

**ENGLISH STUDENT'S DIFFICULTY IN FINISHING STUDY
WITHIN 8TH SEMESTER**

THESIS

Submitted by

ULUL AZMI

NIM. 180203197

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M / 1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by

ULUL AZMI
NIM. 180203197

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by :

Main Supervisor,

CO-Supervisor



Prof. Dr. Saiful Müluk, M.Ed.,
M.A., Ph.D



Siti Khasinah, S. Ag., M Pd

Date: / /

Date: / /

جامعة الرانيري

A R - R A N I R Y

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 20 December 2023
07 Jumadil Akhir 1445

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

Secretary,



Siti Khasinah, S.Ag., M.Pd

Member,



Chamisah, S.Ag., M.Pd.

Member,



Dr. Nashriyah, S.Ag., M.A.

Certified by,

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP.197301021997031003

**SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)**

Saya yang bertanda tangan dibawah ini:

Nama : Ulul Azmi
NIM : 180203197
Tempat/Tanggal lahir : Banda Aceh 29 Maret 2000
Alamat : ACEH, KAB ACEH BESAR, Ingin Jaya, Gani

Menyatakan dengan sesungguhnya bahwa SKRIPSI yang berjudul:

English Student's Difficulty in Finishing Study Within 8th Semester

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya. Maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 December 2023

Saya yang membuat surat pernyataan



AR - RANIRY

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah, the most Gracious most Merciful)

I would like to take this opportunity to express my feeling and deep gratitude to all those who have involved in the completion of my thesis. First and foremost, all praises belong to Allah SWT, the creator, lord of whole worlds and judgment day. Peace and blessing of Allah may always be upon prophet Muhammad, his family and companions, may Allah have mercy on all of them. Here, I would like to express deepest grateful to my thesis supervisors, Mr. Prof. Dr. Safrul Muluk, M.Ed., M.A., Ph.D and Ms. Siti Khasinah, S.Ag., M.Pd. for their invaluable guidance, support, and expertise throughout the entire research process. Their insightful feedback, patience, and encouragement have been instrumental in shaping this thesis and pushing me to reach my full potential.

I would also like to extend my sincere thanks to the faculty members and staff at PBI of UIN Ar Raniry for creating a conducive academic environment and providing access to valuable resources. Their dedication to fostering a culture of learning and excellence has greatly contributed to my academic growth and development.

I am also hugely indebted to my family, especially Umi and Ayah for the constant support and care. I would like to thank them for their unwavering support, understanding,

and belief in me. Their love, encouragement, and patience have been my constant source of inspiration and motivation.

Furthermore, I want to express my appreciation to the participants of PBI batch 2016, 2017, and 2018 who have become the research participant. Additionally, my utmost grateful to my fellow English student in the batch 2018 who willingly took part in this study and shared their valuable insights, Zacky, Mursal, Safwan, Rian, Alvies, Putra and the rest members of the Rhoma Irama Squad. Their support and contribution have enriched the findings and added depth to this research.

Additionally, I would like to acknowledge the contributions of all the authors, researchers, and scholars whose work has served as a foundation for this thesis. Their groundbreaking research and dedication to advancing knowledge in the field have been invaluable in shaping my understanding and informing my study.

Although it is impossible to acknowledge everyone individually, please accept my sincere thanks for all those who have contributed in ways big and small to the successful completion of this thesis. Thank you all for your amazing support and for being an integral part of this journey.

ABSTRACT

Name : Ulul Azmi
Reg. No. : 180203197
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Tittle : English Student's Difficulty in Finishing Study Within 8th Semester
Main Supervisor : Prof. Dr. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D
Co-Supervisor : Siti Khasinah, S.Ag., M.pd.
Keywords : Difficulty, Time to degree completion, Self-Efficacy.

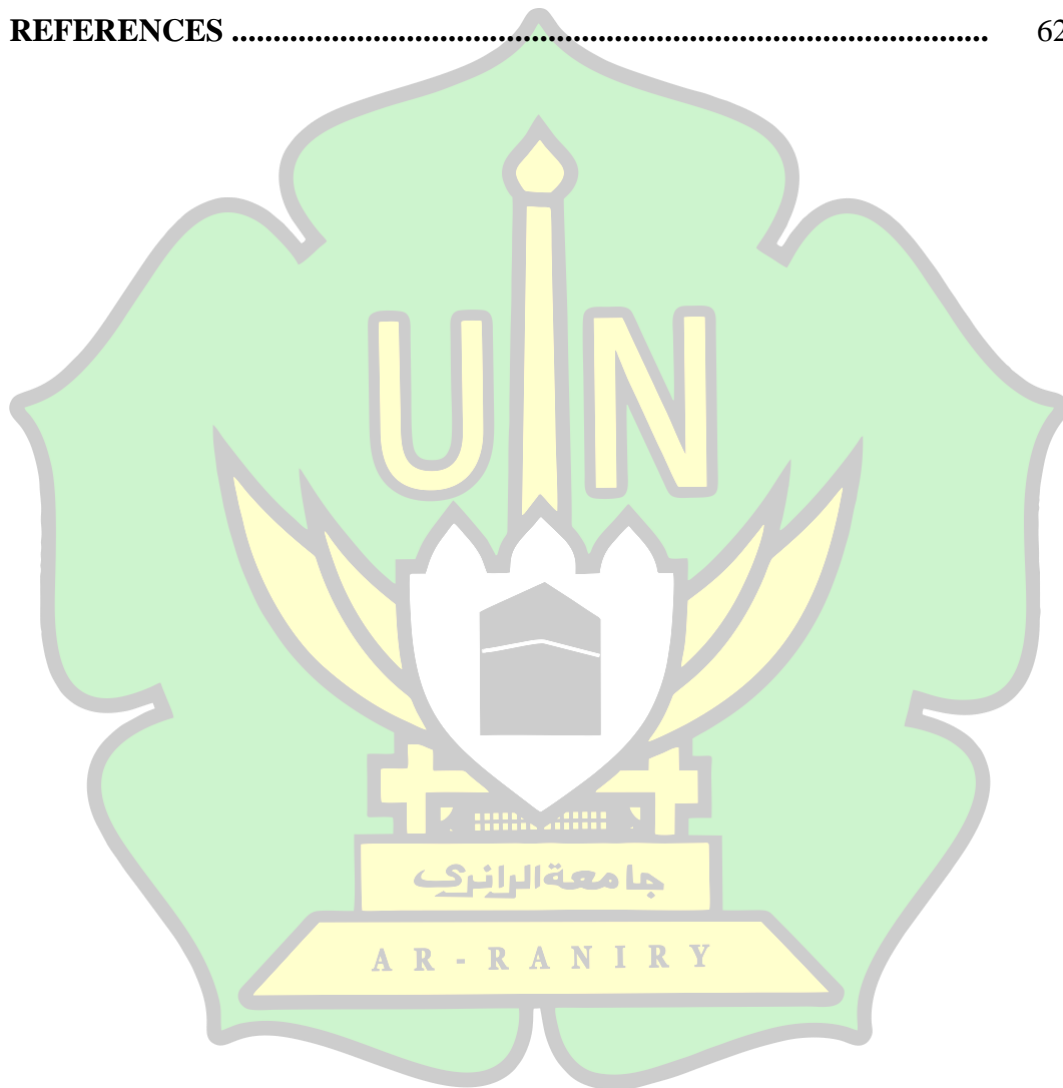
The researcher attempts to formulate the English students' difficulty in finishing study within 8th semester and discover the solution that student take to overcome the difficulty. The sample of this research were nine students in total with three students from each batch namely 2016, 2017 and 2018. The researcher used a qualitative approach in conducting this study. Interview was used to acquire the data for this investigation. This study employed thematic data analysis method to ascertain and manage collected data for this research. The result of this study indicated that the result of the multitude of obstacles encountered by English students during the journey towards completing their degree namely, internal factor (lack of motivation and procrastination as habit), external factor (inadequate supervisory practice, the availability of the faculty, and intuitional policies). Lastly, the data collected from the students indicates self-efficacy beliefs act as coping mechanism which significantly impact their motivation and perseverance to overcome challenges, especially in their late years of study.

TABLE OF CONTENTS

APPROVAL LETTER.....	ii
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research of The Question	4
C. Aims of The Study	4
D. Significance of The Study.....	5
E. Terminology	5
CHAPTER II LITERATURE REVIEW	
A. Academic Difficulty	8
B. Ontime-Graduation	10
1. Students' Factors	12
2. Institutional support.....	13
3. Supervisory Practice.....	13
C. Teacher Efficiency and Effectiveness	15
D. Student Self-Efficacy	19
1. Self-efficacy on student accomplishment	22
2. Self-efficacy on academic performance.....	25
CHAPTER III METHODOLOGY	
A. Research Design	27
B. Research Location and Participant.....	27
C. Data Collection	29
D. Data Analysis.....	29
CHAPTER IV FINDING AND DISCUSSION	
A. Findings.....	33
B. Discussion.....	46

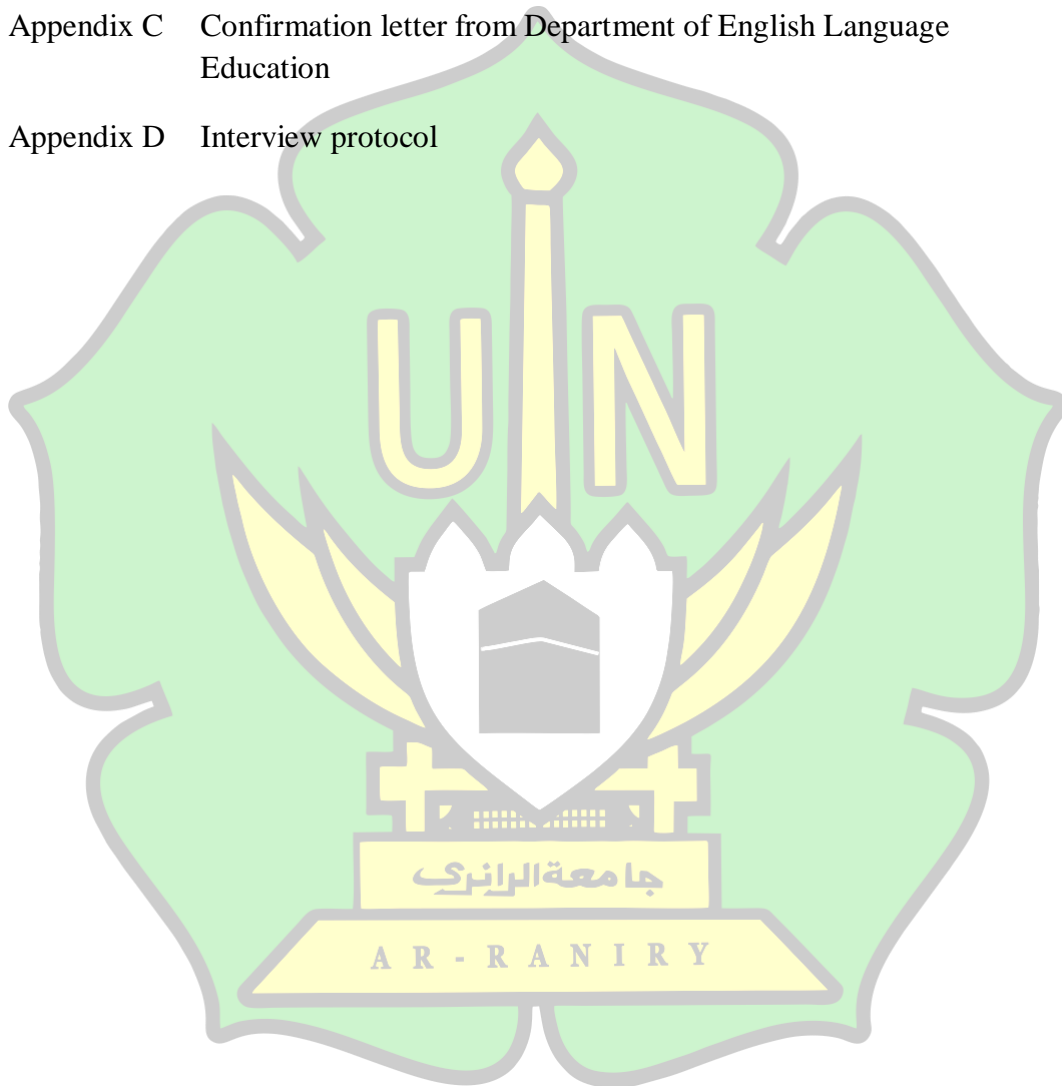
**CHAPTER V CONCLUSION, RECOMMENDATIONS AND
LIMITATIONS**

A. Conclusions	58
B. Recommendations	59
C. Limitations	60
REFERENCES	62



LIST OF APPENDICES

- Appendix A Appointment letter of supervisors
- Appendix B Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct Field research
- Appendix C Confirmation letter from Department of English Language Education
- Appendix D Interview protocol



CHAPTER I

INTRODUCTION

A. Background of Study

Degree completion confers numerous individual and societal benefits, which consequently motivate public investment in institutions of higher education. Educational attainment yields societal advantages such as reduced crime rates, decreased expenditures on welfare, healthcare, proper justice systems, and a more stable government and society (McMahon, 2009, p.252). Turner (2004) noted that when degree completion rates are low or graduation is delayed, the economy produces fewer skilled people, resulting in decreased expenditure and tax income. Failure to progress matriculated students through the educational system to degree completion has significant societal consequences.

Individual benefits of education, however, are intertwined with societal benefits. According to McMahon, “College graduates are earning 70% more than high school graduates, a number that has increased dramatically since 1970” (p.252). Unsurprisingly, educational achievement is adversely connected with poverty and unemployment rates. Higher levels of education attainment have non-monetary benefits such as improved health for the individual and his or her children, increased longevity, lower infant mortality rates, increased likelihood of children attending college, happiness, and easier access to more prestigious positions in society (Pascarella and Terenzini, 2005). Higher education, which follows after secondary level of education, consists of professional and specialized

programs, diploma programs, bachelor programs, master programs, as well as doctoral programs, all of which are tailored to Indonesian culture and are offered by universities.

Graduation rates are frequently viewed as an indicator of an institution's performance at the institutional level. Low completion rates have a detrimental influence on public trust in post-secondary education institution, as well as collegiate enrollment management and financial stability. Time-to-degree is considered as a metric of success in the same way: "Implicitly, the opportunity cost of longer time to degree... is that other students may be denied college opportunities" (Turner, p.14), while the cost of educating a single student rises.

A multitude of research endeavors examine student attributes that are predictive, either positively or negatively towards retention and degree completion, with the ultimate goal of identifying and affecting these processes. The student characteristics that are frequently cited as being correlated with disparities in degree completion rates include socio-economical status, race/ethnicity, academic preparation, achievement, as well as performance, and gender.

Graduation is certainly the desire of every student, even graduating from college on time is a dream that must be achieved. However, nowadays not all students can feel this way, this is due to various things, be it due to the influence of association, lack of attention to matters related to lectures such as schedules, courses or guidance. In fact, if graduation can be achieved on time, of course, students can quickly get a job.

Students' achievement is always an important contributor to the country's economic prosperity. The rate of ontime degree completion of full-time students is one method for measuring student progress and institutional effectiveness. The retention rate and academic accomplishment are two key criteria that contribute to institutional effectiveness. Many institutions, particularly public colleges in other part of the world, characterize post-secondary education specifically undergraduate institutional process as a four-year program, but sadly, many students fail to complete their degree.

Furthermore, an increasing number of jobs need higher study from graduates with a bachelor's degree. By achieving timely graduation, students may use their extra time and money to improve their bachelor qualifications, enhancing their chances of being accepted instantly by professionals. The longer it takes to graduate, the more money is spent, according to Texas Tech University. "It is both economical and time-efficient to graduate on schedule." Therefore, in order to ensure student success and institutional prospect, timely graduation is a critical component that must be enhanced in all institutions. these factors became direct contribution to the nation's prosperity.

A strong sense of belonging fosters a healthy learning environment for university students. Students require the attention of all university members in order to enable and inspire them to achieve and thrive in their studies. Students' drive to succeed in their academics, consequently drive student actively participate in their own learning efficacy. This mentality motivates pupils to complete their academics on time. Postponing the graduation time will require students to allocate additional

financial resources and time. Additionally, the institutions will be required to hire a greater number of educators in order to accommodate the increased number of pupils. Conversely, in order to address this concern, the lecturers will be granted an increase in the quantity of teaching hours. Students will not meet the deadline for graduation as a result of the scarcity of resources, including classrooms, instructional staff, and time. Ultimately, the country will suffer a setback due to its inability to produce the necessary quantity of graduates to support its national development. More than that, the factors that driving factors to help students to graduate on time are lecturers' support, job prospects, alumni/senior students' support, and counselors' role.

B. Research of The Question

Based on the background of the study above, the researcher attempts to formulate the English student difficulty in finishing study within 8th semester students as following:

1. What are the triggering factors and challenges faced by student that affect their graduation period?
2. What are solution that students have to cope with the challenges?

C. Aims of The Study

Based on the research question above, the objective of the study are:

1. To examine the triggering factors and challenges faced by student that affect their graduation period.
2. To discover solution that student take to overcome the challenges.

D. Significance of The Study

a. To Students

This research provides information about students' difficulties in finishing study within 8 semesters. The results of this research will provide students with lessons learned and can be used as guidance and motivation in their study.

b. To Lecturers

This research will contribute to the lectures' reflection on student late-graduation by looking at the experience of student difficulties during study at English Language Education Department. The findings and result of this study can be used as a reference for lecturers in helping the students directing their study.

c. To English Faculty

This research hopefully could provide useful information to the English department regarding student late-graduation by looking at the data provided in this research. The findings and result of this study can be used as source of contemplation and reflection for the PBI staff to cope with challenges and enhance the graduation level of English student.

E. Terminology

a. English student

English language learner is a student whose dominant language before attending an English-medium school was not English. In this case,

both Indonesian-born students who spoke Indonesian before kindergarten (Grade 1), and foreign-born students whose dominant language was Indonesian language until English-medium grade were included as English language learner. In this study, researcher refers English student as a group of learners who are studying at English education department in the post-secondary education.

b. Challenge

Challenge refers to a difficulty or obstacle that a person faces while trying to achieve a goal or complete a task (Duckworth et al., 2019). In this case, it refers to the challenges or obstacles that English students face in completing their degree program. This may include academic, personal, or external factors that impact their ability to finish their studies.

c. Finishing study

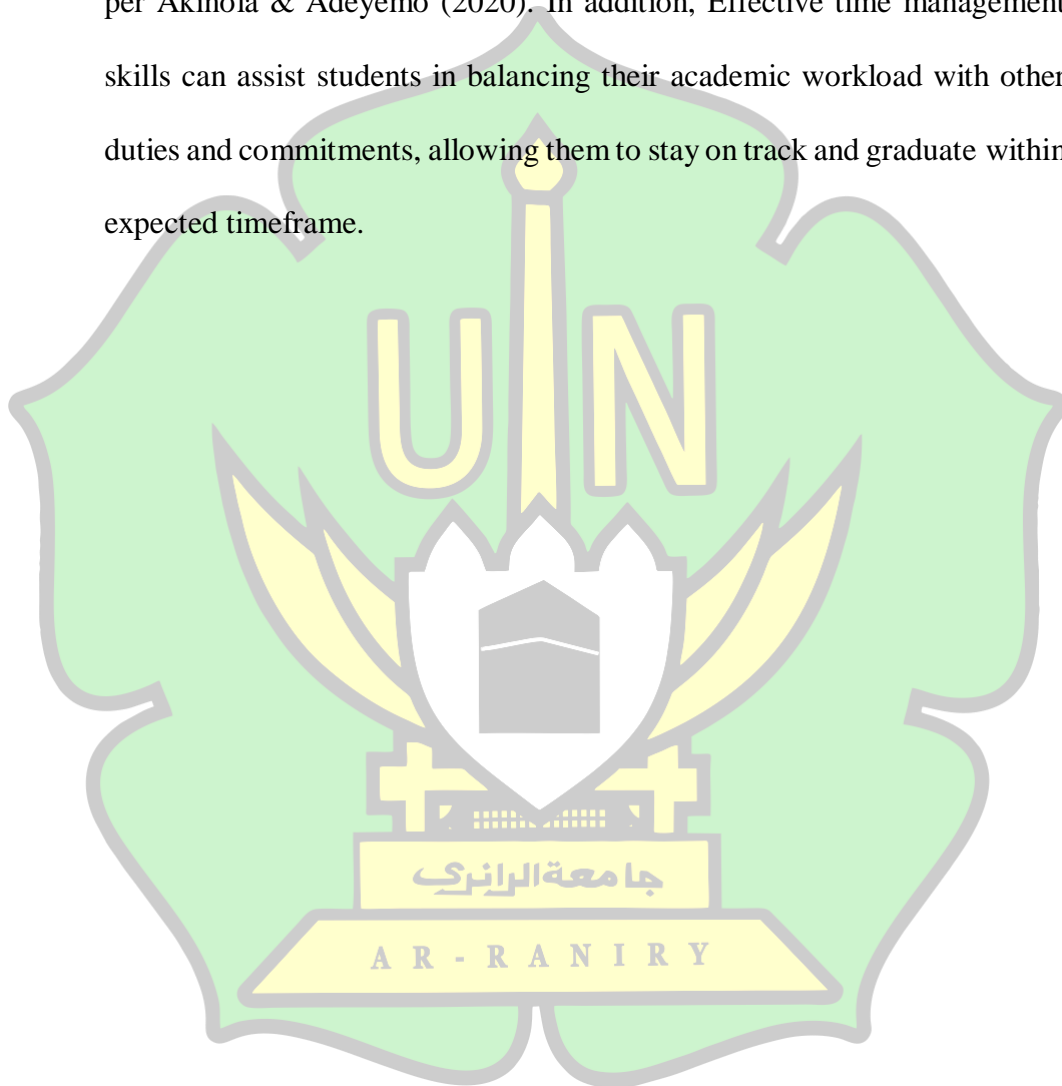
Finishing study refers to the completion of all required courses and credit hours necessary for graduation from a degree program. (Dearden et al., 2021). In this context, it specifically refers to English students who are struggling to complete their degree program within the expected timeframe.

d. Academic performance

Academic performance refers to the quality of a pupils' academic achievements, namely; grades, attendance, involvement, and overall academic development according to Haerazi and Syarifuddin (2020). In this case, academic performance become predictive measurement to student triumph, furthermore led to student's degree completion on time.

e. Time management

Time management refers to the systematic approach of organising, planning, and overseeing the allocation of time towards different assignments with the objective of optimising productivity and efficiency as per Akinola & Adeyemo (2020). In addition, Effective time management skills can assist students in balancing their academic workload with other duties and commitments, allowing them to stay on track and graduate within expected timeframe.



CHAPTER II

LITERATURE REVIEW

A. Academic Difficulty

Students with academic difficulties were defined as those who had to redo a whole year of study or who had to take extra tests. Academically challenged students have a cumulative grade point average of less than 3.0. Being in academic problems might lead to probation or expulsion from university. The academic average of a student can be used to gauge his or her academic development. However, numerous factors influence academic success, including psychological, social, personal, and environmental influences (Bellodi et al., 2021; Sherina et al., 2004). While these characteristics have a significant impact on student achievement, they vary greatly among nations and people.

Inadequate learning abilities, difficulty managing study load, and socioeconomic difficulties are some of the variables linked with low academic achievement (Bellodi et al., 2021; Sherina et al., 2004; Malau-Aduli et al., 2017). Psychological issues such as stress, sadness, and anxiety have also been connected to low academic performance (Bellodi et al., 2021; Sherina et al., 2004; Soliman, 2014). In another study, researcher link sleep disturbances to low academic performance as well (Abdulghani et al., 2012; Khatun et al., 2020). These

characteristics are frequently non-academic in nature (Sayer et al., 2002), though there are contradictions between research (Malau-Aduli et al., 2017).

Furthermore, research by Sayer et al., (2002) conclude that insufficient time for self-study, topic overload, inadequate English proficiency, insufficient sleeping time, worry and stress, teaching approach, and health concerns were all linked to low academic performance in Saudi Arabia. There is also research on medical students in Saudi Arabia which linked the level of English language competency with bad academic achievement from the indication of english textbook avoidance that resulted to academic decline (Almoallim et al., 2010; Jameel et al., 2019). Individual access to Internet resources also has a substantial impact on student progress (Jameel et al., 2019).

An additional investigation was conducted by the College of Medicine and Dentistry, James Cook University, QLD, Townsville, Australia, which explored risk factors linked to academic challenges. The study identified a number of variables, including age at which one begins studies, gender, Indigenous status, place of origin, first in one's family to attend university, non-English speaking background, socio-economic status , and rurality status, which is denoted by the Australian Standard Geographical Classification.

The result of the research revealed the percentage of academic difficulty that medical students encountered based on implication above; 12.7% were international, 26% were FIF, 2.5% were Indigenous, 42% were males, 19.8% were from non-English speaking backgrounds, 22.9%, 61.5%, and 15.6% were from low,

medium, and high socio-economic backgrounds, respectively, and 59.5% were from outer regional (56%) and remote (3.5%) areas. Academic difficulties was encountered by 178 students (16.22%) of the entire study sample (n = 1097). 111 pupils (10.12%) had their first academic problem in year 1; 31 (2.83%) in year 2; 15 (1.37%) in year 3; 14 (1.28%) in year 4; 5 (0.46%) in year 5; and 2 (0.18%) in year 6. Fifty-six (5.1%) pupils had several academic challenges. According to the study, add to 33 (3%) of this cohort of students failed and dropped out of the program. The remaining research group (919 = 83.8%) was censored, which implies they had no academic difficulties.

Gradually, academic difficulty should receive more attention from institution in order to improve student academic performance and reduce the probability of student towards academic failure which worst case scenario might end up dropping out from university which could affect the integrity of the institution.

B. On-time-Graduation

On-time graduation is a source of satisfaction and success for students and their families. Graduation shows that the individual has studied extensively and comprehensively. Graduating from university early reduces both the cost of education and the pace at which these graduates enter the labor force. Failure to graduate on time, on the other hand, reveals that the student is not diligent and focused on their academics. If a student completes their studies at a higher education institution in less than or equal to four years, they are considered to graduate on time. Students, on the other hand, are deemed to have graduated late if they

complete their studies at post-secondary education in more than four years (Amin et al., 2013).

Almost all of Indonesia's post-secondary institution has the same problem which the number of inputs (new students) surpasses the number of outputs (graduating on time). Also, graduate competence criteria are one of the assessment indicators in rules for increasing program study and tertiary institution accreditation. In addition, there are a multitude of established standards in the field of education, including those pertaining to curriculum and instructional personnel, infrastructure and facilities, management, funding, and assessment (Hakim, 2019; Prasetyo, 1970).

According to Wahyudi (2012), there are two variables that contribute to students failing to graduate on time: internal and external causes. Internal issues include (1) a lack of interest in the study program itself, as well as (2) a lack of intrinsic learning or drive in the students themselves, which leads to laziness. Furthermore, external factors include: (1) inconsistent guidance methods between students and supervisors, as a result of which students frequently struggle to complete coursework; (2) incomplete campus facilities; (3) students' mediocre economic situations, as a result of which the need for learning facilities is lacking; and (4) the influence of the social environment at the place of residence (boarding house). Meanwhile, according to Widarto (2017), the impediments to students' graduation are not graduating on time due to the far distance to campus for advice, still attending lectures, already working, less active lecturers, less appropriate living quarters, and lack of rigorous supervision.

There are several triggering factors that influence and support student to graduate on time, namely; Students' factors, Institutional support, and Supervisory practice:

1. Students' Factors

Students are the primary contributors to their academic success, and their perseverance is necessary to graduate on time (Eyangu et al., 2014). Siamian et al., 2016 found that students who had a comparatively elevated perception of the difficulties associated with academia were more successful in developing both academic and non-academic competencies and in completing their thesis projects. However, numerous studies have examined the variables that influence the timely thesis completion by graduate students and have reached the consensus that throughout their research careers, graduate students consistently face a multitude of obstacles.

Hassan (2019) stated in a recent study that postgraduate students from a Malaysian public institution had moderate levels of stress, anxiety, and depression. Despite having less intensity in terms of several domains, study by Hassan also could be brought to undergraduate setting. Numerous studies identified a variety of challenges and hurdles experienced by students, the most of which were connected to attitude (Siamian et al., 2016), thesis writing skills (Hoon et al., 2019), psychological aspects (Tinto, 2006), family (Girves & Wammerus, 1988), and finances (Mbogo, 2016). In addition, it was determined that graduate students had intense personal issues, which was the most cited barrier to thesis completion (Russell, 1996).

2. Institutional support

Within the academic domain, it is widely recognised that institutions play a crucial role in enabling the effective pursuit of academic studies. This study defines institutional support as including the supply of academic resources, the establishment of robust student support systems, and the provision of advice or guidance, both on campus and online (Rubin, Fernandes, & Avgerinou, 2013). Furthermore, it relates to the establishment of supportive learning environments for pupils. Several inquiries have brought attention to the challenges encountered by postgraduate students in Malaysia, arising from inadequacies in library services, therefore impeding the advancement of their research pursuits. Academic advisors and mentors have raised concerns about the insufficient support provided by institutions and have stressed the urgent need for stronger institutional services and practises to improve the research efforts of postgraduate students (Sidhu, Lim & Chan, 2017). The same occurrence also manifest in several Acehnes insttutional facility which obstruct the process of degree completion.

3. Supervisory Practice

Supervisory activity is construed complex and sophisticated process that involves intentional one-on-one encounters and interaction between the student and the supervisor. It is characterised by mutual respect, collegiality, professionalism, and openness. Within a professional setting, the connection between a supervisor and a student is perceived as a symbiotic partnership, providing reciprocal benefits and advantages. Research supervision

necessitates academic knowledge and agile interpersonal and professional relationship management. While there are several elements that contribute to degree completion, supervisory methods are highly scrutinized as a possible contributor. According to Abiddin et al., (2011), a solid connection with supervisors is essential for students' academic advancement and the effective completion of research projects.

Mhunpiew (2013) described supervision as a system in which supervisors provide their supervisees with five desirable supports, namely technical, intellectual, administrative, managerial, and personal assistance. Aside from the epistemic area of knowledge and abilities, emotional characteristics are deemed essential for supervisors. The supervisor's non-authoritarian approach with respect and empathy; consistent support and encouragement as an academic advisor; maintaining students' self-respect and morality (Phillips & Pugh, 2000); being sensitive to students' needs (Brown & Krager, 1985), pastoral care and support (Cryer, 2006), and good communication skills (Haksever & Manisali, 2000) are the affective qualities that facilitate supervisory practices.

Numerous research have examined the impact of supervising procedures on thesis completion and student success (Hadi, & Muhammad, 2019; Azman, Nor, & Aghwela, 2014; Kunle, 2021; Habibah, 2016;). However, the link between supervisory approaches to improve students' research abilities and their effect on students' willingness to graduate on time has received scant consideration. In the present study, the concept of

supervisory practices was operationalized as giving undergraduate students with the appropriate research advice in order to constantly assist, sustain, and push them to complete the program.

In addition, Several other researchers proposed appropriate solutions to achieve on time graduation, such as expanding the role of the chief of program study in overseeing student studies (Waluyo & Huda, 2020), enhancing the role of academic supervisors (Fitri & Nurhidayah, 2019), discussions and deliberations, organizational motivation (Waenawae & Suyata, 2015), and expanding the role of students in society (Martadinata, 2019). Students will be more motivated to complete their education if they understand their roles and responsibilities both before and after graduation.

Students must have the will and capacity to complete their studies on time in order to lower the proportion of students who do not graduate on time. As a result, efforts to cultivate excellent and exceptional people must surely be continuing. Consequently, the purpose of this activity is to boost student enthusiasm and awareness of study methodologies at higher institutions. Students will be able to study more successfully and graduate on time, as predicted.

C. Teacher Efficiency and Effectiveness

According to Barnett Berry's (2010) research, a variety of characteristics and conditions impact whether trained instructors can teach successfully. Effective teaching is determined not just by instructors' knowledge, abilities, and attitudes, but also by the settings in which they operate. Education thought leaders from a

range of perspectives are increasingly seeing this as a realistic reality for improving the effectiveness of teachers in high-needs and low-performing schools.

At each level of school, effective and efficient teaching-learning differs. In university, educational perpetrator attempts to visionise and provide effective teaching at universities and to be able to measure the effectiveness as the result. University teaching is an academic activity that necessitates a wide range of professional abilities and practices, as well as a high degree of discipline and other contextual knowledge. As a university instructor, attempting to use effective teaching techniques guarantees the basis for a high-quality learning and teaching environment (Tadesse and Khalid, 2022).

According to Cornell and Mayer (2010), academic achievement begins with a mutually respected connection between the student and the instructor. Positive learning outcomes were strongly connected to a safe and supportive classroom environment. During the first week of school, most effective instructors said that routines and procedures took precedence over academics (Emmer, Evertson, & Worsham, 2003). Academically efficient and effective classrooms is said has a competent instructor who used effective classroom management to maintain order (Emmer & Stough, 2001). Furthermore, the teacher established high but acceptable expectations for all pupils (Corbett, Wilson, & Williams, 2002). Excellent teaching required effective communication and teamwork (Rowan, Fang-Shen, & Miller, 1997). A increasing body of research suggests that excellent teachers foster links between school, home, and community, which improves student conduct and achievement (Epstein & Sheldon, 2002)

The evaluation of teacher effectiveness has undergone a significant transformation throughout its historical development. The concept of effective teaching has seen various interpretations and definitions over the years, as documented by researchers such as Cruickshank and Haefele (1990), Cheng and Tsui (1999), Campbell et al. (2004), Muijs (2006), Devlin and Samarawickrema (2010), and Hoidn et al. (2021). This evolution in assessing teacher effectiveness is a response to the evolving perspectives and priorities regarding what aspects of teaching should be evaluated and measured.

There is a prevailing consensus within the academic community regarding the pivotal role of high-quality teaching in the context of education, with some scholars suggesting it may be the most crucial factor contributing to student achievement (Ding and Sherman, 2006; Devlin and Samarawickrema, 2010). Nonetheless, the assessment of teacher effectiveness remains a complex and contentious issue, primarily stemming from the absence of a shared understanding of the characteristics and actions that define a proficient teacher. As observed by Cruickshank and Haefele (1990, p.34) in their exploration of research-based criteria for evaluating effective teaching, a fundamental challenge in appraising teachers lies in the absence of consensus on the criteria that delineate good or effective teaching.

The evaluation and recognition of faculty members and educators in academia encompass a range of assessment methods that are designed to ascertain their qualifications for promotions and rewards, in addition to improving their professional performance. A frequently employed metric for determining the

research productivity of faculty members is the evaluation of the quantity and quality of their published academic papers and reports. On the contrary, a readily available and analogous metric is absent when assessing the efficacy of instruction (McBean and Al-Nassri, 1982; Khandan and Shannon, 2021). The reason for this inadequacy can be traced back to the lack of agreement concerning the precise qualities and obligations that define an effective educator. Consequently, there is also confusion concerning the most suitable methodologies for assessing the efficacy of educators.

Assessing the effectiveness of educators in higher education can be approached through a multifaceted framework consisting of three interrelated perspectives: inputs, processes, and outputs, as articulated by Devlin and Samarawickrema (2010). The concept of "inputs" pertains to what a faculty member brings to their role, encompassing a range of factors such as their educational background, personal history, beliefs, expectations, teaching experience, pedagogical and subject matter expertise, certification and licensure, and academic qualifications. In scholarly discourse, these elements are commonly referred to as indicators of "teacher quality," as emphasized by Qureshi and Ullah (2014). Conversely, "processes" revolve around the dynamic interactions between professors and their students, extending to the teacher's professional engagement within the university community. This dimension delves into the teaching methods, communication, and instructional strategies employed by educators to facilitate learning and foster academic growth. Finally, the "outputs" dimension encapsulates the tangible and intangible outcomes of instructional practices on students,

encompassing aspects such as academic achievement, graduation rates, student behavior, engagement levels, attitudes, and socio-emotional well-being. It also extends to contributions made by faculty members to the university or wider community, including leadership roles and mentoring of fellow educators.

Gradually, teacher effectiveness may be defined as a teacher's capacity to achieve more than predicted improvement as seen by student standardized test results. This emphasis on attributing standardized test performance to instructors and monitoring the effectiveness of teaching by averaging test scores has several advantages. However, the definition has many flaws and has been met with suspicion. Teachers must also pay attention to their efficiency and efficacy in order to impact students' quality in producing excellent scores.

D. Student Self-Efficacy

Bandura as the proponents of the Self-Efficacy Theory (1997) defines self-efficacy as a situation-specific conviction that students have in their capacity to plan and execute the behaviors necessary to learn and master tasks and assignments at a sufficient level (Schunk and Mullen 2012). It is a task-specific belief that governs decision, effort, and perseverance in the face of challenges and in conjunction with the individual's emotional state. Bandura (1986) argue that self-efficacy stands apart from broader concepts like self-esteem or confidence due to its specific orientation toward tasks. The formation of an individual's beliefs in their effectiveness draws upon diverse information sources, including both vicarious and firsthand experiences, as well as social judgments.

Bandura's Social Cognitive Perspective attributes considerable importance to the influence of mastery and task completion on the development of self-efficacy. Therefore, it can be argued that students' self-efficacy is significantly influenced by the knowledge they gain from their practical experiences, as emphasized by Schunk and Pajares (2009). As a result, children who obtain a sense of fulfillment from their scholastic accomplishments are more likely to perceive themselves as having a greater degree of effectiveness within the educational setting. Zimmerman (2000) further explicates the manner in which previous achievements and successes function as a precursor to future success and accomplishments through the concept of self-efficacy. The fundamental tenets of Self-Efficacy Theory, which are grounded in theory, propose that self-efficacy and academic accomplishment are engaged in a dynamic and reciprocal relationship.

Marsh and Craven (2005) introduced the Reciprocal Effect Model, which is related to Self-Efficacy Theory but takes a more empirical approach. Marsh and associates (e.g. Arens et al. 2017; Pekrun et al. 2017) propose that self-concept and accomplishment are inextricably connected throughout time, particularly in the math domain, based on over 20 years of research. Self-concept comprises components including self-trustworthiness, self-value, self-acknowledgment, proficiency, and capability. As Marsh and Craven (2005) put it, self-efficacy, on the other hand, is more narrowly concentrated on the aspect of self-credibility. The fundamental similarity among these conceptualizations resides in the characteristic of self-confidence. As a result, a considerable amount of empirical evidence

indicates that Self-Efficacy Theory provides a useful conceptual framework for understanding the progress of students in their academic pursuits.

Moreover, self-efficacy beliefs are identified as crucial components in a multitude of modern viewpoints regarding student motivation. Previous research has recognized them as crucial intermediaries between teacher efficacy and a variety of individual characteristics, including job satisfaction, propensity for resignation, adjustment during training, and employment orientation for newcomers (Saks, 1995). Moreover, self-efficacy beliefs contribute to the understanding of the relationship between conscientiousness and continuous learning (Martocchio & Judge, 1997). The various dimensions that demonstrate the multifaceted implications of self-efficacy beliefs highlight their potential as a viable approach to improving teacher development initiatives.

In addition, Bandura (1997) posited that individuals procure information for the assessment of efficacy beliefs from four primary fountains: (1) accomplishments in skill mastery; (2) observational experiences; (3) linguistic and nonverbal modalities of persuasion; and (4) "physiological and affective states, which individuals employ in part to gauge their competence, resilience, and susceptibility to dysfunction." Moreover, self-efficacy beliefs engender positive social and supportive engagements (Bandura et al., 1996), potentially contributing to the amelioration of anxiety and the adept management of stress (Mayer et al., 2002), especially within demanding contexts such as academic environments. A multitude of studies have established a correlation between self-efficacy and academic advancement.

In this study, the researcher considerate taking only two impact of self-efficacy as the triggering factors for student to finish their study ontime as following; Self-efficacy on student accomplishment, and Self-efficacy on academic performance.

1. Self-efficacy on student accomplishment

Over the course of time, various theoretical frameworks have sought to elucidate the factors contributing to students' triumphs or setbacks in the educational realm. Notably, the Self-Efficacy Theory, stemming from Bandura's Social Cognitive Perspective originating in the 1960s, emerged as a seminal model delineating the developmental interplay between self-efficacy and scholastic achievement. A comprehensive exploration of this theory can be found in Bandura (1997). This theoretical construct posits that a student's self-efficacy stands as a pivotal and direct prognosticator of their success in academic pursuits and evaluative measures, as expounded by Schunk and Mullen (2012). Academic accomplishment, construed as the assessment of performance and cognitive acquisition within the educational milieu, is asserted to be intricately intertwined with students' self-assessments of their domain-specific competencies. It is imperative to recognize that the perceptions of individual competence, vis-à-vis distinct subjects, bear upon the realization of tasks with disparate tempos and levels of proficiency. This nuanced perspective on the dynamic relationship between individual perceptions and tangible achievements underscores the complexity inherent in academic pursuits (Schunk and Mullen, 2012).

Amini (2002) found that academic self-efficacy predicted 21% of students' academic accomplishment, whereas other research found a link between academic perseverance (Robbins et al., 2004; Gore, 2006) and final GPA (Robbins et al., 2004). Specific self-efficacy beliefs are not fixed, but they are practical and flexible, according to Bandura's theory, since they are heavily influenced by many sources (Bandura, 1997). A wide range of educational, psychological, and pedagogical interventions are focused at increasing students' self-efficacy beliefs in order to improve a variety of outcomes (Lane et al., 2004). Indeed, robust and reliable measurement of academic self-efficacy beliefs is crucial for setting and evaluating treatments. A multifaceted instrument specifically designed to measure numerous aspects of undergraduate students' activities (e.g., individual effort and self-management skills, learning strategies, social, leisure, and extracurricular activities, interaction with peers and teachers) would help to facilitate substantive research in this area (Bandura et al., 1996; Cheung and Kwok, 1998; Amekhienan and Kogan, 2004). Unfortunately, existing measures used to assess self-efficacy beliefs in university students have numerous shortcomings. Advance Care Planning of Self-Efficacy, for example, focuses solely on one component of academic self-efficacy beliefs, namely students' worry about planning and their capacity to do so.

When students confront performance adversity or failure, academic self-efficacy becomes increasingly crucial (Bong and Skaalvik, 2003). Scholarly investigations have established a favorable association between an

individual's academic self-efficacy beliefs and motivation, specifically intrinsic motivation (Ommundsen et al., 2005). Walker et al. (2006) argue that self-efficacy beliefs have a complex effect on motivation, influencing variables such as goal-setting, effort exerted, perseverance in difficult situations, and resilience when confronted with setbacks.

Studies in which focusing on university students are relatively scarce compared to those centered on younger pupils. Nevertheless, these investigations consistently underscore the correlation between individuals' perceived competence and their degree of self-determination. Individuals endowed with a heightened sense of competency tend to employ more efficacious self-regulation mechanisms and demonstrate increased perseverance in the pursuit of academic objectives (Ryan and Deci, 2006). Conversely, students exhibiting lower levels of academic self-efficacy manifest diminished motivation, increased passivity, and disengagement (Vallerand, 2000; Komarraju and Dial, 2014). Academic self-efficacy emerges as a robust predictor not only of course selection but also of academic persistence and accomplishment among university students (Britner and Pajares, 2006; Komarraju and Dial, 2014).

Based on the implications above, self-efficacy is could be used as predictor for student accomplishment. Whereas, it will affects academic growth and ultimately link with student degree completion.

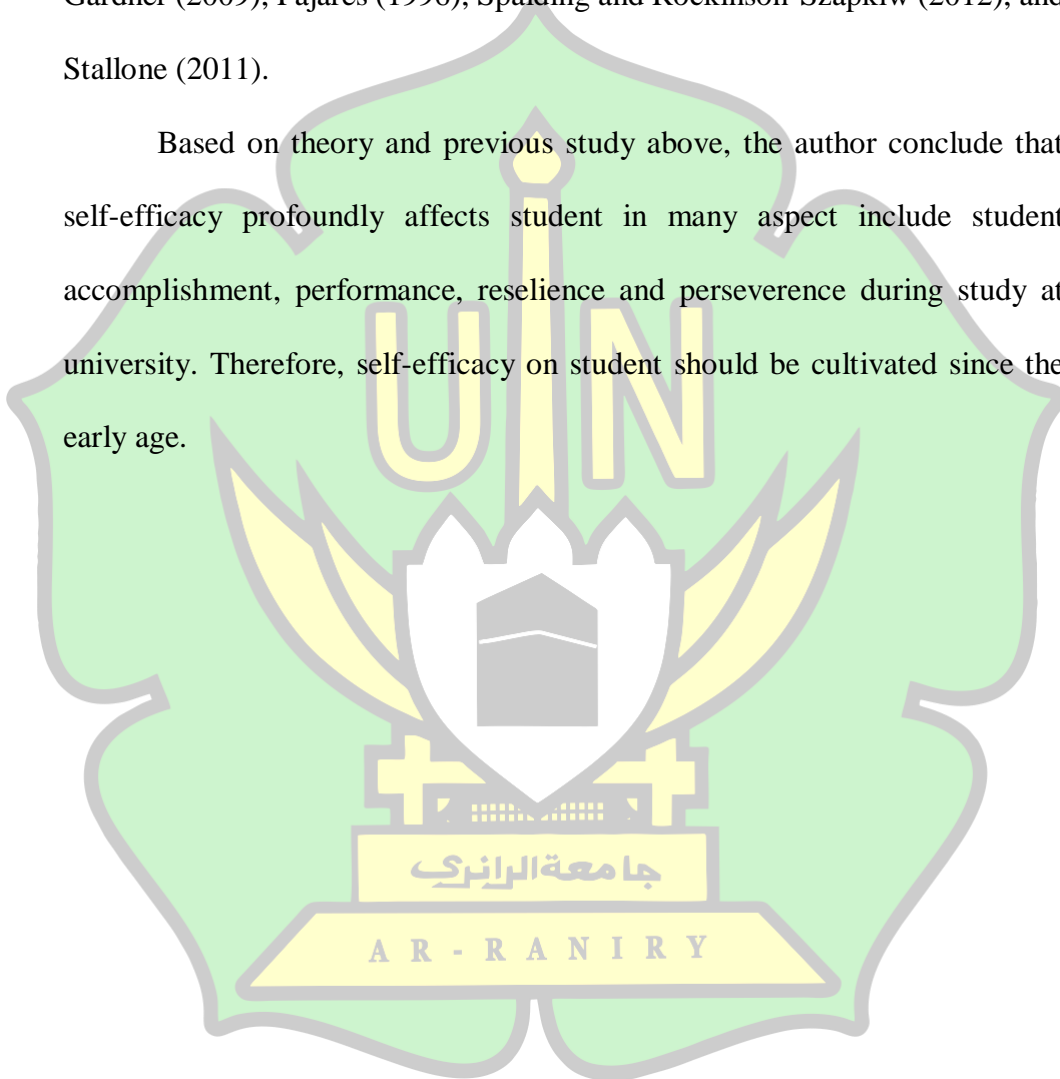
2. Self-efficacy on academic performance

One of the triggering factors for degree completion at post-secondary education is student self-efficacy that impact student performance. Bandura's (2001) performed seminal research revealed that the higher the perceived of self-efficacy, the more aggressive the attempts to attain the desired goal which in this context accelerate the degree completion. As the result, student could achieve on time graduation. In addition, several studies have demonstrated a favorable correlation between student self-efficacy and academic performance (Lambie et al., 2013; Lent et al., 1984, 1986; Multon et al., 1991). Examining the impacts of self-efficacy, self-esteem, and their influence on academic performance among 205 postgraduate graduates, Lane, Lane, and Kyprianou (2004) discovered a substantial association between self-efficacy and performance accomplishments.

Another research by Honicke and Briadbend's (2016), they performed systematic assessment of the previous 12 years of research on the effect of self-efficacy on academic performance, it was determined that academic self-efficacy modestly correlates with academic achievement; however, general self-efficacy was not examined. Similarly, Multon et al. (1991) did a meta-analysis of 39 research exploring the association between academic performance and perseverance and self-efficacy. Empirical evidence once again confirms the positive and statistically significant connections between self-efficacy beliefs and academic performance and persistence outcomes. However, it is crucial to recognize the difficulties in determining the specific

influence of self-efficacy compared to other factors such as self-concept, expectancy value, student demographics, measurement variables, personal attributes, psychosocial factors, institutional variables, and study characteristics. This caution has been emphasized by researchers such as Gardner (2009), Pajares (1996), Spalding and Rockinson-Szapkiw (2012), and Stallone (2011).

Based on theory and previous study above, the author conclude that self-efficacy profoundly affects student in many aspect include student accomplishment, performance, resilience and perseverance during study at university. Therefore, self-efficacy on student should be cultivated since the early age.



CHAPTER III METHODOLOGY

A. Research Design

The researcher used a qualitative approach in conducting this study. Qualitative approach was selected because of its versatility in the process of investigation, as it enabled the researcher to describe the quality of relationships, activities, situations, or materials in detail. This was in line with the statement put forward by Denzin and Lincoln (2005) arguing that the qualitative research studies about what a phenomenon means to the people. According to Hancock et al, (2007), qualitative research outlines people's idea, sense, and experience. The researcher employed a qualitative research design to investigate the challenges faced by English students that hinder their timely completion of university studies.

B. Research Location and Participant

The research is conducted at English Education Department of UIN Ar-Raniry, Banda Aceh.

1. Population

Creswell (2017) point the terms of population as a collective of individuals who share same features. According to Djarwanto (1994) population refers to the entire number of units or people whose characteristics are to be studied. The population in this research is students

of English Education Department of Ar-Raniry State Islamic University in Banda Aceh. The population were 2016, 2017, 2018's batch students. There are a total of 77 students from the three batch combined.

2. Sample

In this research, the sample are several students of English Education Department of Uin Ar-Raniry Banda Aceh batch 2016, 2017, 2018 who have studied 8 semesters or more. A total sample was 9 students. The correspondents selected for this study are based on two criterias. Firstly, a group of participant that have not graduated yet (more than eight-semester) which consists of three students of each batch. Secondly, the three batch student selected have studied eight semesters or more and accomplished GPA of 3,5. Once they agreed to participate, the research could be done.

In this study, the researcher used purposive sampling. As stated by Creswell (2009), purposive sampling, frequently referred to as judgmental, selective, or subjective sampling, is a form of non-probability sampling when researchers select individuals based on their own discretion. The researcher employed the approach of purposive sampling to obtain data because the researcher picks respondents who can supply the most information. Furthermore, the employment of purposive sampling is a beneficial tool for researchers to carefully extract detailed information from collected datasets. This methodology allows researchers to elucidate the significant influence of their results on the wider public realm. Purposive

sampling is a highly regarded approach used by scholars due to its inherent advantages in terms of time and cost efficiency, as compared to other sampling methods.

C. Data Collection

1. Interview

Interviews were used to acquire data for this investigation. According to Esterberg (2002), an interview is a two-way dialogue in which ideas and information are shared through questions and answers. There are three methods for conducting interviews: in-person, over telephone, and in six-person focus groups (Creswell, 2009). In-person interviews will be done for this research. Additional reason the researcher chose interview-style because it allowed the researcher to comprehend student perception about the difficulties and strategies in finishing their studies. Furthermore, it aided in clarifying, improving understanding, and conducting systematic investigations into the viewpoints, behavior, experiences, and situations pertaining to the research subjects. The interview questions were mostly designed as open-ended inquiries to enable the collection of extensive data. During this inquiry, the interview sessions lasted between 5 and 10 minutes. Each participant answered the same set of questions as their counterparts.

D. Data Analysis

As described by Creswell (2013), data analysis is a complex process that involves several stages: methodical data collection, careful data organization, initial examination of the dataset to identify patterns, data representation, and

finally, the synthesis of a comprehensive report that clarifies the interpreted data.

The researcher used a thematic data analysis method to ascertain and manage collected data for this research. Thematic analysis, as delineated by Braun and Clarke (2006), constitutes a qualitative data analysis method involving a systematic exploration of a dataset to recognize, scrutinize, and articulate recurrent themes or patterns. Steps to take when proceeding to use thematic data analysis are;

1. The initial phase of thematic analysis necessitates thoroughly scrutinizing the entire dataset, which involves attentively and repeatedly engaging with the data." (Braun & Clarke, 2006) The dataset used in the inquiry may consist of several sources, such as interviews, focus groups, recorded observations, field notes, journal entries, or multimedia resources like images or videos (Nowell et al., 2017).
2. Initiating the generation of primary codes represents an integral analytical endeavor within the data analysis continuum. This pivotal coding process serves to systematically structure data at a nuanced and specific level. Following the preliminary phase of familiarization in the initial step, the researcher commences the notation of potential data elements, inquiries, interconnections among data components, and other preliminary conceptualizations. A code, in this context, necessitates a judiciously refined and distinct delineation to preclude any encroachment upon other codes, aligning seamlessly within an overarching coding framework.

3. Engaging in thematic analysis. Braun and Clarke (2012) provide a metaphorical representation wherein, if one considers the entirety of the analysis as a structural edifice, individual codes constitute the foundational building components, resembling bricks and tiles, while themes form the substantive elements akin to walls and the roof. Contrary to a spontaneous emergence from raw data (Varpio et al., 2017), themes are systematically devised by the researcher through a process involving analytical scrutiny, amalgamation, comparison, and even the schematic visualization of how codes interrelate.
4. Analysis of Themes. Braun and Clarke (2006) defined the fourth phase as a two-part analytical process. During the first stage of analysis, the investigator carefully examines the coded data that is assigned to each thematic group to guarantee consistency. This entails conducting a thorough examination of all relevant codes and data extracts related to each theme, raising inquiries such as: Does each theme have enough supporting data? Does the included data support the chosen subject in a coherent manner? Do themes sometimes demonstrate overwhelming breadth or heterogeneity?
5. Identification and Classification of Themes. After carefully refining the thematic map, the researcher proceeds to construct detailed definitions and narrative descriptions for each identified subject. This method involves clarifying the importance of each subject in connection to the main research question (Braun & Clarke, 2006). The assigned nomenclature for

the topics selected to be included in the final report is carefully examined to ensure that it is concise and adequately descriptive.

6. Generating the report/manuscript. The last stage is composing the ultimate analysis and description of the discoveries (Braun & Clarke, 2006). The writing process has already commenced with the activities of note-taking, delineating themes, and choosing pertinent data extracts in previous stages. The final report should go beyond simply describing codes and themes. It should construct a narrative that offers a coherent, concise, and rational explanation of how the researcher interprets the data. Additionally, it should justify the significance and accuracy of the researcher's selection of themes and interpretation of the data (Braun & Clarke, 2006, 2012).



CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher delves into the outcomes of the research, elucidating the conduct of interviews as a primary data collection method. Subsequent to conducting interviews with nine participants, the transcriptions were meticulously reviewed on multiple occasions to engender a profound familiarity with the acquired data. The ensuing findings have been systematically categorized in accordance with the overarching thematic constructs and their consequential relevance as per the stipulated research inquiries.

A. Findings

The aim of this research is to investigate the specific factors contributing to the prolonged duration of study among English language education students, preventing them from completing their study within the designated eight semesters. The findings of this study are derived from data collected through in-depth interviews with participants. The interviewees in this research comprised nine students enrolled in the English language education department, representing different academic batches, namely the 2016, 2017, and 2018 cohorts. The selection of participants for this study adhered to two distinct criteria. The first group of participants consisted of students who had not yet graduated within the prescribed eight semesters, encompassing three students from each of the aforementioned academic batches. The second criterion focused on students who had successfully completed eight semesters or more and achieved a minimum GPA of 3,5. In this

endeavor, we aim to uncover the underlying causes behind the extended academic journeys of these English language education students, shedding light on the challenges they face in completing their studies within the stipulated timeframe. The respondents responded to thirteen questions specifying on the experiences and difficulties that they are facing that make them delayed on achieving degree completion. The research has been conducted since May 16th until 20th of July. The nine university students were marked as student 1, student 2, student 3, student 4, student 5, student 6, student 7, student 8 and student 9.

In this study the researcher briefed the respondents on the theme of the research to strengthen and to prepare the interviews' participant to maximize the result of the answers prior to the interview. Then the researcher asked the nine university students thirteen questions to figure out the reason of what difficulty English students faced that made them take more semester to finish their study.

Based on the responses that were given by the interviewed English department students, almost all respondents gave similar answers with exception of minor different answers. Based on the responses, there were different themes that came up during the interview related to the research questions.

1. Challenges and contributing factors on students' performance towards degree completion.

Various challenges and factors that encountered by students can significantly affect students' academic performance. This theme explores the multifaceted nature of internal, external factors, and challenges regarding their

influence on English students' academic performance and progression toward timely graduation.

a. Internal factor

Internal factors refer to elements that arise from within an individual and possess the capacity to impact the results of their educational journey. These internal factors encompass both physiological and psychological components. Physiological factors pertain to aspects concerning an individual's physical well-being and condition. The general physical condition that greatly affects a person's learning activities. A healthy physical condition will have a positive influence on individual academic activities. Conversely, a weak or sick condition will hinder the achievement of maximum learning results. Therefore, the physical states greatly affect the learning process, so you must always maintain good health. (Baharudin, 2008 pp. 19)

Psychological elements refer to the mental and emotional condition of an individual that can impact the process of acquiring knowledge. Several variables that impact the learning process include student intelligence, motivation, interest, attitude, and talent. This study focuses solely on two prominent psychological characteristics observed during research interviews: lack of motivation and procrastination as habit. All the respondents gave similar answers.

1) Lack of motivation

The role of motivation is crucial in determining the effectiveness of learning endeavours, since it serves as the main driving factor behind educational pursuits. It is described as a dynamic, directive, and continuous process inherent to the individual. Essentially, motivation is the manifestation of how one's wants and desires impact the strength and focus of their actions. In the domain of motivation, there are two main categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation originates inside, stemming from personal preferences and real desire. For instance, an individual with a strong inclination towards reading does not need any external motivation, as this activity serves not just as a form of leisure but also as a personal imperative. In contrast, extrinsic motivation arises from external sources, such as commendation, regulations, rules, and parental expectations, which act as stimuli for learning. Lack of sufficient positive reinforcement from the external environment might greatly diminish an individual's drive to study (Baharudin, 2008, p. 21).

Student 3, 4, 5 and 6 share the similar responses:

My biggest challenges was my second advisor but not solely due to that factor, another factor that become the hindrance was my laziness that are affected by other several factors namely long leisure time because of ramadhan and eid holiday. Then, i only continue to write my thesis after return to banda aceh. Regardles to the internal factor, the real

problem rely on the external factor which related to my first and second advisor that affected the internal factor and my ability to graduate sooner. Because of the external factor, it takes one more semester to finish my study.

Student 6 :

Internal factor such as losing self-motivation that are affected by external factor such as thesis writing advisor. Here, my thesis writing's advisor become one of my biggest hinderence to achieve graduation because he/she procrastinate a lot and slow respon as well. Another external factor was family health issue which make my motivation to continue writing thesis dropped and negleted.

From the responses above, the researcher concluded that lack of motivation is one of the hinderence that English students faced while progressing towards their graduation. As per the respondents, their admission of personal laziness and sense of losing motivation are fueled by external factors, which are mainly embodied by the role of thesis supervisors and unforeseen health concern. Students' motivational dynamics are intimately affected by the complicated interplay created by the nexus between internal and external influences. This combination of variables not only clarifies the complex nature of motivation in the academic setting but also emphasizes the necessity of institutional support systems to lessen and mitigate these difficulties and promote long-term student motivation.

2) Procastination as a habit

The phenomenon of academic procrastination among students is widely recognised as a significant issue in higher education. Procrastination indicate as the inclination of pupils to delay focusing on academic assignments and instead indulge in distractions (Rothblum, Solomon, and Murakami 1986). Procrastination refers to the deliberate act of postponing one's tasks or responsibilities, even when one is aware of the detrimental consequences associated with such behaviour (Sirois et al., 2003). Despite being aware of the potential negative outcomes, individuals who deliberately postpone tasks experience adverse effects on their tempers, academic functionality (Stead et al., 2010), social accomplishments, subjective well-being (Gueorguieva, 2011), sleep quality (Przepiorka et al., 2019), and even physical health (Klingsieck, 2013).

All students share similar resonse:

Procastination is my biggest challange that make me take longer to garduate. To my knowledge, there is no due time to which a student need to sumbit or finish their thesis at particuar point of time except the latest semester limitation before drop out. Because of that information in mind, i just fooling around and procatinate a lot because i am not in hurry i suppose.

Student 2 said:

there are two external factors contributed, namely economic, where i have to work once in while and secondly the environmental factor which is friend to be specific.

According to the response above, procrastination is a common problem in academic settings that calls for collective attention. This undesirable habit, which has been determined to be the main obstacle to a timely graduation, appears as a widespread inclination among students to put off important assignments, which lengthens the educational journey. This behavioral pattern reflects a complex interaction between student temporal indulgence and the tendency to put off tasks when there are no pressing deadlines such as thesis submission.

b. External factor

External factors are elements that affect oneself progression and performance from outside. In this research, the researcher only highlights three external factors namely; supervisory activity, institutional policies and socio-economic disturbance.

1) Inadequate supervisory activity.

Supervision is regarded as an intricate and sophisticated sort of pedagogical practise which requires collaboration between supervisors and students to generate new knowledge. In addition, supervisory activities involve complex issues that need to be addressed by both parties. Consequently, it is imperative for both supervisors and students to demonstrate sensitivity towards one other and consistently uphold professionalism and ethical prerequisites in their interpersonal interaction, technical expectations, and obligations.

Student 1 said:

Emotional support, technical support, from academic advisor and faculty staff play essential role. Don't complicate things for student in terms of consulting thesis progress and if there any revision on the thesis just revisited it thoroughly and not discuss and revisited the same thing over and over again, the consequence of it is not time and money wise. Furthermore, being informative become primary support that could be stress above all.

Student 2 said:

For thesis supervisors, it will be very helpful if the supervisor provides consultation to students in a professional manner, not affected by mood, etc. Then, when checking the thesis revision, the supervisor should not only cross out or only point out the mistakes in the thesis but also provide comprehensive corrections, as a result, students will make revisions with minimal potential errors.

Student 3, 4, and 6 share similar responses:

The real problem rely on the external factor which related to my first and second advisor that affected the internal factor and my ability to graduate sooner. Because of the external factor, it takes one more semester to finish my study.

Student 5 said:

In terms of the supervisor, it will be very helpful if the lecturer facilitates the consultation process by; fast response, professional, emotionally motivated.

Student 6 :

Internal factor such as losing self-motivation that are affected by external factor such as thesis writing advisor. Here, my thesis writing's advisor become one of my biggest hinderence to achieve graduation because he/she procrastinate a lot and slow respon as well. Another external factor was family health issue which make my motivation to continue writing thesis dropped and neglected.

From the responses above, we can conclude that the majority of the students encountered the difficulty in the domain of thesis supervisory practice. It is highly anticipated and hoped that the supervisor became positive mobilizer in the sense of thesis writing acceleration instead of hindering students with so called malpractices as such uncertain procrastination, supervisory based on mood, ineffective and inefficient way of conducting thesis supervision should be lessen. Therefore, the necessity for professional and unbiased demeanor from supervisor is profoundly essential to make sure thesis writing journey is conducted in the most utopian way.

2) Academic staff availability on sustainable support system.

The seamless progression of students through their academic journey is a collective responsibility of the institution and its academic staff, demanding a critical examination of the support systems in operation to ensure the fulfillment of educational goals. This chapter is dedicated in exploring the multifaceted aspects of academic staff involvement, their availability, and the sustainability of their support mechanisms in aiding English students to overcome the hurdles they encounter on their path to timely graduation.

Student 3 said:

The study program should pay more attention to students who are in the middle of thesis progression and can bridge students with thesis supervisors if there are problems. And hopefully the study program can update information more

often and provide notifications to students regarding substantial matters. Therefore, prodi hopefully becomes more informative and the advisors to be a reminder if we as students lack in consistency and motivation.

Student 4 said:

In terms of faculty, faculty staff need to make frequent open-ended question session or batch counseling or even seminar with student that are struggling with their study.

Student 5 said:

In terms of the supervisor, it will be very helpful if the lecturer facilitates the consultation process by; fast response, professional, emotionally motivated. From the study program, it would be very helpful if the study program was not too rigid about procedural regulations. Then, the study program accelerates issuing or providing the needs that are needed by students such as; sk, sempro preparation, trial, and others.

From the responses above, we can conclude that the majority of the student hope that faculty could simplify academic acceleration procedure and pay more attention to struggeling student. Furthermore, the role of english department head must be strengthen in order to actively, passionately, and effectively mitigate problem in specific batch. The responses from the respondents indicate that the availibility and constant support from faculty staff whether mentaly and technically would improve student journey to graduation.

3) Paralellism towards faculty policies regarding requirements for completion pace.

In the pursuit of academic excellence and the optimization of educational systems, it is essential to examine and understand the complex network of factors influencing the successful completion of a bachelor's degree programme within the stipulated eight semesters. The pathway of English students on their journey to the university is marked by a multifaceted interaction of individual aspirations, institutional policies and pedagogical strategies. The centre of this complex framework lies in the mandatory role of faculty policies, especially those related to the requirements of the program and the pace at which these requirements should be met. This chapter deals with the fundamentals of this dynamic interrelationship, with a special focus on the influence of parallelism, in which both students and teachers align their respective interests, expectations and actions, in the context of the difficulties of English students to achieve their studies in time. This subsection investigates the degree of congruence between student progress and faculty policies, specifically addressing requirements affecting the pace of program completion.

All respondents agree and share similar response:

Institutional policy and procedure play tremendous and essential role for its student to finish the study on time. The policy affected student in terms the efficiency and effectiveness to approach graduation with ease and simple procedural and policy. In english faculty case, the standard

of procedure less effective than other faculty. If we look from this perspective, english faculty should adopt every single good policy and procedure from other faculty. English faculty should have been doing trial and error until if well establish formally within the faculty.

It is observable that the slowness of administrative in continuity made a number of student lost motivation because the long break from one administrative and procedural event to another.

From the responses obtained by the students in the interview, all of them have similar opinion regarding instutional policy in influencing study completion pace. The ability of instutional to come up with ideal policies cause favourable acceleration for student toward their ultimate goal that is graduation.

2. Student self-efficacy application in overcoming academic barriers.

In higher education, the achievement of academic success is often considered to be the culmination of dedicated efforts, perseverance and a profound belief in one's abilities. In this context, the concept of student self-efficacy is emerging as a decisive determinant, which has a powerful influence on the ability of students to overcome a variety of academic obstacles. This chapter investigates the multifaceted landscape of the difficulties faced by English students in completing their studies within the eight prescribed semesters and reveals the complex interaction between self-efficacy beliefs and academic challenges encountered during this hard journey. A comprehensive investigation of this symbiotic relationship is essential not only to deepen the comprehension of the difficulties encountered by students in their academic

pursuit, but also to highlight possible solutions and interventions that can increase their resilience and ultimate triumph in the face of adversity.

Student 1 said:

Set up the deadline and target to achieve daily, it helps me a lot to made progres in writing my thesis. Furthermore, hang out with friends who have the same adversity in writing thesis could ease my emotional burden and that could boost my productivity and accelerate toward graduation.

Student 2 said:

I forced myself to have a process every day regarding my thesis. Although, external factors limited my movement and process but choosing to be consistent made me get out of my comfort zone and procrastination.

Student 3 also share the same technique with student 2:

The reason of why my graduation time delayed was the issue of lacking in motivation, and the solution that i came up to this issue is with commitment and self-disciplinarry. I commit to made progres everyday and ambitiously set the goals that need to be achieved daily.

Student 3 also made sugesstion:

From my personal experience whenever you still have the surge of motivation on that particular day, you need to utilize that urge to do something productive and progresive as such thesis writing. Beside to this, you dont have to wait to the arrival of motivation to do things rather you need to make it as responsibility so that would made you resilient and commit to your graduation.

Student 4, 5, 6, and 7 share the same respon:

Self-ambition to graduate on time from university should be nurtured from early on, if ones have become a late semester student and have no self-ambition to finish the study faster the result would be devastating for the student and resulted student to face the potential and consequence of dropping out.

1) *Stop procrastination and be consitent.*

- 2) *Hang out with friends that have common and mutual goal, because we familiarize our-self with the same ambitious people that race toward the goal the result of that would be beneficiary for us and our friend.*

Student 8 said:

Built self-efficacy that strive toward the goal with additional assistance from Prodi. Additionally, thoroughly prepare and take notes if needed as a reminder.

To sum up, the respons obtained from the respondent displayed the importance of self-efficacy in overcoming academic obstacles. Furthermore, student need to cultivate self-efficacy beliefs form early university admission or even earlier. The role of faculty in nurturing and creating suitable environment for the student who are struggling take a tremendous part to improve on-time university graduation rate significantly.

B. Discussion

The objective of this research is to find out the difficulty that English students of Uin Ar-raniry faced that hinder them to achieve on-time degree completion, as well as the solution that are required to overcome the obstacle. As such, there are three main points of discussion in this study: the first one is the triggering factors and challanges that English students faced that make them difficult to reach graduation, the second one is the applicable solution that English students have to take to overcome the encountered obstacles.

The first research question is to find out the triggering factors and challanges that act as primary hindrance faced by English students. This inquiry aimed to asses

student's difficulty in finishing study within stipulated eight semesters utilizing qualitative methodology. The findings imply two topics on the first research question, namely: Internal factors which consists (lack of motivation and procrastination as habit) and External factors which consist (inadequate supervisory activity, academic staff availability on sustainable support system, and parallelism toward faculty policies regarding requirement for completion pace). The second research question inquiry the solution needed to cope with the obstacles. Therefore, self-efficacy beliefs are presented as coping mechanism in this research.

The first implication emerges from the internal factor is lack of motivation. Motivation within students can manifest from both internal and external sources, including the influence of their parents, campus life, etc. This motivation has the power to cultivate enthusiasm, fostering a dedicated approach to their academic pursuits. Consequently, students develop resolute intentions and determination, embracing challenges and persisting in the face of adversity. Motivation empowers students to work diligently towards realizing their dreams and aspirations. This unwavering drive enables them to confront tests and trials with patience and sincerity, as they recognize the transformative potential of education in enhancing their future prospects.

One notable cause of diminished motivation can be attributed to the selection of an inappropriate academic program. A mismatch between an individual's initial expectations of an educational program and the actual curriculum content may lead to a lack of enthusiasm in their studies. This discrepancy can result in a sense of disillusionment, hampering motivation. This happened to student 7,

which she/he initiatively took double major, concurrently poor time management resulting detrimental academic achievement. Thereby, the unwavering academic pursuits began to diminished, which ultimately affecting time-to-degree completion.

Laziness, characterized by an aversion to fulfilling academic responsibilities, is a prevalent issue among students. This reluctance is often linked to challenges in undertaking tasks, peer influences, and the prioritization of less substantial activities over academic pursuits. This procrastination typically surfaces in the early stages of a student's academic journey, during the initial semesters.

The consensus among respondents highlighted that their lack of motivation stemmed from inadequate of extrinsic motivation, specifically from their academic advisors who were profoundly related in supervisory activity. Both students and faculty should contemplate for the potential and possible method to address this serious challenge. Hence, if necessary, faculty administrative countermeasures should be implemented.

From the researchers contemplation, a lazy student often dedicates excessive time to frivolous activities, indulging in leisure without a clear sense of purpose. Neglecting more productive academic activities, such as reading, writing their thesis, building good relationship with faculty and academic advisor, engaging in intellectual discussions with peers, or participating in student organizations, they exhibit a lack of seriousness in their studies. This behavior often display a lack of self-awareness, purpose, and comprehension of the intrinsic value of their education. Such students may fail to grasp the financial sacrifices made by their

parents to support their academic endeavors. Consequently, these individuals often fall short of academic standards, leading to delayed progress in their studies.

Furthermore, the second implication emerges from the internal factor is procrastination as habit. The students who indulge themselves and make procrastination as habits will result in a detrimental impact to their timely graduation. From the interview, all of the interviewees shared similar implications that procrastination is one of the biggest hindrances to their graduation. In most literature, there are short and long-term consequences of procrastination. Course grade could be seen as one of the short-term academic outcomes. Meanwhile, for the long-term repercussions, procrastination could be displayed as a predictor for late degree completion. Furthermore, in numerous researches, procrastination increases dropout rates and decreases the graduation rates. The researcher found that English students that are being interviewed procrastinate a lot in their late semester, primarily when the thesis writing session begins.

As such, with no due time for thesis submission except approaching the limit or near drop-out time, the students did not have the urge to immediately progress on their thesis. Additionally, procrastination that befalls the respondents comes from several triggering factors, namely dual major student, socio-economic, holiday comfortability, and thesis counseling. Therefore, it is essential for the faculty, especially the faculty staff such as thesis advisors, to come up with firm and strong obligatory demands for thesis check-ups every week or fortnight to reduce the procrastination that is deeply ingrained.

The first implication arise from the external factor is inadequate supervisory activity. From the interview, the respondents encountered various supervisory hindrance such as unprofesionalism, ineffeciency support of counseling given by academic advisor, counseling procrastination, insufficient knowledge toward topic matter and so forth.

A multitude of hurdles above arise due to numerous reasons, such as sporadic or infrequent communication with supervisors, who may be preoccupied with administrative or teaching duties, have an excessive number of students to monitor, or be frequently absent from the university. From a broader standpoint, the supervisor's personal circumstances can also contribute to the ineffective supervision. Specifically, being overwhelmed with excessive tasks can lead to burnout, necessitating self-care and resulting in avoidance and neglect of supervisory responsibilities.

Regarding the gathered data from the interview, the correspondents suggested that effective and efficient supervisory activity must be done. However, numorous occurrence opposite to effective and efficient superviosry activity are taken place, for instances; by not reading and examining the thesis thouroughly, the supervisor often made student repeatedly work on revision on the same detail again and again which is resulting in poor and inefficient practice that are time-wise costly. Another complaint voiced by correspondents are slightingly in profesionalism which hugely influence by mood in conducting supervisory activity was very undesirable. More to it, clear and comprehnsive instruction given by the

supervisor to their supervisee profoundly desirable to facilitate constructive progress in finishing thesis journey.

This study advocates for methods and tactics to enhance and fortify the interpersonal contact and relationship between supervisors and students. Also, it is vital to explore ways to enhance interpersonal skills and foster collegial relationships between supervisors and students. Furthermore, in order to graduate within the expected timeframe, it is crucial to not restrict the contact and involvement between the supervisor and student solely to cognitive components, but to also include elements of emotional engagement. Furthermore, universities should use efficient strategies, such as offering well-equipped research facilities and workshops to enhance the research abilities of the undergraduate students. In order to address the aforementioned issues, it is necessary to fulfil and prioritise the following supervisory requirement as part of the counselling activity: (1) Personal assistance: offering assistance, encouragement, socializing, and aid in arranging accommodation and other non-research related matters; (2) Indirect assistance related to research: offering connections to both industry and academia, providing equipment, and initial guidance in finding references; and (3) Direct assistance related to research: conducting thorough analysis of work, aiding in resolving methodological issues, providing clear guidance, and assisting in project management. Students occasionally encounter personal challenges. These can encompass challenges within one's family, issues in personal connections, adaptations to different cultures, financial stressors, and employment-related

obstacles. The significance of these diverse issues should not be underestimated (Haksever and Manisali, 2000).

The students' tenacity and endurance, coupled with the supervisor's thoughtfulness, availability, professionalism, and high integrity, were crucial in ensuring a successful voyage of thesis supervision, which ultimately triumph in the desired, degree-completion.

Furthermore, the second implication that emerges from the external factor is academic staff availability on sustainable support system. The impact of institutional factors on the time required to attain a degree completion is especially noteworthy for first-year students, considering the transitional nature of the first academic year. It is common for first-year students to experience a sense of detachment from both the institutional support systems and the wider campus community. Furthermore, a significant proportion of first-year students are deficient in the time management and self-control skills that are critical for navigating the challenges of unstructured academic settings (Bailey et al., 2019; Bruffaerts et al., 2019). Therefore, by enhancing the faculty availability could brought up positive environment for new enrolled students.

From the interview, the data obtained regarding faculty role in directing the academic triumph undoubtedly profound. The most highlighted supportive availability according to the consensus that mostly in their late years of education were highly informative and technical pragmatism. Furthermore, the student hoped that faculty could be convenient place to file complaint and could be bridging agent

if there is arising problem with so called academic advisor, financial obstacle as the instance.

The third implication regarding external factor is institutional policy. Inarguably, institutional policies wield a profound influence over students' time to degree completion. Drawing upon the insights derived from interviews on several respondents, it is apparent that the consensus among respondents is that institutional policies play a pivotal role in shaping the educational journey on campus. The expeditious or protracted progression of a student towards graduation is undeniably contingent upon the manner in which an institution's policy framework is conceived and executed.

In the context of the English faculty at Uin-AR-raniry, divergent perspectives emerge from the respondents. A subset of individuals commends the faculty's current efforts in facilitating accelerated undergraduate progress. Conversely, another group of respondent contends that the faculty could enhance its efficacy by formulating more favorable policies which, as per their assessment, are presently lacking and ineffective. They advocate for the adoption of regulations that surpass those of their academic counterparts. For instance, concerns have been raised about the inflexible conduct of proposal examinations, leading to prolonged processing times between academic event to another. Similarly, the duration of KKN (a mandatory community service program) has been cited as an area where improvements are warranted, with the suggestion being to shorten in its duration. In addition, many institutions implement policies and programs to improve timely graduation. as an instance, schools may offer summer courses that enable students

to take coursework they cannot complete during the regular academic year due to insufficient seating capacity or unmet academic course requirements (e.g., Fischer, Xu, et al., 2020; Smith & Byrd, 2015). Previous instance could be put into consideration and adopted in English faculty of Uin Ar-Raniry

It is evident that, through the implementation of flexible and advantageous institutional policies, the faculty has the potential to foster a more conducive academic environment, thereby exerting a gradual yet palpable impact on graduation rates.

The second research question investigate what are solutions that students have to cope with the challenges. In this section, the researcher adopted self-efficacy concept as coping mechanism to overcome and outgrow the challenges. According to Bandura (1997) identified four distinct sources in order to comprehend the origins of an individual's self-efficacy beliefs: (1) experiences of mastery; (2) experiences of vicariousness; (3) verbal persuasion; and (4) physiological and affective states. 'Vicarious experiences' are acquired through observation or hearing of the achievements of others, whereas 'mastery experiences' pertain to an individual's recollection and reflection of their own past successes in comparable tasks. 'Physiological and affective states' pertain to an individual's interpretation of information obtained through their own senses, whereas 'verbal persuasion' concerns the evaluations or feedback offered by others. Having knowledge of these various origins can assist us in comprehending the process by which self-efficacy beliefs are constructed and, more significantly, the means by which they can be modified.

From the data derived, the respondent shared a multifaceted response on how they overcame the obstacles faced along the way toward graduation. The concept of self-efficacy is utilized by researcher as foundation theoretical and applicable framework to connect on how English student manage to mitigate, fix and overcome the encountered problems. There are six solutions acquired from the respondent to overcome the obstacles: set up deadline and target daily, surround oneself in positive environment, be consistent and stop procrastinate, commitment and self-disciplinary as solution for lack of motivation and laziness, growing self-ambition, Building self-efficacy with the assistance of English language faculty.

In pursuit of self-efficacy enhancement, a multifaceted approach is imperative. First and foremost, student 1, 2 and 3 address that the establishment of well-defined deadlines and the cultivation of daily targets hold paramount importance. Research suggests that individuals with high self-efficacy demonstrate a penchant for setting ambitious objectives and are more likely to attain them. Thus, it becomes clear that anchoring oneself within a structured framework of goals and commitments is a vital facet of self-efficacy cultivation.

Secondly, student 1, 4, 5, 6 and 7 indicated the influence of one's environment is of profound significance. This extends to the quality of social interactions and the people one surrounds themselves with. The concept of 'social influence' resonates with the idea that fostering self-efficacy is intricately tied to the cultivation of a positive environment. Associating with individuals who share similar aspirations and engaging in efficacious counseling can substantially contribute to self-efficacy development.

The third facet revolves around the imperative of maintaining consistency in daily routines and defeating the scourge of procrastination. This approach is underpinned by the notion of 'mastery experience,' wherein reflecting upon past successes serves as a potent tool for overcoming present challenges. Breaking tasks into manageable daily processes and adhering to a consistent regimen is instrumental in combating the tendency to procrastinate. This issue was apostrophized by almost all of respondents, they faced similar issue and manage to come up with similar respon or solution that are consitency and subdue the scourge of procrastination which resulted in overgrowing the obstacles.

Moreover, in the context of addressing motivation deficits, this issue was pointed out by student 2 and 3. The importance of commitment and self-discipline comes to the fore. Individuals with elevated self-efficacy tend to exhibit unwavering commitment and goal-oriented behavior. They perceive obstacles not as hindrances but as challenges, thereby utilizing them as sources of motivation. Furthermore, harnessing motivation as it arises is a key strategy for individuals seeking to address issues of lethargy and wavering commitment. Those with high self-efficacy proactively utilize spurts of motivation for productive and progressive tasks, rather than waiting for motivation to strike independently.

Additionally, the matter of growing self-ambition was issued by student 4, 5, 6 and 7. It is crucial to nurture self-ambition from an early stage, particularly in the context of academic pursuits. Fostering self-efficacy aligns with nurturing self-ambition, as it enables individuals to maintain unwavering commitment to their academic goals, such as timely graduation.

Lastly, the role of advisors and faculty staff members, especially within the academic sphere, cannot be overstated. Also, student 8 stressed the importances of faculty in assisting the growth of students' self-efficacy. Engaging with the faculty in departments relevant to one's goals, such as the English department, can be a valuable component of self-efficacy development. Faculty members can provide essential guidance, mentorship, and create a positive supervisory environment that nurtures self-efficacy through mechanisms like role modeling and constructive feedback. Therefore, leveraging the expertise and support of such mentors is an essential element in the journey towards self-efficacy enhancement.

Based on indication above, the experience of the respondents and the way they manage to overcome the academic and non-academic issues were profoundly align with the concept of self-efficacy proposed by Albert Bandura.



CHAPTER V

CONCLUSION, RECOMMENDATIONS AND LIMITATION

In this chapter the researcher presents the conclusion and recommendations following the findings of this study. The main reason for this study is to find out what difficulty English's students of English Language Education Department of UIN Ar-Raniry Banda Aceh faced that make them unable to graduate within eighth semesters. The participants in this study consist of nine English students as the respondent based on two criterias, Firstly, a group of participants that have not graduated yet (more than eight-semester) which consists of three students of each batch. Secondly, the three batch student selected have studied eight semesters or more and accomplished GPA of 3,5.

A. Conclusions

This study examines the challenges encountered by students in the English Language Education Department when it comes to graduating from university within the designated timeframe or completing timely graduation. Based on the research findings and discussion presented in the previous chapter, the researcher drew several conclusions. Firstly, the majority of respondents encounter challenges in completing their studies within the expected timeframe. This is result of the multitude of obstacles encountered by English students during the journey towards completing their degree namely; Internal factor (lack of motivation and procrastination as habit), external factor (inadequate supervisory practice, the availability of the faculty, and instutional policies). Furthermore, the provision of

comprehensive support by faculty as a whole in the form of regulations, policies and attitudes of professionalism is crucial for addressing the ongoing challenges encountered by students. Lastly, data collected from the students indicates that their self-efficacy beliefs significantly impact their motivation and perseverance to overcome challenges in their late year of study. The higher self efficacy of the students showed positive correlation with the triumph of students' degree completion.

B. Recommendations

The researcher will offer several recommendations for the faculty and lecturers based on the findings. The researcher emphasizes the need for faculty and lectures to promote effective and efficient on-time graduation programs. By developing good on time graduation program, the researcher hoped that faculty could help students in achieving on time graduation or to graduate within eight stipulated semesters. In addition, the researcher advocates for the adoption of a timely graduation approach by faculty or lecturers within the English Language Department. This approach should be sourced from reputable and successful faculties or universities, and implemented through effective trial and error management.

Implementing a well-structured graduation program that emphasizes punctuality is an effective way to ensure that a large number of students achieve high-quality education and complete their degrees within the expected timeframe. This study utilized interviews as the primary research tool to gather data from English student participants. Hence, future researchers might further investigate

policy makers in universities, faculty staff, and lecturers to discover a diverse range of perspectives. Ideally, this research can be undertaken in a broader scope.

C. Limitations

The thesis undertakes a thorough exploration and investigation; however, it is imperative to acknowledge certain limitations that impact the study's scope and generalizability. The primary emphasis of the research centers on the challenges faced by English students in attaining timely degree completion. It is necessary to recognize limitations concerning the broader applicability of the findings in other areas of research. The utilization of a qualitative approach, while providing a detailed understanding of the issue at hand, may impede universal applicability due to significant variations in dynamics and strategies across diverse institutions. Despite the valuable insights gained from interviews with key personnel, it is crucial to note that these inputs are susceptible to bias, and the subjective interpretation of responses introduces an additional layer of potential researcher bias. It is vital to acknowledge and address several limitations that pave the way for future research endeavors.

Firstly, the study's sample size, though informative, remains relatively small when compared to the extensive population of Acehnese English students at university level. This limitation raises concerns about capturing the full spectrum of diverse student behaviors across the region, particularly given the limited representation of male participants, which is notably smaller than that of female respondents. Expanding the participant pool to include various demographics,

regions, and socio-economic statuses could provide a more comprehensive understanding of the role of social media in shaping student behavior.

Future research initiatives should diversify case studies to encompass a broader scope, involving not only students but also faculty members and policymakers across the region. Additionally, the study's fixed timeframe may constrain a nuanced understanding of evolving policies, programs, and strategies implemented by universities in response to the rapidly changing landscape of teaching, learning, and administrative functions on campuses. Longitudinal studies that track student behaviors throughout their academic journey over extended periods could offer deeper insights into the dynamic nature of these behaviors and their evolution over time.

Despite the acknowledged limitations, the research endeavors to offer valuable insights into the specific context of English students facing challenges in graduating within stipulated timeframes. This contribution significantly enhances the broader understanding of the factors and challenges encountered by students, along with the countermeasures implemented in response. Recognizing and addressing these limitations is crucial for framing and interpreting the study's results accurately, promoting transparency, and encouraging further research to deepen our comprehension of the intricate relationship between students' academic acceleration, favorable policies, and the efficacy of academic conduct within specific institutions.

REFERENCES

- Abdulghani, H. M., Alrowais, N. A., Bin-Saad, N. S., Al-Subaie, N. M., Haji, A. M. A., & Alhaqwi, A. I. (2012). Sleep disorder among medical students: Relationship to their academic performance. *Medical Teacher*, 37–41. <https://doi.org/10.3109/0142159x.2012.656749>
- Abiddin, N. Z., Ismail, A., & Ismail, A. (2011). Effective supervisory approach in enhancing postgraduate research studies. *International Journal of Humanities and Social Science*, 1(2), 206-217.
- Adeyemo, D. A., & Akinola, G. A. (2020). Time Management Skills among Undergraduates: An Assessment of Its Effectiveness on Academic Performance. *Journal of Education and Practice*, 11(8), 106-114.
- Almoallim, H., Aldahlawi, S., Alqahtani, E., Alqurashi, S., & Munshi, A. (2010). Difficulties facing first-year medical students at Umm Alqura University in Saudi Arabia. *Eastern Mediterranean Health Journal*, 16(12), 1272–1277. <https://doi.org/10.26719/2010.16.12.1272>
- Amenkhienan, C. A., and Kogan, L. R. (2004). Engineering students' perceptions of academic activities and support services: Factors that influence their academic performance. *Coll. Stud. J.* 38, 523–541.
- Amin, F. N. Al, Indahwati, & Angraini, Y. (2013). Analisis ketepatan waktu lulus berdasarkan karakteristik mahasiswa FEM dan Faperta menggunakan metode chart. *Xplore*, 2(1), 2–8.
- Amini, S. H. (2002). The role of self-efficacy, self-regulation and self-esteem in students' academic achievement in junior high school experimental sciences course [dissertation]. Tehran: Tarbiat Moallem University.
- Apridiansyah, Y., Veronika, N. D. M., & Putra, E. D. (2021). Prediksi kelulusan mahasiswa fakultas teknik informatika Universitas Muhammadiyah Bengkulu menggunakan metode naive bayes. *JSAI (Journal Scientific and Applied Informatics)*, 4(2), 236–247. <https://doi.org/10.36085/jsai.v4i2.1701>
- Arens, A. K., Marsh, H. W., Pekrun, R., Lichtenfeld, S., Murayama, K., & vom Hofe, R. (2017). Math self-concept, grades, and achievement test scores: long-term reciprocal effects across five waves and three achievement tracks. *Journal of Educational Psychology*, 109(5), 621–634.
- Azman, H., Nor, N. F. M., & Aghwela, H. O. M. (2014). Investigating supervisory feedback practices and their impact on international research student's thesis

- development: A case study. *Procedia-Social and Behavioral Sciences*, 141, 152-159.
- Baharudin, Teori belajar & Pembelajaran, (Jogjakarta: Ar-Ruzz Media, 2008), pp. 19-21.
- Bailey, E. J. (2019). The ‘Freshman 15’: Exploring Weight Issues, Eating Patterns, Psychological, Mental Health, Stress, and Weight Loss Prevention Programs among College Students at East Carolina University. *HSOA Journal of Community Medicine & Health Care*, 6(1), 1–7. <https://doi.org/10.24966/cmph-1978/100044>
- Bandura, A. (1986). Social foundations of thought and action : A social cognitive theory. *Englewood Cliffs*.
- Bandura, A. (1994). “Self-efficacy,” in Encyclopedia of human behavior, Vol. 4, ed. V. S. Ramachaudran (New York, NY: Academic Press), 71–81.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H Freeman, 3–604.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bandura, A., Barbaranelli, C., Caprara, G. V., and Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Dev.* 67, 1206– 1222. doi: 10.1111/j.1467-8624.1996.tb01791.x
- Barnett Berry. (2010). Teacher effectiveness: The conditions that matter most and a look to the future. *Center for Teaching Quality*.
- Bassi, M., Steca, P., Delle Fave, A., and Caprara, G. V. (2007). Academic self-efficacy beliefs and quality of experience in learning. *J. Youth Adol.* 36, 301–312. doi: 10.1007/s10964-006-9069-y
- Bellodi, P. L., Dolhnikoff, M., Jacomo, A. L., Jorge, A. A. D. L., Ferraro, A. A., Germani, A. C. C. G., Tannuri, A. C. A., Tess, B. H. C., Caramelli, B., Malheiros, D. M. A. C., Tibério, I. D. F. L. C., Otoch, J. P., Silva, L. F. F. D., Castro, L. H. M., Zerbini, M. C. N., Martins, M. D. A., Souza, R. D., & Francisco, R. P. V. (2021). Medical students with performance difficulties need wide support: Initial results of an academic tutoring program. *Clinics*, 76, e2495. <https://doi.org/10.6061/clinics/2021/e2495>
- Bong, M., and Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educ. Psychol. Rev.* 15, 1–40.

- Borko, H., & Livingston, C. (1989). Cognition and improvisation: Differences in mathematics instruction by expert and novice teachers. *American Educational Research Journal*, 26(4), 473–498. <https://doi.org/10.3102/00028312026004473>
- Bound, J., Lovenheim, M., & Turner, S. (2009). Why have college completion rates declined? An analysis of changing student preparation and collegiate resources. *Cambridge, MA: National Bureau of Economic Research*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). *American Psychological Association*. <https://doi.org/10.1037/13620-004>.
- Britner, S. L., and Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *J. Res. Sci. Teach.* 43, 485–499.
- Brown, R. D., & Krager, L. (1985). Ethical issues in graduate education: Faculty and student responsibilities. *The Journal of Higher Education*, 56(4), 403-418.
- Bruffaerts, R., Mortier, P., Auerbach, R. P., Alonso, J., De La Torre, A. E. H., Cuijpers, P., Demyttenaere, K., Ebert, D. D., Green, J., Hasking, P., Stein, D. J., Ennis, E., Nock, M. K., Pinder-Amaker, S., Sampson, N. A., Vilagut, G., Zaslavsky, A. M., & Kessler, R. C. (2019). Lifetime and 12-month treatment for mental disorders and suicidal thoughts and behaviors among first year college students. *International Journal of Methods in Psychiatric Research*, 28(2). <https://doi.org/10.1002/mpr.1764>
- Campbell, R. J., Kyriakides, L., Muijs, R. D., & Robinson, W. (2003). Differential Teacher Effectiveness: Towards a model for research and teacher appraisal. *Oxford Review of Education*, 29(3), 347–362. <https://doi.org/10.1080/03054980307440>
- Cardoso, S., Tavares, O., & Sin, C. (2015). The quality of teaching staff: Higher education institutions' compliance with the European Standards and guidelines for quality assurance—the case of Portugal. *Educational Assessment, Evaluation and Accountability*, 27(3), 205–222. <https://doi.org/10.1007/s11092-015-9211-z>

- Cheng, Y. C., & Tsui, K. T. (1999). Multimodels of teacher effectiveness: Implications for research. *The Journal of Educational Research*, 92(3), 141–150. <https://doi.org/10.1080/00220679909597589>
- Cheung, C. K., and Kwok, S. T. (1998). Activities and academic achievement among college students. *J. Genet. Psychol.* 159, 147–162. doi: 10.1080/00221329809596142
- Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter? *Educational Researcher*, 39(1), 7–15. <https://doi.org/10.3102/0013189x09357616>
- Covino, E. A., & Iwanicki, E. F. (1996). Experienced teachers: Their constructs of effective teaching. *Journal of Personnel Evaluation in Education*, 10(4), 325–363. <https://doi.org/10.1007/bf00125499>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. Research Design.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks: SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. *Sage publications*.
- Cruickshank, D., & Haefele, D. (1990). Research-based indicators: Is the glass half-full or half-empty? *Journal of Personnel Evaluation in Education*, 4(1). <https://doi.org/10.1007/bf00177128>
- Cryer, P. (2006). *The research student's guide to success*. McGraw-Hill Education (UK).
- Dearden, L., Hodge, A., & Mullan, K. (2021). Does higher education pay off? Understanding the cost-effectiveness of higher education in England. *Journal of Higher Education Policy and Management*, 43(1), 20-35.
- Dengen, C. N., Kusriani, K., & Luthfi, E. T. (2020). Implementasi decision tree untuk prediksi kelulusan mahasiswa tepat waktu. *SISFOTENIKA*, 10(1), 1. <https://doi.org/10.30700/jst.v10i1.484>
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 1–32).
- Devlin, M. (2007). “Improving teaching in tertiary education: Institutional and individual influences,” in Excellence in education and training convention (2007). *Singapore: Singapore Polytechnic*.

- Devlin, M., & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development*, 29(2), 111–124. <https://doi.org/10.1080/07294360903244398>
- Ding, C., and Sherman, H. (2006). Teaching effectiveness and student achievement: examining the relationship. *Educ. Res. Q.* 29, 40–51.
- Djarwanto. 1994. Pokok-pokok metode riset dan bimbingan teknis penulisan skripsi. *Yogyakarta: Liberty*.
- Duckworth, A. L., Kirby, T. A., Tsukayama, E., Berstein, H., & Ericsson, K. A. (2019). Deliberate practice spells success: Why grittier competitors triumph at the National Spelling Bee. *Social Psychological and Personality Science*, 10(3), 408-417.
- Dunn, R., Griggs, S. A., Olson, J., Beasley, M., & Gorman, B. S. (1995). A Meta-analytic validation of the dunn and dunn model of learning-style preferences. *The Journal of Educational Research*, 88(6), 353-362.
- Emmer, E. T., & Stough, L. M. (2001). Classroom Management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103–112. https://doi.org/10.1207/s15326985ep3602_5
- Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for secondary teachers* (6th ed. ed.). Boston: Allyn & Bacon.
- Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308–318. <https://doi.org/10.1080/00220670209596604>
- Eyangu, S., Bagire, V., & Kibrai, M. (2014). An Examination of the Completion Rate of Masters Programs at Makerere University Business School. *Creative Education*, 05(22), 1913–1920. <https://doi.org/10.4236/ce.2014.522214>
- Fischer, C., Xu, D., Rodríguez, F., Denaro, K., & Warschauer, M. (2020). Effects of course modality in summer session: Enrollment patterns and student performance in face-to-face and online classes. *Internet and Higher Education*, 45, 100710. <https://doi.org/10.1016/j.iheduc.2019.100710>
- Fitri, D. M., & Nurhidayah, N. (2019). Hubungan peran pembimbing akademik dengan prestasi belajar. *Jurnal Inovasi Pendidikan MH Thamrin*, 3(1), 7–12. <https://doi.org/10.37012/jipmht.v3i1.81>

- Fitri, N. (2019). An analysis on students' difficulties in speaking english at Islamic senior high school Kotabaru Seberida. *Pekanbaru: Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.*
- Gardner, S. K. (2009). Student and faculty attributions of attrition in high and low-completing doctoral programs in the United States. *Higher Education*, 58(1), 97-112. <https://doi.org/10.1007/s10734-008-9184-7>
- Girves, J. E., & Wemmerus, V. (1988). Developing models of graduate student degree progress. *The Journal of Higher Education*, 59(2), 163-189.
- Gore, P. A. Jr. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *J. Car. Asses* 14, 92-115.
- Graham, S., & Weiner, B. (1996). *Theories and principles of motivation*. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology*.
- Greco, A., Annovazzi, C., Palena, N., Camussi, E., Rossi, G., & Steca, P. (2022). Self-efficacy beliefs of university students: Examining factor validity and measurement invariance of the new academic self-efficacy scale. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.498824>
- Gronlund, N. E. (2006). *Assessment of student achievement* (8th ed.). Boston: Pearson.
- Gueorguieva, J. M. (2011). Procrastination: A Measurement of Types. Doctoral Thesis, Western Illinois University, Markham.
- H. Dickson Corbett, Bruce L. Wilson, & Belinda Williams. (2002). Effort and excellence in urban classrooms: expecting and getting success with all students. *Choice Reviews Online*, 40(03), 40-1678. <https://doi.org/10.5860/choice.40-1678>
- Habibah, A. (2016). Personal Realities and the Apprenticeship of Supervising : My Tortuous Journey as a Supervisor. *Asian Journal of University Education*, 12(2).
- Hadi, N. U., & Muhammad, B. (2019). Factors Influencing Postgraduate Students' Performance: A high order top-down structural equation modelling approach. *Educational Sciences: Theory & Practice*, 19(2).
- Haerazi, H., & Syarifuddin, H. (2020). The Correlation Between Motivation and Academic Performance of EFL Students. *Journal of English Education and Teaching*, 4(1), 1-11.

- Hakim, A. L. (2019). Pengembangan matriks antar standar nasional pendidikan tinggi, Akreditasi perguruan tinggi dan akreditasi program studi. *Jurnal Ilmiah Kesehatan*, 18(2), 42–48. <https://doi.org/10.33221/jikes.v18i2.219>
- Haksever, A. M., & Manisali, E. (2000). Assessing supervision requirements of PhD students: The case of construction management and engineering in the UK. *European Journal of Engineering Education*, 25(1), 19–32.
- Haksever, A. M., & Manisali, E. (2000). Assessing supervision requirements of PhD students: The case of construction management and engineering in the UK. *European Journal of Engineering Education*, 25(1), 19–32. <https://doi.org/10.1080/030437900308616>
- Hancock, B., Ockleford, E., and Windridge, K. (2007). An introduction to qualitative research. *Trent RDSU*.
- Harun, R. R., Septyanun, N., Yuliani, T., Junaidy, A. M., Hamdi, H., & Rejeki, S. (2022). Lulus tepat waktu: Sebuah motivasi dan kode etik belajar bagi mahasiswa di perguruan tinggi. *JCES (Journal of Character Education Society)*, 5(3), 773-779.
- Hassan, N. C. (2019). Depression, anxiety and stress among postgraduate students in faculty of education of a public university in Malaysia. *Malaysian Journal of Medicine and Health Sciences*, 15(101), 90 – 95.
- Henard, F., and Roseveare, D. (2012). “Fostering quality teaching in higher education: Policies and practices,” in *An IMHE Guide for Higher Education Institutions*, 7–11.
- Hoidn, S., & Reusser, K. (2020). Foundations of student-centered learning and teaching. *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*, 17–46. <https://doi.org/10.4324/9780429259371-3>
- Honicke, T., & Broadbent, J. (2016). Review: The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review*, 17(2016), 63-84. <https://doi.org/10.1016/j.edurev.2015.11.002>
- Hoon, T. S., Narayanan, G., Sidhu, G. K., Choo, L. P., Fook, C. Y., & Salleh, N. N. B. M. (2019). Students’ perceptions toward postgraduate study: A Preliminary Investigation. *International Journal of Education*, 4(30), 123-138.
- Jameel, T., Gazzaz, Z. J., Baig, M., Tashkandi, J. M., Alharenth, N. S., Butt, N. S., Shafique, A., & Iftikhar, R. (2019). Medical students’ preferences towards learning resources and their study habits at King Abdulaziz University,

- Jeddah, Saudi Arabia. *BMC Research Notes*, 12(1).
<https://doi.org/10.1186/s13104-019-4052-3>
- Johnson, T. D., & Ryan, K. E. (2000). A comprehensive approach to the evaluation of college teaching. *New Directions for Teaching and Learning*, 2000(83), 109–123. <https://doi.org/10.1002/tl.8309>
- Khandan, R., & Shannon, L. (2021). The Effect of teaching–learning environments on student’s engagement with lean mindset. *Education Sciences*, 11(9), 466. <https://doi.org/10.3390/educsci11090466>
- Khatun, M. T., Khatun, F., & Akter, M. K. (2020). Factor’s related to academic performance among undergraduate nursing students in Bangladesh. *IOSR J Nurs Health Sci*, 9(1), 14-23. doi:10.9790/1959-0901131423
- Komarraju, M., & Dial, C. (2014). Academic identity, self-efficacy, and self-esteem predict self-determined motivation and goals. *Learning and Individual Differences*, 32, 1–8. <https://doi.org/10.1016/j.lindif.2014.02.004>
- Kristin G. Esterberg. (2002). *Qualitative methods in social research*. McGraw Hill, Boston
- Kunle, O. (2021). Postgraduate Supervision: A Heuristic Approach to Learning, Unlearning, and Relearning. *Asian Journal of University Education*, 17 (4).
- Lambie, G., Hayes, B., Griffith, C., Limberg, D., & Mullen, P. (2013). An exploratory investigation of the research self-efficacy, interest in research, and research knowledge of Ph.D. in education students. *Innovative Higher Education*, 39(2), 139-153. <https://doi.org/10.1007/s10755-013-9264-1>
- Lane, J., Lane, A., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality: An International Journal*, 32, 247-256. <https://doi.org/10.2224/sbp.2004.32.3.247>
- Lent, R., Brown, S., & Larkin, K. (1984). Relation of self-efficacy expectations to academic achievement and persistence. *Journal of Counseling Psychology*, 31, 356-362. <https://doi.org/10.1037/0022-0167.31.3.356>
- Lent, R., Brown, S., & Larkin, K. (1986). Self-efficacy in the prediction of academic performance and perceived career options. *Journal of Counseling Psychology*, 33, 265-269. <https://doi.org/10.1037/0022-0167.33.3.265>
- M S Sherina, Lekhraj Rampal, & Nadarajan Kaneson. (2004). Psychological stress among undergraduate medical students. *The Medical Journal of Malaysia*, 59(2), 207–211.

- Malau-Aduli, B. S., O'Connor, T., Ray, R. A., van der Kruk, Y., Bellingan, M., & Teague, P. A. (2017). Risk factors associated with academic difficulty in an Australian regionally located medical school. *BMC Medical Education*, 17(1). <https://doi.org/10.1186/s12909-017-1095-9>
- Marsh, H. W., & Craven, R. G. (2005). A reciprocal effects model of the causal ordering of self-concept and achievement: new support for the benefits of enhancing self-concept. In: H. W. Marsh, R. G. Craven, D. McInerney, (Eds.) *International advances in self research: The new frontiers of self research*. (Vol. 2, pp. 15–51). *Greenwich, CT: Information Age*.
- Martadinata, A. M. (2019). Peran mahasiswa dalam pembangunan di indonesia. *Idea : Jurnal Humaniora*, 1–6. <https://doi.org/10.29313/idea.v0i0.2435>
- Martocchio, J. J., & Judge, T. A. (1997). Relationship between conscientiousness and learning in employee training: Mediating influences of self-deception and self-efficacy. *Journal of Applied Psychology*, 82(5), 764–773. <https://doi.org/10.1037/0021-9010.82.5.764>
- Masrizal, M., & Hadiansa, A. (2019). Prediksi jumlah lulusan mahasiswa STMIK DUMAI menggunakan jaringan. *I N F O R M a T I K A*, 10(1), 9. <https://doi.org/10.36723/juri.v9i2.98>
- Mastrokourou, S., Kaliris, A., Donche, V., Chauliac, M., Karagiannopoulou, E., Christodoulides, P., & Longobardi, C. (2022). Rediscovering teaching in university: A scoping review of teacher effectiveness in higher education. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.861458>
- Mayer, J. D., Salovey, P., and Caruso, D. R. (2002). Mayer-Salovey-Caruso emotional intelligence test (MSCEIT) item booklet. Toronto, *Ontario: UNH Personality Lab*, 26.
- Mbogo, R. W. (2016). Antecedent factors affecting academic performance of graduate students at the Nairobi Evangelical Graduate School of Theology. *Journal of Education and Practice*, 7(18), 128-141.
- McBean, E. A., & Al-Nassri, S. (1982). Questionnaire design for student measurement of teaching effectiveness. *Higher Education*, 11(3), 273–288. <https://doi.org/10.1007/bf00155619>
- McMahon, W. W. (2009). Higher learning, greater good: The private and social benefits of higher education. Baltimore, MD: *The Johns Hopkins University Press*.
- McMillan, W. J. (2007). “Then you get a teacher”—Guidelines for excellence in teaching. *Medical Teacher*, 29(8), e209–e218. <https://doi.org/10.1080/01421590701478264>

- Mhunpiew, N. (2013). A supervisor's roles for successful thesis and dissertation. *Online Submission*, 3(2), 119-122.
- Milienos, F. S., Rentzios, C., Catrysse, L., Gijbels, D., Mastrokourou, S., Longobardi, C., & Karagiannopoulou, E. (2021). The Contribution of learning and mental health variables in first-year students' profiles. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.627118>
- Muijs, D. (2006). Measuring teacher effectiveness: Some methodological reflections. *Educational Research and Evaluation*, 12(1), 53–74. <https://doi.org/10.1080/13803610500392236>
- Multon, K., Brown, S., & Lent, R. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38(1), 30-38. <https://doi.org/10.1037/0022-0167.38.1.30>
- National Center for Education Statistics (NCES). (n.d.) Glossary. In Integrated postsecondary education data system. Retrieved March 12, 2010 from <http://nces.ed.gov/ipeds/glossary/>.
- Nikki Bray-Clark, & Reid Bates. (2003). Self-efficacy beliefs and teacher effectiveness: Implications for professional development. *The Professional Educator*, 26(1), 13–22.
- Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J. (2017) Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi.org/10.1177/1609406917733847>
- Ojha, T., Heileman, G. L., Martinez-Ramon, M., & Slim, A. (2017). Prediction of graduation delay based on student performance. *2017 International Joint Conference on Neural Networks (IJCNN)*(pp. 3454-3460). <https://doi.org/10.1109/ijcnn.2017.7966290>
- Olivier, E., Archambault, I., De Clercq, M., & Galand, B. (2018). Student self-efficacy, classroom engagement, and academic achievement: Comparing three theoretical frameworks. *Journal of Youth and Adolescence*, 48(2), 326–340. <https://doi.org/10.1007/s10964-018-0952-0>
- Ommundsen, Y., Haugen, R., & Lund, T. (2005). Academic self-concept, implicit theories of ability, and self-regulation strategies. *Scandinavian Journal of Educational Research*, 49(5), 461–474. <https://doi.org/10.1080/00313830500267838>
- Othman, J., Mohamed, F. D., Salleh, T. S., & Bakri, N. (2015). Factors contributing to graduate on time in a technical university: Lecturers' views.

- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578. <https://doi.org/10.3102/00346543066004543>
- Paulsen, M. B. (2002). Evaluating teaching performance. *New Directions for Institutional Research*, 2002(114), 5-18. <https://doi.org/10.1002/ir.42>
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of reciprocal effects. *Child Development*, 88(5), 1653-1670. <https://doi.org/10.1111/cdev.12704>
- Phillips, E. M., & Pugh, D. S. (2000). How to get a PhD: A handbook for students and their supervisors. Open University Press.
- Prasetyo, H. (1970). Dampak kebijakan akreditasi perguruan tinggi terhadap daya saing (Competitiveness) perguruan tinggi swasta di kabupaten kebumen. *Fokus Bisnis : Media Pengkajian Manajemen Dan Akuntansi*, 13(1). <https://doi.org/10.32639/fokusbisnis.v13i1.13>
- Priyatman, H., Sajid, F., & Haldivany, D. (2019). Klasterisasi menggunakan algoritma K-Means Clustering untuk memprediksi waktu kelulusan mahasiswa. *Jurnal Edukasi Dan Penelitian Informatika (JEPIN)*, 5(1), 62. <https://doi.org/10.26418/jp.v5i1.29611>
- Przepiórka, A., Błachnio, A., & Siu, N. Y. (2019). The relationships between self-efficacy, self-control, chronotype, procrastination and sleep problems in young adults. *Chronobiology International*, 36(8), 1025-1035. <https://doi.org/10.1080/07420528.2019.1607370>
- Qureshi, S., and Ullah, R. (2014). Learning experiences of higher education students: approaches to learning as measures of quality of learning outcomes. *Bulletin of Education and Research*. 36, 79-100. Available online at: <https://www.semanticscholar.org/paper/Learning-Experiences-of-Higher-Education-Students%3A-Qureshi-Ullah/901e743718cd6193fe5c2fcde4b30c810fe6cedf# citing-papers>
- Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130(2), 261-288. <https://doi.org/10.1037/0033-2909.130.2.261>
- Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. *Association for Supervision and Curriculum Development EBooks*.

- Rogers, Linda Marie. (2019). "The influence of teacher effectiveness on student achievement: A case study". *Doctoral Dissertations and Projects*. 1964 (pp. 24-26). <https://digitalcommons.liberty.edu/doctoral/1964>
- Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, cognitive, and behavioral differences between high and low procrastinators. *Journal of Counseling Psychology*, 33(4), 387–394. <https://doi.org/10.1037/0022-0167.33.4.387>
- Rowan, B., Fang-Shen, C., & Miller, R. J. (1997). Using research on employees' performance to study the effects of teachers on students' achievement. *Sociology of Education*, 70(4), 256-284.
- Rubin B., Fernandes R., & Avgerinou M. D. (2013). The effects of technology on the community of inquiry and satisfaction with online courses. *The Internet and Higher Education*, 17, 48–57. DOI: 10.1016/j.iheduc.2012.09.006.
- Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, Self-determination, and will? *Journal of Personality*, 74(6), 1557–1586. <https://doi.org/10.1111/j.1467-6494.2006.00420.x>
- Saks, A. M. (1995). Longitudinal field investigation of the moderating and mediating effects of self-efficacy on the relationship between training and newcomer adjustment. *Journal of Applied Psychology*, 80(2), 211–225. <https://doi.org/10.1037/0021-9010.80.2.211>
- Salih, S., Fageehi, M., Hakami, S., Ateya, E., Hakami, M., Hakami, H., Ghazwani, B., Alabdali, Y., & Mustafa, M. (2021). Academic difficulties among medical students at Jazan University: A case-control study. *Advances in Medical Education and Practice*, Volume 12, 723–729. <https://doi.org/10.2147/amep.s307554>
- Sayer, M., Chaput De Saintonge, M., Evans, D., & Wood, D. (2002). Support for students with academic difficulties. *Medical Education*, 36(7), 643–650. <https://doi.org/10.1046/j.1365-2923.2002.01259.x>
- Schunk, D. H., & Mullen, C. A. (2012). *Self-efficacy as an engaged learner*. In S. L. Christenson, A. L. Reschly, C. Wylie, (eds.) *Handbook of research on student engagement*. (pp. 219–236). New York, NY: Springer.
- Schunk, D. H., & Pajares, F. (2009). *Self-efficacy theory*. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 35–54). New York, NY: Routledge.

- Siamian, H., Mahmoudi, R., Habibi, F., Latifi, M., & ZareGavvani, V. (2016). Students' Attitudes Towards Research at Mazandaran University of Medical Sciences in 2015. *Materia Socio Medica*, 28(6), 468. <https://doi.org/10.5455/msm.2016.28.468-472>
- Sidhu G. K., Lim P. C., & Chan Y. F. (2017). Developing a framework for postgraduate supervision," in Empowering 21st Century Learners Through Holistic and Enterprising Learning, *Springer*, 255–267.
- Sirois, F. M., Melia-Gordon, M. L., & Pychyl, T. A. (2003). "I'll look after my health, later": an investigation of procrastination and health. *Personality and Individual Differences*, 35(5), 1167–1184. [https://doi.org/10.1016/s0191-8869\(02\)00326-4](https://doi.org/10.1016/s0191-8869(02)00326-4)
- Smith, K., & Byrd, C. N. (2015). 2014 Joint Statistical Report Summary. Summer Academe: A Journal of Higher Education, 9, 1–12.
- Soliman, M. (2014). Perception of stress and coping strategies by medical students at King Saud University, Riyadh, Saudi Arabia. *Journal of Taibah University Medical Sciences*, 9(1), 30–35. <https://doi.org/10.1016/j.jtumed.2013.09.006>
- Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2012). Hearing their voices: Factors doctoral candidates attribute to their persistence. *International Journal of Doctoral Studies*, 7, 199–219. <https://doi.org/10.28945/1589>
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240–261. <https://doi.org/10.1037/0033-2909.124.2.240>
- Stallone, M. N. (2011). Factors associated with student attrition and retention in an educational leadership doctoral program. *Journal of College Teaching & Learning (TLC)*, 1(6). <https://doi.org/10.19030/tlc.v1i6.1952>
- Stead, R., Shanahan, M. J., & Neufeld, R. W. J. (2010). "I'll go to therapy, eventually": Procrastination, stress and mental health. *Personality and Individual Differences*, 49(3), 175–180. <https://doi.org/10.1016/j.paid.2010.03.028>
- Tadesse, E. F., & Khalid, S. (2022). Are teachers and HE are on the same page? Calling for a research–teaching nexus among Ethiopian and Pakistani academics. *Journal of Applied Research in Higher Education*. <https://doi.org/10.1108/jarhe-09-2021-0348>
- Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition. *Chicago: The University of Chicago Press*.

- Tinto, V. (2006). Research and practice of student retention: What next?. *Journal of College Student Retention: Research, Theory & Practice*, 8(1), 1-19.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*.
- Trigwell, K. (2001). Judging university teaching. *International Journal for Academic Development*, 6(1), 65-73. <https://doi.org/10.1080/13601440110033698>
- Turner, S. E. (2004). Going to college and finishing college: Explaining different educational outcomes. In C. M. Hoxby (Ed.), *College choices: The economics of where to go, when to go, and how to pay for it* (pp. 13-61). Retrieved January 4, 2010 from <http://www.nber.org/chapters/c10097>.
- Vallerand, R. J. (2000). Deci and Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation. *Psychol. Inq.* 11, 312-318.
- Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: Problematizing thematic emergence, triangulation, saturation and member checking. *Medical education*, 51(1), 40-50. <https://doi.org/10.1111/medu.13124>
- Vulcano, B. A. (2007). Extending the Generality of the Qualities and Behaviors Constituting Effective Teaching. *Teaching of Psychology*, 34(2), 114-117. <https://doi.org/10.1177/009862830703400210>
- Waenawae, W., & Suyata, P. (2015). Keefektifan metode diskusi kelompok dan bermain peran dalam meningkatkan keterampilan berbahasa Indonesia mahasiswa THAMMASAT UNIVERSITY, THAILAND. *LingTera*, 2(1), 84. <https://doi.org/10.21831/lt.v2i1.5410>
- Wahyudi, F. R. (2012). Faktor-faktor penyebab mahasiswa S1 pendidikan teknik bangunan universitas Negeri Malang tidak lulus tepat waktu. *Universitas Negeri Malang*.
- Walker, C. O., Greene, B. A., and Mansell, R. A. (2006). Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learn. Individ. Diff.* 16, 1-12. doi: 10.1016/j.lindif.2005.06.004
- Walker, M. H. (1998). 3 basics for better student output. *The Education Digest*, 63(9), 15-18.
- Waluyo, T., & Huda, H. (2020). Kemampuan manajerial pendidikan Islam dan penerapan manajemen waktu oleh ketua prodi PTKIS dalam menghasilkan

lulusan tepat waktu di kota Batam. *TARLIM: JURNAL PENDIDIKAN AGAMA ISLAM*, 3(1). <https://doi.org/10.32528/tarlim.v3i1.2767>

Weinata Sairin; Weinata Sairin. (2010.). Himpunan peraturan di bidang pendidikan. Editor, Weinata Sairin, *Jakarta: Jala Permata Aksara*, pp. 82.

Weiss, I. R., Pasley, J. D., Smith, P. S., Banilower, E. R., & Heck, D. J. (2003). Highlights report, looking inside the classroom: A study of K—12 mathematics and science education in the United States. Retrieved from *Chapel Hill, NC*: <http://www.horizon-research.com/insidetheclassroom/reports/looking/complete.pdf>


Widarto, W. (2017). Faktor penghambat studi mahasiswa yang tidak lulus tepat waktu di jurusan pendidikan teknik mesin FT UNY. *Jurnal Dinamika Vokasional Teknik Mesin*, 2(2), 127. <https://doi.org/10.21831/dinamika.v2i2.16001>

Zimmerman, B. J. (2000). Self-efficacy: an essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91



LIST OF APPENDICES

Appendix A Appointment letter of supervisors



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 12193/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-2279/Un.08/FTK/Kp.07.6/01/2023

KEDUA : Menunjuk Saudara :

	1. Prof. safrul Muluk, MA., M.Ed., Ph.D	Sebagai Pembimbing pertama
	2. Siti Khasinah, S.Ag., M.Pd	Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama	: Ulul Azmi
NIM	: 180203197
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: English Student's Difficulty in Finishing Study Within 8 th Semester

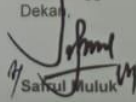
KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.


Ditetapkan di : Banda Aceh
Pada tanggal : 23 November 2023
Dekan,



Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip



Appendix B Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct Field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5997/Un.08/FTK.1/TL.00/05/2023
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr. Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Ulul azmi / 180203197**
 Semester/Jurusan : / Pendidikan Bahasa Inggris
 Alamat sekarang : Ingin Jaya, Teubang Phuy, Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **English student's difficulty in finishing study within 8th semester**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Mei 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



Berlaku sampai : 16 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation letter from Department of English Language Education

Appendix D Interview protocol

Project : English Student's Difficulty in Finishing Study Within 8th Semester

Time of interview : 15 - 25 minutes

Date : May 16, 2023

Place : Online interviews via phone call and face to face

Interviewer : Ulul Azmi

The researcher attempts to formulate the English students' difficulty in finishing study within 8th semester. The sample of this research were 9 students in total with three students from each batch namely 2016, 2017 and 2018. The researcher used a qualitative approach in conducting this study. The data is collected through an interview and only used for the research purpose to protect the correspondent's confidentiality based on the informed consent. The interviews took about 15-25 minutes.

List of interview questions

Research Question 1: What are the triggering factors and challenges faced by students that affect their graduation period?

1. What do you think are the biggest challenges that you face that make you take more semester?
2. Based on the challenges, are there any internal or external factors that you faced that might hinder you to finish study on time? If so, how could those factors influence your academic performance?
3. What are the most challenging academic requirements for English students to finish study within expected timeframe?
4. Have you ever had any difficulty with a particular course or subject? If so, can you describe how it affected your progress towards graduation?
5. What institutional support systems do you think would be most helpful for students to complete their studies on time?
6. What kind of support or guidance that you received from your academic advisor or other staff members? Please, describe how it helped you to stay on track towards graduation?
7. How do you think institutional policies and procedures affect students' ability to complete their studies on time?

Research Question 2: What are the solutions that students have to cope with challenges?

8. Do you have any strategies or techniques that have helped you to overcome academic challenges?
9. what are the potential mistakes that you regret and need to avoid if you want to finish on time?
10. What kind of support do you think would be most beneficial for students that are struggling to complete their studies on time?

11. Have you ever sought out resources or assistance from your institution (e.g. tutoring, counseling, etc.)? If so, can you describe how it helped you to stay on track towards graduation?
12. Have you ever received feedback or praise from a teacher that boosted your confidence in your academic abilities? If so, can you describe how it affected your motivation and commitment to your studies?
13. Have you ever felt guilty for not finishing study on time? If you have, how you overcome that guilty feeling and continue to persue on time graduation?

