ACCELERATING STUDENTS' CAPABILITIES IN ACCOMPLISHING FINAL PAPERS: AN EVALUATION

Fadly Azhar[1], Putri Yuanita[2], Erni Erni[3], Novitri Novitri[4]

[1,2,3,4] Faculty of Teachers Training and Education
University of Riau, Indonesia

Corresponding author: fadlyazhar57@gmail.com

Article Info	Abstract
	This paper aimed at evaluating such aspects as self-efficacy, research methodology, types of supervisor, and academic writing ability in accelerating students accomplishing final papers. 214 students of bachelor and master programs at Universitas Riau - Indonesia were selected through purposive sampling technique as the participants. This research used Context, Input, Process, and Product Evaluation Model to evaluate those variables. The research findings revealed that (a) there was no significant difference in self-efficacy on the aspects of gender and learning support facilities; (b) in research methodology on the aspect of gender; (c) in academic writing ability on the aspects of gender; and (d) in types of supervisors on the aspects of gender, sources of educational cost, and learning support facilities. However, (a) there was a significant difference in self-efficacy on the aspects of the profession, and sources of educational cost; (b) in research methodology on the aspects of the profession, sources of educational cost, and learning support facilities; (c) in academic writing ability on the aspects of the profession, sources of educational support, and learning support facilities; and (d) in types of supervisors on the aspect of the profession. In conclusion, self-efficacy contributed 59.7%; research methodology 10.4% and types of supervisor 0.1% ---- which is a totally of 70.2% towards the students' academic writing ability in accelerating students accomplishing final papers.

INTRODUCTION

To accomplish study on time is the main objective of each student both in bachelor and master programs in each university around the world. This is also in line with the vision and mission of each university to graduate their students within a normal span of the academic year, for example, fourteen semesters for bachelor and four semesters for master programs in Universitas Riau – Indonesia. This is also due to the reason that the

greater numbers of drop-out students automatically will influence even reduce the accredited rank of that university (Erawan, 2017).

Referring to both matters, students on one side and the university on the other side must be bound in achieving that target. For students, several key aspects must be possessed and mastered such as self-efficacy and research methodology; meanwhile, the university is represented by qualified academic supervisors. If these strengths are seriously working hard together, it will be able to produce meaningful academic writing ability that is required in accelerating students accomplishing their final papers (Pajares, 2002; Bandura, 1986; 1997; 2005; Burhanuddin, 2016; Hidayat, 2016; Gunayasa, et al, 2019; Fitzpatrick, 2005; Schlegel, 1992:25; Richards, et al 1992:4; Lynch, 1988:32; Trzeciak & Mackay, 2001:20; Shofiyya, 2015; Hai-online.com, 2019; Billy, 2016).

This research aimed at evaluating the concept of self-efficacy (*context factor*), the mastery of research methodology (*input factor*), the types of academic supervisor (*process factor*), and the quality of academic writing ability (*product factor*) in accelerating students accomplishing their final papers either in bachelor or master programs based on gender, profession, sources of educational cost, and learning support facilities. To be more specific, the research questions are formulated as in the followings:

(1) Is there any significant difference in students' self-efficacy viewed from the aspects of gender, profession, source of educational cost, and learning support facilities?

(2) Is there any significant difference in students' research methodology viewed from the aspects of gender, profession, source of educational cost, and learning support facilities?

(3) Is there any significant difference in students' academic writing ability viewed from the aspects of gender, profession, source of educational cost, and learning support facilities?

(4) Is there any significant difference in student's types of supervisors viewed from the aspects of gender, profession, source of educational cost, and learning support facilities?

(5) To what extent is the contribution of students' self-efficacy towards academic writing ability in accelerating them in accomplishing final papers?

(6) To what extent is the contribution of students' research methodology towards academic writing ability in accelerating them in accomplishing final papers?

(7) To what extent is the contribution of students' type of supervisors towards academic writing ability in accelerating them in accomplishing final papers?

(8) To what extent is the contribution of students' self-efficacy, research methodology, and type of supervisors simultaneously towards academic writing ability in accelerating them in accomplishing final papers?

Accelerating in terms of education, according to Pressy & Rimm (in Gunarsa, 2003), means '*to go faster in academic substances*'. So, in this context, accelerating can be defined as the power of efforts that force the students of bachelor and master programs

of Universitas Riau themselves to go faster in accomplishing their final papers. However, to help the accelerating process accurately, they are suggested to have higher quality in self-efficacy, research methodology, academic writing ability, plus the type of supervisors. The reason for this is that these four aspects can function as their natural ability (called capability) in accomplishing the final papers.

Self-efficacy, according to Pajares (2002), concerns three major aspects: (a) to what extent of efforts that the students spend their time for one activity, in this case, the accomplishment of final papers; (b) to what extent of efforts that the students can overcome inhibiting factors, in this case, the accomplishment of final papers; and (c) to what alert that the students can handle their struggling situations, in this case, the accomplishment of their final papers. In addition to this, Bandura (1986, in Warsito, 2009), emphasized that self-efficacy naturally has been implanted in the souls of each student; and the next problem is that it is dependent on their seriousness and willingness to activate themselves in accelerating the accomplishment of their final papers. Self-efficacy is required by each of the students in activating themselves including in accelerating in the accomplishment of their final papers.

Research methodology as the second important aspect for the students to be mastered in accelerating in the accomplishment of their final papers is dealing with the way how to realize their ideas and opinions to be a final structured, academic, and scientific product. Concerning this, Burhanuddin (2016) mentions two major utilities of mastering research methodology: (a) to be good at identifying each concept for a specific research activity; and (b) to be good at applying each concept accurately for a certain purpose. In line with this situation, Hidayat (2016) emphasizes that by having a higher understanding of research methodology, it will be easy for the students to make a decision; to solve such problems as limited time, cost, power, ethics, trusted conclusion; and last but not least, to run the process of final paper writing easily.

Following the two experts, lib.ui.ac.id (2018) defines research methodology as an '*operationalization*' of '*epistemology*' that is, how to discover or arrange a science started from an idea, material or both at the same time. This definition is supported by Wahyudi (2016) who concluded that research methodology is an epistemology that guides a researcher on the process of collecting data, information, opinion, and facts heuristically can be used as a basis in the development and shaping of a science. In short, knowing research methodology very well will make students not only easily conduct the research activity but also accomplish their final papers as scheduled.

Academic writing ability as the third aspect in accelerating the accomplishment of students' final papers will determine the quality of the content of the research objectively, scientifically, factually, and measurably. Ali (2013) mentions that research writing is a product, which is compulsorily prepared by each student such as working scientific papers for the attainment of a bachelor degree; thesis scientific papers for masters, and dissertation scientific papers for doctors.

In this context, Pena (2019) defines that academic writing has to put forward the principles of factual, systematic, conceptual, and procedural. The principle of factual deals with what has been discussed in the paper is based on the real data, not the artificial ones. The principle of systematic shows that what has been said is delivered chronologically from one to another; the principle of conceptual is dealt with what has been said is full of concept---not happens at once. Finally, the principle of procedural concerns with what has been said is in line with the procedure of academic writing, for example, each paragraph begins with a thesis statement, followed by supporting sentences, and ends with a concluding sentence.

To support this idea, Azhar (2015) introduced the COL approach as the solution to academic writing. C stands for the *content* that concerns the matters to be presented and discussed in paragraph-by-paragraph. So, to make the content scientific, Schelegel (1992) promoted a number of operational verbs that can be used to colour the content of that academic writing such as comparing, criticizing, describing, interpreting, explaining, discussing, proving, correlating, reasoning, analyzing, influencing, contributing, evaluating and so forth.

O stands for the *organization* that deals with the way how to arrange the contents correspondingly both in paragraph and essay writing. A good paragraph should be started with a topic sentence, followed by supporting sentences, and ended by a concluding sentence; meanwhile, a good essay will be begun with a thesis statement, followed by body paragraphs, and closed by a concluding paragraph (Callaghan & Rothery, 1988; Oshima & Hogue, 1999; Cameron, et al (2009; Imron and Al-Ma'ruf, 2016; and Stanley, 1983).

L stands for the *language* that has to do with the use of language in academic writing. Nugrahani and Al-Ma'ruf, (2008) conclude that language is one of the determinant components in the writing quality since it represents the diction, definition, jargon, and terminology for a certain discipline (that is called 'register' in linguistics). In short, a specific jargon (or register) will be legally effective in a certain field of science; for example, the jargon 'morphology' will have different meaning in Biology (meaning external shapes of animals); and Linguistics (meaning the words of language).

The next important aspects to be taken into account in academic writing according to Thesis Writing Guides of Post Graduate Students of Universitas Riau (2009) are dealt with the aspects of logic, theory, methodology, novelty, citation, and plagiarism. Logic concerns with research problems, thinking framework, and hypothesis. Theory is related to what extent the relevancy, coverage, and depth. The methodology must be in line with such aspects as withdrawing samples technique, data collection technique, and data analysis technique. Novelty has something to do with something new in that research; so, students are suggested to promote new fields of research. Citation is related to the way how to quote, to make footnotes, bibliography, and statistical notation which must be in accordance with the official guidebook issued by the post-graduate department.

Furthermore, www.youtube.com (2020) and www.google.com (2020) emphasized that a researcher is subject to follow the following steps in preparing related literature including theoretical framework, facts, as well as findings: (a) collecting a number of articles related to the research problems (being investigated); (b) understanding the contents of each article as a whole; (c) summarizing each article, and (d) reproducing all of the summarizing in own sentences in order to prevent plagiarism.

There are at least five steps that must be taken into account in preventing plagiarism as in the following: (a) write the source of citation; (b) note all sources of bibliography; (c) make a summarizing/paraphrasing; (d) make an interpretation; and (e) use application of plagiarism (https://blog.gamatechno.com (2020). In addition to this, https://id.wikihow.com (2020) and Dimas (2017) mention two more steps, that is, to make sure the topic is understood and to cite only the relevant things.

Last but not least, the aspect of types of the supervisor is also accelerating the accomplishment of final papers. Hai-online.com (2019) mentions five types of supervisors: perfectionist, hard-to-find, unfriendly, wishy-washy, and angle-type. The supervisors with the type of 'perfectionist' tend to supervise the progress of the final papers including the quality of the papers from time to time. For those with the type of 'hard- to-find' always delay or cancel the consulting schedule; so, students must be proactive to contact them.

Meanwhile, for the supervisors with the type of 'unfriendly, they tend to give a chance to the students for consulting schedule. However, the supervisors with 'wishy-washy' type, are not consistent even always change their opinions from time-to-time; and finally, those with 'angle-type' supervisors are different; they have such characteristics as fairness, relax but serious even giving suggestions for the sake of the accomplishment of the final papers.

In addition to this, Billy (2016) adds other four types of supervisors: killer, chasing target, play-favor, and flirtatious/prankster. Those belong to 'killer-type' ultimately make students feel afraid; and as a result, students are reluctantly to have a regular consultation; however, those with 'chasing target' help accelerate the accomplishment of the final papers on schedule but unfortunately, the aspect of quality is sometimes ignorant. Unlike the two previous types, those with 'play-favor' is hard to detect whether they are interested to focus on the papers or the students' appearances; meanwhile, the supervisors with 'flirtatious/prankster-type' are much eager to supervise the younger and pleasant appearance students.

METHODS

The framework of thought of this research is based on *Context, Input, Process, and Product Evaluation Model* (Stufflebeam *et al, 1971a; 1971b;* Shinkled, 1985; 1988; Arikunto, 2010; and Creswell, 2005). Context evaluation aims to evaluate the strengths and weaknesses of the research object. This type of evaluation is done through Focus group discussion (Krueger, 1994) with a number of students (January 2020) on their obstacles in the accomplishment of their final papers. The FGD concluded that self-efficacy functions as the context aspect. Input evaluation aims to pinpoint alternative problem-solvers particularly on accelerating the accomplishment of final papers. In this case, research methodology functions as the input aspect. Process evaluation in this context intends to gather information that is related to the aspects of academic writing ability and the type of academic supervisors. Meanwhile, product evaluation is determined by the efforts of attainment level done by the students in the accomplishment of their final papers. The attainment level, in this context, is counted through descriptive quantitative in the aspects of self-efficacy, research methodology, academic writing ability, and types of supervisors and correlate them through inferential statistics with demographic components such as gender, profession, source of educational cost, and learning support facilities.

In terms of variables, self-efficacy (X1), research methodology (X2), and types of supervisors (X3) are called independent variables while academic writing ability (Y) in the accomplishment of final papers functions as a dependent variable (Sugiyono, 2015; Sutopo & Slamet, 2017).

The population of this research is the students of Universitas Riau while the sample is taken from the bachelor and post-graduate departments of Teacher Training and Education Faculty and the post-graduate Administration Education Universitas Riau. The sample is 214 students who are taken through the purposive sampling technique (Creswell, 2005; Gay, 2000)).

For data collection, a set of questionnaires containing the aspects of self-efficacy, research methodology, academic writing ability, and types of supervisors is used. Then, to analyze the differences, correlation, and contribution between two or more variables, this research used the following statistical analysis: t-test, one-way ANOVA, and regression analysis (Best & Kahn, 1998; Cohen & Manion, 2000; Best, 2006; Johnson & Christensen, 2000; Sugiyono, 2011; Sudijono, 1999; Pallant, 2007; Santoso, 2006).

FINDINGS AND DISCUSSIONS

There are eight research questions (RQ) to be answered and analyzed in this research. In RQ1 which has a connection with the aspect of self-efficacy, it is found that Ho is

accepted on the aspects of gender (sig. 0.219 > p 0.05) and on learning support facility (sig.0.073 > p 0.05). This result is in line with findings obtained by Safitri, Yolida, Surbakti (2019), namely there is also no significant difference in self-efficacy based on the gender of the seventh-grade students of SMP (Junior high schools) in Kecamatan Kedaton. Meanwhile, on learning support facility, Budiadi and Sulistyawati (2013) mentioned that self-efficacy, locus of control, and learning facility support have a positive and significant influence simultaneously on students' understanding of accountancy (F-counted = 2,833 with Sig. F = 0,033) Politeknik Cahaya Surya Kediri. However, it is found that Ho is rejected on the aspects of the profession (sig. 0.000 < p 0.05) and on the source of educational cost (sig. 0.014 < p 0.05). In relation to this, Afiningsih (2018) showed that there is a positive influence between educational cost and the quality of education at SMK Satria Jakarta Barat.

In RQ2 which deals with the aspect of research methodology, it is found that Ho is accepted on the aspect of gender (sig.0.508 > p 0.05) but Ho is rejected on the aspects of profession (sig. 0.000 < p 0.05), on source of educational cost (sig. 0.004 < p 0.05), and on learning support facility (sig. 0.001 < p 0.05). However, Ropin (2007) concluded that there is no significant influence between the understanding of research methodology on the writing of final papers based on gender, profession, sources of educational cost, and learning support facility. Even, Fachrorozie, Kiswanto, and Asrori (2018) conclude their research that the accomplishment of final papers of the students of Accountancy Department of the Faculty of Economics Universitas Negeri Semarang will be successful if students' understanding of the research methodology needs to be improved significantly. However, the students of Counseling and Guidance of the Faculty of Education Universitas Negeri Yogyakarta in the accomplishment of paper writing have some difficulties in searching literature review, having irregular consultation with supervisors, and misperception on supervisors (Nugraha, 2013). Similar to this, Sefna (2015) concluded that the students of the Study Program of STKIP PGRI Sumatera Barat have difficulties in pouring ideas into scientific writing (66.67%), the use of inferential statistics (61.54%), and narrating the findings of research activities (64.10%).

In RQ3 which concerned with the aspect of academic writing ability, it is found that Ho is accepted (sig. 0.939 > p 0.05) on gender; but Ho is rejected (sig. 0.013 < p 0.05) on profession, (sig. 0.014 < p 0.05) on source of educational cost, and (sig. 0.000 < p 0.05) on learning support facility. In relation to this, Ujang and Aishah (2014) concluded that the students of Accountancy Study Program Universitas Negeri Yogyakarta have a high motivation to pass on time, and peer environment have a positive towards the accomplishment of thesis writing partially and simultaneously. This is shown accordingly by r-counted 0.534; 0.334; 0.239; 0.230; and 0.214 with < 5% significant variable. R-counted value is as big as 0.54 and F-counted value (9.267) > F-table (2.30).

In RQ4 which is related to types of supervisors, it is found that Ho is accepted (sig. 0.618 > p 0.05) on gender and on learning support facility (sig. 0.773 > p 0.05) but Ho is rejected (sig. 0.022 < p 0.05) on profession and (sig. 0.074 > p 0.05) on sources of educational cost). Ujang and Aishah (2014) concluded that the students of Accountancy

Study Program Universitas Negeri Yogyakarta have the quality of thesis supervisor and have the ability to write scientific writing as well. Fachrorozie, Kiswanto, and Asrori (2018) conclude their research that the accomplishment of final papers of the students of Accountancy Department of the Faculty of Economics Universitas Negeri Semarang will be successful if (a) they are supervised by one supervisor; (b) supervisor needs to ease students' consultation; and (c) no obstacles in the validation process of final papers.

Meanwhile, RQ5, RQ6 and RQ7 which debate the level of contribution/influence of self-efficacy, research methodology, and types of supervisor are shown in Table 1.

Table 1. Multiple Regression Coefficient

Model	Unstandardized Coefficient		Standard Coefficient		
	B	Std. Error	Beta	t	Sig.
(constant)	0.534	0.152		3.514	0.001
Self-efficacy (X1)	0.350	0.049	0.405	7.097	0.000
Research methodology (X2)	0.508	0.059	0.492	8.582	0.000
Types of supervisors (X3)	-0.007	0.008	-0.035	-0.919	0.359

$$Y = 0.534 + 0.350 \, X1 + 0.508 \, X2 + -0.007 \, X3$$

So, it can be concluded that both self-efficacy and research methodology have a positive influence on academic writing ability particularly on the accomplishment of final papers, but it does not happen to the types of supervisors. However, Ropin (2007) concluded that there is no significant influence of the understanding of research methodology on the writing of final papers. Budiadi and Sulistyawati (2013) concluded that learning support facility does not show a positive influence partially on the level of students' understanding on accountancy (t-counted = 0.793 with Sig. T = 0.431). Afiningsih (2018) showed that there is a positive influence between educational cost and the quality of education at SMK Satria Jakarta Barat. Sariningsih and Purwasih (2012) explained in their article that students' self-efficacy on mathematics learned through problem-based learning is better than those of using expository learning. Ujang and Aishah (2014) concluded that the students of Accountancy Study Program Universitas Negeri Yogyakarta have the availability of learning sources. Warsito (2009) found in his research that there is a causal, positive and significant correlation between (a) self-efficacy and academic adjustment (R = 0.600); (b) academic adjustment and learning achievement (R = 0.506); and (c) self-efficacy and learning achievement (R = 0.472) for the students of Faculty of Education Universitas Negeri Surabaya. Schunk (1995) explained that theoretically, self-efficacy plays an important role not only in the prediction of motivation and ability but also in various research on the models of causality testing. Fardana and Kisti (2012) got in their research that there is a significant correlation between self-efficacy and SMK students' creativity. Engko (2008) mentioned that there is a positive correlation between (a) job satisfaction and self-esteem; (b) job satisfaction and self-efficacy; (c) job satisfaction and job performance;

(d) self-esteem and self-efficacy; (e) self-esteem and job performance; and (f) self-efficacy and job performance.

Then, to find out the partial result of self-efficacy, research methodology, and types of supervisors toward academic writing ability particularly on the accomplishment of final papers is presented in Table 2.

Table 2 Model of Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	737[a]	.597	.595	.33613	.597	314.545	1	212	.000	
2	837[b]	.701	.698	.29045	.103	72.928	1	211	.000	
3	837[c]	.702	.698	.29056	.001	845	1	210	.359	1.928

a. Predictors: (Constant), Self-efficacy

b. Predictors: (Constant), Self-efficacy, research methodology

c. Predictors: (Constant), Self-efficacy, research methodology, types of supervisors

d. Dependent Variable: Academic writing ability

Table 2 presents the level of influence partially of self-efficacy, research methodology, and types of supervisors on academic writing ability. Self-efficacy influences 59.7%; research methodology influences 10.3%, and type of supervisors influences 0.01%.

Finally, RQ8 which is asking about the contribution of students' self-efficacy, research methodology, and type of supervisors simultaneously towards academic writing ability in accelerating them in accomplishing final papers can be seen in Table 3.

Table 3. Model Summary of Multiple Regression

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.838[a]	.702	.698	.29056	.702	164.891	3	210	.000

a. Predictors: (Constant), Types of supervisors, Self-efficacy, and Research methodology

b. Dependent Variable: Academic Writing Ability

Simultaneously, Self-efficacy, research methodology, and types of supervisors influence 70.2% on academic writing ability while the other 29.8% is influenced by other factors

that are not counted in this research. Jatisunda (2017) obtained in his/her research that there is a positive correlation between mathematical problem skills and students' self-efficacy on mathematics.

CONCLUSION

In general, it can be inferred from the research findings that students' self-efficacy, research methodology, and types of supervisors have an influence or contribution towards the students' capability in accelerating the accomplishment of their final papers. So, students need to have higher attention and deep interests in self-efficacy as a basic milestone or road map to motivate themselves for the accomplishment of the final papers on time. However, having self-efficacy is not enough if it is not backed up by having higher mastery on the aspect of research methodology. Last but not least, keeping a good and mutual relationship with supervisors needs to be looked after or sustainable since each supervisor has a specific type in terms of guidance and consultations.

REFERENCES

_____. (2019). *Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (Faculty students Guide Book)*. Pekanbaru: Universitas Riau.

_____. (2018). Penelitian Deskriptif Kuantitatif (*Quantitative Descriptive Research*. (Retrieved from https://www.google.com on 2 August 2020).

_____. (2018). Penelitian Eksploratif (*Explorarive Research)*. (Retrieved from https://www.google.com on 2 August 2020).

_____.cara menghindari plagiat (*ways of preventing plagiarism* (Retrieved from https://id.wikihow.com/Menghindari-Plagiat 10 April 2020)

_____. Penulisan tinjauan pustaka (*the writing of references*). (Retrieved from www.youtube.com on 10 April 2020).

_____. What is a citation and citation style? (retrieved from https://www.google.com on 10 April 2020).

_____. 5 tips menghindari plagiarism dalam menulis (*5 tips preventing plagiarism in writing).* (retrieved from https://blog.gamatechno.com on 10 April 2020).

Afiningsih Dwi Febriyani (2018). *Pengaruh pembiayaan pendidikan terhadap kualitas pendidikan di SMK Satria Jakarta Barat (the influence of educational cost on the quality of education).* Manajemen Pendidikan *(Educational management).*

Fakultas Ilmu Tarbiyah dan Keguruan *(Faculty of Education* Universitas Islam Negeri Syarif Hidayatullah Jakarta. Skripsi (unpublished). (p.10-12).

Ali Meyske (2013. *Langkah-langkah Menulis Akademik (steps of academic writing).* (Retrieved from https://mahasiswa.ung.ac.id html on 17 July 2020). (p.42-44).

Arikunto, (2010). *Prosedur penelitian: Suatu pendekatan praktek (Research Procedure: A practical approach).* Revised Edition V. Jakarta: Penerbit Rineka Cipta.

Azhar, Fadly. (2015). *Perceptions on Project-Based Assessment Rubrics: A Rubric Design for Indonesian School Contexts. Mediterranean Journal of Social Sciences. 6*(4), 463- 470.

Bandura, A. (1986). Pengertian (*Definition of) Self-Efficacy.* (retrieved from saharpratama.blogspot.com on 1 February, 2020).

Bandura, A. (1997). *Self-Efficacy, The Exercise of Control.* New York: W.H. Freeman and Company.

Bandura, A. (2005). *Theories of personality. 6th Edition. Social cognitive theory.* Burhanuddin. (2016). The Mcgraw-Hill companies. (p.66-70). Burhanuddin. (2016). Pentingnya pemanfaatan metodologi penelitian (*The Importance of the utilization of research methodology*). (retrieved from hanuddin.wordpress.com on 15 July 2020 p. 21).

Best & Kahn, (1998). *Research in education.* New York: A&B Pearson.

Best, J. W. (2006). *Research in education.* New York: A&B Pearson.

Billy, (2016). 10 Tipe Dosen Pembimbing Skripsi yang Perlu Kamu Ketahui (*10 Types of supervisors that you should know)* (retrieved from https://www.duniadosen.com), 24-29.

Budiadi Dwi & Sulistyawati Jenny. (2013). Pengaruh Kompetensi Dosen, Self-Efficacy, Locus of Control, dan Fasilitas Pembelajaran Terhadap Tingkat Pemahaman Mahasiswa Akuntansi Politeknik Cahaya Surya Kediri (*The Influence of teachers' competency, self-efficacy, locus of control, and learning facilities towards the level of understanding on accountancy of the students of* Politeknik Cahaya Surya Kediri. Cahaya Aktiva Vol. .01, March 2013. Politeknik Cahaya Surya Kediri https://www.cahayasurya.ac.id. (p.21-25).

Callaghan & Rothery, (1988). *Teaching Factual Writing. A Genre-Based approach. Erskineville*. NSW: Metropolitan East Advantaged School Program.

Cameron, et al (2009). Demystifying Academic Writing: Reflections on Emotions, Know-How and Academic Identity. https://doi.org. (Retrieved from dari https://www.tandfonline.com/doi/abs/

Cohen & Manion, (2000). *Research methods in education.* 5th Edition. London: Routledge Falmer.

Creswell, (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 2nd Edition. Singapore: Pearson Education.

Dimas (2017). *5 tips menghindari plagiarisme dalam menulis* (*5 tips in preventing plagiarism in writing)* (Retrieved from https://tessy.id/news 2 August 2020).

Engko (2008). Pengaruh kepuasan kerja terhadap kinerja individual dengan *Self-esteem* dan *Self-efficacy* sebagai variabel intervening (*The inlfuence of job satisfaction towards individual performance and self-esteem and self-efficacy as intervening variable)*. (Retrieved from Journal Bisnis dan akuntansi 10 (1), 1-12, 2008).

Erawan Endang, (2017). Drop-Out (DO) berpengaruh terhadap Akreditasi (*Drop-outs influence the accredited* rank). (Retrieved from https://lensafisipolunmul.wordpress.com on 9 January 2021.)

Fachrorozie, Kiswanto, and Asrori (2018). Analisis Kendala Percepatan Penyelesaian Studi Mahasiswa Jurusan Akuntansi (*analysis on the inhibition of accelerating the accomplishment of Accoutancy students in writing thesis. Faculty of Economic)* Universitas Negeri Semarang. Jurnal Pendidikan dan Ilmu Sosial, *28 (1),* 32-34.

Fardana & Kisti (2012). Hubungan antara *Self-efficacy* dengan kreativitas pada siswa SMK (*the relationship between self-efficacy and students' creativity*). (Retrieved from Jurnal Psikologi Klinis dan Kesehatan Mental *1((2),* 52-58.

Fitzpatrick, M. (2005). *Engaging Writing. Paragraphs and essays.* Pearson Education.

Gay, L.R. (2000). *Educational Research*. Competencies for analysis and application. Sixth edition. Prentice Hall.

Gunayasa Ida Bagus Kade, et al. (2019). Penyuluhan tentang menulis akademik guru-guru SMP se- kabupaten Lombok Barat (*The counseling on academic writing for junior high school teachers in West Lombok Regency)*. Journal Mabasindo: Journal Bahasa dan Sastra Indonesia, *3(2)*, 232-252. (Retrieved from journal mabasindo.unram.ac.id on 15 July 2020).

Hai-online (2019). 5 Macam Dosen Pembimbing yang bakal Ditemui Mahasiswa Tingkat Akhir. *(5 types of supervisors that will be met by the senior students)* (Retrieved on 26 Februari 2020 from https://babe-id.onelink.me/zk).

Hidayat. (2016). Pengertian dan penjelasan metodologi penelitian lengkap (*Definition and explanation on research methodology*) (retrieved from https://www.statistikian.com on 15 July 2020 p. 12).

Imron & Al-Ma'ruf. (2016). Bahasa akademik dalam Karya Ilmiah *(Academic language in scientific papers)*. dosen.perbanas.id (Retrieved from https://www.google.com on 20 July 2020).

Jatisunda (2017). *Hubungan Self-efficacy siswa SMP dengan kemampuan pemecahan masalah matematis (The relationship benween self-efficacy of SMP students with their ability in problem solving on mathematics).* (Retrieved from jurnal.unma.ac.id, 30-32.

Johnson & Christensen, (2000). *Educational research: quantitative and qualitative approaches.* Boston: Allyn & Bacon.

Krueger, R.A. 1994. *Focus groups: A practical guide for applied research.* Newbury Park, CA: Sage Publication.

Lib.ui.ac.id (2018). *definisi metodologi penelitian* (*definition of research methodology* (Retrieved from scholar.google.co.id 18 July 2020).

Lynch. (1988). *Reading for Academic Success: Selections from Across the Curriculum.* Collier Macmillan.

Nugraha Bangun Widya. (2013). Permasalahan dan Strategi *Coping* dalam Menyelesaikan Tugas Akhir Skipsi Mahasiswa Prodi Bimbingan dan Konseling FIP UNY. Skripsi (The problem and coping strategy in accomlishing final papers. (unpublished). (p. 10-13).

Oshima & Hogue, (1999). *Writing Academic English.* Third Edition. New York: Longman Group.

Pajares. (2002). *Self-efficacy beliefs in academic context: An outline. p.25.* (Retrieved from http://www.emory.edu/EDUCATION/mfp/efftalk.html on 15 July 2020).

Pallant, 2007. SPSS survival: *A step-by step guide to data analysis using SPSS for windows (version 10).* New South Wales, Australia: Allen & Unwin. (p.45-48).

Pena Kaddu (2019). *Tips Menulis Akademik* (*tips of academic writing)*. (Retrieved from https://www.kaddupena.com.html 17 July 2020).

Pressy & Rimm (in Gunarsa, 2003*). Definition of Accelerating.* p.5-7. (Retrieved from repository.uma.ac.id on 10 January 2021).

Richards, et al. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics.* England: Longman Group UK Limited.

Ropin (2007). *Pengaruh pemahaman metodologi penelitian terhadap penyelesaian proposal skripsi mahasiswa di Semester VIII Jurusan PAI Fakultas Tarbiyah IAIN Sunan Ampel Surabaya (the influence of the understanding of research methodology towards the accomplishment of proposal). Undergraduate thesis, Digital Library. IAIN Sunan Ampel Surabaya,* 37-39.

Safitri Isnaini, et.al (2019). Hubungan Self-Efficacy Berdasarkan Gender Dengan Hasil Belajar Siswa Mata Pelajaran IPA (*The relationship of self-efficacy based on gender towards students' learning achievement on science subject)*. Journal Bioterdidik, *7(3),* 23-26.

Santoso, (2006). *Menguasai statistik di era informasi dengan SPSS.* Jakarta: PT. Elex Media Komputindo.

Sariningsih and Purwasih (2017). Pembelajaran *Problem-Based Learning* untuk meningkatkan kemampuan pemecahan masalah matematis dan *Self-efficacy* mahasiswa calon guru. Diakses dari Jurnal Nasional Pendidikan Matematika. E-ISSN: 2549 – 4937; p-ISSN: 2549 – 8495.

Schlegel, N. (1992). *Research and Study skills Guide for Senior Students.* 3rd Edition. Victoria: Beri Publishing.

Schunk (1995). Self-efficacy, motivation, and performance. *Journal of Applied Sport Psychology* Volume 7, 1995 - Issue 2 (accessed from https://www.tandfonline.com/).

Sefna, Rismen. (2015). *Analisis Kesulitan Mahasiswa dalam Penyelesaian Skripsi di Prodi Pendidikan Matematika STKIP PGRI Sumbar (analysis on students' difficulties in accomplishing final papers at mathematics department)*. LEMMA, *1(2),* 42-44.

Shinkled, A.J. (1985). *Systematic evaluation: A self-guide to theory and practice.* Boston*:* Kluwer-Nijhoff Publishing.

Shofiyya Hajar. (2015). Bagaimana menghindari plagiarism (*how to prevent plagiarism* (Retrieved from Kompasiana.com on 15 July 2020).

Stanley, (1983). *Building skill for the TOEFL.* Boston: Henle and Henle Publisher. Inc.

Stufflebeam *et al, (1971a).* The Relevance of CIPP evaluation Model for educational accountability. *Journal of Research and Development in Education.* Fall*:* 19-25.

Stufflebeam *et al, (1971b). Educational evaluation and decision making.* Hance, IL: Peacock.

Sudijono, (1999). *Pengantar statistik Pendidikan (An introduction to educational statistics).* Jakarta: PT RajaGrafindo Persada. (p.54-57).

Sugiyono, 2011). *Statistika untuk Penelitian (statistics for research).* Bandung: Penerbit Alfabeta.

Sugiyono, (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D (research methodology on quantitative, qualitative, and R & D).* Bandung: Alfabeta.

Sutopo & Slamet, (2017). *Statistik Inferensial (inferential statistics).* Yogyakarta: Andi.

Trzeciak, J. & Mackay, E.S. (2001). *Study Skills for Academic Writing.* Student's Book. London: Pearson Education Limited.

Wahyudi Purwanto (2016). *Apa yang Dimaksud dengan Epistemologi dalam Metodologi?* (*What is meant by epistemology in methodology?*) (Wahyudi Retrieved from http://spi.uin-alauddin.ac.id/index.

Warsito. (2009). *Hubungan antara Self-Efficacy dengan Penyesuaian Akademik dan Prestasi Akademik (Studi pada mahasiswa FIP Universitas Negeri Surabaya)* (*Relationship between self-efficacy and academic adjustment & academic achievement*). PEDAGOGI. Jurnal Ilmiah Ilmu Pendidikan. *9(1),* 36-38.