

**Factors Affecting Students' Prolonged of Completion
Undergraduate Study at the English Tadris Study Program of
IAIN Curup**

THESIS

This Thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Tadris Study Program



Written by

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Semoga bapak selalu dalam Kesehatan dan lindungan dari Allah SWT.
dalam setiap urusannya.

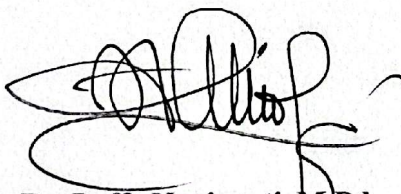
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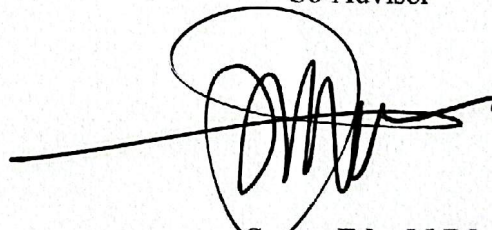
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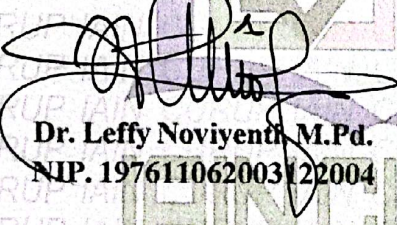
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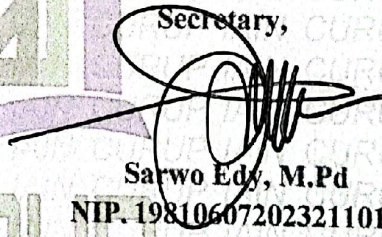
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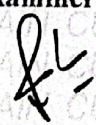
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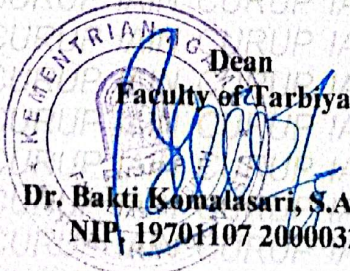
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PREFACE

All praise is due to Allah SWT, the Most Gracious and the Most Merciful. With His endless blessings, mercy, and guidance, the writer has successfully completed this undergraduate thesis entitled ***“Factors Affecting Students' Prolonged of Completion Undergraduate Study at the English Tadris Study Program of IAIN Curup”***. This thesis is submitted as a partial requirement to obtain the Sarjana degree (S.Pd) at the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup.

This research was strongly driven by the writer's deep interest in educational psychology and higher education management, specifically in understanding the real barriers both internal and external that students face during their academic journey. Prolonged thesis completion remains a critical issue that directly impacts students' academic endurance and future opportunities. By investigating this phenomenon within the English Tadris Study Program, the writer aims to shed light on specific challenges such as fluctuating motivation, data analysis difficulties, and time management constraints, while mapping out the practical strategies students use to break through these stagnation points.

Throughout the journey of conducting this research, the writer encountered numerous demanding challenges, ranging from synthesizing relevant literature, designing comprehensive qualitative matrices, to collecting and transcribing field interview data. Nevertheless, these obstacles were successfully overcome through persistent effort, self-discipline, and invaluable guidance from advisors. The writer

sincerely hopes that the empirical insights provided in this study will serve as a meaningful reference for higher education institutions, lecturers, and future researchers to build better academic support systems and help undergraduate students complete their studies on time.

Finally, the writer fully realizes that this work is far from perfect and still has limitations. Therefore, constructive feedback, criticisms, and suggestions from readers are warmly welcomed for the improvement of this study. May this humble work be beneficial and serve as an inspiration for the advancement of English language education.

Curup, Juli 2026

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ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil’alamin, all praise and deepest gratitude are due to Allah SWT, the Most Gracious and Most Merciful. With His endless blessings, strength, and guidance, the researcher was granted the health, patience, and perseverance required to complete this undergraduate thesis. May peace, prayers, and blessings always be upon the Prophet Muhammad SAW, his noble family, his loyal companions, and all his followers who continue to walk upon his path until the end of time.

The researcher is deeply grateful to have finally completed this thesis entitled ***“Factors Affecting Students’ Prolonged of Completion Undergraduate Study at the English Tadris Study Program of IAIN Curup”***. This thesis is presented as a partial fulfillment of the requirements for obtaining a Bachelor’s degree in English Language Education at IAIN Curup. Throughout this complex and meaningful writing process, the researcher received immense support, invaluable advice, and constant encouragement from many extraordinary individuals. Therefore, the researcher wishes to express her heartfelt appreciation and gratitude to:

1. My beloved family, especially my dearest parents and sibling, for their unconditional love, moral support, financial support, and endless prayers. They have always prioritized my education and stood as the strongest foundation motivating me to remain responsible and committed to finishing this journey.

2. Mrs. Khoirunnisa, M.Pd., the Head of the English Tadris Study Program at IAIN Curup, for her constant support, administrative guidance, and valuable attention throughout my academic years in this department.
3. Dr. Leffy Noviyenti, M.Pd., as my first advisor, who has generously dedicated her valuable time, expertise, and energy to guide me with great patience. Her insightful directions, continuous motivation, and constructive feedback played a vital role in refining and completing this thesis.
4. Mr. Sarwo Edy, M.Pd., as my second advisor, whose detailed corrections, patient guidance, and sharp suggestions throughout the drafting process significantly helped me structure and develop this research more effectively.
5. All lecturers and staff of the English Tadris Study Program at IAIN Curup, for sharing their profound knowledge, mentorship, and inspiration during my university years. Every lesson taught has become an essential asset for my future academic and professional endeavors.
6. The Classicoclover family, my wonderful classmates from the English Tadris Study Program. Sharing this academic path, facing the same struggles, and celebrating our achievements together has made my university life remarkably memorable. Thank you for the irreplaceable companionship and support.
7. The extended family of e-Station, particularly the Art on the Semester division, which became a vital space for my personal growth, creativity, and self-discovery. The teamwork, artistic challenges, and shared projects within this division have significantly shaped my confidence, resilience, and open-mindedness lessons that go far beyond academic life.

8. Lastly, I would like to honor and thank myself for the grit, resilience, and determination that carried me forward. Thank you for not giving up when the data became overwhelming, for trusting your own strength, and for being your own biggest supporter during the most challenging days.

In conclusion, the researcher realizes that this thesis is not completely free from flaws, and any constructive feedback is highly appreciated. May Allah SWT bless every single person who has contributed to this process. Aamiin yaa rabbal 'alamiin.

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, Juli 2026

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MOTTO

"True growth is not found in the speed of the journey, but in the consistency of the steps. Have the courage to build small, meaningful habits, and trust that every quiet effort is paving your own unique path toward success."

– Wulan Dari –

DEDICATION

I dedicate this undergraduate thesis to my beloved parents, whose endless love, sacrifices, and prayers have been my strongest foundation. To my respected advisors and lecturers, thank you for your invaluable guidance and wisdom. To my family, my dear friends, and everyone who stood by me, thank you for your unwavering support and encouragement. Lastly, I dedicate this to myself for holding on, growing through the challenges, and turning a distant dream into reality. This milestone is a gift to us all.

ABSTRACT

Wulan Dari : Factors Affecting Students' Prolonged of
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This research explored the factors contributing to prolonged undergraduate study completion and the coping strategies employed by students in the English Tadris Study Program at IAIN Curup. Using a descriptive qualitative design, data were collected through semi-structured interviews, source triangulation, and document analysis involving seven purposively selected students. The findings showed that study prolonged were influenced by internal factors, including low motivation, academic burnout, difficulties in data analysis and academic writing, and poor time management, as well as external factors, such as limited supervisor availability, inconsistent feedback, and inadequate institutional research support. To address these challenges, students adopted coping strategies by setting achievable writing goals, maintaining regular consultations with supervisors, utilizing academic resources, engaging in peer discussions, and managing stress. The study concludes that timely thesis completion requires both effective student self-regulation and adequate institutional support.

Keywords: *Study Prolonged Completion, Internal Factors, External Factors, Coping Strategies, Descriptive Qualitative Research*

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CHAPTER I

INTRODUCTION

A. Background of The Research

The undergraduate thesis is one of the most important academic requirements that students must complete in order to obtain a bachelor's degree in higher education. It is considered a final academic project that allows students to integrate the knowledge and skills they have acquired during their study. According to John W. Creswell and Cheryl N. Poth, academic research projects at the undergraduate level help students develop the ability to investigate problems systematically and apply research procedures to produce new knowledge¹. Through this process, students are expected to demonstrate their understanding of research design, data collection, and data analysis.

Furthermore, the process of writing an undergraduate thesis helps students develop important academic competencies such as critical thinking, analytical ability, and academic writing skills. Linda Nilson explains that research-based learning activities, such as thesis writing, encourage students to think critically, evaluate information, and construct logical arguments based on evidence². Therefore, the study serves as an important tool for assessing students' intellectual development and readiness to graduate from higher education.

¹ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.

² Nilson, L. B. (2019). *Teaching at its best: A research-based resource for college instructors* (4th ed.). Jossey-Bass

Completing the thesis on time is also important because it influences students' study duration and academic efficiency. According to Barry J. Zimmerman, successful academic completion is strongly related to students' ability to manage their learning process, including setting goals, managing time, and completing major academic tasks such as final research projects³. Therefore, completing the undergraduate thesis in a timely manner reflects not only students' academic competence but also their ability to manage their learning responsibilities effectively.

Despite the importance of completing an undergraduate study, many university students experience difficulties finishing their theses within the expected time. Prolonged study completion has become a common issue in higher education institutions around the world. According to Barry J. Zimmerman, academic delays often occur when students experience problems in self-regulated learning, such as difficulties in managing time, maintaining motivation, and completing complex academic tasks⁴. Writing a study requires long-term commitment, independent learning, and consistent academic effort, which can become challenging for many students.

As a result, delays in completing the thesis can lead to several negative consequences for students. According to Teresa Amabile, prolonged academic tasks without clear progress can increase stress and reduce students' motivation to complete their work. Consequently, students who experience study prolonged

³ Zimmerman, B. J. (2020). Self-regulated learning and academic achievement: An overview. In *Handbook of self-regulation of learning and performance* (2nd ed.). Routledge

⁴ Ibid. P.12

often face extended study periods, increased academic pressure, and additional financial burdens due to the longer duration of their studies⁵. Therefore, understanding the phenomenon of thesis prolonged completion is important in order to identify the factors that contribute to this problem and to support students in completing their studies on time.

Prolonged in completing undergraduate theses can be influenced by several internal factors related to students' personal and academic abilities. Internal factors include low motivation, poor time management, limited research skills, and difficulties in academic writing. According to Barry J. Zimmerman, students' success in completing complex academic tasks is closely related to their self-regulated learning abilities, such as setting goals, managing time, and maintaining motivation throughout the learning process⁶. When students lack these skills, they may struggle to organize their research activities and maintain consistent progress in their thesis writing. In addition, difficulties in academic writing and limited understanding of research methodology can also slow down the completion of a thesis because students need more time to develop ideas, analyze data, and present their findings clearly.

Besides internal factors, thesis prolonged completion may also be influenced by several external factors. These include supervisor availability, institutional regulations, access to research resources, and family or economic problems.

⁵ Amabile, T. M., & Kramer, S. J. (2020). *The progress principle: Using small wins to ignite joy, engagement, and creativity at work*. Harvard Business Review Press.

⁶ Zimmerman, B. J. (2020). 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.). Routledge

According to Vincent Tinto, students' academic persistence and completion are strongly affected by the support systems provided by their academic environment, including guidance from supervisors and institutional support⁷. Limited interaction with supervisors or difficulties in scheduling thesis consultations can slow students' progress in completing their research. Furthermore, limited access to academic resources, such as journals and research materials, as well as financial or family responsibilities, may also affect students' ability to focus on their study work. Therefore, both internal and external factors play important roles in influencing students' prolonged in completing their undergraduate study.

Students in the English département are required to write their undergraduate study in English and conduct academic research as part of their graduation requirements. This requirement can be challenging for some students because they need to master both English academic writing and research skills at the same time. Many students experience difficulties in organizing ideas, using appropriate academic language, and writing clear arguments in English. According to Ken Hyland, academic writing requires students to understand the conventions and structure of academic discourse, which can be challenging for second language learners⁸. As a result, students who have limited academic writing skills may find it difficult to develop their ideas and present their research

⁷ Tinto, V. (2019). *Completing college: Rethinking institutional action*. University of Chicago Press

⁸ Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.

clearly. These difficulties may reduce students' confidence and slow down their progress in completing their undergraduate study.

Similar issues related to delays in thesis completion are also found among students in the English Tadris Study Program IAIN Curup. Based on preliminary observation and informal interviews conducted by the researcher with several students and academic staff, it was found that some students experienced difficulties completing their undergraduate theses within the expected study period. Several students mentioned that they often faced challenges such as difficulty arranging consultation schedules with supervisors, limited understanding of research methodology, and problems in writing academic texts in English. In addition, some students admitted that they felt less confident in conducting research independently and sometimes postponed working on their study due to other academic or personal responsibilities. These conditions indicate that prolonged in thesis completion have become a noticeable phenomenon among students in the program.

Preliminary data from the English Tadris Study Program also show that a number of students required more time than the standard study period to finish their theses. For example, in the academic cohort of 2019, out of 60 students who reached the study stage, 13 students completed their theses on time, while 47 students experienced delays in completing their theses. Similarly, in the 2020 cohort, 61 students registered for thesis writing, in which 13 students completed their theses on time and 48 students were delayed. In the 2021 cohort, from 35 students who began the thesis process, 23 students successfully completed their

theses within the expected time, while 12 students still experienced prolonged completion. These preliminary findings indicate that thesis prolonged completion remain a concern in the English Tadris Study Program. Therefore, understanding the specific factors that contribute to these prolonged completion important in order to improve academic support systems and help students complete their studies on time.

Based on this situation, the present study aims to analyze the factors affecting students' prolonged in completing undergraduate study at IAIN Curup, particularly in the English Tadris Study Program. By identifying these factors, this research is expected to provide a better understanding of the challenges faced by students and contribute to improving academic guidance and support systems to help students complete their study more effectively and on time.

B. Research Questions

1. What factors affect students' prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup?
2. How do students overcome the factors prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup?

C. Objectives of the Study

1. To investigate factors affect students' prolonged in completing their undergraduate study at the English Tadris Study Program of IAIN Curup.
2. To investigate how students overcome the factors that contribute to study in completing their undergraduate study in the English Tadris Study Program of IAIN Curup.

D. Significances of the study

This study is expected to provide both theoretical and practical benefits.

1. Theoretically, the findings of this research are expected to contribute to the understanding of factors that influence students' prolonged completion of undergraduate theses, particularly among students in the English Tadris Study Program. This study may provide insights into internal and external factors that affect students' progress in thesis completion and enrich the discussion in the field of higher education research related to academic completion and student persistence.
2. Practically, this study can be useful for students in the English Tadris Study Program by helping them recognize the challenges that may cause prolonged completion of theses and encouraging them to manage their time and academic responsibilities more effectively. For lecturers and study supervisors, the results of this study may serve as a reference to improve academic guidance and supervision for students during the study writing process. In addition, future researchers may use this study as a reference for conducting further research related to study completion, academic challenges, or factors affecting students' study duration in higher education

E. Delimitation of the study

This study is delimited to investigating the factors affecting students' prolonged completion of undergraduate theses in the English Tadris Study Program IAIN Curup. The research focuses only on students who are currently working on their undergraduate thesis or those who have experienced prolonged

completion of their thesis. This study specifically examines the internal and external factors that may influence the prolonged completion, such as motivation, time management, research skills, academic writing ability, supervisor guidance, and access to academic resources. Furthermore, the scope of this research is limited to students of the English Tadris Study Program at IAIN Curup, and it does not include students from other study programs or institutions..

F. Definition of The Key Terms

1. Undergraduate Thesis

An undergraduate thesis is a final academic project that students must complete as one of the requirements for obtaining a bachelor's degree. It involves conducting research and presenting the findings in a structured academic format. John W. Creswell explains that research projects in higher education are designed to train students to identify problems, collect and analyze data, and report research findings systematically.⁹

2. Prolonged in Thesis Completion

Prolong in thesis completion refers to the condition in which students take longer than the expected or standard time to finish their undergraduate thesis. According to Vincent Tinto, delays in completing academic requirements often occur when students experience difficulties in maintaining academic persistence and progress toward degree completion¹⁰.

⁹ Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage

¹⁰ Tinto, V. (2019). *Completing college: Rethinking institutional action*. University of Chicago Press

3. Internal Factors

Internal factors refer to personal conditions within students that influence their learning process and academic performance, such as motivation, self-regulation, and time management. According to Barry J. Zimmerman, internal factors are closely related to students' self-regulated learning, which affects how students plan, monitor, and complete academic tasks¹¹.

4. External Factors

External factors refer to influences outside the students that may affect their academic progress. These include supervision, institutional support, learning resources, and environmental conditions. Vincent Tinto states that students' academic success and completion are influenced not only by individual factors but also by the support systems provided by the educational environment¹².

¹¹ Zimmerman, B. J. (2020). 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.). Routledge

¹² Tinto, V. (2019). *Completing college: Rethinking institutional action*. University of Chicago Press

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Undergraduate Study

An undergraduate study is generally defined as a final academic project that students must complete as part of the requirements for obtaining a bachelor's degree. It involves conducting research on a particular topic and presenting the results in a structured academic report. According to John W. Creswell, research is a systematic process of collecting, analyzing, and interpreting information to increase understanding of a specific problem. In the context of undergraduate education, a thesis allows students to apply these research processes to investigate an academic issues.

Similarly, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams explain that academic research projects, such as theses, require students to develop a clear research problem, analyze evidence, and present arguments in a structured written form¹³. Through this process, students learn how to construct knowledge based on evidence and scholarly discussion. In addition, Ken Hyland states that academic writing tasks, including thesis writing, require students to follow the conventions of academic discourse, such as organizing ideas logically, supporting arguments with evidence, and presenting information clearly to an academic audience¹⁴.

¹³ Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press

¹⁴ Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.

Based on the definitions above, it can be concluded that an undergraduate study is a final academic research project conducted by students to investigate a specific problem systematically and present the findings in a structured academic report. It serves as a means for students to demonstrate their research ability, critical thinking skills, and academic writing competence as part of the requirements for completing their undergraduate studies.

2. Purpose of Undergraduate Study

The undergraduate study has several important purposes in higher education. One of the main purposes is to allow students to apply the knowledge and theories they have learned during their study program into a real research project. According to John W. Creswell, educational research aims to generate knowledge and provide solutions to problems through systematic investigation. Therefore, the study serves as a medium for students to practice conducting research in an academic context.¹⁵

There are several purposes of writing an undergraduate thesis:

- a. First, it aims to develop students' ability to conduct independent research by applying appropriate research methods and procedures.
- b. Second, the study helps students integrate theoretical knowledge with practical research experience, allowing them to understand how theories can be applied in real situations.
- c. Third, the study encourages students to develop critical thinking skills by analyzing problems and evaluating information from different sources.

¹⁵ Spencer-Oatey, H. (2018). *Culturally speaking: Culture, communication and politeness theory* (3rd ed.). Routledge

- d. Fourth, the study provides an opportunity for students to improve their academic writing skills, particularly in presenting ideas and arguments in a clear and systematic way.
- e. Finally, the study serves as a requirement for graduation, ensuring that students have achieved the expected academic competencies before completing their undergraduate studies.

3. The Role of Study in Developing Research Skills

The undergraduate study plays an important role in developing students' research skills. During the thesis writing process, students engage in a variety of research activities that help them develop important academic competencies. According to Barry J. Zimmerman, students' success in completing complex academic tasks is closely related to their ability to regulate their learning processes, including planning, monitoring, and evaluating their work¹⁶.

Several research skills can be developed through the thesis process. First, students learn how to identify research problems and formulate research questions, which are essential steps in conducting academic research. Second, they develop the ability to search for and review academic literature, enabling them to understand existing studies and theoretical perspectives. Third, students gain experience in selecting appropriate research methods, such as qualitative, quantitative, or mixed methods approaches. Fourth, they learn how to collect and analyze data systematically, which helps them interpret

¹⁶ Zimmerman, B. J. (2020). 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.). Routledge

research findings accurately. Fifth, students improve their ability to communicate research results through academic writing, including presenting arguments, discussing findings, and drawing conclusions. Through these activities, the thesis becomes an important learning process that helps students develop research competence and academic independence.

4. The Importance of Completing Study on Time

Completing the undergraduate study on time is an important aspect of academic success in higher education. Timely completion indicates that students are able to manage their academic responsibilities and complete the requirements of their study program effectively. Delays in thesis completion may extend students' study period and create additional academic and financial pressures.

According to Vincent Tinto, students' ability to complete their academic programs is strongly influenced by their persistence and the level of support provided by their educational environment. Several reasons explain why completing the thesis on time is important¹⁷.

- a. First, it helps students graduate within the standard study period, which is usually expected in higher education institutions.
- b. Second, timely completion can reduce academic stress, since prolonged thesis work may create pressure and decrease motivation. Third, completing the thesis on time can minimize additional financial costs, such as tuition fees for extended semesters.

¹⁷ Tinto, V. (2019). *Completing college: Rethinking institutional action*. University of Chicago Press

- c. Fourth, it helps students enter the workforce or continue to higher education more quickly, allowing them to pursue their future academic or professional goals.

Therefore, completing the study on time is not only an academic requirement but also an important factor in supporting students' overall academic success.

5. Thesis Completion and Academic Persistence

a. Concept of Academic Persistence

Academic persistence refers to students' ability to continue their studies and remain committed to completing their academic programs despite encountering various challenges. Persistence involves students' determination to overcome academic difficulties and maintain progress toward degree completion. According to Alexander W. Astin (2018), students who are actively involved in their learning process and academic activities tend to demonstrate stronger persistence in completing their studies.

Academic persistence is therefore closely related to students' engagement, motivation, and commitment to achieving their educational goals.¹⁸ Furthermore, academic persistence can also be understood as students' ability to sustain effort over a long period of time while completing complex academic tasks. Writing an undergraduate study

³⁰ Haugh, M. (2019). The interactional achievement of speaker meaning. *Journal of Pragmatics*, 145, 50–63

requires sustained effort, independent learning, and consistent progress. When students lack persistence, they may experience difficulties in maintaining focus and motivation, which can lead to delays in completing their academic requirements.

b. Factors Influencing Students' Academic Completion

Students' academic completion is influenced by various factors that can either support or hinder their progress. According to Alan Seidman, student retention and completion are influenced by several elements, including academic preparedness, institutional support, social integration, and personal motivation. These factors interact with each other and affect students' ability to successfully complete their academic programs.¹⁹

1) Academic preparedness

Academic preparedness refers to students' readiness to perform academic tasks and meet the demands of higher education. According to Alan Seidman, academic preparedness includes students' knowledge, academic skills, and prior learning experiences that help them handle complex academic assignments. Students who are academically prepared usually have better abilities in reading academic texts, understanding research methods, and organizing ideas in writing. In contrast, students who lack academic preparedness may experience difficulties in conducting research or writing their study, which can lead to prolonged in completion.

2) Learning motivation

¹⁸ Seidman, A. (2019). *College student retention: Formula for student success* (2nd ed.). Rowman & Littlefield

Learning motivation is another important factor that influences students' academic completion. Motivation refers to the internal drive that encourages students to continue working toward their academic goals. According to Edward L. Deci and Richard M. Ryan, motivated students tend to show greater persistence, effort, and commitment in completing academic tasks. In the context of thesis writing, students with strong motivation are more likely to consistently work on their research, overcome difficulties, and maintain their focus until the thesis is completed²⁰.

3) Support from lecturers and supervisors

Support from lecturers and supervisors also plays a crucial role in students' academic success. Lecturers and thesis supervisors provide guidance, feedback, and academic direction that help students improve their research and writing. According to Ernest T. Pascarella and Patrick T. Terenzini, interaction between students and academic staff significantly contributes to students' learning development and academic persistence²¹. Effective supervision can help students clarify research problems, improve their methodology, and solve difficulties encountered during the study process.

4) Learning resources

Learning resources are also essential for supporting students in completing their academic work. Learning resources include academic

¹⁹ Deci, E. L., & Ryan, R. M. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

²⁰ Pascarella, E. T., & Terenzini, P. T. (2021). *How college affects students: A third decade of research*. Jossey-Bass

books, journals, digital databases, and other research materials that students use to support their research. According to John W. Creswell, access to relevant literature and research references is an important part of conducting academic research²². When students have limited access to these resources, they may struggle to find appropriate references, which can slow down their research progress and contribute to delays in completing their thesis.

Overall, these factors are interconnected and collectively influence students' ability to complete their academic programs. When academic preparedness, motivation, academic support, and learning resources are adequate, students are more likely to complete their study successfully. However, if these factors are lacking, students may encounter difficulties that can delay the completion of their academic requirements

c. Theory of Student Persistence

One of the theories that explains students' persistence in completing In the context of study writing, student involvement can be reflected in several activities such as regularly meeting with supervisors, actively searching for research references, and consistently working on research tasks. Students who show high involvement in these activities are more likely to complete their study successfully, while students with low

³⁴ Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage

involvement may experience delays in finishing their research. by Alexander W. Astin²³.

This theory states that students' academic success and persistence are strongly influenced by the amount of physical and psychological energy they invest in their academic activities. Students who actively participate in learning activities, communicate with lecturers, and engage in academic tasks tend to show higher levels of persistence in completing their studies..

d. The Importance of Institutional Support in Academic Completion

Institutional support also plays an important role in helping students complete their academic programs. According to Ernest T. Pascarella and Patrick T. Terenzini, the learning environment and institutional support systems significantly influence students' academic success and persistence. Universities that provide effective academic guidance, accessible learning resources, and supportive academic environments can help students overcome challenges during their studies. ²⁴.

Institutional support may include several important aspects:

- 1) First, academic advising, which helps students understand academic requirements, plan their study progress, and solve academic problems. Effective academic advising can guide students in managing their coursework and preparing for important academic tasks such as thesis writing.

²³ Astin, A. W. (2018). *Student involvement: A developmental theory for higher education*. Journal of College Student Development.

²⁴ Pascarella, E. T., & Terenzini, P. T. (2021). *How college affects students: A third decade of research*. Jossey-Bass

- 2) Second, supervisor guidance, which is essential during the thesis writing process. Supervisors provide feedback, suggestions, and direction that help students improve their research design, data analysis, and academic writing.
- 3) Third, access to academic journals and research materials, which enables students to obtain reliable references and theoretical foundations for their research. Adequate access to libraries, online databases, and academic resources helps students conduct research more effectively.
- 4) Fourth, clear academic regulations, which provide students with guidelines regarding thesis procedures, deadlines, and academic standards. Clear regulations help students understand the expectations and requirements of the thesis process.

These forms of institutional support help students manage their academic tasks more effectively, including completing their undergraduate thesis. When institutional support is strong, students are more likely to stay motivated, receive proper guidance, and complete their studies within the expected time. Conversely, when institutional support is limited, students may face difficulties in accessing guidance, resources, or information, which can increase the risk of delays in completing their academic requirements.

6. Factors Affecting Study Completion

Completing an undergraduate thesis is a complex academic task that requires students to apply research skills, academic writing ability, and persistence. The thesis writing process often involves multiple stages, including topic selection, literature review, data collection, data analysis, and writing the final report. Because of the complexity of these tasks, students may encounter various challenges that can influence their progress in completing their thesis.

According to Edward L. Deci and Richard M. Ryan there are several factors affecting Thesis completion²⁵:

a) Internal factors

Internal factors refer to personal characteristics and psychological conditions that influence students' ability to complete their thesis. These factors are closely related to students' motivation, academic abilities, and attitudes toward research.

1) Learning Motivation

In the context of thesis writing, students with high motivation are more likely to work consistently, manage their time effectively, and continue their research despite difficulties. Motivated students tend to see thesis writing as an opportunity to develop academic skills and achieve their educational goals. However, students who have low motivation may experience difficulties maintaining consistent progress.

²⁵ Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective*. Contemporary Educational Psychology

They may delay writing, postpone revisions, or avoid meeting with supervisors. Low motivation can therefore contribute significantly to delays in thesis completion.

2) Academic Competence and Research Skills

Academic competence refers to students' ability to perform academic tasks effectively. Writing an undergraduate thesis requires several important skills, including identifying research problems, reviewing literature, designing research methods, collecting and analyzing data, and writing academic reports. Students who possess strong research skills and academic writing abilities are generally more confident in completing their thesis. They are able to understand research methodology, organize their ideas clearly, and respond effectively to feedback from supervisors.

On the other hand, students who lack research skills may experience confusion during the thesis process. They may struggle to develop research questions, interpret research data, or write academically appropriate reports. These difficulties can slow down the research process and lead to delays in thesis completion.

3) Self-Confidence and Expectancy for Success

Students' beliefs about their ability to complete academic tasks also influence their persistence. Students who believe that they are capable of completing their thesis are more likely to maintain effort and persistence. They tend to approach research challenges with confidence and determination. Conversely, students who doubt their abilities may

experience anxiety or fear of failure. These negative beliefs can reduce their willingness to continue working on their thesis, resulting in procrastination and slow progress.

4) Time Management and Self-Discipline

Time management is another important internal factor influencing thesis completion. Writing a thesis requires students to balance various academic responsibilities such as attending classes, completing coursework, and conducting research. Students with good time management skills are able to organize their research activities effectively. They can allocate time for reading literature, collecting data, writing chapters, and revising their work. However, students who struggle with time management may postpone their work or fail to maintain consistent progress. Poor self-discipline and procrastination may lead to prolonged in completing different stages of the study process.

b) External Factor

External factors refer to influences from the academic environment and social context that affect students' ability to complete their study. These factors often involve interactions with supervisors, institutional support, and the availability of academic resources.

1) Supervisor Guidance

Supervisor guidance is one of the most important external factors influencing study completion. Supervisors play a crucial role in guiding students throughout the research process, including selecting research topics, designing research methods, and improving the quality of

academic writing. Effective supervision involves providing clear instructions, constructive feedback, and regular academic support. When supervisors actively communicate with students and provide helpful guidance, students are more likely to stay motivated and make steady progress. However, limited supervision, unclear feedback, or infrequent meetings with supervisors may create difficulties for students. Without proper guidance, students may feel confused about how to proceed with their research, which can lead to delays in study completion.

2) Institutional Support and Academic Facilities

Institutional support also plays an important role in helping students complete their thesis. Universities provide various academic resources that assist students during the research process. These resources may include access to academic journals, research libraries, internet facilities, research methodology training, and academic writing workshops. When these facilities are easily accessible, students can obtain the information and materials necessary to conduct their research effectively. Conversely, limited access to academic resources may create obstacles in the research process. Students may experience difficulties finding relevant literature, collecting research data, or improving their academic writing skills.

3) Peer and Social Support

Support from peers and social networks can also influence students' motivation during the study writing process. Students often share

research experiences, exchange information, and encourage each other while working on their thesis. Collaborative learning environments, such as study groups or academic discussions, can help students solve research problems and maintain motivation. Encouragement from friends and classmates can reduce feelings of stress and isolation during the thesis process. On the other hand, lack of social support may lead to decreased motivation and feelings of discouragement. Students who feel isolated during the research process may find it more difficult to maintain progress in completing their study.

In summary, study completion is influenced by a combination of internal and external factors. Internal factors include students' motivation, academic competence, self-confidence, and time management skills, while external factors include supervisor guidance, institutional support, and peer support. These factors interact with one another and overcome students' persistence and progress in completing their undergraduate study.

Table 2. 1 Factors Affecting Study Completion

No	Dimension	Description	Indicators
A	Internal Factor		
1	Learning Motivation	Learning motivation refers to the internal drive that encourages students to continue working toward completing their study. Students with strong motivation tend to work	1. Consistency in working on thesis 2. Persistence in facing research difficulties 3. Willingness to revise thesis work

		consistently and persist despite difficulties, while low motivation may lead to procrastination and delays in thesis completion.	4. Commitment to completing study tasks
2	Academic Competence and Research Skills	Academic competence refers to students' ability to perform academic tasks required in thesis writing, including identifying research problems, reviewing literature, designing research methods, collecting and analyzing data, and writing academic reports.	1. Ability to identify research problems 2. Ability to review relevant literature 3. Ability to design research methods 4. Ability to analyze research data 5. Ability to write academic reports
3	Self-Confidence / Expectancy for Success	Self-confidence refers to students' belief in their ability to successfully complete academic tasks. Students who believe they are capable of completing their study tend to maintain effort and persistence when facing challenges.	1. Confidence in completing study 2. Confidence in solving research problems 3. Positive expectation of success 4. Persistence when facing difficulties
4	Time Management and Self-Discipline	Time management refers to students' ability to organize and allocate time effectively for academic responsibilities, including thesis writing. Good time management helps students	1. Ability to schedule research activities 2. Ability to balance coursework and thesis work 3. Ability to meet research deadlines

		maintain steady progress and complete research tasks on schedule. Ryan, R. M., & Deci, E. L. (2020). <i>Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective</i>. Contemporary Educational Psychology	4. Consistent progress in study
B	External Factors		
5	Supervisor Guidance	Supervisor guidance refers to academic direction and feedback provided by thesis supervisors throughout the research process. Effective supervision helps students understand research procedures and improve the quality of their thesis.	1. Frequency of supervisor meetings 2. Clarity of supervisor feedback 3. Guidance in research design 4. Support in improving thesis writing
6	Institutional Support and Academic Facilities	Institutional support refers to academic resources provided by universities to assist students during the research process, such as library access, academic journals, internet facilities, and research training programs.	1. Access to academic journals 2. Availability of library resources 3. Internet and research facilities 4. Participation in research training

7	Peer and Social Support	Peer support refers to encouragement, collaboration, and academic interaction among students during the thesis writing process. Positive peer support can increase motivation and reduce stress during research activities.	1. Support from classmates 2. Participation in academic discussions 3. Sharing research experiences 4. Emotional encouragement from peers
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7. How Factors Overcome Students' Progress in Completing Their Undergraduate Study.

a) Influence of Internal Factors on Study Completion

Internal factors play a crucial role in determining how students approach and manage the study writing process. One of the most important internal factors is learning motivation. Students with strong motivation tend to view study writing as an important academic responsibility and an opportunity to develop their research skills. As a result, they are more likely to allocate time regularly for research activities, complete revisions suggested by supervisors, and continue working despite encountering difficulties. Conversely, students with low motivation may postpone writing tasks, prolong revisions, or avoid engaging actively in the study process, which can slow their progress.

Another important internal factor is academic competence and research skills. Writing a thesis requires students to master several academic abilities, including identifying research problems, reviewing

relevant literature, designing research methods, collecting and analyzing data, and presenting research findings in a clear academic format. Students who possess strong research skills generally experience fewer obstacles during the research process and are able to complete their work more efficiently. However, students who lack sufficient academic competence may struggle with methodological decisions, academic writing, or data analysis, which can significantly prolong their study completion.

Self-confidence and expectancy for success also overcome students' persistence during the thesis process. Students who believe in their ability to complete academic tasks tend to approach research challenges with confidence and determination. They are more willing to revise their work, seek feedback, and continue working even when facing difficulties. In contrast, students who doubt their abilities may experience anxiety or fear of failure. These negative perceptions may reduce their willingness to continue working on their thesis and lead to procrastination.

In addition, time management and self-discipline play a significant role in determining students' progress in completing their thesis. Writing a thesis requires students to manage multiple academic responsibilities simultaneously, including coursework, research activities, and personal commitments. Students who are able to organize their time effectively can allocate sufficient time for reading literature, collecting data, writing chapters, and revising their work. On the other hand, students who have poor time management skills may struggle to maintain consistent progress,

which can lead to delays in completing different stages of the thesis process.

b) Influence of External Factors on Study Completion.

Besides internal factors, external factors from the academic environment also influence students' progress in completing their study. One important external factor is supervisor guidance. Supervisors play a central role in guiding students throughout the research process by providing academic direction, methodological advice, and feedback on students' writing. Regular communication and constructive feedback from supervisors can help students clarify research problems, improve the quality of their work, and maintain steady progress. However, when supervision is limited or communication between students and supervisors is ineffective, students may feel uncertain about their research direction and experience delays in completing their thesis.

Another important external factor is institutional support and academic facilities. Universities provide various resources that facilitate the research process, including access to academic journals, research libraries, internet facilities, and training programs related to research methodology and academic writing. When these resources are available and accessible, students are better equipped to conduct literature reviews, collect research data, and develop high-quality academic writing. Conversely, limited access to academic resources may create difficulties for students, particularly when they need relevant references or methodological guidance for their research.

Finally, peer and social support also influences students' motivation and persistence in completing their thesis. Interaction with classmates and friends can create opportunities for discussion, collaboration, and mutual encouragement. Students often share research experiences, exchange ideas, and provide emotional support during challenging stages of the thesis process. Such support can reduce stress and increase motivation, enabling students to maintain progress in their research. In contrast, students who lack social support may feel isolated and less motivated, which can negatively affect their progress in completing their thesis

Table 2. 2 The Influence of Internal and External Factors on Students' Study Completion Progress

No	Factor Category	Factor	How the Factor Influences Study Completion
1	Internal Factor	Learning Motivation	Students with strong motivation tend to work consistently, allocate time regularly for research, and complete revisions suggested by supervisors. In contrast, students with low motivation may postpone writing tasks, delay revisions, and avoid engaging actively in the thesis process, which may slow their progress.
2	Internal Factor	Academic Competence and Research Skills	Students who possess strong research skills and methodological understanding tend to face fewer difficulties in conducting research and writing their thesis. Conversely, students who lack research competence may struggle with research design, data analysis, and academic writing, which can delay thesis completion.

3	Internal Factor	Self-Confidence / Expectancy for Success	Students who believe in their ability to complete academic tasks tend to demonstrate persistence and confidence when facing research challenges. However, students who doubt their abilities may experience anxiety and fear of failure, which may lead to procrastination and slower thesis progress.
4	Internal Factor	Time Management and Self-Discipline	Students with good time management skills are able to organize their research activities effectively, including reading literature, collecting data, writing chapters, and revising their work. Poor time management and procrastination may cause delays in completing different stages of the thesis process.
5	External Factor	Supervisor Guidance	Regular communication and constructive feedback from supervisors help students clarify research problems, improve research quality, and maintain steady progress. Limited supervision or unclear feedback may cause confusion and delay the thesis completion process.
6	External Factor	Institutional Support and Academic Facilities	Access to academic journals, research libraries, internet facilities, and research training programs helps students obtain the information and resources needed to conduct research effectively. Limited access to these resources may create obstacles in the research process.

7	External Factor	Peer and Social Support	Interaction and encouragement from peers can increase students' motivation and help them overcome research difficulties. Peer discussions and collaboration may reduce stress and support students in maintaining progress during the thesis writing process.
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B. Previous Study

Several previous studies have examined factors that influence students' progress and prolonged in completing their undergraduate study. Studies provide important insights into the academic, psychological, and environmental factors that affect study completion. The first study was conducted by Nabila Nur Amalia and Hariswan Putera Jaya from Universitas Sriwijaya²⁶. The purpose of the study was to identify factors that hinder students in completing their undergraduate thesis in an English Education Study Program. The study used a qualitative descriptive approach with questionnaires and interviews as the research instruments. The findings revealed that several factors hinder study completion, including lack of motivation, limited research skills, difficulties in finding references, and problems in communication with supervisors. These factors significantly influence students' progress in completing their study.

The second study was conducted by Ella Silvana Ginting and Apren Halomoan Hutasoit at STIE Mikroskil Medan²⁷. The purpose of the study was to examine factors influencing students' completion of their final study. The

²⁶ Amalia, N. N., & Jaya, H. P. (2023). *Factors hindering students in completing their undergraduate thesis in an English Education Study Program*. Universitas Sriwijaya.

²⁷ Ginting, E. S., & Hutasoit, A. H. (2020). *Factors influencing students' completion of their final thesis at STIE Mikroskil Medan*. STIE Mikroskil Medan

research used a quantitative method with questionnaires distributed to 67 students. The findings showed that students' motivation to graduate on time, scientific writing ability, and the quality of supervisor guidance significantly influenced study completion.

The third study was conducted by Putri Yani Lature et al. at Universitas Negeri Padang²⁸. The study aimed to analyze factors that inhibit students from completing their thesis in the Informatics Engineering Education program. The research applied a quantitative approach using confirmatory factor analysis. The findings indicated that factors such as motivation, supervisory support, and research difficulties significantly affect students' study completion.

The fourth study was conducted by Tasdiq Jibran Prameswara and Astri Hapsari at Universitas Islam Indonesia²⁹. The purpose of the study was to explore EFL students' motivation in writing their undergraduate study. The research used a qualitative method with interviews as the data collection technique. The findings showed that students experienced intrinsic motivation, extrinsic motivation, and amotivation during the thesis writing process. Support from parents, friends, and lecturers helped increase students' motivation to complete their study.

The fifth study was conducted by Abdul Aziz, Fifi Nur Azizah, and Akhmad Rifa'i at UIN Sunan Kalijaga³⁰. The research aimed to analyze the influence of

²⁸ Lature, P. Y., et al. (2024). *Analysis of factors inhibiting students from completing their thesis in the Informatics Engineering Education program at Universitas Negeri Padang*. Universitas Negeri Padang

²⁹ Prameswara, T. J., & Hapsari, A. (2023). *Exploring EFL students' motivation in writing their undergraduate thesis*. Universitas Islam Indonesia

³⁰ Aziz, A., Azizah, F. N., & Rifa'i, A. (2023). *The influence of academic self-efficacy, social support, and supervisor communication on students' motivation to complete their thesis*. UIN Sunan Kalijaga

academic self-efficacy, social support, and supervisor communication on students' motivation to complete their thesis. The study used a quantitative research design. The findings revealed that academic self-efficacy, interpersonal communication with supervisors, and social support significantly increased students' motivation to complete their thesis.

The sixth study was conducted by Concilianus Laos Mbato and Anastasia Cendra at Universitas Sanata Dharma³¹. The purpose of the study was to investigate EFL undergraduate students' self-regulation in study. The research used a mixed-method approach. The findings indicated that self-regulation, help-seeking behavior, and motivation regulation help students manage difficulties during thesis writing and maintain progress in completing their thesis.

The previous studies above show that several factors influence students' progress in completing their undergraduate study, including motivation, research skills, supervisor guidance, self-regulation, and social support. These factors are also discussed in the current study. However, the present study differs from previous studies in its research focus and context. Most previous studies examined thesis completion factors in different universities and study programs in Indonesia. In contrast, the current study specifically investigates the factors affecting students' prolonged in completing their undergraduate study at the English Tadris Study Program of IAIN Curup and how these factors influence their progress in completing their thesis.

³¹ Mbato, C. L., & Cendra, A. (2019). *EFL undergraduate students' self-regulation in thesis writing: A mixed-method study*. Universitas Sanata Dharma

Table 2. 3 Previous Related Studies

No	Author & Year	Title / Purpose of the Study	Method	Findings	Similarity with Current Study	Difference with Current Study
1	Amalia & Jaya (2023)	To identify factors that hinder students in completing their undergraduate thesis in an English Education Study Program.	Qualitative descriptive research using questionnaires and interviews.	The study found that lack of motivation, limited research skills, difficulty finding references, and problems with supervisor communication can delay thesis completion.	Both studies investigate factors influencing students' thesis completion.	The previous study focused on English Education students in another university, while the current study focuses on students at the English Tadris Study Program of IAIN Curup.
2	Ginting & Hutasoit (2020)	To examine factors affecting students' completion of their final thesis.	Quantitative research using questionnaires distributed to university students.	The findings showed that students' motivation, scientific writing ability, and supervisor guidance	Both studies examine motivation, research ability, and supervisor guidance	The previous study used a quantitative approach, while the current study focuses on identifying factors and

				significantly influence thesis completion.	as factors influencing thesis completion.	their influence in a specific institutional context.
3	Lature et al. (2024)	To analyze factors that inhibit students from completing their thesis in the Informatics Engineering Education program.	Quantitative research using confirmatory factor analysis.	Motivation, supervisory support, and research difficulties were identified as major factors influencing thesis completion.	Both studies discuss internal and external factors affecting thesis completion.	The previous study was conducted in the Informatics Engineering Education program, while the current study focuses on the English Tadris Study Program.
4	Prameswara & Hapsari (2023)	To explore EFL students' motivation in writing their undergraduate thesis.	Qualitative research using interviews.	The study found that intrinsic motivation, extrinsic motivation, and social support influence students' persistence in	Both studies examine the role of motivation and social support in thesis completion.	The previous study mainly focused on types of motivation, while the current study examines broader factors affecting thesis completion.

				completing their thesis.		
5	Aziz, Azizah, & Rifa'i (2023)	To analyze the influence of academic self-efficacy, social support, and supervisor communication on students' motivation to complete their thesis.	Quantitative research using survey methods.	Academic self-efficacy, social support, and supervisor communication positively influence students' motivation in thesis completion.	Both studies discuss self-confidence, social support, and supervisor guidance as important factors.	The previous study focused on the relationship between variables statistically, while the current study focuses on identifying factors influencing thesis completion.
6	Mbato & Cendra (2019)	To investigate EFL undergraduate students' self-regulation in thesis writing.	Mixed-method research using questionnaires and interviews.	Self-regulation, help-seeking behavior, and motivation regulation help students manage difficulties during thesis writing.	Both studies discuss self-regulation and persistence in thesis writing.	The previous study focused on self-regulated learning, while the current study examines broader internal and external factors affecting thesis completion.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology applied in this study, covering the research design, research subjects, data collection methods, research instruments, and data analysis techniques used to identify the factors that affect students' progress in completing their undergraduate study in the English Tadris Study Program.

A. Kind of the Research

This study employed a qualitative research approach with a descriptive design because the main objective of the research was to identify and understand the factors affecting students' prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup. Qualitative research was considered suitable for this study since it allows the researcher to explore students' experiences, difficulties, and perceptions regarding thesis completion in depth. This approach also enables the researcher to examine how the identified factors influence students' progress in completing their undergraduate study in their natural academic environment without manipulating research variables. Through this design, the study seeks to answer the research questions related to the factors causing thesis completion prolonged and how these factors affect students' study writing progress.³²

Furthermore, this study also employed a descriptive research approach. Descriptive research aims to describe the characteristics of a phenomenon by

³² Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

examining one or more variables without comparing them or establishing causal relationships with other variables³³. The descriptive design was chosen because it allowed the researcher to investigate a specific group of participants within a bounded system, namely students of the English Tadris Study Program at IAIN Curup who were able to complete their undergraduate theses on time or earlier than the required period. This study also considered contextual factors such as the study supervision process, institutional academic policies, and students' individual learning strategies. Through this design, the researcher was able to describe not only the academic writing strategies used by the students but also how these strategies supported effective time management and contributed to timely study completion.

B. Subject of the Research

The participants of this study were individuals who had relevant experiences and sufficient knowledge related to the research focus, particularly students who had prolonged in completed their undergraduate study on time at the English Tadris Study Program of IAIN Curup. This study applied a purposive sampling technique to select participants. According to Tashakkori and Teddlie, purposive sampling refers to the deliberate selection of participants based on specific characteristics that are relevant to the research objectives rather than random selection. This technique was used to ensure that the participants selected were information-rich and could provide in-depth insights regarding academic writing

³³ Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.

strategies, learning motivation, and other factors influencing students' study completion³⁴.

The criteria for selecting the participants were as follows: (1) the students were officially registered in the English Tadris Study Program; (2) the students had delayed their thesis not in the normal study period; and (3) the students were willing to participate in the research and share their experiences openly. The number of participants involved in this study ranged from 22 students from 60 students 2021/2022 Academic years. The selection of the participant based on the amount of students who are delaying their thesis completion.

C. Techniques of Data Collection

In order to obtain comprehensive and credible data, this research employed three main techniques of data collection, namely semi-structured interviews, document analysis, and observation, which were used complementarily to strengthen the depth and validity of the findings.

1. Interview

Semi-structured interviews were used as the primary technique of data collection because they provide flexibility for the researcher to explore participants' responses in depth. A semi-structured interview is a data collection technique that uses a set of prepared questions but allows flexibility for the researcher to ask additional follow-up questions to gain deeper and more detailed information from participants.³⁵ The interviews were

³⁴ Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage

³⁵ Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Sage Publications

conducted individually, recorded with the participants' consent, and later transcribed verbatim to ensure accuracy in data analysis. The researcher used interview to answer both research questions. The interview covers two research questions: What factors affect students' delay in completing their undergraduate study at the English Tadris Study Program of IAIN Curup and How do these factors influence students' progress in completing their undergraduate study at the English Tadris Study Program of IAIN Curup.

2. Document Analysis

Document analysis was employed in this study to support and triangulate the data obtained from interviews. Document analysis is a qualitative research method used to collect and examine written documents systematically in order to identify meaningful information and patterns related to the research problem.³⁶¹ In the context of this study, document analysis enabled the researcher to examine various documents related to students' experiences in completing their undergraduate study at the English Tadris Study Program of Institut Agama Islam Negeri Curup.

The researcher selected document analysis because this method complements interview data by providing additional evidence regarding the factors affecting students' prolonged in completing undergraduate study. Furthermore, document analysis allows the researcher to investigate participants' academic experiences without interrupting the natural process of student completion. In this study, the documents analyzed included students'

³⁶ Nicole Sankofa, "Critical Method of Document Analysis," *International Journal of Social Research Methodology* 26, no. 6 (2023): 745–757

thesis progress records, consultation notes with supervisors, proposal seminar records, academic guidance documents, and other related administrative documents.

These documents were examined to identify patterns associated with students' prolonged, such as difficulties in academic writing, limited research skills, problems in time management, lack of motivation, and issues related to supervision and institutional support. The findings obtained from document analysis were then compared with the interview data to ensure data consistency and to provide a more comprehensive understanding of the factors affecting students' prolonged in completing their undergraduate study.

D. Instrument of the Research

In this study, the research instrument used to collect data was the interview. A research instrument refers to a tool used by the researcher to obtain data from participants. Interviews were chosen as the primary instrument because this study aimed to obtain in-depth information regarding factors affect students' prolonged completion of study undergraduate study at the English Tadris Study Program of IAIN Curup. Through interviews, How these factors influence students' progress in completing their undergraduate study at the English Tadris Study Program of IAIN Curup.

1. Interview Guidance 1

The interview guide in this study was developed to obtain detailed information regarding the factors influencing students' prolonged in completing their undergraduate students of the English Tadris Study Program at IAIN Curup. The interview questions were designed in an open-ended and semi-

structured format to allow participants to freely express their experiences, perceptions, and challenges during the study writing process. This approach enabled the researcher to gain deeper insights into How these factors influence students' progress in completing their undergraduate study at the English Tadris Study Program of IAIN Curup.

To answer the research question, *What factors affect students' prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup?*, this study uses a semi-structured interview as the primary data collection instrument. The construction of the interview instrument is grounded in Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan., which explains factors affecting students' in their prolonged to completion long and demanding academic tasks such as writing an undergraduate study.

Table 3. 1 Blueprint of factors affect students' prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup

No	Dimension / Theory	Indicators	Interview Questions
1	Learning Motivation	Consistency and motivation in working on thesis	1. Do you work on your thesis regularly? What motivates you to keep working on it?
		Persistence in facing research difficulties	2. What do you usually do when you face difficulties during thesis writing?
		Willingness to revise thesis work	3. How do you respond to revisions and feedback from your supervisor?
		Commitment to completing thesis tasks	4. Do you find it easy or difficult to choose the appropriate

			research method for your thesis? Why?
2	Academic Competence and Research Skills	Ability to design research methods	5. How do you analyze your research data, and what difficulties do you face in the process? 6. What difficulties do you face in academic writing during thesis writing?
		Ability to analyze research data	
3	Self-Confidence / Expectancy for Success	Confidence in completing thesis	7. Do you feel confident that you can complete your thesis? Why? 8. How do you overcome problems during research? 9. What are your expectations about completing your thesis on time?
		Confidence in solving research problems	
		Positive expectation of success	
4	Time Management and Self-Discipline	Ability to manage time and schedule thesis activities	10. How do you manage your time between thesis writing and other activities?
		Ability to meet deadlines and maintain progress	11. How do you manage thesis deadlines and keep your thesis progress consistent?
5	Supervisor Guidance	Frequency and usefulness of supervisor meetings	12. How often do you meet your thesis supervisor, and how does the meeting help your thesis progress? 13. Is the feedback from your supervisor clear and helpful for improving your thesis? Please explain.
		Clarity of feedback and guidance	

6	Institutional Support	Access to academic resources and campus facilities	14. Do campus facilities, such as journals, library, internet, and research resources, support your thesis writing process? How?
7	Peer and Social Support	Academic and emotional support from peers	15. How do your classmates or peers support you academically and emotionally during the thesis writing process?

2. Interview Guidance 2

To address the second research question, which focuses on How these factors influence students' progress in completing their undergraduate study at the English Tadris Study Program of IAIN Curup, the interview questions were constructed based on Edward L. Deci and Richard M. Ryan, which explains factors affecting students in their prolonged to complete long and demanding academic tasks such as writing an undergraduate study.

Table 3. 2 Blueprint field students overcome the factors prolonged completion of undergraduate study at the English Tadris Study Program of IAIN Curup

No	Theory / Dimension	Indicators	Interview Questions
1	Learning Motivation	Motivation, consistency, and commitment	1. What motivates you to work on your thesis consistently until completion?
		Persistence in facing research difficulties	2. How do you maintain your progress when

			facing difficulties in thesis writing?
		Revision of thesis work	3. How do you respond to supervisor feedback and revisions?
2	Academic Competence and Research Skills	Ability to conduct research	4. How do your research skills help you in completing your thesis?
		Literature review ability	5. How do you find and use references for your thesis research?
		Data analysis ability	6. What difficulties do you face in analyzing your research data?
		Academic writing ability	7. What challenges do you face in academic writing?
3	Self-Confidence / Expectancy for Success	Confidence in completing thesis	8. Do you feel confident in completing your thesis? Why?
		Confidence in solving research problems	9. How do you overcome problems during thesis writing?
4	Time Management and Self-Discipline	Time management, schedule, and deadlines	10. How do you manage your time between thesis writing and other activities?
		Frequency and quality of supervision	11. How often do you meet your supervisor, and how does the feedback help your thesis progress?

5	Supervisor Guidance	Research guidance	12. How does your supervisor help you solve research problems?
6	Institutional Support	Academic resources and facilities	13. Do academic references and campus facilities support your thesis writing process? How?
7	Peer and Social Support	Academic and emotional support from peers	14. How do your friends or classmates support you academically?

E. Triangulation Data

To ensure the trustworthiness of the findings, this study employed source triangulation. After conducting in-depth interviews with the primary participants, the researcher collected additional data by interviewing the participants' close friends who were familiar with their study experiences. The purpose of interviewing the close friends was to verify and confirm the consistency of the information provided by the participants regarding the factors contributing to thesis prolonged and the strategies they used to overcome those challenges. The researcher compared the responses obtained from the primary participants with the information provided by their close friends to identify similarities, differences, and complementary perspectives. This process helped minimize subjective bias and increased the credibility of the findings by ensuring that the reported experiences were supported by multiple

sources. Therefore, the use of source triangulation strengthened the validity and trustworthiness of the data and enhanced confidence that the findings accurately reflected the participants' actual experiences throughout the study process.

In addition, documentary evidence was obtained from the participants' personal SIAKAD (Student Academic Information System) accounts with their permission. The SIAKAD records were not used to analyze the interview findings but to confirm that each participant met the research criteria as a student who had experienced prolonged in completing their undergraduate study. Information such as the participants' academic status, period of study, thesis registration records, and graduation timeline provided objective evidence that the participants had exceeded the expected duration for thesis completion. These records strengthened the credibility of the study by ensuring that all participants were selected based on verified academic data rather than self-reported information alone.

Table 3. 3 Blueprint of Triangulation Interview

No.	Research Objective	Indicator	Triangulation Interview Questions (Close Friends)
1	Verify students' prolonged study	Thesis completion status	1. How long have you known the participant? 2. Were you aware that he/she experienced a prolonged in completing the undergraduate study? Can you explain what you know?
2	Verify learning motivation	Motivation and consistency	3. Based on your observation, how motivated was the participant during the thesis-writing process?

			4. Did you notice any periods when he/she lost motivation or stopped working on the study? Could you describe those situations?
3	Verify academic competence	Research and writing difficulties	5. Did the participant ever tell you about difficulties in conducting research, analyzing data, or writing the study? 6. What kinds of academic problems did he/she frequently discuss with you?
4	Verify self-confidence	Confidence in completing the study	7. How confident did the participant seem about completing the study? 8. Did you observe any changes in his/her confidence during the study-writing process?
5	Verify time management	Time allocation and discipline	9. Based on your observation, how did the participant manage his/her time while writing the study? 10. Did work, family responsibilities, or other activities affect his/her study progress?
6	Verify supervisor guidance	Supervision experience	11. Did the participant ever share experiences regarding meetings with the study supervisor? 12. What challenges related to supervision did he/she usually mention?
7	Verify institutional support	Campus support	13. To your knowledge, did the participant receive any support from the department or university

			during the study process? Please explain.
8	Verify peer support	Social support	14. How did you and your friends help the participant during the study process? 15. Did the participant often discuss study-related problems with friends?
9	Verify coping strategies	Strategies used	16. What strategies did you observe the participant using to overcome study difficulties? 17. Which strategy seemed to help him/her the most?
10	Confirmation	Overall verification	18. In your opinion, what was the main reason the participant experienced study prolonged? 19. What helped the participant eventually continue or complete the study? 20. Is there anything else about the participant's study experience that you think is important to share?

F. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis to analyze students respond by semi-structure interview. According to Gay and Peter, there are specific involved in data analysis. As follows:³⁷

³⁷ L. R. Gay and Peter A., *Education Research*, (USA: Clarinda Company). 2000

1. Data Managing

At this stage, the researcher organized the interview data collected from participants (graduates who completed their thesis on time). All data were managed by assigning codes to participants (e.g., P1, P2, P3), organizing audio recordings and field notes, and ensuring the completeness of the data. Data management served two purposes:

- a) To arrange the data and ensure its completeness
- b) To initiate the process of data analysis and interpretation in a systematic manner.

2. Transcribing and Reading

After the data were collected, the researcher transcribed the recorded interviews into written texts. Then, the researcher read the transcripts repeatedly to gain an overall understanding of the interview content, identify initial patterns, and highlight important parts related to academic writing strategies, time management, decision-making during the study process, and ways of overcoming obstacles.

3. Data Classifying (Coding)

The next step was classifying the data through coding. The researcher marked relevant statements from participants and grouped the codes into several categories based on:

- a) The research questions
- b) The indicators derived from the concepts/theories of academic writing strategies used as the analytical framework.

This classification aimed to generate clear categories, such as planning strategies, time management strategies, reference-seeking strategies, drafting revising strategies, strategies for consulting thesis supervisors, and strategies for dealing with challenges.

4. Description of Findings

After the data were classified, the researcher developed descriptions for each category/theme. At this stage, the researcher described what strategies were used, how the strategies were applied across the stages of study, and the context underlying the use of those strategies. To strengthen the descriptions, the researcher may include representative excerpts from the interview transcripts as supporting evidence.

5. Interpreting

The final step in data analysis was interpretation. The researcher interpreted the findings by linking the categories/themes to the purpose of the study and the theoretical framework. Interpretation was conducted to explain why certain strategies helped students complete their thesis on time, how the strategies were effective in overcoming obstacles, and what implications the findings may have for thesis supervision and academic writing instruction in the study program.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents a thorough analysis of the data synthesized through the qualitative document analysis to address both research questions. The empirical insights derived from these cross-subject matrices strengthen the overall findings, offering a comprehensive, structurally sound, and well-substantiated interpretation of the specific factors causing thesis prolonged and the multi-dimensional coping strategies utilized by the students to overcome them.

A. Findings

To address the research questions, the researcher presented findings derived from document analysis to explore the factors causing study prolonged and the strategies students used to overcome them. Utilizing a qualitative descriptive approach, the study aimed to analyze and validate these experiences within the English Tadris Study Program at IAIN Curup. Primary data collection was systematically carried out from April 27 to June 7, 2026, during which the researcher conducted direct, face-to-face interviews with the participants. Out of a target sample of nine students selected as research subjects, seven participants successfully completed the interviews, while the remaining two declined to be investigated.

1. Factors Affect Students' Prolonged Completion of Undergraduate Study at English Tadris Study Program of IAIN Curup.

a) Interview Result

The document analysis matrix was systematically developed to aid in categorizing and extracting data regarding the specific factors causing undergraduate thesis prolonged and the subsequent multidimensional strategies students used to successfully overcome them at IAIN Curup. This document analysis and coding process was conducted concurrently with the interview schedule between April 27 and June 7, 2026. A total of seven participant datasets derived from the successful field interviews were thoroughly evaluated by the researcher. To establish qualitative trustworthiness, the researcher was assisted by an expert rater/validator who reviewed the final coding framework, providing critical commentary and structural inputs to ensure the validity and reliability of the data. The synthesized outcomes of this verified document analysis are presented in the tables below:

Table 4. 1 Factors Affect Students' Prolonged Completion of Undergraduate Study at English Tadris Study Program of IAIN Curup

No	Dimension / Theory	Identified Prolonged Factors (Barriers / Bottlenecks)	Affected Subjects	Synthesized Impact on Study Prolonged
1	Learning Motivation	Unstable internal motivation, fluctuating daily consistency, academic burnout,	S1, S2, S3, S5, S7	Students failed to work on their drafts daily. Burnout forced them to take

		and severe initial insecurity.		prolonged emotional breaks (<i>healing</i>) to escape data overwhelm before resuming work.
2	Academic Competence and Research Skills	Data analysis overwhelms and language/technical writing deficiencies.	S2, S3, S4, S5, S7	Students got heavily bogged down and stuck during the data analysis phase due to massive volumes or complex, highly subjective variables. Academic writing was further stalled by struggles with grammar structures (<i>tenses</i>) and avoiding plagiarism.
3	Self-Confidence / Expectancy for Success	Low initial self-confidence and high-performance anxiety triggered by negative peer comparison.	S3, S6, S7	Students experienced severe pessimism and lack of drive early in the research process, which was only resolved after passing milestone

				turning points like the proposal seminar (<i>sempro</i>).
4	Time Management and Self-Discipline	Lack of structured personal scheduling, mood-dependent workflows, and time conflict with daytime jobs.	S1, S2, S3, S4, S7	Poor time management led to disorganized progress dictated purely by temporary moods. Working part-time jobs or family obligations compressed thesis work exclusively into late-night hours (2–3 AM), slowing total output.
5	Supervisor Guidance	Distant or absent advisors, dual-advisor misalignment, and hurried/confusing feedback loops.	S2, S4, S6, S7	Stagnation occurred when one assigned advisor went abroad or was consistently absent. Furthermore, rushed and confusing verbal feedback during brief meetings left students unable to Implement

				revisions without extra decoding.
6	Institutional Support	Total absence of specialized institutional research support, workshops, or training clinics.	S1 through S7	Universal Consensus: Underdeveloped research skills were never mitigated by the campus. Students relied solely on past undergraduate classroom lectures, causing a steep learning curve when facing real thesis challenges.
7	Peer and Social Support	Over-dependence on peer intervention to decipher advisor feedback and manage academic stress.	S1, S4, S5, S7	While peer support is a coping strategy, the underlying cause of delay was the students' inability to independently interpret ambiguous scribbles or technical notes left by advisors on their drafts.

the data demonstrates that undergraduate study prolonged within the English Tadris Study Program at IAIN Curup are driven by a highly interconnected matrix of internal psychological vulnerabilities and severe external structural gaps. Internally, students face prolonged academic stagnation due to fluctuating learning motivation, initial pessimism, technical writing deficiencies, and disorganized, mood-dependent workflows that are frequently compressed into late-night hours by daytime job commitments. These personal struggles are directly exacerbated by a total absence of institutional research workshops or training clinics, leaving students to face complex data analysis hurdles with a steep learning curve and minimal campus support. Combined with supervisor roadblocks—such as absent advisors or rushed, confusing feedback—this systemic breakdown ultimately forces an unhealthy academic over-dependence on peer networks, transforming student social circles into essential translation hubs required just to decode ambiguous advisor notes and survive the emotional strain of a prolonged graduation timeline.

1) Learning Motivation

Learning motivation emerged as one of the strongest internal factors contributing to study prolonged. Most participants described that their motivation was unstable throughout the thesis-writing process rather than consistently maintained. Instead of working on their thesis every day, they tended to write only when they felt motivated or when external pressure arose. Consequently, progress became inconsistent

and prolonged the completion of the study. Furthermore, when students became overwhelmed by the complexity of data analysis or revision demands, they often intentionally paused their work for several days or even weeks to recover emotionally before returning to their research.

This finding indicates that insufficient self-regulation prevented students from maintaining continuous progress. Rather than functioning as short recovery periods, these emotional breaks frequently evolved into extended interruptions that ed studycompletion.

Examples:

Students 1 stated *"I didn't work on my thesis every day. Sometimes I only opened it when I really felt like doing it."*

Students 5 stated *"Sometimes I took a break because I was mentally exhausted. After feeling better, I continued writing again."*

2) Academic Competence and Research Skills

Another major delaying factor was students' limited research competence, particularly during the data analysis and academic writing stages. Although several students perceived that preparing the research design was relatively manageable, analyzing research findings proved substantially more difficult. Participants reported feeling overwhelmed by large quantities of data or by difficulties distinguishing between closely related analytical categories. In addition, many students struggled to produce academically acceptable writing because they lacked confidence in grammar accuracy, appropriate academic vocabulary, and plagiarism avoidance.

These challenges created repeated revision cycles, reduced writing efficiency, and prolonged the completion of several thesis chapters

Examples:

Student 4 *"Sometimes I became confused about which category the data actually belonged to."*

Students 3 *"Writing was difficult because I kept thinking about grammar and whether my tenses were correct."*

3) Self-Confidence / Expectancy for Success

Low self-confidence also contributed to delayed thesis completion, particularly during the early stages of the research process. Several participants expressed pessimism after comparing their progress with classmates who had advanced more quickly. This comparison reduced their confidence and discouraged them from continuing their own work. Interestingly, confidence improved substantially after students reached important academic milestones, such as successfully passing the proposal seminar (Sempro) or receiving positive encouragement from their supervisors.

Therefore, students' expectancy for success was dynamic rather than fixed and strongly depended on previous academic experiences

Example:

Student 6 *stated "After passing the proposal seminar, I finally believed I could finish my thesis."*

Student 3 *Stated "At first I wasn't confident because many of my friends were already ahead of me."*

4) Time Management and Self-Discipline

Poor time management was another prominent cause of study prolonged. Several participants admitted that they did not establish structured writing schedules and instead relied heavily on mood to determine when they would work. Others faced additional challenges because daytime employment or family responsibilities limited their available study time, forcing them to write only late at night.

Such irregular working patterns reduced productivity, increased fatigue, and slowed the completion of research tasks. Although a few students adopted weekly progress targets to maintain consistency, this strategy was not commonly practiced.

Example:

Student 7 stated *"During the day I helped my family business, so I could only write at night."*

Students 3 stated *"I usually worked on my thesis after teaching English, sometimes until two or three in the morning."*

5) Supervisor Guidance

Supervisor-related issues also prolonged students' progress. Some participants experienced significant disruption because one of their supervisors was unavailable for extended periods due to overseas assignments or inconsistent attendance. Others reported that supervisory meetings were very brief, causing verbal feedback to be difficult to understand and implement. Consequently, students often

needed additional time to interpret the intended revisions before continuing their writing.

These findings suggest that both supervisor availability and clarity of feedback substantially influenced students' research efficiency.

Example:

Student 4 stated *"One of my supervisors went abroad, so my progress almost stopped."*

Student 3 stated *"I recorded every supervision meeting because the explanations were very fast and I often forgot them afterwards."*

This shift keeps semantic detail and location reference intact.

6) Institutional Support

All participants consistently reported that the university provided minimal institutional support specifically designed to assist students during study completion. None had participated in thesis-writing workshops, methodological clinics, or structured research mentoring programs. Consequently, students relied primarily on research methodology courses taken in previous semesters and independently searched for references through online databases such as Google Scholar or previous undergraduate study.

The absence of structured institutional assistance meant that students had to overcome research difficulties largely through self-learning, increasing the likelihood of prolonged delays.

Example:

Student 5 stated *"I usually looked at previous students' theses in the Reading Corner."*

Student stated *"Most of my references came from Google Scholar."*

7) Peer and Social Support

Although peer support generally functioned as a positive coping strategy, the interview findings reveal that it also reflected an underlying source of prolonged. Students frequently depended on classmates to interpret supervisors' handwritten comments, explain technical research concepts, and provide emotional encouragement. Rather than independently resolving academic problems, they relied heavily on peers to bridge communication gaps and reduce stress.

This dependence suggests that ambiguous supervisory communication and limited research confidence indirectly prolonged thesis completion by requiring additional peer mediation before students could proceed with revisions.

Example:

Student 1 stated *"When I couldn't understand my supervisor's notes, I asked my friend to explain them."*

Student 4 *"Talking with friends who were also struggling helped reduce my stress."*

2. Students' Strategies to Overcome Study Prolonged at English Tadris Study Program of IAIN Curup

a) Interview Result

After identifying the factors that contributed to students' study prolonged, the next objective of this study was to explore the strategies employed by students to overcome these challenges and maintain progress toward completing their undergraduate study. The interview findings revealed that students adopted a variety of cognitive, behavioral, social, and emotional strategies to cope with both internal and external obstacles encountered throughout the thesis-writing process. These strategies were developed based on individual experiences and adjusted to the specific difficulties faced by each participant, such as declining motivation, limited research competence, ineffective time management, supervisory issues, and academic stress. Although the effectiveness of each strategy varied among participants, the findings demonstrate that students actively sought practical ways to sustain their progress rather than remaining passive when confronted with obstacles.

The following section presents the major coping strategies identified from the interview data, together with supporting evidence from the participants' experiences. The results of the interview are presented in the table below:

Table 4. 2 Students' Strategies to Overcome Study Prolonged

No	Dimension / Theory	Shared Proactive Strategies & Action Frameworks	Affected Subjects	Synthesized Impact on Overcoming Study Prolonged
1	Time Management & Self-Discipline	1. Escalating consultation frequency 2. Micro-targeting tasks 3. Forced consistency (<i>grit</i>)	S1, S2, S3, S4, S6	1. Bounded their timelines by using weekly meetings or advisor deadlines to drive consistent progress. 2. Combated workload paralysis by breaking massive drafting or analytical tasks into manageable portions. 3. Used pure self-compulsion to sit down and chip away at data despite exhaustion or low motivation.
2	Help-Seeking Behavior	1. Routine face-to-face guidance 2. Immediate revision execution 3. Consulting alternative experts	S1, S2, S4, S5, S6	1. Prevented long-term stagnation by standardizing a strict weekly or bi-weekly check-in schedule with advisors. 2. Shortened the feedback-correction loop by immediately adopting a highly compliant, next-day execution of revisions.

				3. Bypassed communication bottlenecks by consulting unassigned responsive lecturers or capable family members.
3	Learning & Self-Efficacy	1. Structural cross-referencing 2. Utilizing digital networks 3. Equal-capability mindset	S1, S2, S3, S4, S5, S6	1. Accelerated framework building by mimicking the methodology and structural setups of successful upperclassmen theses. 2. Bypassed physical library constraints through independent, rapid collection of open-access digital literature. 3. Boosted research confidence via an internal cognitive outlook that seeing peers succeed meant they were equally capable.
4	Social Support (Peer Learning)	1. Peer translation of feedback 2. Aggressive tracking circles 3. Pre-submission peer review	S1, S2, S3, S4, S5, S6	1. Decoded ambiguous or highly technical advisor notes through joint peer brainstorming sessions. 2. Eradicated personal

				procrastination using peer-to-peer text reminders to enforce accountability for early campus sessions. 3. Lowered draft rejection risks by trading feedback and proofreading papers within their student groups before submission.
5	Psychological Regulation	1. Purposeful dissociation 2. Anchoring on parental expectations 3. Utilizing positive jealousy	S1, S2, S4, S5, S6	1. Managed heavy academic anxiety by temporarily stepping away from drafts to engage in hobbies or relax with peers. 2. Sustained long-term drive by using the deep desire to satisfy their parents as a psychological anchor against quitting. 3. Converted the distress of watching friends graduate ahead of them into a motivational jolt to break their own stagnation.
6	Problem-Solving &	1. Curriculum realignment	S2, S4, S5	1. Resolved conceptual blockades by

	Adaptability	2. Leveraging alternative networks 3. Tech-assisted data logging		proactively adjusting their analytical parameters to match the new <i>Kurikulum Merdeka</i> . 2. Overcame fieldwork or data limitations by employing social connections (e.g., local partners or advisor networks). 3. Compensated for rushed face-to-face feedback sessions by using audio recorders to log verbal instructions for home review.
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Table 4.2 summarizes the strategies employed by students at the English Tadris Study Program of IAIN Curup to overcome study prolonged. The findings indicate that students adopted various proactive strategies across six major dimensions: time management and self-discipline, help-seeking behavior, learning and self-efficacy, social support, psychological regulation, and problem-solving adaptability. These strategies involved both individual and collaborative efforts, ranging from establishing structured consultation schedules, breaking large tasks into manageable goals, actively seeking academic assistance, utilizing digital learning resources, and relying on peer support, to regulating emotional well-being and adapting flexibly to research challenges. Overall, the findings

demonstrate that overcoming thesis delays was not the result of a single strategy but rather a combination of behavioral, cognitive, emotional, and social approaches that enabled students to maintain progress despite encountering various academic and personal obstacles throughout the study process.

1) Time Management and Self-Discipline

Students addressed thesis prolonged by improving their time management and strengthening self-discipline. Rather than waiting until they felt motivated, they established regular consultation schedules with their supervisors, divided large research tasks into smaller and more manageable goals, and forced themselves to continue working despite feeling tired or unmotivated. These strategies enabled them to maintain consistent progress and prevented prolonged procrastination by creating both external accountability and internal discipline.

Example:

S2: *"I tried to meet my supervisor every week, so I had to finish something before each meeting."*

S6: *"Even when I was exhausted, I forced myself to open the thesis file and make a little progress."*

2) Help-Seeking Behavior

Students also demonstrated proactive help-seeking behavior by routinely consulting their supervisors, implementing revisions immediately after receiving feedback, and seeking assistance from

other knowledgeable individuals when necessary. Instead of allowing problems to accumulate, they actively clarified confusing issues through discussions with lecturers or experienced family members. This strategy shortened the revision process and prevented long periods of academic stagnation.

Example:

S4: *"If my supervisor wasn't available, I asked another lecturer who understood my topic."*

S5: *"After consultation, I usually revised my thesis the next day so I wouldn't forget the feedback."*

3) Learning and Self-Efficacy

To strengthen their research competence, students learned independently by examining previous theses, searching for references through digital academic databases, and developing confidence through positive comparisons with successful peers. Rather than perceiving their classmates' achievements as discouraging, many students gradually viewed them as evidence that they were equally capable of completing their own study. These strategies improved both research skills and confidence throughout the writing process.

Example:

S3: *"I read many senior theses to understand how to organize my methodology."*

S2: *"Seeing my friends graduate made me think that I could finish mine too."*

4) Social Support (Peer Learning)

Peer support served as an important strategy for overcoming study prolonged. Students regularly discussed supervisor feedback with classmates, reminded one another about supervision schedules, and exchanged thesis drafts for proofreading before submission. This collaborative environment reduced misunderstandings, increased accountability, and improved the quality of their work before it reached their supervisors.

Example:

S1: *"When I didn't understand my supervisor's comments, I discussed them with my friends first."*

S5: *"We checked each other's chapters before submitting them to our supervisors."*

5) Psychological Regulation

Students managed academic stress by regulating their emotions through purposeful breaks, maintaining motivation through parental expectations, and transforming feelings of jealousy into positive encouragement. Instead of allowing stress and discouragement to stop their progress, participants used these emotional strategies to regain motivation and continue working toward study completion.

Example:

S2: *"When I became stressed, I took a short break and came back with a clearer mind."*

S4: "I wanted to graduate because I didn't want to disappoint my parents."

S5: "Seeing my friends graduate motivated me to work harder instead of giving up."

6) Problem-Solving and Adaptability

Students also demonstrated adaptability by modifying their research approach when encountering unexpected obstacles. They adjusted analytical frameworks to fit curriculum changes, sought alternative networks to obtain research data, and used technology such as audio recorders to capture supervisors' explanations during consultations. These adaptive strategies enabled students to overcome practical challenges without abandoning or significantly delaying their research.

Example:

S2: *"I recorded every consultation because I was afraid I would forget my supervisor's explanations."*

S4: *"When I couldn't get the data I needed, I looked for help through other contacts."*

Overall, the findings indicate that students at the English Tadris Study Program of IAIN Curup employed a combination of behavioral, cognitive, emotional, and social strategies to overcome study prolonged. Rather than relying on a single approach, they integrated effective time management practices, actively sought guidance from supervisors and

other knowledgeable individuals, strengthened their research skills through independent learning, utilized peer support for both academic and emotional assistance, regulated psychological stress, and adapted flexibly to various research challenges. These multidimensional strategies enabled students to maintain progress despite encountering numerous obstacles throughout the study process. The findings further suggest that successful thesis completion depended not only on students' academic competence but also on their ability to manage their time, emotions, social relationships, and problem-solving processes in a proactive and adaptive manner.

3. Triangulation Data Result

The triangulation findings demonstrated a high level of consistency between the data obtained from the primary participants and the information provided by their close friends. Regarding the first research question, the peer informants confirmed that the participants experienced thesis prolonged due to a combination of internal factors, including fluctuating motivation, limited time management, research and academic writing difficulties, and emotional exhaustion, as well as external factors such as limited supervisor availability, changes in thesis supervisors, and family or work responsibilities. These findings were also supported by documentary evidence from the participants' personal SIAKAD accounts, which confirmed that all participants had exceeded the expected period for completing their undergraduate study. Regarding the second research question, the triangulation interviews likewise

verified the strategies reported by the participants. The peer informants consistently described that the participants maintained regular supervision, actively sought help from lecturers and peers, utilized previous theses and academic references to improve their research skills, managed stress through short breaks and recreational activities, and relied heavily on peer discussions and mutual encouragement to sustain motivation. Furthermore, the informants emphasized that peer support played a particularly important role not only in providing emotional encouragement but also in interpreting supervisors' feedback, exchanging academic resources, and maintaining accountability throughout the study process. Overall, the triangulation data reinforced the credibility of the primary interview findings by confirming that both the factors contributing to thesis delays and the strategies used to overcome them were consistently observed by individuals who closely accompanied the participants during their study journey, thereby strengthening the trustworthiness of the study.

B. Discussion

1. Factors Affect Students' Prolonged in Completing Their Undergraduate Study at English Tadris Study Program of IAIN Curup

The findings of this study reveal that students' prolonged in completing their undergraduate study at the English Tadris Study Program of IAIN Curup were influenced by a combination of internal and external factors. Internal factors included learning motivation, academic competence and research skills, self-confidence, and time management, while external factors

consisted of supervisor guidance, institutional support, and peer support. These findings support the framework proposed by Deci and Ryan, who argue that both personal motivation and environmental conditions determine students' persistence in completing complex academic tasks³⁸. Similarly, Seidman emphasizes that academic preparedness, institutional support, and personal motivation interact to influence students' academic completion.

Learning motivation emerged as one of the most influential internal factors contributing to study prolonged. Most participants admitted that they did not consistently work on their thesis because their motivation fluctuated, and they often experienced academic burnout or emotional exhaustion. This finding is consistent with Self-Determination Theory proposed by Deci and Ryan, which states that students with stronger intrinsic motivation tend to persist despite challenges, whereas low motivation often leads to procrastination and delayed task completion. The finding also supports the study conducted by Prameswara and Hapsari, which found that intrinsic and extrinsic motivation significantly influence EFL students' persistence in completing their undergraduate study³⁹, as well as the study by Amalia and Jaya, which identified lack of motivation as one of the primary causes of study prolonged⁴⁰.

Another important finding concerns students' academic competence and research skills. Participants reported that data analysis and academic writing,

³⁸ Deci, Edward L., E. L., & Ryan, Richard M., R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

³⁹ Prameswara, T. J., & Hapsari, A. (2023). *Exploring EFL students' motivation in writing their undergraduate thesis*. Universitas Islam Indonesia

⁴⁰ Amalia, N. N., & Jaya, H. P. (2023). *Factors hindering students in completing their undergraduate thesis in an English Education Study Program*. Universitas Sriwijaya.

particularly maintaining grammatical accuracy and avoiding plagiarism, were the most difficult stages of thesis writing. These findings support Creswell's view that conducting research requires systematic skills in collecting, analyzing, and interpreting data, while Hyland emphasizes that academic writing requires mastery of academic conventions and clear organization of ideas. Students who lacked these competencies experienced greater difficulty completing their thesis efficiently. This finding is also in line with Ginting and Hutasoit, who found that scientific writing ability significantly influences thesis completion⁴¹, and with Lature et al., who reported that research difficulties are among the major factors contributing to thesis prolonged⁴².

The findings further indicate that self-confidence and effective time management played important roles in students' persistence. Several participants initially doubted their ability to complete the thesis, especially after comparing themselves with classmates who progressed more quickly. Their confidence gradually improved after reaching important milestones such as passing the proposal seminar. In addition, poor time management caused many students to rely on mood rather than structured schedules, while those balancing work and family responsibilities often wrote their thesis only at night. These findings support Zimmerman's theory of self-regulated learning, which emphasizes planning, monitoring, and regulating learning activities to achieve academic goals⁴³. They also correspond with the study of

⁴¹ Ginting, E. S., & Hutasoit, A. H. (2020). *Factors influencing students' completion of their final thesis at STIE Mikroskil Medan*. STIE Mikroskil Medan

⁴² Lature, P. Y., et al. (2024). *Analysis of factors inhibiting students from completing their thesis in the Informatics Engineering Education program at Universitas Negeri Padang*. Universitas Negeri Padang

⁴³ Ibid P.34

Mbato and Cendra (2019), which found that self-regulation and motivation regulation are essential for maintaining progress during thesis writing.

Regarding external factors, supervisor guidance substantially influenced students' progress. Participants experienced delays when supervisors were unavailable, provided rushed feedback, or offered unclear explanations during consultation sessions. According to Pascarella and Terenzini, effective interaction between students and academic staff contributes significantly to learning development and academic persistence because supervisors provide direction, constructive feedback, and academic support throughout the research process. Therefore, when supervision was inconsistent or difficult to access, students required more time to understand revisions and continue their research. This finding confirms previous studies by Amalia and Jaya and Ginting and Hutasoit, both of which identified supervisor communication and guidance as major factors affecting study completion.

Institutional support also emerged as a significant external factor. All participants reported that they had never participated in institutional thesis workshops or research training programs and therefore depended primarily on knowledge gained from previous coursework and independent learning. This finding supports Pascarella and Terenzini's argument that universities should provide academic guidance, learning resources, and supportive environments that facilitate students' academic success. Likewise, Tinto emphasizes that persistence in higher education is strongly influenced by institutional support systems. The limited availability of structured research support at the institutional level increased students' learning burden and

prolonged their adaptation to the study process. Finally, peer and social support functioned as an important source of academic and emotional assistance throughout the study process. Students frequently relied on classmates to interpret supervisors' feedback, discuss research problems, and encourage one another during difficult stages of their research. Although this support helped maintain motivation and reduce stress, it also reflected students' dependence on peers to overcome academic challenges. This finding is consistent with Astin's Student Involvement Theory, which states that students who actively engage with peers and academic communities tend to demonstrate stronger persistence. It also supports the findings of Aziz, Azizah, and Rifa'i⁴⁴, who found that social support significantly increases students' motivation to complete their thesis, and Prameswara and Hapsari⁴⁵, who reported that encouragement from friends and family strengthens students' persistence. Overall, the present study demonstrates that thesis delays cannot be explained by a single factor but instead result from the interaction of students' personal characteristics, academic competencies, supervisory experiences, institutional conditions, and social environments.

2. Students' Strategies to Overcome Study Prolonged at English Tadris Study Program of IAIN Curup.

The findings indicate that students at the English Tadris Study Program of IAIN Curup employed a variety of strategies to overcome study prolonged.

⁴⁴ Ibid P.54

⁴⁵ Ibid P.23

These strategies included improving time management and self-discipline, actively seeking academic assistance, strengthening research competence through independent learning, utilizing peer support, regulating psychological well-being, and adapting to unexpected research challenges. The findings suggest that overcoming study prolonged requires not only academic ability but also behavioral, emotional, and social strategies. This supports the view of Zimmerman that successful learners actively regulate their learning processes by planning, monitoring, and evaluating their own progress⁴⁶.

One of the most frequently adopted strategies was improving time management and self-discipline. Students maintained their progress by scheduling regular consultations with supervisors, dividing large research tasks into smaller goals, and forcing themselves to continue working despite low motivation or fatigue. These findings are consistent with Zimmerman's theory of self-regulated learning, which emphasizes that students who establish clear goals, monitor their progress, and manage their learning behaviors are more likely to complete academic tasks successfully. Similarly, Mbato and Cendra found that students who possess strong self-regulation and motivation regulation demonstrate greater persistence in completing their undergraduate study despite encountering various challenges⁴⁷.

Another important strategy was students' willingness to seek help from supervisors, lecturers, family members, and peers. Participants regularly

⁴⁶ Zimmerman, Barry J.. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.

⁴⁷ Mbato, C. L., & Cendra, A. (2019). *EFL undergraduate students' self-regulation in thesis writing: A mixed-method study*. Universitas Sanata Dharma

consulted their supervisors, implemented revisions immediately, and sought alternative sources of guidance whenever necessary. According to Pascarella and Terenzini, interactions between students and academic staff significantly contribute to students' academic development by providing direction, feedback, and emotional encouragement. The findings also support the study by Amalia and Jaya⁴⁸, which reported that effective communication and continuous supervision positively influence students' ability to complete their study. These results indicate that proactive help-seeking can reduce confusion and prevent prolonged academic stagnation.

The findings further demonstrate that students strengthened their research competence through independent learning. They examined previous study, searched for journal articles through digital databases, and continuously learned from available academic resources to improve their understanding of research methods and academic writing. This finding is in line with Creswell's view that conducting research requires continuous learning and mastery of research procedures⁴⁹, while Hyland emphasizes that academic writing competence develops through practice and exposure to academic texts⁵⁰. Students also developed greater confidence by believing that if other students could complete their thesis successfully, they were equally capable of doing so. This supports Bandura's concept of self-efficacy, which explains that confidence in one's own ability increases persistence when facing difficult academic tasks.

⁴⁸ Ibid P.23

⁴⁹ Creswell, John W., J. W., & Creswell, J. David, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). Sage Publications

⁵⁰ Hyland, Ken. (2019). *Second language writing*. Cambridge University Press.

Peer support also played an important role in helping students overcome study prolonged. Participants frequently discussed supervisor feedback, exchanged ideas, reminded one another about consultation schedules, and reviewed each other's thesis drafts before submission. These collaborative activities reduced misunderstandings, improved the quality of revisions, and provided emotional support during stressful periods. This finding supports Astin's Student Involvement Theory, which argues that active interaction with peers enhances students' academic engagement and persistence. Likewise, Aziz, Azizah, and Rifa'i⁵¹ found that peer and family support significantly increase students' motivation and confidence in completing their undergraduate study.

Another strategy identified in this study was psychological regulation. Students managed stress by taking short breaks, engaging in enjoyable activities, maintaining motivation through parental expectations, and transforming feelings of jealousy into encouragement to work harder. Rather than allowing academic pressure to reduce their productivity, students attempted to regulate their emotions and restore their motivation before continuing their research. These findings support Self-Determination Theory proposed by Deci and Ryan, which emphasizes that sustained motivation is influenced not only by external support but also by students' ability to maintain internal psychological needs such as competence, autonomy, and relatedness. The findings are also consistent with Prameswara and Hapsari

⁵¹ Ibid P.54

(2023), who found that emotional support and intrinsic motivation strengthen students' persistence in completing their study.

Finally, students demonstrated adaptability by modifying their research strategies whenever they encountered unexpected obstacles. They adjusted research procedures, utilized alternative social networks to obtain research data, and employed technological tools such as audio recorders to capture supervisors' explanations during consultations. These findings indicate that successful study completion depends not only on persistence but also on students' flexibility in responding to academic challenges. Overall, the present study demonstrates that students overcame study prolonged through the integration of self-regulation, continuous learning, social support, psychological resilience, and adaptive problem-solving. These findings reinforce previous studies while highlighting that successful study completion results from the interaction of multiple personal and environmental strategies rather than from a single coping mechanism.

CHAPTER V

CONCLUSION AND SUGGESTION

This study explored the factors that affect students' prolonged in completing their undergraduate study and the strategies they employed to overcome those challenges at the English Tadris Study Program of IAIN Curup. The investigation was guided by two research questions focusing on the causes of study prolonged and the approaches students adopted to facilitate study completion. The findings provide a comprehensive understanding of the complex interaction between internal and external factors influencing students' progress, as well as the behavioral, cognitive, emotional, and social strategies they implemented to manage obstacles throughout the study process. These findings are expected to contribute to a better understanding of students' experiences and to provide useful insights for students, supervisors, and higher education institutions in supporting timely study completion.

A. Conclusion

1. Factors Affect Students' Prolonged in Completion Their Undergraduate Study at English Tadris Study Program of IAIN Curup

The findings of this study indicate that students' prolonged in completing their undergraduate study were influenced by the interaction of both internal and external factors. Internal factors included unstable learning motivation, limited academic competence and research skills, low self-confidence, and ineffective time management and self-discipline, all of which hindered students' ability to maintain consistent progress throughout the thesis-writing process. Meanwhile, external factors consisted of inadequate supervisor

guidance, limited institutional support, and students' dependence on peer support to overcome academic challenges. Among these factors, unstable motivation, difficulties in data analysis and academic writing, poor time management, and inconsistent supervisory support emerged as the most significant contributors to thesis prolonged. These findings suggest that study completion is not determined solely by students' academic ability but is also influenced by the quality of academic supervision, institutional learning support, and students' capacity to regulate their motivation, confidence, and learning behaviors. Therefore, reducing study prolonged requires collaborative efforts from students, supervisors, and the institution to create a more supportive academic environment that facilitates timely study completion.

2. Students' Strategies to Overcome Study Prolonged at English Tadris Study Program of IAIN Curup

The findings of this study reveal that students employed a variety of strategies to overcome thesis delays by combining personal initiative, academic support, and adaptive problem-solving. The strategies identified included improving time management and self-discipline, actively seeking guidance from supervisors and other knowledgeable individuals, strengthening research competence through independent learning, utilizing peer support, regulating psychological well-being, and adapting flexibly to unexpected research challenges. Rather than relying on a single strategy, students integrated behavioral, cognitive, emotional, and social approaches to sustain their progress throughout the thesis-writing process. These findings demonstrate that successfully overcoming study prolonged depends not only on

academic competence but also on students' ability to regulate their learning, maintain motivation, seek appropriate support, and respond adaptively to various obstacles. Therefore, developing self-regulated learning skills and fostering supportive relationships with supervisors, peers, and the institution are essential to helping students complete their undergraduate theses more effectively and on time.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the Students

Students are encouraged to develop stronger self-regulated learning skills by maintaining consistent motivation, managing their time effectively, and setting realistic short-term goals throughout the study process. They should avoid relying solely on temporary motivation and instead establish regular writing routines to ensure continuous progress. In addition, students are advised to actively seek guidance from supervisors, utilize available academic resources, and collaborate with peers when facing research difficulties. Developing confidence, resilience, and problem-solving skills will also help students overcome challenges and complete their undergraduate study more efficiently.

2. The Lecturer

Lecturers, particularly thesis supervisors, are encouraged to provide consistent, timely, and constructive guidance throughout the supervision process. Clear and detailed feedback should be given to minimize students'

confusion and reduce repeated revisions. Supervisors are also expected to maintain regular communication with students, provide academic encouragement, and create a supportive supervision environment that motivates students to remain committed to completing their study on time.

3. English Département

The English Department is recommended to strengthen institutional support for undergraduate study completion by organizing research methodology workshops, academic writing training, data analysis clinics, and regular thesis consultation programs. The department may also consider establishing peer mentoring programs involving senior students or recent graduates to assist students experiencing research difficulties. Furthermore, improving access to academic resources and providing structured monitoring of students' study progress may help reduce prolonged and increase the percentage of students graduating on schedule.

4. The others researcher.

Future researchers are encouraged to expand this study by involving participants from different universities or study programs to obtain broader perspectives on factors influencing study completion. They may also employ mixed-methods or quantitative research designs to examine the relationships among motivation, self-regulated learning, supervisory support, and study completion statistically. In addition, future studies may investigate the effectiveness of specific intervention programs, such as thesis writing workshops, mentoring systems, or digital supervision platforms, in helping students complete their undergraduate theses in a more timely manner.

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