i>	Mahasiswa membuat deadline dan menjadikan teman sebagai acuan agar progres skripsi tetap terjaga.	IF

002	Time Management	Time Allocation	<i>Kalau bagiannya itu nggak dipakai bagi waktu perhari, cuma dikerjakan langsung sekaligus. Baca referensi, langsung nulis draft, terus lihat, terus habis itu langsung revisi, langsung editing, sekaligus aja.</i>	Mahasiswa membagi waktu untuk membaca referensi, menulis draft, revisi, dan editing secara bertahap atau fleksibel sesuai kebutuhan.	IF
002	Time Management	Writing Sessions	<i>Tidak ada jadwal khusus; ketika ada dorongan untuk mengejar teman atau sebelum UKT, pengerjaan dilakukan langsung dalam waktu singkat.</i>	Mahasiswa memilih sesi menulis pada waktu senggang atau sesi panjang sekali duduk.	IF
003	Setting Goals	Short-term Goals	<i>Pokoknya kalau misalnya 2 hari bisa langsung 3 bab, itu dikerjain.</i>	Mahasiswa menetapkan target harian/mingguan sesuai dengan kemampuan/ fleksibel	IF
003	Setting Goals	Long-term Goals	<i>Tujuan jangka panjangnya lulus bersama teman dan tidak membayar UKT lagi.</i>	Mahasiswa memiliki tujuan jangka panjang yaitu lulus tepat waktu, tidak menambah semester/UKT, membanggakan keluarga, dan mengejar wisuda.	IF
004	Use College Resources	Instructor Support	<i>Konsultasi ke dosen pembimbing 1 dan 2 diikuti sesuai arahan; dosen pembimbing benar-benar membantu mengarahkan skripsi.</i>	Dosen pembimbing membantu memberi ide, arahan, revisi, fokus penelitian, metode, format, dan validasi isi skripsi.	IF
004	Use College Resources	Academic Counselor / College Services	<i>Mata kuliah metode penelitian dan kualitatif memberikan kerangka awal, sedangkan perpustakaan membantu menyediakan draft skripsi bertema sama.</i>	Mahasiswa memanfaatkan staf akademik, dosen mata kuliah untuk meningkatkan kualitas penulisan skripsi	IF

NEW POSITIVE FINDINGS / ADDITIONAL INDICATORS (Coding 005–006)

Coding	Indicator	Sub-indicator	Participant Answer (Transcript Statement)	Key Answer	Participant
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005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Kalau dari penulisan itu kebanyakan di quillboat, Grammarly, GPT.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, mencari ide, menyusun outline, mengembangkan draft, merevisi, atau memeriksa grammar/vocabulary.	DP
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>abang itu juga sering konsultasi sama temen sebimbangan, kating kayak sama bang racman gitu</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman	DP
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Saya menggunakan alat bantu AI untuk menilai tata bahasa tulisan saya karena keterbatasan waktu kemarin jadi saya ingin lebih cepat dan mudah</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, memeriksa grammar/vocabulary.	DA
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Saya menyusunnya dengan mulai untuk berdiskusi dgn teman atau senior sebelum saya mendiskusikannya dengan pembimbing karena agar kerangka tersebut bisa saya kembangkan lagi</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat tentang skripsi, dan untuk mengembangkan draft.	DA
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Kalau untuk tata bahasa itu mbak pakai dua tool. Yang pertama itu ChatGPT, kedua itu Grammarly. Terus kalau untuk kerangkanya ya, eh apa sih namanya itu? Outline penulisannya itu Mbak tanya sama temen, diskusi sama temen.</i>	Mahasiswa memanfaatkan AI untuk penulisan skripsi, mengembangkan ide, memeriksa grammar/vocabulary.	FK

006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kalau yang paling efektif ya, menurut mbak sih, langsung dikerjain aja kalau ada revisian. Kita nggak menunda-nunda, jadi langsung dikerjain aja, langsung cari referensinya apa. Kalau bingung langsung tanya sama teman atau sama dosen.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman atau rekan sejawat untuk bagian bagian skripsi.	FK
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Kalau kita berbicara tentang format tata bahasa bagaimana cara kita memeriksanya sudah benar atau belum, itu dari saya pribadi itu menggunakan bantuan AI ataupun menggunakan bantuan tools AI yang lainnya seperti Chat GPT, ataupun AI Gemini, ataupun Purposely. Nah di sana tinggal kita masukan saja cara untuk mengkoreksi. Tinggal buat formnya apakah kalimat yang saya buat sudah sesuai dengan aturan penulisan skripsi, ataupun ada yang typo, ataupun ada yang tidak nyambung....</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, memeriksa grammar/vocabulary.	IS
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kalau untuk merevisi draft yang telah direvisi atau dikoreksi, itu sama seperti hal pada umumnya ya. Kita melihat apa yang salah, kemudian menggabungkan koreksi ataupun mengganti ataupun menambah ataupun mengurangi sesuatu yang sudah dikoreksi oleh pembimbing kita ataupun oleh teman sebaya ataupun oleh tutor kita. Jadi tinggal ditambah, disesuaikan aja dengan apa yang mereka sarankan atau apa yang pembimbing kita mau.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman untuk mengkorelksi penulisan skripsi, memahami bagian sulit dan mengecek revisi.	IS

005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process	<i>Hanya satu, chatgpt, because kalau misalnya menggunakan AI lain atau website lain itu sebenarnya bisa, tapi karena terlalu terpaku waktu itu hanya menggunakan 1 AI kayaknya untuk mencari AI lagi tuh terlalu banyak menguras waktu</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, mencari ide, menyusun outline, mengembangkan draft, merevisi, atau memeriksa grammar/vocabulary.	IPS
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Oke, untuk ide sendiri kalau mengingat ide itu sebenarnya mbak sedikit terlambat dari teman-teman mbak yang lain, jadi kan kemarin kami di semester 5 itu kan sudah dikasih kayak sebaiknya kalian tuh meneliti di ranah ini deh karena ranah ini banyak yang kurang meneliti, nah karena sudah dikasih ide ranah penelitian itu kemarin teman-teman mbak itu sudah banyak yang dapat judul mereka, mereka sudah memilih judul dan dari mereka banyak yang di acc, sedangkan mbak kemarin masih...</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, atau rekan sejawat untuk mencari ide dan memperoleh ide	IPS
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process	<i>Nah, jadi waktu itu yang mbak gunakan pakai Grammarly dan Quillbot, itu yang mbak pakai, untuk apa? Untuk ngecek tata bahasa mbak sama pilihan-pilihan katanya kan disitu bisa milih jadi mbak cuma pakai dua itu, walaupun sudah dicek sama grammarly sama quillbot mbak tetap cek ulang penulisannya tuh karena biasanya kan ada yang kurang sesuai kata-katanya gitu</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, merevisi, atau memeriksa grammar/vocabulary.	FINS

006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Masalahnya pasti banyak, kita aja mengerjakan skripsi itu mengerjakan masalah yang dibuat-buat jadi salah satu masalah yang mbak hadapinya itu writer's block atau nge-stuck nulis itu waktu tuh mbak punya ide di kepala ini sudah ada idenya tetapi idenya tuh bingung nuangkannya ke dalam tulisan tuh seperti apa, itu salah satu masalahnya nah jadi cara mbak mengatasinya dulu tuh mbak ngajak teman mbak diskusi untuk dapet perspektif baru, terus mbak baca-baca referensi juga atau baca-baca skripsi biar dapat kata-kata atau kalimat-kalimat baru gitu lah untuk membuat sebuah kalimat, ah kalau sudah baru mbak masukkan ke Grammarly atau Quillboard untuk memperbaiki tulisannya, merapikannya.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman atau rekan sejawat yang untuk penulisan skripsi, memperoleh ide, memahami bagian sulit, mengembangkan draft.	FINS
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process	<i>Saya banyak menggunakan quillbot dan juga menggunakan banyak referensi manual seperti Kamus, Cambridge Dictionary, dan juga beberapa sumber ilmiah lainnya.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, memparafrase, merevisi, atau memeriksa grammar/vocabulary.	MAP
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kemudian yang keempat, saya memulai dan mengembangkan draft pertama saya saat menulis itu dengan banyak berkonsultasi kepada mentor, teman, dosen-dosen, dan juga brainstorming menggunakan AI, terutama chat GPT dan perplexity pada saat itu.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman untuk penulisan skripsi, memperoleh ide, memahami bagian sulit, mengembangkan draft, dan mengecek revisi.	MAP

005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process	<i>sejajurnya saya memulai dan mengembangkan draft pertama saat menulis skripsi dengan membantu dengan bantuan AI sehingga saya memiliki gambaran sekiranya draft ini bisa cocok dan baik atau bagus untuk diarahkan ke topik yang mana</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, mencari ide, menyusun outline, mengembangkan draft, merevisi, atau memeriksa grammar/vocabulary.	ND
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>saya mendapatkan dan menyebutkan ide dari banyak membaca kumpulan jurnal dan bertanya dari dosen pembimbing dan teman-teman seangkatan ataupun alumni bahkan kakak tingkat yang memiliki topik topik ataupun rana penelitiannya sama dengan skripsi saya</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman untuk penulisan skripsi, memperoleh ide	ND
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Banyak ya referensi mbak kalau untuk melihat tata bahasa dan lain sebagainya. Pertama referensi mbak tuh dari skripsi-skripsi kakak tingkat kita sebelumnya, terus untuk tata bahasa mungkin mbak pakai AI, Paraphrase AI atau Chat GPT untuk melihat benar nggak struktur kalimat nggak ini gitu.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, mengembangkan draft, merevisi, atau memeriksa grammar/vocabulary.	RW
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kalau motivasi itu kan datang dari dalam diri ke dari luar dari dalam diri mbak memang menanamkan bahwa Aku ini bisa lho, orang lain aja bisa kok aku nggak bisa terus kalau dari luar memang saat itu mbak itu punya circle lah, kalau bisa dibilang Circle pertemanan yang memang Sama-sama berjuang Tujuannya juga sama motivasi dari teman-teman.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman atau rekan sejawat yang berpengalaman untuk penulisan skripsi, memperoleh ide, memahami bagian sulit, mengembangkan draft, dan mengecek revisi.	RW

005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Sebenarnya di Microsoft Word itu sudah ada auto-correct-nya, kan, Jadi bagian-bagian mana yang mungkin typo atau bagaimana kan, ada tandanya, tapi dari situ juga, abang masukkan ke Chat GPT dulu, atau langsung ke Grammarly juga.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, merevisi, atau memeriksa grammar/vocabulary.	MRH
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Waktu nemui dosen tuh, abang rekam lah ya, abang catat juga, dari situ, abang mulai merevisi itu sambil dengerin rekaman sama catatan itu tadi dan semisal kalau abang ada yang gak paham sama penjelasan dosen itu biasanya abang tanyain juga sama temen-temen abang, kadang juga sama kating</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, alumni atau rekan sejawat yang berpengalaman untuk memahami bagian sulit, mengembangkan draft, dan revisi.	MRH
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Kalau kosakata dan tata bahasa, abang jujur pakainya cuma satu sih Kalo orang kan penggala pake Grammarly kan, abang cuma pake Chat GPT, one and only gak ada yang lain. Biasanya abang tuh sudah bikin paragraph sendiri dari paragraph yang kita bikin, itu kita masukin ChatGPT, kita masukin prompt suruh bakukan lagi bahasanya, biar bagus, biar gak ada kesalahan lagi ini pertama. Yang kedua, kalau masalah format skripsi, Abang balik ke aturan kampus lagi mau pakai jenis tulisannya...</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, mengembangkan draft, merevisi dan memeriksa grammar/vocabulary.	SK
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Biasanya abang nanya ke kawan abang yang satu pembimbing sama abang Contohnya kemarin, abang ada masalah di bagian bab empat soalnya dari pembimbing abang dan dosen-dosen yang lain tuh punya bentuk bab empat yang beda. Makanya abang tanya ke kawan yang punya pembimbing sama dan dia jelaskan, kalau yang sama bapak ini</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman untuk penulisan skripsi, memperoleh ide, , mengembangkan draft	SK

			<i>biasanya gini-gini-gini, Abang ikuti karena satu pembimbing kan, satu induk lah ibaratnya.</i>		
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Terus untuk memeriksa tata bahasa atau kosakata terus format skripsi itu biasanya itu saya menggunakan grammarly ya untuk mengecek grammar gitu terus untuk memilih kosa kata nya juga, karena biasanya kan kalau di skripsi itu kosakatanya harus akademis, terus untuk format-format skripsinya kita lihat lagi, cek ulang lagi, lihat buku pedoman skripsi kita gitu biar gak salah.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, merevisi dan memeriksa grammar/vocabulary.	TJ
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Terus bagaimana cara saya merevisi draft skripsi gitu setelah mendapatkan masukan. Nah jadi biasanya itu kita harus baca dulu ya baca dulu, kita pahami dulu apa komentar dari pembimbing atau biasanya pakai tutor juga kan. Terus kita catat lagi, kita tandain yang perlu kita perbaiki, terus baru kita revisi satu per satu dari bagian yang terpenting dulu. Selesain semuanya sesuai dengan komentar dari dosen kita.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang berpengalaman untuk penulisan skripsi, memperoleh ide, memahami bagian sulit, mengembangkan draft, dan mengecek revisi.	TJ
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Kalau merevisi tata bahasa, kosakata itu pakai AI kayak Grammarly sama Quillbot.</i>	Mahasiswa memanfaatkan AI/digital tools untuk penulisan skripsi, merevisi dan memeriksa grammar/vocabulary.	IF
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni,	<i>Jadi ngikutin aja kalau bab 1 disini bakalan ada tulisan misal kalau yang kurangnya ini, ini gitu dan kalau mbak bingung dan ngerasa stuck itu mbak Tanya sama teman teman mbak yang lain, kating</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, tutor, atau rekan sejawat yang	IF

		Mentors, or Tutors	<i>yang udah lulus dan berpengalaman.</i>	berpengalaman untuk penulisan skripsi, memperoleh ide, dan memahami bagian sulit.	
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RQ2 FINAL CODING TABLE – ALIGNED WITH INTERVIEW INSTRUMENT 2

Research Question 2: How are these strategies applied by English Tadris students of IAIN Curup throughout the thesis writing process to facilitate on-time completion?

Note: Coding 001–004 contains the four main indicators. Coding 005–006 uses the same new-finding names, definitions, and coding format as RQ1. Participant assignments remain based only on explicit evidence from Interview Instrument 2, so the number of participants may differ from RQ1.

MAIN CODING TABLE (Coding 001–004)

Coding	Indicator	Sub-indicator	Participant Answer (Transcript Statement)	Key Answer	Student
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Harus dari dosen dulu... kalau tidak dari ACC dosen dulu, kita buat percuma aja... Iya, buat outline dulu, trus dibuat nyicil dikit-dikit kan, baru ngadap dosen.</i>	Menerapkan tahapan penulisan melalui pembuatan kerangka, penyusunan draf secara bertahap, dan persetujuan dosen pembimbing sebelum melanjutkan ke bab berikutnya.	DP
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Setiap Sabtu itu harus... buat skripsi entah cari referensi, entah mulai buat-buat footnote... Kalau Sabtu itu gak bisa, berarti Minggu... di hari-hari biasa itu malam.</i>	Menetapkan akhir pekan sebagai waktu utama menulis, memindahkan sesi Sabtu ke Minggu bila perlu, dan menambah sesi malam pada hari biasa.	DP

003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Bab 1 sudah selesai diconteng, bab 2 sudah selesai diconteng... indikator 1 udah selesai diconteng... cross check conteng... jadi step per step nya itu udah selesai.</i>	Memantau target menggunakan daftar periksa per bab atau indikator serta melakukan pemeriksaan ulang terhadap perkembangan.	DP
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Ada... diajarin sama dosen pembimbing, menggunain AI, sama prompt kita bilang ke AI itu kayak gini.</i>	Memanfaatkan arahan langsung dosen pembimbing untuk mengatasi masalah penulisan, termasuk cara menggunakan prompt AI secara tepat.	DP
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Setiap saya akan berpindah ke tahap selanjutnya... harus menyelesaikan terlebih dahulu tahap-tahap awal... Jika saya sudah menyelesaikan semua ide yang ingin saya tuliskan.</i>	Berpindah tahap setelah ide dan kerangka pada tahap sebelumnya selesai.	DA
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Saya memiliki list to do setiap hari, apa yg harus dikerjakan setiap harinya... jadwal berubah saat kegiatan dadakan atau kondisi fisik tidak baik.</i>	Menggunakan daftar kegiatan harian dan menyesuaikan jadwal menulis ketika ada kegiatan mendadak atau kondisi kesehatan terganggu.	DA
003	Setting Goals	Setting, monitoring, and adjusting short-term and	<i>Sebelum saya menyelesaikan pekerjaan harian saya, saya selalu membaca dari awal hingga tahap paling akhir dari setiap proses penulisan saya. Faktor utama saya adalah tujuan saya untuk</i>	Memantau perkembangan dengan membaca ulang proses penulisan dari awal hingga bagian terakhir serta	DA

		long-term goals	<i>menyelesaikan kuliah semaksimal mungkin.</i>	mempertahankan arah pencapaian berdasarkan tujuan menyelesaikan kuliah semaksimal mungkin.	
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Masukan pembimbing adalah prioritas untuk saya dalam merevisi penulisan... bantuan akademik adalah pilihan utama saat kita sedang mengalami kesulitan.</i>	Memprioritaskan masukan dosen pembimbing dan bantuan akademik selama proses revisi.	DA
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Dilihat dari bagian outline-nya... outline di bab 1 udah selesai, langsung lanjut aja ke bab 2... sering bolak-balik... kalau pembimbing bilang sudah cukup, boleh lanjut, mbak akan lanjut.</i>	Menggunakan outline sebagai panduan, berpindah tahap secara rekursif ketika perlu, dan mempertimbangkan respons dosen pembimbing sebelum melanjutkan.	FK
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Tiap hari sih, kalau mau skripsi tiap hari, tiap malam. nggak ada libur... Kalau berubah sih agak jarang... kecuali yang mendadak.</i>	Menulis secara konsisten setiap malam dan hanya mengubah jadwal ketika terdapat situasi mendesak.	FK
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Pertama dari target sendiri... kalau bagian ini udah selesai langsung checklist... ngubah target waktu dosen itu mau pergi... jadi harus dikejar banget. Kalau nggak dikerjakan malam itu, besoknya nggak bakal selesai dan nggak bakal tepat waktu.</i>	Menggunakan target pribadi dan daftar periksa, mempertimbangkan konsekuensi keterlambatan, serta mempercepat pengerjaan ketika ketersediaan dosen	FK

				pembimbing berubah.	
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Kalau Mbak sih, Mbak terima-terima aja... kalau dari dosen pembimbing... langsung revisi... dari masukan, saran, dan motivasinya... memberi solusi.</i>	Menerima, menyeleksi secara kritis, dan menerapkan masukan dosen pembimbing untuk merevisi serta mengatasi kesulitan penulisan.	FK
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Harus menyelesaikan dulu tahap pertama... per tahap selesai tahap 1, baru lanjut ke tahap 2... saat benar-benar tahap 1 itu sudah fiks.</i>	Menerapkan proses berurutan yang ketat dengan menyelesaikan dan memastikan satu tahap sebelum melanjutkan ke tahap berikutnya.	IS
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Saya itu gak berpatok pada rencana... menulis apa yang saya bisa dulu... Saya itu tidak pakai jadwal... kadang pagi, kadang siang, kadang malam, kadang tengah malam.</i>	Menerapkan pengelolaan waktu yang fleksibel dengan menulis ketika ada kesempatan tanpa mengikuti jadwal tetap.	IS
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Hitung saja sudah berapa skripsi yang kita buat... gap-nya kelihatan berapa halaman yang harus dikejar... mengubah target... dari 2 halaman menjadi 5 halaman perhari.</i>	Menghitung kekurangan perkembangan penulisan dan meningkatkan target harian ketika berada dalam tekanan.	IS

004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Tinggal kita sesuaikan aja tentang perintah ataupun arahan yang diberikan... sesuaikan dengan apa yang dosen kita mau kemudian juga dicocokkan dengan penelitian kita.</i>	Menyesuaikan revisi dengan arahan dosen pembimbing sambil memastikan kesesuaiannya dengan penelitian.	IS
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Pertama dari nyari judul... berkonsultasi ke dosen-dosen dan ke teman-teman. Lanjut ke outline... mengikuti konsep pembimbing... ketika di-ACC dosen pembimbing.</i>	Melanjutkan proses dari konsultasi topik ke penyusunan kerangka dan penulisan bab dengan mengikuti arahan dosen pembimbing.	IPS
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Nggak ada... karena waktu yang mepet seperti bentar lagi mau daftar sidang... sempet gak pake tidur 3 atau 4 harian.</i>	Tidak menggunakan jadwal tetap, tetapi meningkatkan intensitas menulis ketika menghadapi tenggat yang dekat.	IPS
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Biasanya... revisinya... buat garis besar apa yang harus mbak lakuin... satu persatu... ketika sudah berhasil mbak checklist... target mbak itu adalah teman-teman mbak sendiri.</i>	Menggunakan daftar periksa revisi dan perkembangan teman sebagai target tidak formal.	IPS
004	Using College Resources	Using supervisor/instructor feedback and	<i>Mengikuti konsep pembimbing... kalau mau cepat kita harus mengikuti apa yang dosen kita mau... minta saran ketika merasa buntu dan bingung akan penjelasan dosen.</i>	Mengikuti harapan dosen pembimbing dan meminta penjelasan ketika mengalami kebingungan.	IPS

		other academic support resources			
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Setelah mbak dapat ide dan judul, mbak cari referensi sama teori yang sesuai, setelah itu baru buat kerangka, nulis draf, baru lakukan revisi berdasarkan masukan dari dosen.</i>	Menerapkan tahapan penulisan secara lengkap, mulai dari menentukan ide, mencari referensi, menyusun kerangka, menulis draf, merevisi, hingga memperoleh persetujuan dosen pembimbing.	FINS
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Buat to-do list untuk besok... target harian atau sesuai deadline dari dosen... jadwal menulisnya berubah-ubah karena mengejar deadline dan menunggu hasil revisi atau balasan dosen. Ketika lelah, mbak memberi waktu sehari untuk istirahat, tetapi besoknya harus kembali mengikuti jadwal.</i>	Menggunakan daftar kegiatan dan jadwal berbasis tenggat yang disesuaikan dengan respons dosen pembimbing, disertai jeda singkat sebelum kembali mengikuti jadwal.	FINS
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Adanya target yang jelas... deadline dari dosen pembimbing... lihat progres berdasarkan subbab yang sudah selesai... target-target yang sudah mbak capai. Keinginan untuk lulus tepat waktu membantu mbak tetap konsisten.</i>	Menetapkan target harian atau per subbab sesuai tenggat dosen pembimbing serta menggunakan tujuan lulus tepat waktu untuk menjaga arah pencapaian.	FINS
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Mbak rekam... dengarkan rekaman itu... tulis apa aja revisinya... jadikan itu pedoman untuk perbaikan dan mengembangkan tulisan.</i>	Merekam dan mendengarkan kembali masukan dosen pembimbing sebagai pedoman revisi.	FINS

001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Saya akan melakukan pengolahan ide terlebih dahulu... brainstorming... dengan AI atau ChatGPT... membuat outline... ide tadilah yang akan saya edit lagi, revisi lagi, elaborasi lagi.</i>	Menerapkan tahapan yang berulang melalui curah gagasan, penyusunan kerangka, penulisan draf, penyuntingan, dan pengembangan ide.	MAP
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Saya bukan tipe orang yang merencanakan sesuatunya secara tekstual... siap kapanpun otak saya bilang siap... kalau stuck... menonton film, anime, futsal, nongkrong, atau bekerja, lalu kembali menyelesaikan skripsi.</i>	Menggunakan pengaturan waktu yang fleksibel sesuai kesiapan diri, disertai jeda pemulihan melalui aktivitas lain sebelum kembali menulis.	MAP
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Target saya itu enggak muluk-muluk... saya harus sempro cepat... saya harus sidang... saya tidak pernah mengubah target. Saya sadar kalau saya ingin lulus lebih cepat.</i>	Menetapkan seminar proposal dan sidang skripsi sebagai target utama untuk mendukung tujuan lulus lebih cepat.	MAP
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Saya akan bertanya banyak... kepada dosen pembimbing untuk mendapatkan insight atau input... bantuan akademik itu sangat membantu... saya bisa bertanya kepada dosen-dosen yang lain.</i>	Menggunakan dosen pembimbing dan dosen lain untuk memperoleh masukan akademik, memperluas pemahaman, dan memperbaiki tulisan.	MAP
001	The Writing Process	Applying and adapting writing stages (prewriting,	<i>Sesuai dengan stepnya saja... mengikuti alur saja dengan panduan penulisan skripsi... kalau udah ya lanjut pada tahap editing, terus udah revisi... dari bimbingan semuanya berjalan smooth.</i>	Mengikuti alur penulisan resmi dan melanjutkan ke tahap penyuntingan atau revisi berdasarkan bimbingan.	ND

		outlining, drafting, revising, editing)			
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Tergantung ya bisa berhari-hari atau mingguan... palingan 2 atau 3 hari saja... tidak merubah jadwal... kegiatan pada pagi, siang, dan sore hari saja, tidak malam.</i>	Menggunakan waktu menulis yang terbatas dan menghindari menulis pada malam hari karena kondisi fisik dan mental.	ND
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Saya akan minta pendapat teman dekat saya... melihat perkembangan skripsi saya... saya mengubah target apabila dosen pembimbing saya memintanya.</i>	Menggunakan masukan teman dan permintaan dosen pembimbing untuk memantau serta mengubah target.	ND
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Saya menggunakan semuanya dengan baik, saya menerima semuanya... ketika saya bingung, ingin memulai dari mana... bantuan akademi sangat membantu saya.</i>	Menerima masukan akademik dan mencari bantuan ketika tidak yakin harus memulai atau melanjutkan tulisan.	ND
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Berpindah dari bab satu dulu tentang background... tergantung bimbingan lagi, misalnya kalau dosennya ACC... mbak akan lanjut sesuai arahan dosen pembimbing.</i>	Berpindah dari satu bab ke bab berikutnya berdasarkan persetujuan dan arahan dosen pembimbing.	RW

002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Memang mbak buat jadwal, buat target... rajin nge-chat dosen... kalau malam tidak memungkinkan... bisa jadi pas subuhnya atau siang... selalu siapkan alarm. Alarm digunakan sebagai pengingat bahwa saat itu waktunya mulai menulis.</i>	Merencanakan waktu penulisan secara adaptif, menggunakan alarm sebagai pengingat untuk mulai menulis, dan menyesuaikan sesi ketika kondisi malam tidak memungkinkan.	RW
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Buat jadwal, buat target... memantau dari perkembangan teman... malam ini aku minimal harus selesai sampai bagian ini biar sama kayak teman.</i>	Menggunakan perbandingan perkembangan teman untuk menetapkan dan menyesuaikan target penyelesaian.	RW
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Kalau bingung penjelasan dosen itu pasti mbak tanyain... saat bingung sendiri waktu nulis, langsung cari atau tanya ke yang lebih ahli.</i>	Meminta klarifikasi atas arahan dosen yang belum dipahami dan mencari bantuan akademik yang lebih ahli saat mengalami kebuntuan.	RW
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Bab 1 itu harus selesai dulu baru lanjut... perpindahan dari satu tahap ke tahap selanjutnya itu harus bimbingan dulu, kalau bimbingan itu sudah clear bab 1, yaudah lanjut ke bab 2.</i>	Menyelesaikan setiap bab dan memeriksakannya melalui bimbingan sebelum melanjutkan.	MRH
002	Managing Time	Planning, scheduling,	<i>Misalnya dosen abang minta selesaikan siang itu atau gimana, yaudah kita selesaikan.</i>	Menyesuaikan waktu pengerjaan secara responsif terhadap	MRH

		and adaptively allocating writing time		tenggat atau permintaan penyelesaian dari dosen pembimbing.	
003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Pokoknya di bulan ini atau minggu ini selesai beberapa bagian itu harus selesai... targetin selama penulisan skripsi tercapai terus.</i>	Menggunakan target mingguan dan bulanan untuk menyelesaikan bagian tertentu dari skripsi.	MRH
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Kalau sudah bimbingan... hari itu lah abang buat revisinya... kalau struggle-nya ke cara kita meneliti... nanya ke Mr. Gucci.</i>	Menerapkan masukan dosen pembimbing pada hari yang sama dan berkonsultasi dengan dosen untuk kesulitan metodologis.	MRH
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Awalnya dari outlinenya dulu... kalau outlinenya sudah pas... baru kita pindah... selesaikan dulu pokoknya satu-satu per outline itu tadi.</i>	Menggunakan urutan berdasarkan kerangka dan menyelesaikan setiap bagian sebelum berpindah ke bagian berikutnya.	SK
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Nggak ada... pokoknya begitu revisi langsung kerjakan... kalau feedback dosen nggak paham dan chat dosen nggak dibalas... agak terhambat.</i>	Mengelola waktu secara responsif dengan langsung mengerjakan revisi dan tetap melanjutkan pekerjaan meskipun ada hambatan sementara.	SK

003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Semakin lama kita bimbingan, revisinya semakin dekat... deadline mau ujian munaqasah... agak dikebut. Skripsi itu tanggung jawab yang harus diselesaikan dengan komitmen, kesungguhan, dan konsistensi.</i>	Memantau perkembangan melalui berkurangnya revisi, meningkatkan intensitas menjelang tenggat ujian, dan mempertahankan komitmen untuk menyelesaikan skripsi sebagai tanggung jawab.	SK
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Pakai rekam suara... langsung dikerjain di rumah... kalau sedang bimbingan ada yang bingung, abang langsung nanya... beliau jelaskan lagi dengan rinci.</i>	Merekam, menerapkan, dan meminta penjelasan atas masukan dosen pembimbing selama proses revisi.	SK
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Mulai biasanya nyari ide dulu, baca-baca penelitian terdahulu... baru mulai buat outline... lanjut nulis per bab... sampai selesai baru masuk ke proses revisi dan editing.</i>	Menerapkan urutan penulisan lengkap, mulai dari mencari ide, membaca penelitian terdahulu, menyusun kerangka, menulis per bab, merevisi, hingga menyunting.	TJ
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Buat jadwal sederhana dalam satu minggu... target tertentu... seminim-minimnya 2 jam sehari untuk mengerjakan skripsi, 1 jam baca referensi, 1 jam menulis. Kalau capek, istirahat setengah hari agar badan fit, lalu kembali melanjutkan sesuai jadwal.</i>	Menggunakan jadwal mingguan dengan waktu minimum harian untuk membaca dan menulis, disertai jeda pemulihan singkat sebelum kembali pada jadwal.	TJ

003	Setting Goals	Setting, monitoring, and adjusting short-term and long-term goals	<i>Nentuin target tertentu... menyelesaikan satu bab atau merevisi bagian tertentu... buat daftar target yang harus dicapai... kasih tanda yang sudah selesai. Target tersebut tetap diarahkan pada motivasi untuk lulus tepat waktu.</i>	Menetapkan target harian atau mingguan, menandai bagian yang selesai, dan mempertahankan tujuan lulus tepat waktu sebagai arah pencapaian.	TJ
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Kita rekam... dengar kembali... memahami semua masukan yang dikasih dosen, kemudian pelan-pelan memperbaiki bagian yang dimaksud... bantuan akademik membantu karena arahnya jelas.</i>	Mendengarkan kembali dan mengikuti masukan dosen pembimbing secara bertahap untuk memperbaiki setiap bagian.	TJ
001	The Writing Process	Applying and adapting writing stages (prewriting, outlining, drafting, revising, editing)	<i>Ngikutin dari skripsi orang... dari topiknya, terus nyari-nyari dulu referensi-referensinya, terus format penulisan itu mengikuti format penulisan dari kampus... bab 1 udah minim revisi, jadi lanjut.</i>	Mengikuti contoh skripsi, referensi, format kampus, dan minimnya revisi sebagai dasar untuk melanjutkan.	IF
002	Managing Time	Planning, scheduling, and adaptively allocating writing time	<i>Pernah bikin jadwal tapi nggak dilakukan... yang bikin berubah itu males, capek, ngantuk... tekanan deadline-nya... langsung dikejar.</i>	Meskipun tidak mempertahankan jadwal tetap, tekanan tenggat mendorong pengerjaan yang lebih terfokus.	IF
003	Setting Goals	Setting, monitoring, and adjusting short-term and	<i>Tekanan deadline-nya... sidang skripsi tanggal sekian, langsung dikejar... memantau dari minimnya revisi aja.</i>	Menggunakan tenggat akhir dan berkurangnya revisi sebagai indikator perkembangan target.	IF

		long-term goals			
004	Using College Resources	Using supervisor/instructor feedback and other academic support resources	<i>Dibikin dua draft, yang satu untuk dosen pembimbing satu... lainnya untuk dosen pembimbing dua... mencari bantuan kalau... bingung, gak paham maksudnya.</i>	Mengelola perbedaan masukan dosen pembimbing dengan menyiapkan dua draf dan meminta penjelasan ketika bingung.	IF

NEW POSITIVE FINDINGS / ADDITIONAL INDICATORS (Coding 005–006)					
Coding	Indicator	Sub-indicator	Participant Answer (Transcript Statement)	Key Answer	Student
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Diajarin sama dosen pembimbing, menggunain AI, sama prompt kita bilang ke AI itu kayak gini.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi.	DP
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Konsultasi... ke Mister Guci, Kak Rachman... Kak Hengki, yang udah-udah selesai.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, atau tutor untuk konsultasi tentang skripsi dan mendukung kemajuan penulisan skripsi.	DP
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>saya juga menggunakan AI untuk memudahkan dalam penulisan skripsi saya dan mengatasi beberapa kesulitan saya.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, mengatasi kesulitan dan memudahkan dalam penulisan	DA

				skripsi.	
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Saya pasti mendiskusikannya dengan rekan, senior dan pembimbing saya untuk memecahkan masalah tersebut.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk memperoleh masukan, mengatasi kesulitan.	DA
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>..dan yang terakhir itu juga menggunakan google scholar, AI kayak Chat GPT sama Gemini gitu.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, seperti brainstorming, mencari atau memeriksa referensi, serta mendukung penyelesaian tulisan.	FK
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kalau mbak itu diskusi sama temen yang pertama... kemudian nanya saran dosen... baca penelitian orang lain.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, atau tutor untuk mengatasi kesulitan.	FK
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Ya kalau untuk mengatasi kesulitan misalnya bagian mencari teori, kita bisa brainstorming dengan AI terlebih dahulu tentang teori apa yang cocok..</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, seperti brainstorming	IS

006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Saat kita kesulitan... ngestuck di satu titik... cari bantuan... dari teman-teman, dari tutor, ataupun dari dosen pembimbing.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman dan tutor untuk memperoleh masukan dan mengatasi kesulitan.	IS
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>...sedangkan untuk tahapan-tahapan penulisan bab 1, bab 2 dan lain sebagainya Mba juga hanya mengandalkan dosen pembimbing mbak dan untuk pengembangan ide penulisan mbak menggunakan AI, karena ketika mbak menulis sendiri dan itu tidak selaras, jadinya kerja dua kali, jadi kalau mau cepat kita harus mengikuti apa yang dosen kita mau.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi seperti mengembangkan ide	IPS
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Nyari judul... berkonsultasi ke dosen-dosen dan ke teman-teman... target mbak itu adalah teman-teman mbak sendiri.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk menjaga motivasi, dan mendukung kemajuan penulisan skripsi.	IPS
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Ya, cara mengatasinya itu lebih banyak baca lagi lihat contoh di jurnal-jurnal atau referensi-referensi skripsi orang, terus memanfaatkan AI</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, seperti brainstorming, mencari referensi.	FINS
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or	<i>Lebih banyak baca lagi... terus baru diskusi juga sama teman atau dosen pembimbing... saat nge-stuck... cari bantuan ke teman.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk memperoleh masukan dan mengatasi kesulitan.	FINS

		Tutors			
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Brainstorming dengan AI atau ChatGPT... setelah itu saya akan membuat outline terlebih dahulu... ide tadi akan saya edit lagi, revisi lagi, elaborasi lagi.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, seperti brainstorming	MAP
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Kembali berdiskusi dengan mentor saya... bertanya kepada kakak tingkat saya, mentor saya.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan mentor atau tutor untuk memperoleh masukan, mengatasi kesulitan dan mendukung kemajuan penulisan skripsi.	MAP
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>...terkadang saya juga menggunakan AI untuk mendapat pemahaman dan mencari jurnal mengembangkan ide dan lainnya.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi brainstorming serta mendukung penyelesaian tulisan.	ND
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Bertanya dengan teman saya yang lebih pintar... lebih dulu telah wisuda atau kakak-kakak alumni untuk membantu saya.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, alumni untuk memperoleh masukan, mengatasi kesulitan	ND

005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Menurut mbak, setiap bab itu punya kesulitan masing-masing, jadi mbak tuh sering pakai AI untuk mengembangkan ide untuk setiap babnya</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, mengatasi kesulitan serta mendukung penyelesaian tulisan.	RW
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Dukungan teman itu juga sangat sangat membantu... kalau malam tidak memungkinkan... besoknya ngerjain sama teman.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk memperoleh masukan, mengatasi kesulitan, dan mendukung kemajuan penulisan skripsi.	RW
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Abang menggunakan ChatGPT... minta ChatGPT nyari hubungan antara temuan kita ke teori yang abang gunakan... pembimbing keempat abang.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, menghubungkan teori dan temuan, mengorganisasi revisi, serta mendukung penyelesaian tulisan.	MRH
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Sering bikin skripsi bareng abang Rul... kalau dia mengerjakan skripsi abang juga ikut... skripsi teman bisa jadi acuan dan motivasi.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk menjaga motivasi dan mendukung kemajuan penulisan skripsi.	MRH
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Buka pikiran dulu di ChatGPT... tanya ke AI, kira-kira ini teorinya pakai teori apa... nanti kita cari kira-kira beneran nyambung apa tidak.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, menghubungkan teori	SK

006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Nanya ke kakak tingkat... nanya ke teman yang se-pembimbing... kalau bingung... nanya baik ke kakak tingkat maupun ke kawan.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, alumni, untuk memperoleh masukan, mengatasi kesulitan.	SK
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>..setelah itu topik sudah jelas dan disetujui oleh dosen, baru mulai buat outline dengan bantuan Chat GPT. Setelah buat outline baru kita lanjut nulis tuh perbab dulu sesuai dengan outline yang kita buat..</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi, seperti brainstorming, membuat outline, serta mendukung penyelesaian tulisan.	TJ
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Diskusikan dulu sama pembimbing, bisa juga sama teman-teman, sama tutor... minta ke tutor atau teman-teman untuk diskusi.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman, senior, mentor, alumni, atau tutor untuk memperoleh masukan, mengatasi kesulitan dan mendukung kemajuan penulisan skripsi.	TJ
005	AI-Assisted Writing and Digital Tools	Using AI and Digital Tools for Writing Process of Thesis	<i>Banyak website AI... ada juga dari Gemini AI... sebelum kita ngambil itu, kita cek dulu... emang ada atau cuma buatan aja.</i>	Mahasiswa memanfaatkan AI dan alat digital untuk membantu proses penulisan skripsi untuk memeriksa referensi.	IF
006	Peer and Collaborative Support	Discussing with Peers, Seniors, Alumni, Mentors, or Tutors	<i>Itu mencari bantuan sama temen kalau tulisan dosennya nggak bisa dibaca cuma itu aja sih terus kayak bingung, gak paham maksudnya.</i>	Mahasiswa menggunakan diskusi kolaboratif dengan teman untuk mengatasi kesulitan	IF

DATA OF THE INTERVIEW

Example

Interview Script Partisipant (FK)

Participant 3

Researcher : Kita langsung mulai aja mbak ya izin rekam mbak, assalamualaikum warahmatullahi wabarakatuh waalaikumsalam warahmatullahi wabarakatuh perkenalkan, nama saya Nur aulia Nesa Afifah dari English Study Program yang sedang melakukan penelitian tentang academic writing strategies dalam penulisan skripsi nah, ini sendiri dengan mbak siapa mbak?

FK : Dengan mbak Fadiza

Interview Instrument 1

Researcher : Dengan mbak Fadiza ya mbak, Wawancara ini bertujuan untuk mengetahui tentang pengalaman strategi mahasiswa dalam proses penyelesaian skripsi. Jadi tidak ada jawaban benar atau salah. Jadi silahkan menjawab berdasarkan pengalaman pribadi. Semua jawaban akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan penelitian. Oke mbak, kita mulai dengan pertanyaan pertama ya mbak ya. Pertanyaan yang pertama tuh Nessa tanya tentang ini mbak, bagaimana mbak mendapatkan atau menyiapkan ide sebelum mulai menulis skripsi gitu mbak? Kalau untuk ide penulisan skripsi, kayak di awal mencari topik dulu nih, kayak cari judul gitu mbak?

FK : Pertama itu nggak langsung ke judul sih, tapi lebih ke kayak judul besar yang bakal dipakai di skripsi itu. Itu kan ada banyak ya, ada yang karena linguistik, terus ada yang karena teaching gitu kan, atau karena yang kayak Kayak ke Islami gitu, Kalau mbak tuh lihat ke situ dulu Terus kalau kita memang tertarik di linguistik baru deh nyari judul-judul yang relevan di berbagai kayak jurnal atau article Terus kedua itu juga bisa tanya dengan dosen kalau mbak bingung Biasanya tuh kalau dosen tuh sering ngasih gitu Ini coba teliti ini gitu Jadi lebih mudah.

Researcher : Terus mbak Bagaimana sih mbak, misalnya udah dapet judul tuh kan mbak. Terus mbak, cara nyusun ide-idenya tuh jadi kerangka skripsi

saat menulis, caranya gimana tuh mbak?

FK : Untuk rangka itu sebenarnya abstrak aja sih gitu kan Biasanya tuh kalau mbak itu pake bagan Jadi di bagan

Researcher : Kayak outlinenya gitu ya mbak

FK : Iya kayak outlinenya, di bab 1 itu bakal apa, Terus di bab 2 itu bakal apa isinya gitu, Bab 3 juga gitu, sampe bab 5 Dan outline tuh memudahkan banget sih Misal, pokoknya ini yang versi kita gitu kan, Terus kita udah jadikan skripsi, Terus nanti misalnya dosen pembimbing kita bilang, oh ini nggak perlu. Jadi kita tinggal coret aja di outline itu, terus kita ganti.

Researcher : Nah, itu kan udah kayak gitu kan mbak. Terus, menurut mbak kalau outline itu mbak, kayak kerangka yang kita buat tadi itu, itu membantu untuk menyelesaikan skripsi atau gimana tuh mbak?

FK : Iya membantu sih, membantu banget itu.

Researcher : Berarti bermanfaat ya mbak, outline-nya itu. Jadi mbak, bagaimana mbak memulai dan mengembangkan draft pertama saat menulis skripsi itu.

FK : Sebenarnya mbak itu kesulitan juga sih di bagian itu jadi lebih kayak tanya ke temen sih gimana mereka ngembangkan itu beberapa temen tuh ada yang rekomendasikan itu coba pake tools kayak AI gitu gitu sih.

Researcher : Terus mba untuk pertanyaan selanjutnya itu gimana sih Mba tuh kan merevisi draft skripsi yang udah dapat masukkan nih dari dosen pembimbing yang pertama kali gitu kan mba? Kan pertama kali kita tuh kayak awalnya gak tau apa-apa beneran kita nyusunnya kan mba, Terus kita ngadep dosen, terus dosen tuh ngasih masukan, ngasih revisi, itu gimana tuh mbak?

FK : Kalau dosen ngasih masukan tuh sebenarnya ada tiga cara Pertama itu ditulis. Kalau ditulis tuh kita bakal sering inget sih. Kedua tuh yang memang cuma kita ngandalkan ingatan kita. Misalnya kayak dosen bilang nanti ini direvisi gitu ya bagian ini gitu, nah beberapa orang tuh

kan ada yang gak bisa nginget cepet gitu kan jadi ada yang ditulis terus yang ketiga itu direkam.

Researcher : Rekam ya mbak rekam suara gitu ya.

FK : ya memang sih kalau rekam itu kurang, jarang dibuka lagi biasanya kalau mbak jadi kalau mbak tuh mengandalkan dua itu, jadi ditulis sama diinget.

Researcher : Oke mbak, kita lanjut ya mbak ya. Terus yang ingin nanya mbak, gimana sih mbak memeriksa tata bahasa, kosa kata, dan format skripsi mbak? Dan mbak menggunakan alat apa gitu?

FK : Kalau untuk tata bahasa itu mbak pakai dua tool. Yang pertama itu ChatGPT, kedua itu Grammarly. Terus kalau untuk kerangkanya ya, eh apa sih namanya itu? Outline penulisannya itu Mbak tanya sama temen, diskusi sama temen.

Researcher : Terus mbak, strategi apa sih yang mbak gunakan untuk merencanakan penulisan skripsi agar bisa selesai tepat waktu? Kayak perencanaan per target?

FK : Kalau perencanaan sih mbak kurang, Gak ada ya kayaknya ya, cuman kayak lebih di push aja gitu. Pokoknya sering nanya temen juga kapan bimbingan gitu. Jadi kayak kita tuh bikin semangat juga gitu. Jadi kalau misalnya, apalagi kalau udah mulai revisian, itu tuh harus terus dibuka terus.

Researcher : Oh iya mbak ya. Berarti strateginya tuh kayak kalau habis revisi itu langsung dikerjakan?

FK : Iya langsung dikerjain aja. Tapi itu mbak, kan mbak tuh habis revisi tuh langsung kayak ngerjain gitu kan.

Researcher : Itu pernah nggak sih nggak berhasil gitu sih mbak? Kayak ada kendala gitu sehingga nggak berhasil?

FK : Ada kendalanya, Sayangnya banget itu kemarin waktu skripsian tuh laptop mbak rusak. Bukan kendala internal sih, tapi lebih ke eksternal gitu

- Researcher** : Untuk pertanyaan selanjutnya Itu mbak Gimana mbak membagi waktu gitu mbak Untuk bagian-bagian skripsi, kayak Kadang tuh kan kita harus membaca referensi juga Kayak merevisi juga, editing juga gitu mbak Kayak gimana mbak manajemen waktunya
- FK** : Sebenarnya sih Tiap orang kan beda-beda ya Kalau mbak itu, waktu yang paling tepat tuh malam, Pokoknya kalau waktu lain tuh nggak bisa, mbak Gimana ya, nggak fokus deh. Jadi kalau malam itu, kita buka laptop kan tuh kan Kita lihat dulu apa sih revisiannya, gitu Abis itu baru deh kalau misalnya kita kayak rasanya kurang di referensinya, baru. Kita cari referensi lagi
- Researcher** : Berarti bertahap gitu ya?
- FK** : Iya, bertahap, Editing itu mbak terakhir. Jadi biasanya kan ada typo-typo gitu kan online-nya geser-geser gitu tuh terakhir.
- Researcher** : Tapi pernah nggak sih mbak jadwal mbak tuh berubah gitu, kayak biasanya tuh setiap malam gitu kan mbak Tapi mbak tuh ngerubah kayak, kadang tuh siang juga mbak kerjain gitu.
- FK** : Oh iya pernah, itu kalau terdesak aja sih.
- Researcher** : Terus mbak, kebiasaan apa sih yang membantu mbak tetap produktif saat menulis skripsi gitu? Kayak writing habit-nya, kayak mbak tuh buat daftar tugas kah? Atau kayak mematikan notifikasi sosmed atau gimana?
- FK** : Kalau mbak itu, pertama tuh biasa dengerin musik. Terus itu... Nanyanya sama temen, diskusi-diskusi sama temen lah gitu mereka sudah sampe mana, nanyai kebingungan mbak sama penjelasan dosen dan lain lain, terus itu break juga, jadi kita gak kayak 1 jam langsung skripsi semuanya itu enggak jadi kita kayak break 15 menit ngapain kadang biasanya nonton gitu ya kayak gitulah
- Researcher** : Tapi menurut mbak. Kebiasaan itu membantu proses penulisan gitu?
- FK** : Ya membantu,. Bikin kita semangat juga sih
- Researcher** : Kebiasaan tersebut itu mbak mulai lakukan kapan tuh mbak? Dari awal

keskripsiankah atau gimana?

- FK** : Di pertengahan skripsi gitu ya Kalau mbak tuh nggak di awal, di pertengahan mungkin udah hampir di akhir, Udah sempro, kalau sebelum sempro tuh kayak masih santai aja gitu Tapi kalau udah mulai sempro tuh udah mulai diskusi sama temen.
- Researcher** : Terus mbak, ada gak mbak target jangka pendek yang mbak lakukan untuk buat skripsi gitu? Kayak sehari harus kayak ngerjain dua halaman atau satu halaman gitu?
- FK** : Kalau mbak biasanya, misal ada revisian di bab tiga, jadi hari ini harus selesai gitu.
- Researcher** : Oh oke, berarti punya target kayak gitu ya mbak. Terus Target kayak gitu tuh terkadang selalu berhasil atau gimana mbak?
- FK** : Kadang nggak berhasil, kadang butuh dua hari gitu baru berhasil
- Researcher** : Berarti mbak bertahap aja kalau emang nggak berhasil banget di hari itu mbak ya. Terus mbak, bagaimana sih target itu membantu perkembangan penulisan skripsi mbak? Kayak peran target mbak itu apa? Konsisten harus ada hal yang diselesaikan atau gimana?
- FK** : Ya, target itu harus konsisten sih sebenarnya. Soalnya kalau kita nggak konsisten tuh kita bakal ketinggalan juga sama temen yang lain. Terus gitu kayak bimbingannya itu bakal tertunda juga .
- Researcher** : Terus mbak, apa sih tujuan utama dalam menyelesaikan skripsi tepat waktu itu?
- FK** : Tujuan utamanya, yang pertama bilang gamlang aja ya, pertama biar ga bayar UKT lagi, Kedua kalo telat itu rasanya tuh kita bakal sendirian gitu loh, Jadi temen-temen yang lain udah selesai, eh kita belum gitu kan Bikin kita itu ga semangat lagi Terus itu kedua ekpetasi keluarga mungkin ya, Pasti kalau keluarga itu maunya kita tepat waktu ,mungkin itu Aja sih Jadi kita harus cepat-cepat, jangan lama-lama.
- Researcher** : Terus, kadang tuh kan mbak kita tuh down, pasti ada kayak gitu kan mbak. terus gimana mbak menjaga motivasi selama proses penulisan skripsi? Kayak nginget target terus-terusan atau kayak berdiskusi sama

temen?

FK : Kalau mba sih inget ke motivasi yang Pertama tadi Kayak nginget-ninget motivasinya Masa gara-gara ini, ngga pada waktu sih gitu kan, ngga langsung kalah gitu, pasti bisa gitu.

Researcher : Terus mbak bagaimana konsultasi dengan dosen membantu mbak dalam proses penulisan skripsi?

FK : Itu sangat membantu sih, karena dosen kan ngasih masukan yang benar-benar itu dipertimbangkan untuk kita sidang nanti. Jadi itu benar-benar membantu kita. Misalnya, yang ini kayaknya harus dihilangkan, karena ini nanti bakal jadi bumerang nanti waktu kita sidang. Terus yang ini harus ditambahkan, biar nanti menambah bakal novelty gitu, Itu sangat membantu banget.

Researcher : Tapi terkadang tuh kan, Mbak, dosen tuh cuma kayak seminggu tuh bisanya cuma sekali. Itu tuh kayak ngaruh nggak sih Mbak untuk skripsi Mbak gitu?

FK : Enggak sih, kalau mbak enggak, misalnya cuma seminggu sekali tuh Jadi di satu minggu itu, sekali pertemuan itu, kita maksimalkan banget Kita siapkan apa yang mau kita tanya, apa yang mau kita revisi, apa yang masih kita bingung itu kita maksimalkan banget di satu kali pertemuan itu, kalau mbak gitu.

Researcher : Menurut mbak, masukan yang paling membantu untuk. mbak dari dosen pembimbing itu gimana mbak?

FK : di semua bab sih. Kalau yang pertama itu di... di research question Itu kira-kira udah pas belum ya. Kedua itu di bagian teori, Teorinya udah pas belum gitu Kalau teori itu mbak banyak banget dapat revisi, Di question juga sih banyak bange Terus ketiga itu di penulisan, Penulisan tuh yang pembimbing kedua ya, Di penulisan itu Nggak usah terlalu banyak ditaruh penelitian sebelumnya, gitu. Terus jangan terbalik, gitu. Di bab 4 itu biasanya banyak yang terbalik.

Researcher : Ini berarti dosen pembimbing itu sangat membantu, gitu, Mbak, ya?

FK : Iya, sangat membantu

- Researcher** : Terus kalau untuk layanan kampus sendiri, gitu, Mbak, ada nggak membantu dalam proses skripsi? Kayak mungkin ada yang ngadain workshop metode penelitian atau gimana, gitu?
- FK** : Oh, Layanan kampus, ya. Nggak ada deh kayaknya. Tapi lebih kayak ini sih nanti waktu kita mau upload skripsi, nah itu bantu banget berguna banget.
- Researcher** : Terus mbak, untuk strategi, strategi apa yang paling membantu mbak menyelesaikan skripsi tepat waktu dan mengapa menurut mbak itu tuh efektif? Strategi yang paling efektif dalam mungkin membuat target harian atau gimana gitu.
- FK** : Kalau yang paling efektif ya, menurut mbak sih, langsung dikerjain aja kalau ada revisian. Kita nggak menunda-nunda, jadi langsung dikerjain aja, langsung cari referensinya apa. Kalau bingung langsung tanya sama teman atau sama dosen.
- Researcher** : Terus mbak, masalah apa aja yang mbak hadapi saat menulis skripsi? Dan gimana mbak mengatasinya?
- FK** : Kalau mbak, masalah pertama itu yang eksternal tadi ya, kayak laptop mati tiba-tiba gitu Kemudian printernya macet, ya itu mau nggak mau ya harus kita benerin gitu kan Memang sih memakan waktu, cuma di situ kita harus sabarnya. Terus yang kedua, benar-benar harus cari solusi Kalau laptop benar mati, berarti kita harus nyari gantinya kan Nah itu harus cari, kalau bisa tuh jangan berhenti gara-gara laptop kita mati Terus yang kedua yang internal ya, mungkin kayak kita down, kita stres Kalau mbak langsung cari apa solusinya Kalau stres mungkin, orang beda-beda ya Kalau mbak itu ngobrol sama keluarga, sama temen gitu Terus kayak makan-makanan yang kita suka, nonton gitu.
- Researcher** : Berarti harus ada Self-reward juga gitu kan?
- FK** : Iya, bener
- Researcher** : Terus kan banyak masalah tadi internal ada, eksternal ada gitu kan mbak. Terus kalau untuk masalah yang paling sulit menurut mbak itu masalah yang internal atau eksternal?

FK : sebenarnya, dua-duanya sulit.

Researcher : Tergantung situasinya?

FK : Iya tergantung situasinya.

Researcher : Terus mbak, bagaimana mbak tahu bahwa strategi yang mbak gunakan tuh benar-benar membantu mbak menyelesaikan skripsi gitu? Kayak apakah mbak melihat progres penulisan mbak gitu atau gimana?

FK : Kalau mbak sih ngelihat di progresnya, pas udah...Pertama sih kayak nggak percaya sih, apa namanya, strategi ini bakal berhasil gitu. Tapi pas udah ngelihat progresnya, udah ngelihat hasilnya gitu, eh ternyata berhasil ya, gitu. Jadi dari situ deh, dari hasilnya itu kalau mbak lihatnya.

Interview Instrument 2

Researcher : Oke mbak, kita lanjut ke interview instrumen yang kedua. Yang pertama itu mbak, bagaimana mbak berpindah dari satu tahap penulisan ke tahap lainnya? Dari ide sampai editing, saat mengerjakan skripsi, alur kerjanya gitu mbak?

FK : Kalau mbak yang pertama itu dilihat dari bagian outline-nya. Jadi semisal outline yang pertama di bab 1 udah selesai, itu mbak langsung lanjut aja ke bab 2. Ya nggak peduli itu udah perfect atau belum, tapi kita lanjut aja dulu. Karena itu kan bukan tugas kita untuk yang membuat itu perfect. Tapi dosen pembimbing kita, kalau mbak gitu, lihat dari outline-nya.

Researcher : Berarti udah membuat online, berarti kayak nulis paragrafnya dulu gitu mbak ya terus kemudian lanjut revisi gitu satu besoknya, tapi apakah proses tersebut itu tuh selalu berjalan begitu atau gimana mbak? Atau kayak kadang ada kendala gitu?

FK : Kadang ada sih kendalanya gitu kan kayak bingung gitu kan kadang tuh kayak mau revisian tapi itunya tuh gak ketemu-ketemu jadi pas udah sampai waktu kita sih mau revisian itu kayak belum selesai juga kayak gitu pernah jadi mau gak mau harus dibawa lagi skripsinya jadi kayak kita nyelesaikan yang ada aja deh gitu baru Nanti tanya lagi.

- Researcher** : terus pernah gak sih, Mbak tuh kan udah lanjut tahap ke bab 2 gitu mbak tapi tiba-tiba kayak terkadang tuh kan ke bab 1 lagi gitu di bab 1 ternyata ada yang. Salah gitu, pernah gak kayak gitu?
- FK** : Oh iya pernah, sering sih
- Researcher** : berarti emang kayak kadang tuh bolak-balik gitu mbak ya
- FK** : memang harus bolak-balik juga kadang kita waktu pertama kita ngecek di bab 1 udah bener eh pas di akhir kita ngecek lagi ternyata salah gitu kalau mbak ketemu disitu.
- Researcher** : Terus mbak, kapan mbak memutuskan untuk lanjut ke tahap penulisan berikutnya? Tanda mbak bahwa satu tahap sudah selesai, mbak lanjut ke tahap berikutnya?
- FK** : Pertama, lihat dari respon pembimbing kita. Kalau pembimbing kita bilang, kayaknya sudah cukup, boleh lanjut, mbak akan lanjut.
- Researcher** : Terus mba untuk situasi atau pertimbangan apa yang mempengaruhi keputusan mba untuk lanjut ke tahap berikutnya gitu mba, Pertimbangan dari dosen tadi mba ya?
- FK** : Iya, pertimbangan dari dosen itu tadi. Yang kedua, kalau mba itu biasanya kalau dibaca-baca udah masuk nih kayaknya mba akan lanjut gitu.
- Researcher** : Terus mba untuk tahap penulisan skripsi itu yang paling sulit itu bagian mana sih mbak?
- FK** : Kalau mbak di bagian bab 1 sama Bab 2
- Researcher** : kalau di bab 1 nya itu tentang apa mbak?
- FK** : Bab 1 itu kan kayak background nya ya mbak menurut mbak harus bener-bener kita cari tau banget jadi apa alasannya, apa novelty-nya terus apa gap-nya, jadi itu sih yang lumayan sulit kalau buat mbak.
- Researcher** : Kalau di bab 2-nya?
- FK** : Bab 2 itu di teori, karena teorinya itu sulit karena penelitian mbak itu kan harus ada gap dari cerita sebelumnya jadi salah satu gap di

penelitian mbak itu di bagian teorinya, jadi itu sih yang Sulit

Researcher : Oh berarti mbaknya dari bab 1 sama bab 2-nya itu sulit karena setiap. Revisi salah terus gitu ya?

FK : Iya bener, Kayak ini gak sesuai jadi kayak harus ganti lagi, gak sesuai ganti lagi gitu terus.

Researcher : Terus mbak, gimana sih mbak mengatasi kesulitan tersebut gitu mbak? Kayak kesulitan di bab 1 sama bab 2 tadi tuh kan?

FK : Kalau mbak itu diskusi sama temen yang pertama ya, Kemudian nanya saran dosen, jadi ini harus gimana nih gitu Terus gitu ke tiga, Itu baca penelitian orang lain Kalau baca penelitian orang lain tuh biasanya itu tuh ngasih kita gambaran, oh gini sih yang bagus dan yang terakhir itu juga menggunakan google scholar, AI kayak Chat GPT sama Gemini gitu.

Researcher : Pertanyaan selanjutnya itu mbak, gimana sih mbak menjalankan rencana waktu penulisan dalam kegiatan menulis sehari-hari atau mingguan gitu? Jadwal untuk benar-benar diterapkan?

FK : Tiap hari sih, kalau mau skripsi tiap hari, tiap malam. nggak ada libur sih .

Researcher : Terus mbak, kapan biasanya jadwal menulis mbak tuh berubah? Apakah saat mbak tuh ada ujian atau ada kegiatan lain, kegiatan keluarga atau gimana? Atau refreshing sama teman atau gimana gitu?

FK : Kalau berubah sih agak jarang ya, kecuali yang mendadak tadi tuh, mendesak kayak tiba-tiba. Yang laptop rusak tadi gitu. Terus itu, Baru keinget, misalnya kita udah tulis tuh kayaknya udah semua nih, ternyata ada yang kelupaan nah itu harus berubah lagi jadi dulu kita jadi kadang tuh mbak pagi-pagi baru bawa ke laptop lagi kalau ada Yang ketinggalan.

Researcher : tapi seberapa sering sih mbak hal itu terjadi?

FK : Nggak terlalu sering sih, kayak beberapa kali aja.

Researcher : Terus untuk faktor yang membantu mbak tetap mengikuti jadwal

menulis mbak tuh gimana tuh? Dari dukungan temankah atau dari target mbak gitu?

FK : Pertama dari target sendiri, kedua dari dukungan teman Ketiga itu biar tetap pas di waktu itu tuh karena memang apa ya udah dimotivasi diri sendiri juga sih gitu karena ada konsekuensinya juga kalau misalnya nggak dikerjakan juga malam itu besoknya itu nggak bakal selesai juga gitu nggak bakal tepat waktu juga nanti bimbingannya

Researcher : Ada gak sih mbak faktor yang membuat mbak tuh sulit mengikuti jadwal yang mbak telah terapkan tadi mbak, dari rasa males kah Atau media sosial kah? Atau gimana gitu.

FK : Kalau malas, iya. Kadang kita malas kan. Jadi kayak gitu tuh mengundur-undur waktu kadang gitu. Cuman, mau nggak mau harus diselesaikan juga. Kedua itu karena...Overthinking kadang kita overthinking, jadi kita terlalu banyak mencari referensi, tapi kita lupa untuk menulis.

Researcher : Terus bagaimana sih mbak memantau perkembangan target penulisan mbak? apakah mbak membuat checklist mingguan atau membandingkan dengan punya teman?

FK : Kalau mbak di checklist Jadi kalau misalnya bagian yang ini udah selesai langsung mbak checklist langsung mbak coret trus langsung mengerjakan bagian selanjutnya

Researcher : Kalau membandingkan dengan punya teman enggak gitu ya?

FK : Enggak juga sih, karena tiap orang kan prosesnya beda-beda.

Researcher : Terus mbak, kapan mbak biasanya mengubah target dan apa penyebabnya gitu mbak?

FK : Kalau mbak itu biasanya...Ngubah target waktu..Dosen itu mau pergi. Mister Pri itu biasanya kan dia...Pergikan ke Bandung, gitu. Jadi ketika dosen itu bilang, minggu depan gabisnya bimbingan...Mau nggak mau kan harus minggu ini, Jadi harus dikejar banget.

Researcher : Berarti Itu ya mbaknya penyebab perubahannya. Terus, mengapa ada

target yang berjalan baik dan ada yang tidak, mbak?

FK : Kalau target yang baik itu biasanya karena memang beberapa bagian itu sudah dikerjakan, kemudian referensinya ada, dimasukkannya ada. Beberapa yang nggak baik itu tadi karena bingung, terus kita terlalu overthinking. Terus referensinya susah dicari, masukan Nggak dapet.

Researcher : Terus bagaimana mbak menggunakan masukan dari dosen pembimbing atau bantuan akademik tadi mbak pada setiap tahap penulisan skripsi? Mbak menanggapi kritik atau sarannya?

FK : Kalau Kritik, kritik itu pasti ada lah ya, kadang ya. Beberapa orang juga kan, kadang dikasih kritik sampai nangis gitu kan. Kalau Mbak sih, Mbak terima-terima aja. Karena Mbak yakin kalau dari dosen pembimbing, dari temen, itu pasti yang baik untuk kita. Jadi kalau saran atau kritik yang masuk, itu kita terima aja. Cuman memang mungkin

kadang-kadang itu kayak nggak masuk untuk kita ya. Jadi kita harus kayak pilih-pilih juga.

Researcher : tapi misalnya dosen nyuruh ngubah ini, ngubah itu mbak itu orangnya yang langsung revisi gitu mbak ya?

FK : Iya,. Langsung revisi tapi terkadang itu ada sih beberapa dosen itu suruh nge-revisi bagian ini terus mbak pikir ini kayaknya udah pas deh jadi kadang mbak revisi dikit aja gak semuanya.

Researcher : Terus, Gimana sih mbak bantuan dosen pembimbing membantu mbak mengatasi kesulitan dan menulis skripsi?

FK : Dari masukan tadi, dari saran tadi kemudian dari motivasinya, kalau untuk teman-teman kan memberi kita . begitu mereka semua memberi solusi dari kesulitan itu.

Researcher : Oke mbak, makasih ya mbak Fadiza udah mau jadi partisipannya saya wassalamualaikum warahmatullahi wabarakatuh.

DOKUMENTATION



AUTOBIOGRAPHY



Nur Aulia Nesa Afifah is the author of this thesis. She was born in Curup on July 27, 2004, to Johan Sapri and Nengsi Sahara. She is the first of five children. From an early age, she was raised in a family that instilled the values of honesty, responsibility, hard work, and perseverance. These values have shaped her character and become the foundation of her journey, particularly in pursuing her education. The author began her formal education at SD Negeri 05 Rejang Lebong in 2010. After completing her primary education, she continued her studies at MTs 01 Kepahiang in 2016 and later at MA 01 Kepahiang in 2019. In 2022, she was admitted to the English Tadris Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup.

Throughout her university years, the author gained valuable experiences and meaningful lessons, both academically and personally. The English Tadris Study Program provided her with opportunities to develop her English language proficiency, critical thinking, collaboration skills, and sense of responsibility in completing academic tasks. Moreover, her experiences in higher education helped her grow into a more independent, disciplined, and resilient individual who is prepared to face future challenges.

The author's journey toward completing her higher education was not without difficulties. She encountered various challenges and obstacles, which she faced with patience, determination, and a strong commitment to continuous learning. For the author, writing this thesis was not merely a requirement for obtaining a bachelor's degree, but also a valuable process that taught her the importance of perseverance, responsibility, and resilience. With sincere gratitude to Allah SWT, the author successfully completed her undergraduate studies in 2026 at the English Tadris Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup. She hopes that this thesis will be beneficial to readers, contribute to the advancement of knowledge, particularly in the field of English language education, and serve as the beginning of her lifelong commitment to learning, contributing, and making a positive impact on society.