

ARE THEY DOING ENOUGH FOR THEIR GOAL? EXPLORATION OF STUDENTS' READINESS IN WRITING THESIS

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ABSTRACT

Students often consider writing a thesis project burdensome, resulting in a longer completion of the degree. This article reports findings from qualitative research exploring students' readiness to write bachelor's theses. Questionnaires were distributed across different batches of students working on their thesis projects at an Islamic university in East Java. The respondents also participated in a focused discussion group to further explore their readiness. Data from 200 participants highlights that students generally have sufficient cognitive readiness regarding the areas and scopes of topics in ELT research. They have adequate to low academic readiness on aspects related to thesis writing as a form of academic writing. These students, however, have low social readiness. While the responses indicate that the students have high motivation to complete the thesis projects, more than half of the students reflected that they do not have a clear plan for completion, are not very disciplined in working on their theses, have low reading interest, and cannot manage their moods. The findings suggest that there is a gap between expectation and effort. While they are cognitively ready, they are not socially ready. This implies that when supervising, the department and thesis supervisors need to touch upon the psychological aspects of thesis writing intensively.

Keywords: cognitive readiness; social readiness; thesis writing

ABSTRAK

Menulis skripsi sering menjadi beban bagi sebagian besar mahasiswa sehingga banyak dari mereka yang tidak dapat lulus tepat waktu. Artikel ini memaparkan hasil penelitian kualitatif tentang kesiapan mahasiswa dalam mengerjakan skripsi. Kuesioner didistribusikan kepada mahasiswa dari angkatan yang berbeda dan sedang mengerjakan skripsi di sebuah perguruan tinggi Islam negeri di Jawa Timur. Responden kuesioner juga berpartisipasi dalam focus group discussion (FGD) untuk mengeksplorasi lebih lanjut kesiapan mereka dalam mengerjakan skripsi. Data dari 200 mahasiswa menunjukkan bahwa secara umum mahasiswa memiliki kesiapan kognitif kategori cukup terkait cakupan topik penelitian dalam bidang pembelajaran Bahasa Inggris. Mereka memiliki kesiapan akademik cukup cenderung rendah pada aspek penulisan skripsi. Akan tetapi, mahasiswa memiliki kesiapan sosial yang rendah. Respon terhadap kuesioner dan FGD menunjukkan bahwa meskipun memiliki motivasi yang tinggi untuk mengerjakan skripsi, separuh lebih mahasiswa memiliki minat baca yang kurang baik, tidak memiliki rencana pengerjaan yang jelas, tidak disiplin dalam mengerjakan, dan tidak dapat mengendalikan suasana hati. Data mengindikasikan adanya ketimpangan antara pengetahuan, keinginan dan usaha. Meskipun secara kognitif memiliki kesiapan, mereka tidak terlalu siap secara sosial. Implikasi dari temuan adalah perlunya dukungan psikologis secara intensif dari dosen pembimbing dan program studi.

Kata Kunci: kesiapan kognitif; kesiapan sosial; penulisan skripsi

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INTRODUCTION

Writing a thesis project is a crucial component of higher education, mandated by the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023. Thesis serves to fulfill the study load across various educational levels, with specific formats designated for each level: prototypes or projects for Diploma 3, theses for Strata 1 and 2, and dissertations for Strata 3. Notably, at the S1, S2, and S3 levels, a prototype or project may substitute the traditional thesis, particularly in programs that employ a project-based curriculum. Based on the thesis guidelines issued, completion of a thesis or article as a form of final project recognized by the university is carried out in several stages, namely (1) title submission stage, (2) appointment of supervisor, (3) supervision stage, (4) the proposal seminar implementation stage and (5) the final assignment examination stage (Pedoman Teknik Penulisan Skripsi, 2014). This stage shows the long process that students must go through to complete a final assignment. So, it is common for students to feel unprepared when they enter their final semester and have to write their thesis.

Several activities not specifically related to thesis writing may hinder the process and completion of thesis writing. Working (Wira, 2023), having a family (Fajar Rositoh, 2017), and other environmental situations may hinder the writing process and students tend to procrastinate, especially in a theory-free situation. The procrastination may be stimulated by the nature of thesis as no-class meeting activity (Barus, 2022). Students' problems and difficulties in writing a thesis can originate from various factors, such as students' lack of ability in time management (Sukri, 2019), the habit of staying up late, weak mastery of literacy in writing scientific papers, minimal mastery of research methodology, low self-efficacy, weak academic motivation, high procrastination habits, and poorly managed anxiety. For some students, writing a thesis is often a scary thing.

Several factors can influence the completion of thesis writing, categorized into academic and non-academic elements. Academic factors encompass research methodology, topic knowledge, and scientific writing skills, while non-academic factors pertain to administrative processes such as title submission and research permit management. These factors can be further divided into internal factors, including student motivation and academic abilities, and external factors, including resource availability, family support, and communication with supervisors. However, success in completing a thesis cannot be separated from the ability to read and write because writing is a representation of various reference sources read by students, and students' writing skills are not obtained only by practicing writing but also by reading, therefore reading and writing are substantially related each other (Merjen et al., 2019). The study conducted by McTigue et al. (2009) regarding academic and reading resilience stated that students' academic resilience is driven by the goals they have with a tough mindset in academics, with one of the factors being belief as a good student, in other words when students face problems in learning, but has a good level of self-efficacy. He will also have good academic resilience to achieve academic achievement through socio-emotional aspects such as teaching reading and writing. Previous research that reveals aspects of teacher readiness has been conducted by Syafryadin et al. (2022) based on the results of qualitative and quantitative data analysis, which shows that most teachers are generally ready to shape students into autonomous learners in information technology-based English learning.

Several studies have also been conducted that explain student self-efficacy in relation to other variables. The research relates to self-compassion (Siswati & Hadiyati, 2017) and self-confidence (Zimmerman, 2002). In addition, previous research on the preparation of final assignments is also associated with the aspect of guidance, with a focus on reading interest and the role of the supervising lecturer in the preparation of final assignments (Damanik, 2022). The critical role of the supervising lecturer in completing students' final assignments is also confirmed by Nihayah (2019).

Several previous studies exploring student readiness have been conducted. Most of them focus on students' readiness to carry out online learning (Dwiyanti et al., 2020; Mutambik et al., 2020; Nikmah, 2021; Nurjannah, 2021; Octavia, 2022) or blended learning (Osman & Hamzah, 2017; Rahmawati, 2020; Sriwichai, 2020), academic writing learning (Adnan et al., 2022; Asio, 2023; Pangket et al., 2023; Safriyani & Asmiyah, 2023). A small number of others examine students' readiness to enter the workforce (Zunita et al., 2018) and complete final assignments (Yanti et al., 2018), including those related to choosing a final assignment theme (Pratama et al., 2022; Vebrianto, 2018) and motivation (Sukri, 2019). Several other studies also focus on developing a final assignment information system and factors influencing readiness (Windra et al., 2021). Given the broad scope of previous research related to readiness and final assignments, prior research that will be discussed in the review in this section will be limited to research related to readiness in working on final assignments or other forms of academic writing. Rosario and Cayabas Jr (2023) researched students' readiness to write scientific papers in the context of higher education in the Philippines. The study results revealed that students were not yet ready to write research articles, especially when identifying research problems and writing literature reviews. This resulted in the abandonment of research conducted or the delay in completing research conducted by students. This situation was reinforced by data from interviews indicating that students lacked expertise in conducting research and faced a high burden of other assignments, resulting in their research completion. The results of this study then provided recommendations to universities to offer research skills development seminars to students each semester.

A similar study with a descriptive correlation design was also conducted by Asio (2023), involving 70 students selected based on predetermined criteria. The results of the data analysis showed that students had adequate knowledge of the elements in the research manuscript and were ready to conduct research. In addition, the study's results proved a significant relationship between knowledge of writing research manuscripts and students' readiness to conduct research.

Another study on students' readiness to learn to write English revealed a positive relationship between students' independent learning levels and students' readiness to learn to write English independently. Students with a high level of independent learning also have a high level of readiness in writing English independently, compared to students with a low level of independent learning. Furthermore, this study recommends that subsequent research consider independent learning strategies to encourage the emergence of positive effects that can be generated through the learning experiences experienced by students, such as discipline, attention, responsibility, and creativity in planning learning objectives.

Safriyani and Asmiyah (2023) researched self-efficacy possessed by students and lecturers in the English language education study program and the English language and literature study program. The results of the study showed a moderate level of self-efficacy. Meanwhile, the results of the Structural Equation Model (SEM) analysis of time factors, access to information, Wi-Fi network quality, mastery of material and motivation conducted by Sukri (2019) showed that student motivation in completing the final assignment was most influenced by the quality of the Wi-Fi network and mastery of the material.

Research findings indicate that internal factors, such as emotional management and motivation, significantly impact students' ability to complete their final assignments. External influences, including family encouragement and peer communication, are vital. Motivation, particularly the desire to graduate on time, has been positively correlated with the timely completion of theses. Despite these insights, many students encounter challenges in their final assignment endeavours, often perceiving it as daunting. Common difficulties include unpreparedness, topic selection, time management, and supervisory coordination.

Students frequently report feeling ill-equipped to tackle their final assignments, struggling with topic identification and time allocation, especially when balancing work and academic

responsibilities. Coordination issues with supervisors further complicate the process, often exacerbated by conflicting schedules. Research highlights that working during the semester can hinder thesis completion, while distractions from social media and the internet contribute to neglecting academic responsibilities. Additionally, the high demands of final assignments can increase stress, limiting students' social interactions.

Readiness is often associated with students' readiness to enter primary and higher education. Although there is no clear definition of Readiness, Hughes et al. say that readiness is closely related to a student's ability to face various social challenges. If related to the context of this research, readiness to face these challenges is related to finding research topics and conducting research. Readiness level in higher education is a dynamic process that involves determining choices, actions, and beliefs. It is often also faced with structural obstacles. Readiness in higher education is closely related to readiness in terms of curriculum content, development of academic behaviour, cognitive strategies, and resilience.

Meanwhile, according to Wariyo and Asgedom (2021), readiness for higher education is related to academic culture, cognitive strategies, and knowledge of campus culture. Suppose it relates to readiness to do a final assignment as part of academic activities in higher education. In that case, final assignment readiness can also be related to several things: (a) readiness related to the topic raised in the final assignment in scientific discipline discourse, (b) readiness related to behaviour academics related to the process and ethics in working on a final assignment, (c) strategies in overcoming obstacles in completing a final assignment, (d) knowledge of writing culture and research culture in scientific disciplinary discourse and of course (e) mental and skill resilience and resources in working on the final assignment.

Students must have readiness in (a) cognitive aspects, including abstract, critical thinking, and problem-solving abilities, (b) knowledge of scientific disciplines, and (c) academic attitudes and skills. To ensure that students are ready, the procedures that can be carried out are (a) conducting student profiling, (b) conducting modelling, explanations, and interactions, and (c) providing feedback. In relation to the final assignment, the readiness conveyed by Conley and Mattern is also in line with what was conveyed by Kurlaender et al. (2019) in the previous section. However, another thing that Kurlaender et al. (2019) has not conveyed is the procedure for ensuring student readiness. If drawn into the context of this research, the method proposed by Chorrojprasert (2020) can be contextualized into a procedure to increase student readiness in completing the final assignment through profiling students' readiness in completing their final assignment, modelling, explanations by lecturers and interactions between lecturers and students and students with data sources and feedback from lecturers during the mentoring process, proposal seminar process as well as thesis examination process.

This exploratory research was part of an effort to profile student readiness. So that later, the results of this research can be used to determine modeling strategies, explanations, interaction patterns, and feedback. In this way, students' readiness for the future can be further improved.

METHODS

This research aims to explore students' readiness to write bachelor theses. By taking this explorative, descriptive design, this study explores comprehensively to identify, group, and describe the Readiness of English Language Education Study Program students to complete their thesis. Thus, data related to student readiness and differences in student readiness in completing final assignments can be presented systematically and thoroughly. Therefore, the results of these findings can be used as a basis for carrying out follow-up actions by lecturers, students, and the English Language Education Study Program to solve the problem of low on-time graduation and student learning completion.

Research design

This study adopts the qualitative exploratory-descriptive method conducted by Hunter et al. (2019) as an exploratory study. With this method, quantitative and qualitative data are both collected. However, because this study is a qualitative study by design, the purpose of collecting quantitative data is not to make external generalizations but rather to create quasi-statistics of quantitative data. This quasi-statistic is intended to calculate numerical data to make initial internal generalizations of further data that have not been collected. The quasi-statistic is also used to count the frequency of themes generated from qualitative data from interviews and FGD. The explicit quantification helps internal generalization of the qualitative data. This quantitative data does not mean that the research design becomes quantitative, but is intended only to make the data more explicit and precise. For the triangulation, the data from the survey was then further explored through interviews and FGD to see if the quantitative data is corroborated or challenged by the qualitative data. Within the qualitative exploratory-descriptive method framework, the survey in this study is a quantitative data collection technique and not a survey as a research method.

Research site and participants

The research was conducted in an Islamic state university in East Java. The research participants were 200 students from the English Language Education Department at the university. These participants are those who are in the process of doing their bachelor's thesis. The subjects of this study are students who have been in semester six and are taking seminar courses, and students in semester eight and above who have not completed their thesis. The selection of these subjects is based on the consideration that different semesters may have different readiness and strategies.

Data collection and analysis

Data collection methods were conducted using surveys, FGDs, and interviews. The survey collected data related to readiness, inhibiting factors, and strategies. The survey was conducted by distributing questionnaires via Google Forms to facilitate wide access to data sources. The instruments used in this study consisted of two questionnaires and an interview guide. The questionnaire was developed based on preliminary research results and theories about the components and procedures of the final project. It was adjusted from aspects related to readiness and inhibiting and supporting factors based on findings in previous studies. The interview guide was also developed in the same way. However, additional questions would be developed based on responses from the survey results through the questionnaire and input from the presentation of the initial research results.

Included in the survey items were questions about aspects related to knowledge about the final project, ranging from topic search to report writing. These items had answer choices ranging from very knowledgeable to do not know, and very much need assistance to do not need help. This question was intended to explore students' cognitive readiness. Other survey questions explored students' academic skills. Among the question items were their skills in writing arguments related to the topic's novelty, citing sources, and writing a list of references to writing findings in graphs or pictures. The variety of choices provided ranged from very skilled to not skilled.

Cognitive readiness was examined through 24-item questions, Academic Skills were explored through 17 items, Attitude and Mental Resilience were assessed through 4 items, and Cognitive Readiness was evaluated by 23 items. The data in this study consists of quantitative data from survey results and qualitative data from FGD and interview results. Quantitative data was calculated using descriptive statistics. Responses to each selected item on each question were calculated and percentages by the first researcher. The steps for analyzing data from interviews

and FGDs were transcribing recordings, coding responses (e.g. academic, cognitive), creating topics and themes from coding, giving meaning to issues and themes, and drawing conclusions. After collecting all quantitative and qualitative data, the first and second researchers compared the two data sets for triangulation. This triangulation activity is intended to strengthen the accuracy of the research so that information is not only taken from one data source and one instrument. However, it is also correlated with data from other sources and instruments. Thus, the possibility of error can be reduced, and data validity can be increased. This ensures that conclusions can be drawn by fulfilling the principle of relevance of both data sources.

The data collected through this survey was then triangulated with data collected through FGDs and interviews. FGDs were conducted with lecturers and students separately. This is to ensure that there is no element of anxiety from students if there is information related to readiness related to lecturers. Students were interviewed in a semi-structured manner. Students were selected purposively. The steps in collecting quantitative data are preparing instruments in the form of questionnaires and interview guides, Validating, creating a questionnaire for the survey using the Google Form form, distributing the survey link to target students, and conducting descriptive analysis by calculating the frequency of answers for each item and converting it into a percentage. Furthermore, the stages for collecting data through interview and FGD techniques are seeing the willingness of potential respondents from the survey contents, contacting potential respondents to negotiate a schedule, contacting potential participants, gathering participants in a place, implementing FGD, and drawing conclusions from the results of the FGD.

FINDINGS AND DISCUSSION

Findings

The research data is presented about the four research questions, including 1) student readiness in compiling final assignments, 2) factors that influence student readiness in compiling final assignments, 3) obstacles for students in compiling final assignments, and 4) student efforts in improving readiness in compiling final assignments. Students' readiness can be categorized into three classifications based on percentage scores. A readiness level is deemed good when the proportion of students exhibiting sufficient knowledge or skills falls between 76% and 100. This signifies that students are adequately prepared and self-assured in that specific facet of academic endeavor. A moderate degree of preparation is characterized by a range of 51% to 75%, indicating that over half of the pupils possess a satisfactory comprehension, albeit with potential for enhancement. A low level of preparation is indicated when the proportion ranges from 0% to 50%, implying that most pupils possess insufficient knowledge or are inadequately prepared in that domain. Although students stated they were responsible, not all were disciplined in completing their thesis writing. Only 47% or less than half of the students said they were disciplined or very disciplined in completing their final assignments. The rest felt so-so (44%) or undisciplined (12%). This response shows that in terms of social readiness in terms of discipline, students are in the low category. In addition to low discipline, students do not have a good thesis schedule. Only 25% have a good schedule; the rest do not have a schedule. However, 80% of students stated that they have a completion target. This readiness data aligns with the FGD data, in which all groups indicated they were ready to complete their final assignments. However, the social readiness data related to making targets and schedules shows the opposite.

Cognitive Readiness

Data on students' cognitive readiness is divided into two significant aspects: Readiness seen from (1) mastery of scientific content according to their scientific discipline and (2) readiness seen from their academic skills. Students' ability to compile final assignments is closely related

to their knowledge of research topics in their field or discipline. In addition to being related to the issues discussed in the research according to scientific discourse, students also need to master problem identification patterns, theories related to the topic, and research methods according to the field of science. These abilities are integrally part of mutual support in writing and completing final assignments according to conventions and discourses in language and English language learning.

Data from the questionnaire shows that regarding knowledge related to the scope of research topics in language and English language learning, 74% of students stated that they knew or knew very clearly. In comparison, the remaining 24% indicated that they did not know or did not know. The same data also emerged from FGD data with lecturers. Lecturer RW, for example, said that.

'Students usually write theses about learning, assessment, and topics about English language learning.'

Lecturer SA said that sometimes students also write about linguistic topics related to English language learning.

These data show that most students have good cognitive readiness, especially when determining research topics for their final assignments.

Although students are ready regarding the scope of topics for their final assignments, they seem moderately ready to identify research problems. The response to this item shows that the option 'know' or 'know very clearly' received 51% of responses, while the item 'don't know much' or 'don't know' received 49%. The composition of this response shows that students' readiness is generally divided into two categories: ready and not ready for matters related to the formulation of research problems related to topics in their fields of science.

To compile a final assignment, of course, not only is knowledge needed regarding the scope of the topic and formulation of the problem, but also related to theoretical studies that are relevant to the topic. The data shows that students have insufficient readiness in terms of knowledge related to theory. Of the 200 respondents, only 38% of students stated that they had knowledge related to theories that were relevant to the topic. Meanwhile, the other 62% indicated they lacked or did not know.

Data on students' readiness to identify problems related to relevant theories appear relatively similar to data on students' readiness for methods and instrument development. Regarding students' readiness for research methods, students can be categorized as having moderate readiness, with 51% stating that they know about research methods according to their topic and 49% stating that they have little or no knowledge. However, although in terms of methods, they have moderate readiness, their readiness to develop instruments appropriate to the topic is relatively low. Only 37% of students stated that they know about instrument development, while the remaining 63% stated that they have little or no knowledge. Although students appear unprepared regarding the instruments used to collect data, students are sufficiently prepared to determine data sources. 68% of students responded that they know and know very clearly how to choose data sources. The remaining 32% stated that they have little or no knowledge. These data indicate that cognitively, students are ready to decide on data sources for research to compile their final assignments. Cognitive readiness is also explored for aspects related to determining data collection techniques. In line with the readiness in determining data sources, students have sufficient readiness to decide on data sources with a response of 68% for the options 'know' and 'know clearly' and 32% for 'less' and 'don't know.'

Completing the thesis relates to the students' readiness to analyze, present, and discuss data. The entire series of activities is the final and determining part of the thesis. Without the analysis, presentation, and discussion of findings, the thesis would not have been complete. For these three

aspects, students can be categorized as having low readiness. This is because only 40% of students stated that they knew and knew how to determine data analysis techniques, while the remaining 60% stated that they lacked or did not know.

Students' lack of cognitive readiness related to aspects in the final part of this final assignment report is also evident in the data related to student readiness in presenting data and readiness in discussing data. The summary of cognitive readiness is presented in the following table.

Table 1. The Students' Cognitive Readiness Level

Criteria of Cognitive Readiness	Readiness Level
Knowledge of the scope of the final project topic	moderate
Knowledge of identifying the final project problem	moderate
Knowledge of relevant theoretical studies	low
Knowledge of research methods	moderate
Knowledge of instrument development	low
Knowledge of how to determine data sources	moderate
Knowledge of data collection techniques	moderate
Knowledge of data analysis techniques	low
Knowledge of presenting data	low
Knowledge in discussing findings	low

Overall, as seen from cognitive readiness, it can be concluded that although students have good readiness regarding the scope of research topics for final assignments according to their scientific discipline, cognitively, student readiness can be categorized as relatively low.

Academic Readiness

Cognitive readiness in completing a final assignment is not only related to knowledge related to the topic and research methods in the discipline but also seen from academic skills. These academic skills are related to administrative and technical matters related to academic procedures and activities. Different from cognitive readiness which focuses more on scientific and disciplinary knowledge, academic readiness is more general, focusing on procedural knowledge and skills related to the technical matters of writing a final project. The first aspect of academic skills traced is related to student readiness regarding the procedure for completing the final assignment, from the title submission process to the final assignment material exam. Data from the questionnaire showed that students had less than sufficient readiness. This is because only 49% of students stated that they knew or were very knowledgeable about the procedure for completing the final assignment. While the other 51% indicated they were less or did not know.

Another aspect of academic skills is related to readiness on how to find topics. The data shows that preparedness in terms of content is in line with readiness in terms of academic skills. Previous data shows that students with sufficient readiness tend to be reasonable regarding research topics. 71% of students stated that they knew and were very knowledgeable about how to find topics, while the remaining 29% indicated that they were less knowledgeable or did not know. Students also have sufficient readiness for the elements that must be present in the final project proposal, with a response of 69% for the items know and know very clearly and 31% for the items less or do not know.

The previous section showed that students have low cognitive readiness related to theoretical studies relevant to the topic. However, data on readiness from the aspect of academic skills related to how to find appropriate sources and write references shows good readiness (78% know or know clearly, 32% less or do not know). Good readiness in terms of finding reference sources does not seem to be in line with readiness in reading these sources. When viewed from the data

on reading interest, most students stated that their reading interest was so-so (76%), while 9% had no interest in reading, and only 12% had a high interest in reading. Meanwhile, a high interest in reading is needed to work on a final project.

Something that is no less important related to the skills showing academic readiness is students' knowledge of plagiarism. For this skill, student readiness is in the sufficient category. This is indicated by 43% understanding and knowing how to avoid plagiarism, 7% very understanding and knowing how to prevent it, 13% very understanding but not knowing how to avoid it, 21% understanding but not knowing how to prevent it: 21%, 15% less understanding but knowing how to avoid it and 1% less understanding and not knowing how to avoid it. This shows that most students understand plagiarism, although not all know how to prevent it.

Academic readiness related to plagiarism, is also indicated by students' knowledge of applications that can be used to avoid plagiarism. Among the applications used by students are Grammarly (88%), Turnitin (87%), Paraphraser/Summariser tool (69%), Plagiarism checker (60%), Duplichecker (15%) and ChatGPT, Perplexity, Plagscan, Quiltbot each 1%. This shows that students have sufficient knowledge regarding applications that can help them.

The summary of the academic readiness is presented in the following table.

Table 2. The Students' Academic Readiness Level

Criteria of Academic Readiness	Readiness Level
Knowledge of the procedures for working on and completing a final assignment	Low
Knowledge of how to find a topic	moderate
Knowledge of the elements of a final assignment proposal	moderate
Knowledge of how to find relevant sources	good
Knowledge of how to write references	good
Ability to write references	good
Knowledge of plagiarism	moderate
Reading interest	moderate

Overall, data related to cognitive readiness from the aspect of academic skills shows that students fall into the moderate category.

Social Readiness

In addition to cognitive readiness, this study explores student readiness from a social perspective. Social readiness is related to students' attitudes and behaviours, feelings, and social interactions associated with working on and completing the final assignment. This includes how they relate to their supervisors and examiners and their reflections on whether they need assistance or can work more independently.

Social interactions related to completing the final assignment are between students, their supervisors, and examiners. Regarding student readiness in contacting supervisors or examiners, students stated that they knew or did not know how to contact the lecturer (66%). Only 34% of students indicated that they did not know or did not know.

In social relationships with supervisors, students can obtain various forms of assistance to improve their readiness to work on their final assignment. Survey data shows that students stated they needed assistance (94%) related to the procedure for working on the final assignment. This indicates that students have low readiness for academic skills associated with this procedure. This data correlates with previous data on academic skills where students are in the low category. Low social readiness is also evident from data related to the need for students to receive assistance in determining the topic of their final assignment. Only 3% of students stated that they did not need

assistance, while 97% stated that they needed or needed assistance. Although students' readiness regarding the scope of topics and how to find topics is included in the topic category, their social readiness to independently determine issues is included in the low category. Low social readiness is also shown from questionnaire data about whether they need assistance finding a topic for their final assignment. The majority of students stated that they need assistance (97%). The same thing is also shown in students' responses regarding aid in determining the formulation of the problem. Compared to data related to cognitive readiness, this data shows that although cognitively, students have sufficient readiness, socially, their readiness regarding this aspect is low.

Cross-group data analysis shows a gap in cognitive Readiness and social Readiness. Cognitive readiness data shows that students have sufficient readiness related to the final project components, but socially, their readiness is in the low category. This is because 85% of students stated that it is necessary to determine the elements of the proposal and thesis.

Students also have low social readiness in searching for reference sources, with the number of responses to the item on the need for assistance in searching for reference sources being 84%. Only around 16% of students have good social readiness in this aspect. This data differs from the data on academic skills readiness, where students are sufficiently ready for this aspect.

The low social readiness of students can also be concluded from the data filled in by respondents about how much assistance they need in designing research. This is related to research method assistance. The majority of students stated that they need or very much need to get help (97%). Thus, it can be concluded that social readiness for this aspect is low. The tendency of low levels of social readiness of students is also indicated by responses regarding the need for assistance in developing instruments (99%), determining data sources (88%), selecting data collection techniques (93%), determining data analysis techniques (97%), presenting data (93%) and discussing data (99%). The low social readiness of students related to these aspects shows conformity with the low cognitive readiness of students in the same elements.

Table 3. The Students' Social Readiness Level

Cognitive Criteria	Readiness Level
Knowledge and ability to contact the supervisor or examiner	Moderate
Self reliance in the final assignment procedure	Low
Self reliance in determining the final assignment topic	Low
Self reliance in taking ways to find a final assignment topic	Low
Self reliance in identifying problems	Low
Self reliance in determining the components of the final assignment	Low
Self reliance in determining theories	Low
Self reliance in finding reference sources	Low
Self reliance in designing research	Low
Self reliance in developing instruments	Low
Self reliance in determining data sources	Low
Self reliance in data collection techniques	Low
Self reliance in data analysis techniques	Low
Self reliance in presenting data	Low
Self reliance in discussing data	Low
Regularity of guidance	Low

Another aspect of social readiness targeted is student independence in arranging guidance schedules and communicating with supervising lecturers. Regarding regularity of guidance,

students fall into the category of reasonably low social readiness because only 18% stated they were very regular in conducting guidance, 47% were quite regular, and 35% were not or less regular.

For the pattern of interaction in scheduling guidance as a form of social readiness, 76% of students contacted the lecturer first. They also sometimes join fellow guidance friends to consult with lecturers (35%). Thirty-seven percent (37%) of students stated that their lecturers scheduled routines. In contrast, 19% communicated via email, and a small portion (7%) waited for the lecturer to contact them before conducting guidance. The total number of responses to the social readiness item for this aspect is more than 100% because students can choose more than one response. This shows that students have good social readiness regarding the communication pattern of the thesis guidance schedule.

Table 3 indicates that socially, students have low readiness in compiling final assignments. Of all the social aspects explored, only two are in the reasonably low category: the ability to contact the examiner and the regularity of guidance. Meanwhile, aspects of social readiness that lead to independence in compiling final assignments related to academic materials and skills are in the low category.

Discussion

Regarding cognitive readiness related to scientific content, the data shows that students have a relatively low cognitive readiness. Students have sufficient readiness in terms of knowledge related to (1) scope of research topics, (2) problem identification, (3) research methods, (4) determination of data sources and (5) data collection techniques. However, in terms of knowledge related to (1) theoretical studies, (2) instrument development, (3) data analysis techniques, (4) how to present data, and (5) how to analyze data, students have low readiness. To compile a final assignment, students need good cognitive readiness, especially regarding the scope of topics according to the field of their scientific discipline. Knowledge related to the topic is a relatively important part of compiling a final assignment. Students are expected to have good knowledge in writing scientific papers in their field of science. For English Language Education Study Program students, knowledge related to this scientific paper is needed when they later become educators or researchers, as is the profile of study program graduates. With sufficient knowledge about the scope of topics that can be raised as final assignments, students will later be ready to complete their studies and have a career. Research data shows that students have sufficient cognitive readiness for knowledge related to the scope of the topic, so it can be predicted that students are ready to complete their final assignments and transition to entering a career according to their field.

Cognitive readiness related to the scope of this topic is directly related to the preparation of the final assignment. This is because, in the procedure and process of preparing the final assignment, students must first submit a title. Of course, in this process, students must know what topic will be submitted. Of course, the submitted topic must follow the roadmap and discourse of the study program's research. The scope of this topic is stated in the Thesis Writing Guidelines for the English Study Program. Because the information in the guidelines is complete, it makes sense if students state that they have sufficient cognitive readiness related to scientific content related to the scope of the topic for the final assignment (74%). When associated with readiness at the higher education level, according to Kurlaender et al. (2019), this sufficient knowledge readiness can help students determine the choice of topic for their final assignment. In this vein, this finding highlights the need to provide clear guidelines and announce the strategic research roadmap of the study program. Hence, students taking the research path will have clarity on the topics they plan to take in their study. This, in the end, helps to build students' cognitive readiness in completing their thesis.

In addition to the scope of the topic, the data also shows that students are capable of identifying problems. For a subject to be raised to become a final assignment, the topic must have

significance. A topic is considered significant and contributes to the development and resolution of societal problems. Therefore, when working on the final assignment, students must have the cognitive readiness to identify problems. This is because problem identification can provide a basis for clarity of the phenomenon or problem that will be resolved through the final assignment project and, at the same time, determine the actions to be taken to complete the thesis.

In addition to sufficient knowledge readiness related to topic coverage and problem identification, the data also shows that students have adequate knowledge regarding research methods, data source determination and data collection techniques. These three aspects are related because knowledge about research methods, data sources, and collection techniques provides students with sufficient provisions to design their final project and go into the field to collect data later. With adequate knowledge readiness, it can be interpreted that students have enough provisions related to data collection procedures, steps in data collection, and justification of data collection procedures. In the readiness framework proposed by Kurlaender et al. (2019), knowledge readiness in this aspect of the method can help students determine the actions they will take in collecting empirical data for their final assignment. Knowledge about collecting empirical data seems to have not been well developed in the PBI Study Program students who were respondents in this study. From the aspect of data analysis techniques and how to present and discuss data, students have low readiness. Thus, it can be concluded that students are not yet ready to carry out the final assignment stage related to aspects of field activities. Lim said that in a research project, researchers must be able to explain, among other things, techniques and justify and provide data analysis examples. With low readiness for this aspect, there is a possibility that students will face obstacles in compiling their final assignments.

From the results of the data discussion, it can be concluded that in terms of knowledge readiness related to scientific content, PBI Study Program students have readiness in the low to sufficient range. Knowledge about the scope of the material is at an adequate level, but matters relating to knowledge related to empirical data collection are low. This condition can challenge students in making decisions and actions associated with preparing and completing their final assignments.

In aspects related to (1) theoretical studies, (2) instrument development, (3) data analysis techniques, (4) how to present data, and (5) how to analyze data, students have low readiness. Only 38% of students showed their readiness for knowledge about theoretical studies. Low cognitive readiness related to theoretical studies can have a significant impact. This is because theoretical studies provide a framework for the entire topic and are an umbrella for searching, analyzing, and discussing data. This finding aligns with the findings, which are somewhat different from the research results conducted by Rosario and Cayabas Jr (2023). They found that students were not yet prepared to write a literature review. Knowledge of literature sources affects the completion of the final assignment. These two findings mean that even though they have sufficient knowledge related to the scope of the topic, students do not yet have enough knowledge related to the relevant subject. Low readiness is also shown in students' responses related to their readiness to develop research instruments (37%) and data analysis techniques (40%). The low readiness of knowledge in these two aspects can be understood if it is associated with the low readiness of knowledge related to theoretical studies. An instrument can be made well based on a solid theory. Knowledge of the scope of the topic alone is not enough because the instrument is closely related to every detail of the aspect related to the focus of the research. Thus, without knowledge of the relevant theoretical study, students cannot develop the instrument properly, likewise, with data analysis techniques. The analytical tool used is an appropriate theory. When a student does not have the readiness knowledge related to the relevant theory, it will be difficult for him to analyze the data. Students will have difficulty presenting the data if they are unprepared to analyze it. These three things are an inseparable series. Mastery of the theory and material of this final assignment is one factor that influences the completion of students' final assignments. With the low readiness

of students' knowledge related to relevant theories, students have the potential for obstacles in compiling their final assignments. In addition to cognitive readiness from the aspect of scientific content, another aspect examined in this study is academic skills readiness.

Although students have good knowledge of how to find reference sources, it turns out that their readiness related to reading interest is not very good. The questionnaire data showed that their reading interest was ordinary (76%), while 9% had no reading interest, and only 12% had a high reading interest. In fact, according to Damanik (2022), the preparation of the final assignment is greatly influenced by reading interest. Suppose a series of common threads are made between data related to cognitive readiness. In that case, there seems to be a relationship between low cognitive readiness regarding theoretical studies, instrument development, data analysis techniques and poor reading interest. Low reading interest can cause students not to have cognitive readiness related to theory. This unpreparedness causes students also to be unprepared for developing instruments, let alone conducting data analysis. The long series is that students are also unable to show the critical value of the implications of research results for the development of science. When students' cognitive readiness related to reading interest is low, the implication is that they will easily fall into the trap of taking shortcuts by writing using artificial intelligence applications. The risk that may arise is the issue of plagiarism. This plagiarism is often an obstacle in academic writing. Research by Afwadzi et al. (2022) shows that many students are trapped in plagiarism. In terms of plagiarism, students have sufficient cognitive readiness to avoid plagiarism. More than half of the respondents know how to avoid plagiarism (71%). However, this understanding is not necessarily accompanied by the ability to avoid it because 48% do not understand how to prevent it.

This study also explored students' cognitive readiness regarding applications that they can use to avoid plagiarism. The data shows that Grammarly and Turnitin are the applications most often used by students to help them avoid plagiarism, with 88% and 87% responses, respectively. Other applications used by students include the Paraphraser/Summariser tool (69%), Plagiarism checker (60%), Duplichecker (15%), and ChatGPT, Perplexity, Plagscan, and QuillBot each 1%. It is likely that with the many applications based on artificial intelligence, students no longer use methods such as those found in the research of Afwadzi et al. (2022), namely by changing spelling by reducing or adding letters, changing text to images, using direct quotes in the wrong way, or deleting parts that are detected to have the same level of similarity with other documents. The cognitive readiness of students in the excellent category for searching for relevant reference sources and the sufficient category for avoiding plagiarism is in line with data on students' cognitive readiness in writing references. For this aspect, students are ready because 78% of students stated that they know how to write references.

In addition to being cognitively prepared, students must be socially ready to complete their final assignments. This social readiness is related to self-confidence, independence, and motivation.

Completing a final assignment is a solitary academic activity. Suppose students receive a lot of facilitation and direction from lecturers in lectures through face-to-face and structured activities. In that case, students are more required to be independent when completing a final assignment. Students can more freely explore ideas and determine steps. However, this freedom and demand for independence often make students lose control and lack discipline. They may also face challenges because they have to take more roles in deciding what to do and write in their final assignments. This is where the importance of students' social readiness lies.

The aspect of social readiness explored in this study is related to students' self-confidence in interacting socially with their supervisors and the extent to which students feel confident about factors associated with completing their final assignments. The focus is on whether students need assistance completing their final assignments.

Data on social interactions with supervisors and examiners show that students have sufficient social readiness. 66% of students stated that they know or are familiar with contacting their

lecturers. Most students contact lecturers first to schedule guidance (76%). They sometimes also join fellow students when consulting (35%). Meanwhile, 37% follow the schedule given by the lecturer. A small number consult via email (19%), and some even wait to be contacted by the lecturer first to receive guidance.

If analyzed further, the variation in the data above shows that students have sufficient social readiness. Students who know how to contact their supervisors and examiners show that they have enough self-confidence and motivation. Especially when they dare to contact lecturers first or join fellow students even though they have not contacted the lecturer. The role of the supervisor is significant in completing the final assignment. Therefore, students need social readiness through a positive mental attitude and self-confidence in communicating and interacting with the supervisor. With sufficient readiness about social readiness in the aspect of communication with lecturers who have a higher power relationship than students, it can be concluded that students have the potential to be able to complete their final assignments well.

Although in terms of efforts to contact lecturers, students are included in the category of sufficient social readiness, it turns out that students have low social readiness for other aspects. Most students stated that they need assistance in many aspects. These include needing assistance related to the procedure for completing the final assignment (94%), determining the components of the proposal and final assignment (84%), determining the topic (97%), determining relevant theories (94%), and finding reference sources (84%). Students also stated that they needed assistance with parts related to the implementation of the final assignment. This includes the stages of determining the research method (97%), developing instruments (99%), determining data sources (88%), determining data collection techniques (93%), and determining data analysis techniques (97%). Even when they have obtained the data, students still need assistance. Responses to the questionnaire showed that students need assistance presenting data (93%) and discussing data (99%). Students stated they required assistance in all aspects of the final assignment, from process and technique to implementation and reporting. This clearly shows the low level of students' social readiness.

The feeling that they need assistance in completing their final assignments indicates that students have low self-confidence and independence. Indeed, lecturers have a somewhat important role in achieving and completing final assignments. However, if we refer to the academic guidelines, the actual task of the supervisor is to be a facilitator and motivator. Meanwhile, matters relating to procedures, writing techniques, and the content of the final assignment are the student's responsibility. The importance of student assistance conveyed by the supervisor through this questionnaire and showing low social competence strengthens previous research by Damanik (2022) and Nihayah (2019).

The findings above indicate that students have moderate to good knowledge of various aspects of academic writing, but their reading interest is low. This suggests a need for curriculum enhancements emphasizing reading and research skills integrating more engaging and interactive reading materials to boost students' interest. Moreover, the moderate readiness levels in finding topics and understanding proposal elements highlight areas where targeted workshops or seminars could be beneficial. These interventions can provide students practical strategies and tools to improve their academic writing skills. A good knowledge of writing references and an understanding of plagiarism indicates that students know academic integrity. However, continuous support and resources, such as access to reference management tools and plagiarism detection software, can further reinforce these skills. The data suggests that faculty members should receive training to better support students in areas where readiness is moderate. This includes providing clear guidelines and feedback on topic selection and proposal writing.

This study has some potential drawbacks in terms of the study sample. The study's sample is limited to 200 students from a single university, which may not represent the broader student population. Future research should include a more extensive and diverse sample to enhance the generalizability of the findings. Moreover, relying on self-reported data through surveys may

introduce bias, as students might overestimate or underestimate their readiness levels. Objective measures, such as assessments or performance evaluations, could provide a more accurate picture. While the study provides valuable insights into cognitive readiness, it does not extensively explore other dimensions of readiness, such as emotional or motivational factors. Future research should adopt a more holistic approach to understanding the multifaceted nature of student readiness. Longitudinal studies are needed to track changes in readiness over time and identify factors that contribute to sustained improvement in academic writing skills.

CONCLUSION AND SUGGESTIONS

This study aims to explore students' readiness to write bachelor theses. By taking this explorative, descriptive design, this study explores comprehensively to identify group and describe the Readiness of English Language Education Study Program students to complete their thesis. Thus, data related to student readiness and differences in student readiness in completing final assignments can be presented systematically and thoroughly. They have adequate to low academic readiness on aspects related to thesis writing as a form of academic writing. These students, however, have low social readiness. While the motivation to complete the thesis project is high, more than half of the students do not have a clear plan for the completion, are not very disciplined in working on their thesis, have low reading interest and cannot manage their mood. While the study provides valuable insights into cognitive readiness, it does not extensively explore other dimensions of readiness, such as emotional or motivational factors. Future research should adopt a more holistic approach to understanding the multifaceted nature of student readiness.

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