



Student Academic Writing Knowledge and Skills or Student Academic Writing Competence in Indonesia

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Abstract

This study discusses academic writing in terms of competence. Knowledge and skills are elements of competence. Revised Bloom's educational taxonomy written by Lorin W. Anderson and David W. Krathwohl used to discuss academic writing knowledge. Objective tests are used to capture students' knowledge of academic writing. Interviews were used to capture students' academic writing skills. Factual knowledge was found: students can mention the contents of the bibliography based on the elements that have been determined by various styles of writing. Conceptual knowledge: students can recognize the requirements for choosing a topic, categorized students can recognize the requirements for choosing a topic. Procedural knowledge: students can carry out bibliography writing procedures based on various versions categorized students can carry out bibliography writing procedures based on various styles, namely APA style, ASA style, Chicago style and MLA Style. Metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography based on the elements that have been determined by various writing styles. ASA style, Chicago style and MLA Style.

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Preliminary

The competence referred to in this study is the ability of students to master academic writing theory, stages of academic writing, thesis content, academic writing language structure so that they can produce academic writing in the form of a thesis. Academic writing competence is a complex competence. In other words, academic writing competence contains several elements that are complicated, difficult, and interconnected. Academic writing competence is obtained not only through mastery of grammatical and rhetorical aspects, but also through conceptual and judgmental elements. According to Ahmad HP (2002), to obtain good writing competence, at least five main components are needed, namely:

language use, mechanical skills, content mastery, and language style mastery. (Stylistic skills), the ability to write according to the purpose, as well as the audience (judgment skills).

Academic writing competence in higher education refers to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards (SN-DIKTI), Presidential Regulation No. 8 of 2012 concerning the Qualifications of the Indonesian National Curriculum (KKNI), the Association of Indonesian Language and Literature Education Study Programs (IKAPROBSI) and the revision of the education taxonomy of Bloom Addison Wesley Longman, Inc. 2001.

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In Bloom's revised book on education taxonomy it is explained that educational goals do not separate three domains of educational goals: cognitive, affective and psychomotor – and almost every cognitive goal contains an affective component. This means that the category of metacognitive knowledge can bridge the integration of the cognitive and affective domains. This concept of knowledge is a revision. Knowledge according to Doyle (1992) uses the terms content domain and disciplinary content, while Shulman (1987) uses the terms content knowledge and pedagogical content knowledge. Knowledge according to Lorin W. Anderson and David W. Krathwohl (2015) shows that all scientific disciplines are always changing and developing in line with new consensus accepted by certain disciplines. Knowledge in a discipline or subject matter is knowledge that is taught to students. Knowledge is divided into four types, namely factual, conceptual, procedural and metacognitive. Metacognitive knowledge is knowledge of cognition in general and awareness of, and knowledge of, one's own cognition. Flavel (1979) in his classic article on metacognition states that metacognition includes strategies, cognitive tasks, as well as self-knowledge as important components of metacognition. Self-knowledge includes one's own strengths and weaknesses in relation to cognition and learning. Individuals also have beliefs about motivation. Pintrich and Schunk (1996) describe motivational models from a social cognitive perspective in general showing three kinds of motivational beliefs. Because they are socially cognitive, motivational beliefs can be included in the knowledge taxonomy. The first type is self-efficacy beliefs, namely students' beliefs that they are capable of completing certain tasks. The second kind is beliefs about the goals or reasons that students have for doing certain tasks. The third type is value and interest belief, namely the student's perception of his personal interest (liking) in an assignment and the student's decision about how important and useful the task is for him. Competence in this study only discusses the knowledge and skills mastered by students so that students are competent in academic writing. Academic writing is the skill of writing scientific papers that are structured to obtain an academic degree by complying with the rules of writing. Students are expected to be able to write cohesive academics. Academic writing for students is one of

the competencies that must be mastered as a condition for completing studies.

In academic writing based on the results of preliminary studies obtained information that students still found difficulties in finding topics and titles; during the title submission process, illogical titles were found; there are still students who lack linguistic skills, namely understanding of language rules or rules (covering spelling problems, vocabulary selection, word formation, as well as sentence and paragraph preparation); lack of ability of students in organizing ideas, not being careful in conveying ideas coherently, systematically and logically in the formulation of clear sentences, easy to read and understand in accordance with language rules, namely Indonesian Spelling and Scientific Writing Techniques, even though students are required and expected to be able to write thesis which is cohesive in accordance with the competence of writing thesis; lack of students' ability to develop paragraphs well; lack of students' ability to choose words (diction) correctly; the lack of motivation to complete the thesis on some students; the lack of opportunities for students to practice continuously in writing activities, because the support for thesis courses from the academic writing element is only Indonesian language courses which are distributed in the first semester; some students are concerned with the content of the thesis and think that the language of instruction is Indonesian; it is still found that students are confused about arranging vocabulary into effective sentences and standard sentences, even in the official format they are not well versed.

Next, with regard to academic writing competence, based on a search of existing research and studies, several scientific works (journals/dissertation) were found that are relevant to the topic, similar research related to this research include: (1) With regard to knowledge of academic writing namely the research of Yuniawan, Tommi and Endah Dyah Wardani (2008), E. Eda Isik Tas (2010), Supriyadi (2012), Youssif Zaghwan Omar, Suhartono (2014), Moh. Thamrin (2014), Sarlita Dewi Matra and Dwi Ario Fajar, Slamet Riyadi, Tribuana Sari, Kristianto Setiawan (2016), Dhimas Asih Kusuma Persadha (2016), Ignasius Suban Angin (2016), Kwak, Subeom (2017), Eldaba, Abir Aly; Isbell, Janet Kesterson (2018), Papen, Uta; Thériault, Virginie (2018), Stewart, Cyndi (Dissertation) (2018), Nafri Yanti, Suhartono & Fina Hiasa (2018), Muhammad Akhir (2018), Kurniawan, Khaeruddin (2018),



Didin Widayartono (2018). (2) regarding academic writing skills, Altunkaya, Hatice; Ayranci, Bilge (2020), Scott, David; Ulmer-Krol, Sam; Ribeiro, Jason (2020) and (3) regarding aspects and characteristics of academic writing, Michael A. Petter (2008), E. Eda Isik Tas (2010), Blanka Frydrychova Klimova (2012), Kostrova, Olga and Marina Kulinich (2015).

From the various studies that have been put forward, it can be concluded that the difference between this research and previous research lies in the focus of research and the place of research. The focus of this research is on students' academic writing knowledge and students' academic writing skills. In other words, the focus of this research is trying to describe and explain students' academic writing knowledge and skills.

The novelty or novelty of this research, among others, can be seen from the title and purpose or focus of the research. Here's the explanation. The title of this research is students' academic writing competence. The novelty can be seen from the title found, referring to the results of previous studies that have not been used yet. There are those who use the word competence, but the competence of learning to write scientific papers. This research does not discuss the core elements contained in academic writing competence, namely students' academic writing knowledge and students' academic writing skills, but discusses the ability to write scientific papers consisting of five components, namely content, organization, vocabulary and terms, language use and spelling and writing techniques. In other words, this research is seen from the title is new.

The formulation of the problem or research objective, the formulation of the problem or the purpose of this research is the students' academic writing knowledge and students' academic writing skills. The novelty can be seen from the formulation of the problem or research objectives found, referring to the results of the previous research above, no one has used it. There is no use of students' academic writing knowledge and no student's academic writing skills. That is what distinguishes this research from previous studies and is the novelty and uniqueness of this research.

The theory that becomes the reference, the theory that becomes the reference in this research is the concept of competence and academic writing. The novelty can be seen from the use of Bloom's revised book on education taxonomy of education, Bloom, 2001. In the revised book on Bloom's taxonomy of

education, it is explained that educational goals do not separate aspects of each goal – and almost every cognitive goal contains an affective component. Knowledge is divided into four types, namely factual, conceptual, procedural and metacognitive.

This research is focused on the description and explanation of students' academic writing knowledge and skills. Through this description and explanation of academic writing competence, students can complete theses, can find topics and titles of standard scientific papers, can communicate in writing in the learning process, students master the language of academic writing, are careful in conveying ideas coherently, systematically, logically in formulation sentences that are clear, easy to read and understand in accordance with the rules of the language, namely Indonesian Spelling and Scientific Writing Techniques and can complete college assignments. So that there are no more students who do not pass the thesis, because of the value of the thesis, the physical product and the language of academic writing. The results of this study are expected to provide a concept that can be used as a reference in the process of mentoring thesis courses and the process of learning Indonesian language courses about students' academic writing knowledge and skills.

These explanations further strengthen the writer's motivation to examine students' academic writing competence. The results of this study are expected to be used as implementation guidelines that are applied in Indonesian language classes, Proposal Seminar courses and Thesis courses; can be used as a reference in the process of mentoring Proposal Seminar courses and Thesis courses, namely helping lecturers to improve the quality of their guidance. Through this academic writing, students can communicate ideas, ideas, results of studies and research to the wider community; assist students in the process of writing thesis; helping lecturers of the Proposal Seminar course, namely the lecturer providing research theories, students are also required to practice making research designs (proposals) and evaluating the existing curriculum by adjusting to the times, education and technology, especially in Indonesian language courses, Proposal Seminar courses and Thesis courses and help make curriculum improvements in accordance with the needs of stakeholders, the times, science and technology, so that graduates can meet real needs in the field, especially to



welcome the millennial era/digital era. So it is deemed necessary to have research to reveal the knowledge and skills of student academic writing which is formulated in the title of Student Academic Writing Competence.

Based on the research context, the focus of this research is the academic writing competence of Kediri students in the areas of: 1) Students' academic writing knowledge includes: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge; and 2) Academic writing skills.

Research objectives are targets to be achieved through a series of research activities, because everything that is attempted must have a specific purpose in accordance with the problem. In line with the problems that have been stated above, the researcher aims: to describe and explain students' academic writing knowledge including: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge; and academic writing skills.

The importance of research for students is expected to be able to gain experience and better knowledge regarding the aspects assessed in writing a thesis, because students know and understand the concepts and theories of academic writing knowledge and finally realize a standard thesis that is worthy of publication.

In this study, there are limitations and limitations of problems related to the completion of this research. The limitations of this study include: student academic writing competence which is the object of this study is only limited to thesis writing competence, namely student knowledge about academic writing and student academic writing skills. Students in this study were only limited to students who were taking thesis courses and academic work in this study was limited to academic works in the form of theses.

This study also has limitations, so the results cannot be separated from its limitations. These limitations need to be stated so that they are considered in interpreting the results of the research found. These limitations include: theoretical limitations, methodological limitations, material object limitations and problem scope limitations. Here's the explanation.

The theoretical limitation of this research is that the theory described in this study is limited to the concept of competence in higher education which includes students' linguistic attitudes towards academic writing, students' academic writing

knowledge and students' academic writing skills, and academic writing language. The concept of competence in higher education refers to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards (SN-DIKTI), Presidential Regulation No. 8 of 2012 concerning Qualifications for the Indonesian National Curriculum (KKNI), Association of Indonesian Language and Literature Study Programs (APROBSI), revision of Bloom's education taxonomy. While the concept of academic writing and its stages refers to Stephen Bailey (2006), Widodo (2012), Murray (2011), Murray (2005), Barnawi and M. Arifin (2017), Emi Emilia (2012), Suherli Kusmana (2012), Nurhadi (2017), Yunita T Winarto et al. (2016), Meyske Ali (2012), Mukhadis (2017), Tarigan (1982), Budgeti (2006), Akharga, et al. (1989), Keraf (2004), Hadi (2015), and Eneste (2005) and Next the language of academic writing refers to Soedjito and Djoko Saryono (2012) effective sentences and Effective sentences written by Soedjito (1988).

The limitation of this research methodology is that the subject of this research consists of students who are taking thesis courses. Thus, generalizing the results of this study to all students who are taking thesis courses at the Islamic Religious Education Study Program, Faculty of Tarbiyah, State Islamic Institute of Kediri. The instrument of student academic writing competence in this study was an open interview.

The limitation of the object of this research is the description and explanation of students' academic writing knowledge and students' academic writing skills starting from pre-writing, writing process and post-writing.

The limitations of the scope of this research problem are the different learning styles of students, previously obtained academic writing competence of students, differences in student intelligence, students' academic writing habits, students' reading preferences, student learning facilities and student socio-economics which are not reached by researchers.

Competence is a combination of knowledge, skills, abilities, basic values and attitudes that are reflected in the habits of thinking and acting so that he can perform cognitive, affective and psychomotor behaviors as well as possible (Finch & Crunkilton, 1979; McAshan, 2007). 1981; Mulyasa, 2003; Anwar, 2006).

Student Academic Writing Knowledge

Referring to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning the National Standards for Higher Education (SN-DIKTI), knowledge is the systematic mastery of concepts, theories, methods and/or philosophies of certain fields of science obtained through reasoning in the learning process, work experience students, research and/or community service related to learning.

Long before the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015, Bloom (1974) already explained that the three main objectives of education are the cognitive, affective, and psychomotor domains. The cognitive domain includes goals related to the recognition of knowledge and the development of intellectual abilities and skills. The affective domain includes goals that describe changes in interests and appropriate adjustments. The third domain is the area of manipulative or motor skills.

Next, according to David R. Krathwohl, et al. (1980) that the three divisions of educational goals: Cognitive, affective, and psychomotor. Cognitive goals are goals that emphasize remembering or reproducing something that may have been learned, as well as goals that involve the completion of some intellectual task in which the individual must determine an important problem and then rearrange the given material or combine it with previously learned ideas, methods, or procedures. Cognitive goals vary from recalling learned material to highly original and creative ways of combining and synthesizing new ideas and material. Affective is a goal that emphasizes the tone of feeling, emotion, or degree of acceptance or rejection. Affective goals vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. A large number of such goals in the literature are expressed as interests, attitudes, rewards, values and emotional sets or biases. Psychomotor is a goal that emphasizes some muscle or motor skills, some manipulation of materials and objects.

This knowledge concept is a revision of Bloom's 2001 educational taxonomy. The book is a revision of Benjamin S. Bloom (Ed), Max D. Englehart, Edward J. Furst, Walker H. Hill, and David R. Krathwohl books, published by David McKay Company, Inc., New York, 1956. Knowledge according to Doyle (1992) uses the terms content

domain and disciplinary content, while Shulman (1987) uses the terms content knowledge and pedagogical content knowledge. Knowledge according to Lorin W. Anderson and David W. Krathwohl (2015) shows that all scientific disciplines are always changing and developing in line with new consensuses accepted by certain disciplines. Knowledge in a discipline or subject matter is knowledge that is taught to students. Knowledge is divided into four types, namely factual, conceptual, procedural and metacognitive.

Student Academic Writing Skills

Academic writing skills are special skills as special work abilities that must be possessed by every student. Academic writing skills as a process, academic writing consists of several stages.

The pre-writing stage includes activities to determine the topic, formulate a title and collect materials. The writing process stage includes activities to design an outline, write a draft (draft), and revise. The post-writing stage includes editing activities, complementing with publication elements, arranging the display (graphics) and publishing (Mc Crimmon, 1984; Tompkins, 1994; Reid, 2000; Budgeti et al., 2006; Ak Gift, Arsjad and Sakura Ridwan, 2006; Ali, 2012; Widodo, 2013; Nurhadi, 2017). Topics or subject matter/discussions as research conducted by students can be obtained from three sources from the students themselves, from a list of faculty or academic research projects selected by students and from other people (Keraf, 2004; Hadi, 2015).

Followed by the title, the title is the name or title of a written work. The title is given to arouse curiosity about the problem described. The title should provide a clear description of the problem, attract the reader's attention and pique the reader's curiosity about the overall content of an article. Some things that need to be considered in choosing a title are describing the content, briefly and clearly, in the form of phrases or clauses and interesting (Keraf, 2004; Nurhadi, 2017).

Referring to Chaffe's opinion, academic writing ability is a skill that is taught and expected to be mastered by tertiary level students because at this level students are expected to have the ability to think more conceptually, write more analytically, and read more critically. However, in reality, this academic writing ability often ends up being just a hope (Chaffe, 2005).

A person's linguistic competence is related to the knowledge of the language he is learning. Academic



writing skills are one of the linguistic competencies. Language knowledge includes: language systems, structures, vocabulary, or all aspects of the language, and how each aspect is interconnected (Douglas Brown, 1980). If a person masters language knowledge, he will be able to distinguish between language and non-language. According to Nurgiyantoro's opinion, with knowledge of language, a person will be able to distinguish between language and non-language (Nurgiantoro, 1988). In other words, he will be able to distinguish between, for example, sounds that are meaningful sounds of his language and those that are not, sentence structures that are grammatical and can be accepted by native speakers with structures that are not grammatical (not linguistic) or unacceptable, and so on.

Language mastery (language component) is divided into two, namely the ability to master vocabulary and the ability to master grammar. The ability to master vocabulary is to master the vocabulary of words. The ability to master grammar (language structure) is mastering words at the morphological level and understanding mastering sentences and sentence composition (Djiwandono, 2008).

Academic Writing Competence

Academic writing is a writing process to produce academic writings through scientific methods or writings produced from research results that present facts and data, and are written based on good and correct writing methodologies by paying attention to polite language and content systematics (K. Septiawan, 2004). Ali, 2012; Yunita T Winarto et al., 2016; Brotowidjoyo in Wibowo et al, 2017; Sobri, 2018).

Other experts view writing activities as a representation of one's activities in conveying ideas or ideas (either in the form of research findings or critical analysis) of a phenomenon to oneself or to others through various symbols or symbols in written language that aim to produce academic writing. (Tarigan, 1982; Ali, 2012, Mukhadis, 2017). Tardy defines academic writing as "knowledge transformation", which convinces the reader of the value, significance and credibility of the work (Tardy, 2005). Hyland calls the academic writing process an "act of identity" because it not only conveys disciplinary content but also carries a representation of the author (Hyland, 2005). Casanave, on the other hand, defines academic writing as a "socio-political process" that takes place in a social context in which writers and their

writings are compared to other authors and their writings and where institutional norms, instructor criteria, feedback and decisions from evaluators are strong. help define what "success" means (Casanave, 2003).

Scientific writing can be abbreviated as scientific paper or scientific paper in English. Scientific work is also often referred to as academic writing or academic writing. The term arose because scientific papers were more often written in the campus community. Students who wish to complete their education at the undergraduate level are required to write scientific papers to obtain an academic degree or a bachelor's degree (Kusmana, 2012; Ali, 2012; Barnawi and M. Arifin, 2017). This means that if the author may say that in the opinion of Barnawi and M. Arifin, there are actually similarities between scientific works and academic writings.

The academic writing genre is a didactic and scientific text genre, academic writing is a "unique genre" that has its own norms, a type of writing that can be learned and does not require inspiration. Only three things are needed: determination, hard work and patience (Olga Kostrova and Marina Kulinicha, 2015; Roberts, 2004; Brown, 2006, Thody, 2006: Glatthorn & Joyner, 2005: see also Berkenkotter & Huckin, 1995; Paltridge, 2005; Robert, 2004: Thody, 2006: Emilia, 2012).

Bailey and other experts state that the characteristics of academic writing are based on research or reporting on research that has been carried out by students, accurate and objective, also carried out scientifically or scientifically (Bailey, 2006; Ali, 2012; Winarto et al., 2016; Yunita T Winarto et al., 2016). There are several types of writing that mark the characteristics of academic writing, including definitions, descriptions, classifications, causes and effects, comparisons and arguments (Murray, 2011; Geraldine Hughes, 2008).

The standard of academic writing to date is true that the language of academic style is quite rigid, an academic work full of complex ideas. Academic language is relatively more complex, the words are abstract and have a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Overall, languages have more grammatical complexity, including more lower clauses and more passives. However, some of the characteristics mentioned above have recently been challenged by



new research in the field of academic writing (Blanka Frydrychova Klimova, 2012).

The characteristics of academic writing according to Hairston include a) discussing some important content and concentrating on one particular topic, b) the readership of academic writing is quite specific, c) the tone of academic writing is critical and argumentative, d) academic writing is dense, structured and uses a reference system standards, e) academic papers are written purely in standard language and f) good academic writing is economical (Hairston, 1998).

Most of the characteristics mentioned above (Hairston's opinion) have been challenged recently (particularly sections b-f) from Biber & Gray (2010) and Molle & Prior (2008). As Biber & Gray claim that today's professional academic writings (e.g., research articles and university textbooks) are one of the most distinctive registers in the English language. In its grammatical characteristics, it sometimes uses 'oral' features (such as first person pronouns), but the basic grammatical structure of the discourse is the nominal/phrase of the clause. While Molle & Prior (2008) challenged Swales (1990) or Bhatia's (1993) academic text genres function as sets of genres and systems involving pedagogical processes and genres as well as disciplinary or academic presentation genres. Thus, the genre becomes multimodal in its character. It means that various media and modes are used by the text to construct the meaning of the text, but also to make it more understandable and attractive to the recipient of the text. Finally, they claim that academic texts are hybrid because they do not consist of only one type of text, style and discourse. Murray added that another thing that determines the realization of academic writing is about several principles in academic writing, namely when reading examples of academic writing that suit the needs, maybe the following questions can help: What are the conventions of writing in this discipline? What language -nouns, verbs, links, etc. - which author used? How is the debate represented? How are researchers represented? How is the structure expressed? What are the options in style and structure? (Murray, 2011). Current academic writing competence is not only based on linguistic ability but also on the awareness of the rhetorical features of writing accepted by the discourse community (E. Eda Işık Taşa, 2010).

Next, other things that determine the realization of academic writing include the involvement of cognitive processes, social activities, writer's

psychology (for example, motivation and meaning making) and rhetorical dimensions. As explained by Widodo that academic writing involves cognitive processes (thought interactions) and social activities (interpersonal interactions). Meanwhile, Murray's academic writing involves the writer's psychology (eg, motivation and meaning making) and the rhetorical dimension (Murray, 2005; Widodo, 2012).

In the Russian tradition, complexity is determined by the heterogeneity of its elements, that is, it combines objective and subjective elements. If you use M. Bakhtin's theory, in determining the combination of objective and subjective elements, namely the genre of speech, students are attached to the students in the same way as their mother tongue. The form of language and typical speech acts, namely the genre of speech, become part of our thoughts and experiences (Bakhtin, 1996). Applying M. Bakhtin's ideas to student academic writing is a student style developed as students familiarize themselves with scientific texts in their native language. While the Russian scientific style can be characterized as an element of dispersion, combining and intersecting elements of new knowledge and what is already known (Bazhenova, 1999).

The German tradition implies explicit segmentation into sections as *problemstellung und forschungstand* (stating a problem), *beschreibung des experiments und ergebnisse* (description of experiments and results), *discussion* (comparing the results obtained by the author with those previously described by others) and *Fazit und Ausblick* (conclusions and prospects for future research) (Olga Kostrova and Marina Kulinicha, 2015).

Academic writing competence is a skill that is taught and is expected to be mastered by tertiary level students because at this level students are expected to have the ability to think more conceptually, write more analytically, and read more critically. The purpose of academic writing is to foster writing skills and confidence in their writing skills so that the goal of forming academics who are able to communicate their ideas and ideas through writing can be realized (Aryatmo, 1997; Chaffe, 2005).

Academic writing is not the writing of someone's thoughts that have been 'complete' from the start. The writing starts from something that is not perfect, incomplete, rigid concepts or ideas, then the author conducts experiments in his writing,

repeats and re-conceptualizes, and so on until the writing is at an 'adequate' level (Murray, 2006).

Academic writing is a type of writing that involves composition, composition includes activities to combine structural sentence units into a larger, unique, cohesive and coherent structure (Grabe and Koplán, 1996). Smalley, Ruetten and Kozyrev assume that reading, writing and thinking are interrelated activities. Writing is an ability to express ideas or ideas in writing by utilizing reading, writing and thinking activities (Smalley, Ruetten and Kozyrev, 2006).

Next, regarding the elements used to evaluate academic/scientific work, referring to Djiwandono's opinion, these elements include: relevant content, originality, systematic organization, writing techniques (scientific notation and bibliography) and good use of Indonesian. correct. Meanwhile, to measure students' scientific writing skills, it can be done by asking students to make writings, namely papers, research or other types of scientific writing (Djiwandono, 2008). Language mastery is divided into two, namely the ability to master vocabulary and the ability to master grammar. The ability to master vocabulary is to master the vocabulary of words. The ability to master grammar (language structure) is mastering words at the morphological level and understanding mastering sentences and sentence composition (Djiwandono, 2008).

Thesis as an Academic Work

Thesis is a form of academic writing. Academic writing aims to produce academic writing that is run scientifically. Academic writings are prepared by academics to obtain academic degrees and are associated with the completion of studies such as thesis to achieve a bachelor's degree (S-1) (Nurjamal, 2010; Ali, 2012; Kusmana, 2012).

Bakhtin distinguishes three elements that provide relative genre stability: theme, style and composition. From this point of view, it must be recognized that course papers, diploma papers, research papers, monographs and even dissertations have the same genre or characteristics (Bakhtin, 1996). The written work in the form of a research report is divided into two, namely reports and study studies and study completion. Completion of studies is divided into four, namely papers, theses, theses and dissertations (Kusmana, 2016). There are eight types of academic writing that are commonly produced by university students, namely notes,

papers, articles, reports, projects, essays, exam answers, theses and dissertations. Meanwhile, based on the depth of content, there are two types, namely papers and research reports (Jordan, 1999; Ali, 2012; Bailey, 2006).

Thesis is a scientific work in a course written by a bachelor's degree (S-1) student. This thesis is one of the requirements to complete a student study program which can be written based on the results of field research or the results of library research. The thesis must be related to the discipline that is occupied in the study program. Writing the thesis aims to form students' abilities in mastering and applying theories related to the problem being researched, as well as finding solutions that meet scientific requirements and procedures (IAIN Kediri book revision team, 2016).

Research Methods

The approach used in this research is qualitative with the type of case study research (Yin, 2009). This approach was chosen based on the research objectives, namely to describe and explain students' academic writing competence and to try to examine as much data as possible about the subject being studied. research focus "Student Academic Writing Competence.

The data in this study are transcription of open interviews or open-ended questions on questionnaires, public records (thesis seminars and thesis exams) or private (student guidance journals), field notes or pictures, photos, videos, people's voices and the results of student thesis analysis.

Students' academic writing knowledge data are written answers in the form of words, phrases, sentences, written statements and information related to factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge.

Data on student academic writing skills are open interview transcriptions, results of student thesis analysis and information related to students' academic writing competence at the pre-writing stage, writing and post-writing processes and thesis analysis results.

The considerations used in terms of data collection are related to the time of trying to come from 2018 students who are taking the 2021/2022 Proposal and Thesis courses. In that way, the description and explanation of the data is expected to adequately describe the actual academic writing competence of students. The atmosphere of the data collection



process in this research was carried out fairly and as is, there was also no treatment of data sources. Sources of data used in this study are primary data and secondary data. The primary data in this study were open interviews or open-ended questions on a questionnaire, field notes or pictures, photos, videos, people's voices and the results of student thesis analysis. While the secondary data are public records (thesis seminars and thesis exams) or private (student guidance journals).

The data sources in this study were students who were taking proposal and thesis courses as many as 29 students of the 2018 class, thesis supervisors, the form of theses and documents (the results of document analysis) on campus.

Data collection techniques in this study included interviews and questionnaires (Kvale, 1996: Mason, 2002: Seidman, 2006: Campbell and Luke Eric Lassiter, 2015: Walford, 2001: Warren, 2017: Cohen & Manion, 1985: Mulyana, 2001: Sukmadinata, 2005), subjective tests, thesis text analysis, observations, documents, especially documents containing information about the achievement of students' academic writing processes and audiovisual materials.

Interview technique was used in this study to obtain information orally from students, thesis supervisor, Islamic Religious Education study program and WADEK 1 academic field regarding student attitudes about academic writing, academic writing skills at the pre-writing stage, writing process stage and post-writing stage and factors that affect academic writing competence. The thesis text analysis technique was used in this study to support obtaining a description of the data about students' academic writing skills from the students' thesis.

The objective test technique was used in this study to obtain a description and explanation of students' academic writing knowledge. Observation technique was used in this study to obtain a description and explanation of the factors that influence academic writing competence.

Documentation techniques are used to find data on public records (thesis seminars and thesis exams) or private (student guidance journals) which contain information about the achievement of the student's writing process and the objective conditions of the Islamic Religious Education Study Program, Faculty of Tarbiyah, State Islamic Institute of Kediri as well as other documents related to research, namely about the history of

establishment, organizational structure, data of lecturers and students who write academically.

In accordance with the objectives of this study, three guiding instruments were designed and used to collect qualitative data. The two instruments are a list of interview questions, a list of subjective questions about academic writing knowledge and analysis of thesis texts in the form of academic writings produced by students. The analysis of the thesis text is intended to collect supporting data about academic writing skills written by students who are the research sample.

All data obtained from data collection techniques were analyzed in stages, namely data reduction, data display (data display) and verification and conclusion drawing (verification) (Patton, 1980: Bogdan and Taylor, 1975: Miles and Hubberman, 1992: Soedarsono, 2001). Academic writing skills are carried out in several stages, namely:

1. Examine all data obtained from the results of interviews with academic writing skills at the pre-writing stage, the writing process stage and the post-writing stage obtained from students, supervisors, head of study programs and Vice Dean 1 in the academic field.
2. Reducing the data needed by selecting data on academic writing skills at the pre-writing stage, the writing process stage and the post-writing stage obtained from students, supervisors, head of study programs and Vice Dean 1 in the academic field.
3. Presenting data in the form of short narrative descriptions, charts, tables and so on obtained from the results of interviews with academic writing skills at the pre-writing stage, writing process stage and post-writing stage obtained from students, supervisors, heads of study programs and Vice Dean 1 academic field.
4. Verify and conclude data, the next stage in the data analysis process is drawing conclusions and verification. The data that has been obtained is then analyzed and concluded.

To analyze problems regarding students' academic writing knowledge, it is carried out in several stages, namely:

1. Data collection is done through the provision of questions/questionnaires. The questionnaire was compiled based on the knowledge dimensions in Bloom's taxonomy, namely factual, conceptual, procedural and metacognitive knowledge. Each dimension of knowledge is described in the knowledge indicators as follows:



No.	Knowledge Dimensions	Knowledge Indicator
1	Factual knowledge (state the contents of the bibliography based on various styles) 1. Students can mention the contents of the bibliography based on various styles	1. Students can mention the contents of the bibliography based on various styles
2	Conceptual knowledge (recognizing the requirements for choosing a topic)	1. students can recognize the requirements for choosing a topic
3	Procedural knowledge (carrying out bibliography writing procedures))	1. Students can carry out bibliography writing procedures
4	Metacognitive knowledge (using mnemonic strategies to memorize the contents of the bibliography)	1. Students can use mnemonic strategies to memorize the contents of the bibliography

3. Separation of data, in the process of collecting data, sometimes too much information is obtained. Therefore, in the process of data separation, the data needs to be grouped according to the parts according to the research needs.

4. Data analysis, analysis can use two techniques, namely using Atlas.ti and envivo software, or analyzed manually based on the dimensions of factual, conceptual, procedural and metacognitive knowledge and knowledge indicators. For example, students can write a bibliography based on various styles, namely APA style, IEEE style and others. The bibliography in APA style is written in various versions, the results are a.....b.....c.....d.....

5. Make conclusions based on data analysis associated with the theory used.

Testing the validity of the data is done by testing the credibility. This credibility test uses data triangulation techniques. That is, checking data from various sources, in various ways and at various times. Namely in the form of open interview transcriptions or open questions on questionnaires, public notes (thesis seminars and thesis exams) or private (student guidance journals), field notes or pictures, photos, videos, people's voices and the results of student thesis analysis. This data triangulation includes source triangulation, technical triangulation and time triangulation.

Source triangulation is done by checking the data obtained through several sources of informants. Technical triangulation is done by checking data from the same source with different techniques. Time triangulation is done by checking with interviews or other techniques at different times. Triangulation is a technique of checking the validity of the data by utilizing something other than the data for checking purposes or as a comparison against the data. Triangulation is used to compare the data obtained from interviews, thesis text analysis, subjective tests, observations and documentation as well as to ensure whether all data tend to lead to the same conclusion. This is intended to confirm and validate the conclusions of the study. With this, the researcher uses sources by: comparing interview data with the results of thesis text analysis, subjective test results, observation results and documentation results, comparing what people (informants) say with the reality in the institution and comparing interview results with the contents of a document. relating to documents containing information regarding the achievement of the student's academic writing process. The triangulation technique used is the examination of other sources using the Inter Stater model which is part of triangulation, namely analysis 1, 2 if the results are still far away, analysis 3.

The stages of research carried out by researchers include: preparation stage (pre-field), implementation stage (field work), data analysis stage and report writing stage. All the stages described above will be used by researchers to simplify the research process and simplify the process of preparing the report.

Finding

Based on the results of data mining, data on academic writing knowledge and skills, it was found that students' academic writing knowledge has four components, namely factual knowledge: students know the contents of the bibliography, conceptual knowledge: understands bibliography writing techniques based on various styles, namely APA style, ASA style, Chicago style and MLA Style, procedural knowledge: bibliography writing procedures, and metacognitive knowledge: mnemonic strategies for memorizing bibliography contentsand academic writing skills there are two components, namely academic writing skills: the process of students obtaining topics and academic writing skills: sources of information to get the topic.



Academic Writing Knowledge

Factual Knowledge: Students Know the Contents of the Bibliography

From the findings of factual knowledge data: students can mention the contents of the

bibliography based on the elements that have been determined by various writing styles, namely APA style, ASA style, Chicago style and MLA Style, the results are

Table 1. Factual knowledge: students can mention the contents of the bibliography based on predefined elements by various styles

mention the order of contents of the bibliography according to the variety of APA style	8 (27%)
mention the order of contents of the bibliography according to the MLA style	10 (33%)
mention the order of contents of the bibliography according to the MLA style	1 (3,3%)
mention the order of the contents of the bibliography according to the variety of ASA style	11 (38%)

Conceptual Knowledge: Recognizing the Characteristics of Academic Writing

From the findings of conceptual knowledge data: recognizing the characteristics of academic writing.

The characteristics of academic writing that are recognized by students are:

Table 2. Conceptual knowledge: recognizing the characteristics of academic writing

recognizing in terms of content, scientific work presents knowledge which can be in the form of ideas, descriptions of something or solving a problem	7 (16%)
recognize that the knowledge presented is based on facts or data (empirical studies) or on theories that have been recognized as true	20 (45%)
recognize the language used is standard and uses a lot of technical terms	8 (18%)
recognize systematic writing following a certain way	9 (21%)

Conceptual Knowledge: Students Can Recognize Requirements for Choosing a Topic

From the findings of conceptual knowledge data: students can recognize the requirements for choosing a topic, the results are obtained, namely:

Table 3. Conceptual knowledge: students can recognize the requirements for choosing a topic

recognize <i>interest</i> as one of the conditions for choosing a topic	9 (23 %)
recognizing <i>easily available sources</i> as one of the conditions for choosing a topic	7 (18 %)
recognize <i>know about the concept of the chosen topic</i> as one of the conditions for choosing a topic	17 (43,6 %)
recognize <i>affordability</i> as one of the conditions for choosing a topic	6 (15,4 %)

Procedural Knowledge: Procedure for Writing Bibliography

From the findings of procedural knowledge data: students can carry out the procedure for writing a bibliography based on various versions, the results are:

Table 4. Procedural knowledge: students can carry out the procedure for writing a bibliography

carry out the procedure for writing a bibliography according to the APA style	8 (27%)
carry out bibliography according to Chicago style	9 (34%)
carry out bibliography according to MLA style	2 (3.4%)
carry out bibliography according to ASA style	11 (38%)

Metacognitive Knowledge: Mnemonic Strategies for Memorizing Bibliography

From the findings of data on metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography based on elements that have been determined by various writing styles, namely APA style, ASA style, Chicago style and MLA Style. The mnemonic strategy for memorizing the contents of the bibliography used based on elements that have been agreed upon by various styles, the results are:



Table 5. Metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography

mnemonic strategy to memorize the contents of the bibliography according to APA style.	9 (27%)
mnemonic strategy to memorize the contents of the bibliography according to Chicago style	9 (34%)
mnemonic strategy to memorize the contents of the bibliography according to MLA style	1 (3.4%)
mnemonic strategy to memorize the contents of the bibliography according to ASA style	11 (38%)

Metacognitive Knowledge: Believing in the Various Personal Goals of Students in Writing Thesis

From the findings of metacognitive knowledge data: believe in the various personal goals of students in writing thesis. The variety of students' personal goals in writing theses shows that:

Table 6. Metacognitive knowledge: believing in students' various personal goals in writing thesis

hope/want to quickly finish the thesis	15(55.6%)
want to continue S2	1 (3.7%)
hope/wish not add to UKT	5 (18.5%)
hope/want to work fast	2 (7.4%)
hope/want the thesis to be a reference for learning and research	2 (7.4%)
hope/desire that the thesis will be accepted by readers	2 (7.4%)

Academic Writing Skills

Based on the results presented in the academic writing skills section, there are two components related to students' academic writing skills, namely (1) academic writing skills: the process of students obtaining topics, and (2) academic writing skills: sources of information to obtain topics.

Academic Writing Skills: The Process of Students Acquiring Topics

From the findings of academic writing skills data: the process of students obtaining topics, it appears that first, from the perspective of the experience of obtaining them, there are 20 models of inspiration for students to obtain topics. Each student gets a topic inspired by several sources of topic information. Students get inspiration from two to six sources of topic information. None of the students were inspired to get a topic with only one source of topic information. The following details the findings of the data showing academic writing skills: the process of students obtaining topics.

Model 1 Process of Students Obtaining Topics

From the data findings in model 1 regarding the process of students obtaining topics, it appears that

Table 7. Process of Students Obtaining Topics

the process of obtaining topics	discussion with supervisors discussion with friends
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Model 2 Process of Students Obtaining Topics

From the data findings in model 2 regarding the process of students obtaining topics, it appears that

Table 8. Process of Students Obtaining Topics

the process of obtaining topics	from friends who work in institutions discussion with learning media lecturer discussion with Islamic religion lecturer ask the PAI subject teacher
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Model 3 Process of Students Obtaining Topics

From the findings of the data in model 3 regarding the process of students obtaining topics, it appears that

Table 9. Process of Students Obtaining Topics

the process of obtaining topics	discussion s with friends at the Purwoasri Islamic boarding school from the results of reading books and other references: Al-Quran, Al Hadith, Ihya 'Ulumudin book, previous journals and theses
---------------------------------	--

Model 4 Process of Students Obtaining Topics

From the data findings in model 4 regarding the process of students obtaining topics, it appears that

Table 10. Process of Students Obtaining Topics

the process of obtaining topics	Observing news from social media and television research to institutions the results of discussions with teachers of Islamic Religious Education subjects latest scientific books newly published journal discussion with friends
---------------------------------	--

Model 5 Process of Students Obtaining Topics

From the data findings in model 5 regarding the process of students obtaining topics, it appears that



Table 11. Process of Students Obtaining Topics

the process of obtaining a topic	Have studied the material under study (yanbu'a) the results of discussions with teachers of Islamic Religious Education subjects discussion with friends in Kediri discussion with friends at the cottage Internet
----------------------------------	--

Model 6 Process of Students Obtaining Topics

From the findings of the data in model 6 about the process of students obtaining topics, it appears that

Table 12. Process of Students Obtaining Topics

the process of obtaining topic	an interview with a teacher of Al-Quran Hadith interviews with lecturers of Islamic Religious Education learning media
--------------------------------	---

Model 7 Process of Students Obtaining Topics

From the data findings in model 7 about the process of students obtaining topics, it appears that

Table 13. Process of Students Obtaining Topics

the process of obtaining a topic	Visit to the Institute the result of reading the article various inputs from the cottage builder during the presentation
----------------------------------	--

Model 8 Process of Students Obtaining Topics

From the data findings in model 8 regarding the process of students obtaining topics, it appears that

Table 14. Process of Students Obtaining Topics

the process of obtaining topic	the thesis for seniors interested to see the video
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Model 9 Process of Students Obtaining Topics

From the data findings in model 9 regarding the process of students obtaining topics

Table 15. Process of Students Obtaining Topics

the process of obtaining topic	it appears that from oneself inspiration from people inspiration from neighbors inspiration from the environment
--------------------------------	---

Model 10 Process of Students Obtaining Topics

From the findings of the data in model 10 about the process of students obtaining topics, it appears that

Table 16. Process of Students Obtaining Topics

the process of obtaining topic	Searching in journals read previous scripts listen to people's conversations supervisor
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Model 11 Process of Students Obtaining Topics

From the data findings in model 11 about the process of students obtaining topics, it appears that

Table 17. Process of Students Obtaining Topics

the process of obtaining topic	from elementary school teachers parent the result of reading e-books, journals, books about interesting learning strategies to the mentor
--------------------------------	--

Model 12 Process of Students Obtaining Topics

From the findings of the data in model 12 about the process of students obtaining topics, it appears that

Table 18. Process of Students Obtaining Topics

the process of obtaining topic	Observation to students who use facebook an interview with a subject teacher of Akidah Akhlak
--------------------------------	--

Model 13 Process of Students Obtaining Topics

From the data findings in model 13 regarding the process of students obtaining topics, it appears that

Table 19. Process of Students Obtaining Topics

the process of obtaining topic	the thesis for seniors Journal from informal education
--------------------------------	--

Model 14 Process of Students Obtaining Topics

From the data findings in model 14 about the process of students obtaining topics, it appears that

Table 20. Proses Mahasiswa Memperoleh Topik

The process of obtaining topic	from oneself research experience at MAN 2 develop mini research in MAN 2 inspired when the Student Development course research collaboration with subject lecturers, share with course lecturers
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Model 15 Process of Students Obtaining Topics

From the data findings in model 15 about the process of students obtaining topics, it appears that

Table 21. Process of Students Obtaining Topics

The process of obtaining topic	from the ustadzah of the uquddulujain book discussion with seniors at the cottage input from supervisor
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Model 16 Process of Students Obtaining Topics

From the findings of the data in model 16 about the process of students obtaining topics, it appears that

Table 22. Process of Students Obtaining Topics

The process of obtaining topic	Survey to the SMPN I Jombang institution discussions with Islamic Religious Education teachers
--------------------------------	---

Model 17 Process of Students Obtaining Topics

From the data findings in model 4 regarding the process of students obtaining topics, it appears that

Table 23. Process of Students Obtaining Topics

The process of obtaining topic	from relatives who teach at educational institutions interview with the principal classroom teacher interview aqidah moral teacher interview
--------------------------------	---

Model 18 Process of Students Obtaining Topics

From the data findings in model 18 regarding the process of students obtaining topics, it appears that

Table 24. Process of Students Obtaining Topics

The process of obtaining topic	Browsing read previous scripts
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Model 19 Process of Students Obtaining Topics

From the data findings in model 19 regarding the process of students obtaining topics, it appears that

Table 25. Process of Students Obtaining Topics

the process of obtaining topic	discussion with lecturers share with friends to the intended school to discuss with the subject teacher
--------------------------------	---

Model 20 Process of Students Obtaining Topics

From the findings of the data on the 20 academic writing skills model: the student's process of obtaining a topic, it appears that

Table 26. Process of Students Obtaining Topics

the process of obtaining topic	discussion with friends who are caregivers, administrators, ustadz when internship share with older brother preliminary study to subject teachers
--------------------------------	---

Second, in terms of the form of learning activities carried out by students in the process of obtaining topics, it appears that

Table 28. Process of Students Obtaining Topics

Various forms of learning activities carried out by students in the process of obtaining topic	discussion with friends who are caregivers, administrators, ustadz in Islamic boarding schools
	take experience from internship activities at school
	sharing with seniors who are located in Islamic boarding schools and in study boarding houses discussing with teachers of Islamic religious education subjects
	discuss with lecturer
	introduction to the subject teacher
	share with friends
	do browsing
	read previous scripts
	Sharing with relatives who teach at educational institutions
	interview the principal
	interviewing elementary/MTs/MA class teachers
	interviewing a moral aqidah teacher
	surveying formal and informal educational institutions
	discuss and share with course lecturers and thesis supervisors, discuss with ustadzah presenters of the uquddulujain book
	self thought
	results of research experiences with subject lecturers
	develop mini research
	inspired when following student development courses
	experience when collaborating on research with subject lecturers
	observing students who use facebook
	talk to parents
	read e-books, journal articles, recently published journals, books about interesting learning strategies
	listen to people's conversations
	read the previous thesis from a classmate
	inspired by people
	inspired by neighbors
	inspired by the environment
	interested to see the video
asking for various inputs from the cottage builder when presenting	
interview the teacher of Al-Quran Hadith	
interviewing lecturers of Islamic Religious Education learning media	
study the material under study (yanbu'a)	
discuss with the subject teacher of Islamic Religious Education	
discussing with friends at the cottage	
watching news from social media and television	
read the latest scientific books	
reading the Koran, Al Hadith, the book Ihya 'Ulumudin, and the book Taklimul muta'alim.	



Academic Writing Skills: Source of Information for Getting Topics

From the findings of the academic writing skills data: sources of information on obtaining the topic, it appears that

Table 29. Sources of Information for Obtaining Topics provided by the library

the form of topic information sources provided by the library	verses of the Koran Hadith yellow book book e-book journal previous script
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Table 30. Sources of Information for Obtaining Topics What Libraries Don't Provide

source of topic information that is not provided by library	the Lecturer's Islamic Religious Education subject teacher or ustadzah friend Internet watching news from social media Internship courses 1,2,3 in schools/madrasah institutions television
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In terms of the intensity of the frequent use of information sources to obtain topics, it shows that the majority of students get topic information sources from journals and Islamic religious education subject teachers or clerics at school/madrasah institutions or majlis taklim. Journals that are mostly used by students to get topic information sources are published from 2007 to 2021.

Discussion

The discussion in this study is presented to explain what and how the characteristics and points related to the research carried out. In this discussion chapter, the researcher will present an explanation of the findings of students' academic writing competence and the theories that discuss the phenomenon of these findings. The discussion in this section consists of students' academic writing knowledge and students' academic writing skills which are described descriptively below.

Student Academic Writing Knowledge

Based on the results presented in the findings section of academic writing knowledge, there are 4 components related to students' academic writing knowledge, namely (1) factual knowledge: mentioning the contents of the bibliography, (2) conceptual knowledge: characteristics of academic writing, (3) knowledge conceptual: recognizing the requirements for choosing a topic (4) procedural knowledge: carrying out the procedure for writing a bibliography, and (5) metacognitive knowledge: using mnemonic strategies to memorize the contents of a bibliography. Further discussion of these four components is described below.

Factual Knowledge: Students Mention the Contents of Bibliography

There is factual knowledge: mentioning the contents of the bibliography that appears to be mentioned by students in writing theses in Kediri, this is in line with the diversity of background knowledge and experiences of students. In accordance with the findings obtained by the researcher, there are at least five elements of the contents of the bibliography based on the elements that have been determined by the various writing styles mentioned by the students found by the researcher. According to (PPKI compilation team, 2013) The contents of the bibliography written include the author or author of the reference source, the title of the book, the name of the city where the source or book was published, the name of the publisher, and the year of publication based on various styles. Factual knowledge: mentioning the contents of the bibliography is a basic element (Anderson, W. Lorin and David R. Krathwohl, 2015) that students must know if they are going to study a discipline or solve problems in that discipline, and according to (The drafting team) PPKI, 2013) The contents of a bibliography or bibliography is a list of all sources used as references in writing a scientific work. Books and sources that are not used as references should not be included in the bibliography.

Factual knowledge: mentioning the contents of the bibliography in the process of writing a thesis. It is impossible for students to write a bibliography without mentioning the contents of the bibliography. Students can mention the contents of the bibliography used in writing the thesis, such as "fill in the bibliography according to the APA style", "fill in the bibliography according to the Chicago style", "fill in the bibliography according to the MLA



style” and “fill in the bibliography according to the ASA style. ” means that the student has factual knowledge about the basic elements in writing a bibliography. Students who write a bibliography must know the contents of the bibliography which is factual knowledge about the basic elements in writing a bibliography.

Factual knowledge: mentioning the contents of the bibliography is a basic element that students must know if they are going to study a discipline or solve problems in that discipline. This means that when a student completes an academic writing assignment or wants to pass a thesis course, the student must be able to mention the contents of the bibliography which is a basic element that students must know. Thus, in terms of factual knowledge: students can mention the contents of the bibliography based on the elements that have been determined by various writing styles, namely the APA style, ASA style, Chicago style and MLA Style. defined by various writing styles, namely APA style, ASA style, and MLA Style.

Factual knowledge: students can mention the contents of the bibliography are the basic elements that students must know if they are going to study a discipline or solve problems in that discipline (Anderson and Krathwohl, 2015). This means that when a student completes an academic writing assignment or wants to pass a thesis course, the student must be able to mention the contents of the bibliography which are the basic elements that students must know. Thus, in terms of factual knowledge: students can mention the contents of the bibliography based on the elements that have been determined by various writing styles, namely the APA style, ASA style, Chicago style and MLA Style. defined by various writing styles, namely APA style, ASA style, and MLA Style.

Factual Knowledge: Students Can Recognize Requirements for Choosing Topics

There is factual knowledge: recognizing the requirements for choosing topics that seem familiar to students in writing thesis in Kediri, this is in line with the diversity of background knowledge and experiences of students. In accordance with the findings obtained by the researchers, there are at least four types of conditions for choosing topics that are recognized by students that are found by researchers. According to (Minto Rahayu, 2007) The choice of topics needs to pay attention to the following: (1) the topic must be useful for discussion, meaning that the topic must contribute

to oneself/profession, science, and society. In this case the topic must provide something new for the development of the repertoire of science and knowledge, (2) The topic must be appropriate, meaning that the topic requires discussion in accordance with the field occupied, (3) The topic is interesting enough to be discussed for the author, because an interesting topic will increase enthusiasm for developing the topics discussed, (4) Topics must be known, meaning that theory and knowledge are available to solve them, (5) Topics must be able to provide complete and easy data and information to develop and solve them, and (6) Topics can be limited, so that the topic can be discussed and solved proportionally, this is also related to the writer's professional and financial ability.

The pre-writing stage includes activities to determine the topic, formulate a title and collect materials. This stage is the planning stage or writing preparation which includes several steps. This activity begins with determining the topic/theme, we have to find the things that will be discussed in the writing. Topics can be obtained from various sources, such as own experience, environmental observations, opinions; attitude; response; own or someone else's imagination of something. However, keep in mind that the topic of scientific writing must always be related to facts.

Factual knowledge: recognizing the requirements for choosing a topic in the thesis writing process. Students must be able to recognize the requirements for choosing a topic. Students can recognize the requirements for choosing topics used in writing a thesis such as “Interests”, “Easy to find sources”, “Know about the concept of the chosen topic” and “Affordable” means that the student has factual knowledge about the basic elements in choosing a topic. Students who choose a topic must know the conditions for choosing a topic which is factual knowledge of the basic elements in choosing a topic.

Factual knowledge: recognizing the requirements for choosing a topic are the basic elements that students must know if they are going to study a discipline or solve problems in that discipline. This means that when a student completes an academic writing assignment or wants to pass a thesis course, the student must be able to recognize the requirements for choosing a topic which are the basic elements that students must know. Thus, in terms of factual knowledge: students can recognize the requirements for choosing a topic, categorized

as students can recognize the requirements for choosing a topic.

Conceptual knowledge: students can recognize the terms of choosing a topic using the verb "to recognize / identify the" due process of recognizing through dibutuhkan knowledge retrieval from long-term memory for contrasting with the newly received information (Anderson and Krathwohl, 2015). If the student will learn a discipline or solve problems in the scientific disciplines, in this case complete academic writing assignments, students must be able to recognize the terms of choosing a topic. Topics or subject matter/discussions as research conducted by students can be obtained from three sources from the students themselves, from a list of faculty or academic research projects selected by students and from other people (Keraf, 2004; Hadi, 2015). Thus, in terms of conceptual knowledge: students can recognize the terms of selecting the topics categorized students can recognize the terms of choosing a topic.

Conceptual Knowledge: Students to Recognize Characteristics of Academic Writing

There is a conceptual knowledge: the characteristics of academic writing that looks recognizable students in writing thesis in Kediri, this is in line with the diversity of background knowledge and experience of students. In accordance with the findings obtained by researchers, there are at least four types of characteristics that are recognized student academic writings found in research. According to (Hairston, 1998: 5) Characteristics of academic writing among others: a) discuss some of the important content and concentrate on one specific topic, b) reader for academic writing is quite specific, c) the tone of academic writing is critical and argumentative, d) academic writing solid, structured and using standard reference system, e) academic papers written purely in a standard language and f) a good academic writing it economical. Most of the characteristics mentioned above (Hairston's opinion) have been challenged recently (particularly sections b-f) from Biber & Gray (2010) and Molle & Prior (2008). As Biber & Gray claim that today's professional academic writings (e.g., research articles and university textbooks) are one of the most distinctive registers in the English language. In the characteristics of grammar, sometimes use the 'oral' (as the first person), but the structure of the basic grammar of discourse is a nominal / phrase of the clause. While

Molle & Prior (2008) challenged Swales (1990) or Bhatia's (1993) academic text genres function as sets of genres and systems involving pedagogical processes and genres as well as disciplinary or academic presentation genres. Thus, the genre becomes multimodal in its character. It means that various media and modes are used by the text to construct the meaning of the text, but also to make it more understandable and attractive to the recipient of the text. Finally, they claim that academic texts are hybrid because they do not consist of only one type of text, style and discourse.

In the context of the present professional academic writing Biber and Gray did not mention the thesis, called the research article and university text books. In accordance with the findings obtained by researchers, there are at least four types of traits academic paper that identified a student found in research in Kediri which tend character reader for academic writing is quite specific, the tone of academic writing is critical and argumentative, academic writing solid, structured and using the system standard reference, academic papers written purely in a standard language and academic writing are either economically, which is contrary to the opinion of Biber and Gray stating that "academic writing professionals present (for example, research articles and textbooks university) is a register of the most typical in English. " In the characteristics of grammar, sometimes use the 'oral' (as the first person), but the structure of the basic grammar of discourse is a nominal / phrase of the clause.

According to (Bailey, 2006; Ali, 2012; Winarto et al., 2016; Yunita T Winarto et al., 2016), characteristics of academic paper, among others: the characteristics of paper-based academic research or reporting research that has been done by the students, accurately and objectively, also run scientific or scientific and according to (Murray, 2011; Geraldine Hughes, 2008) characteristics of academic writing among other definitions, descriptions, classification, causation, comparison and argumentation.

Conceptual knowledge: recognizing the characteristics of academic writing. Students must be able to recognize the characteristics of academic writing. Students can recognize the characteristics of academic writing such as "in terms of content, scientific works present knowledge which can be in the form of ideas, descriptions of something or solving a problem", "the knowledge presented is based on facts or data (empirical studies) or on



theories. theory that has been recognized as true”, “the language used is standard and uses a lot of technical terms” and “the systematics of writing follows a certain way” means that the student has conceptual knowledge of theories, models, and structures in terms of the complete formulation of academic writing. Students who want to present a clear, complete, and systemic view of a complex phenomenon, problem or study material regarding academic writing must recognize the characteristics of academic writing which are conceptual knowledge of theories, models, and structures (Anderson, W. Lorin and David R. Krathwohl, 2015) regarding the complete formulation of academic writing.

Factual knowledge: recognizing the characteristics of academic writing is conceptual knowledge about theories, models, and structures in terms of the complete formulation of academic writing that students must know if students are to present a clear, complete, and systemic view of a phenomenon, problem or study material. complex about academic writing. This means that when a student wants a clear, complete, and systemic view of a complex phenomenon, problem or study material regarding academic writing and completing academic writing assignments or wants to pass a thesis course, the student must be able to recognize the characteristics of academic writing which is conceptual knowledge. about theories, models, and structures in terms of the complete formulation of academic writing that students must know. Thus, in terms of factual knowledge: recognizing the characteristics of academic writing, students are categorized as being able to recognize the characteristics of academic writing.

Procedural Knowledge: Procedure for Writing Bibliography

There is procedural knowledge: bibliography writing techniques that seem to be mentioned by students in writing theses in Kediri, this is in line with the diversity of background knowledge and student experiences. In accordance with the findings obtained by the researcher, there are at least four versions of the procedure for writing a bibliography based on the elements that have been determined by the various writing styles mentioned by the students found by the researcher. According to (PPKI compilation team, 2013) the technique of writing a bibliography is as follows: first, the author or author of the reference source, the writing is as follows: write the last name and

put a comma, then followed by the full initial name (first name) , then the name of the second author and so on (if any) and ends with a period. Second, the title of the book, the writing is as follows: the title of the book is italicized and followed by a period. Third, the name of the city where the source or book was published, the name of the publisher, and the year of publication. The writing is as follows: city name, colon, publisher name, comma, year of publication, period.

Procedural knowledge: how to write a bibliography based on various styles namely APA style, ASA style, Chicago style and MLA style. Students should be able to recognize the procedure for writing a bibliography based on various styles, namely the APA style, ASA style, Chicago style and MLA style. Students cannot write a bibliography if they have not carried out the procedure for compiling a bibliography. Students can recognize the procedure for writing a bibliography based on various styles, namely APA style, ASA style, Chicago style and MLA Style such as "The procedure for writing a bibliography according to the APA style", "The procedure for writing a bibliography according to the ASA style", "The procedure for writing a bibliography according to Chicago logical style" and "Procedure for writing bibliography according to MLA Style" means that the student has procedural knowledge of techniques and methods of writing bibliography. According to (Anderson, W. Lorin and David R. Krathwohl, 2015) Procedural knowledge is knowledge about how to do something. Procedural knowledge is often a series of steps that must be followed. Procedural knowledge includes knowledge of skills, algorithms, techniques and methods, all of which are called procedures. Procedural knowledge is often a series of steps that must be followed. This means that students have a way to write a bibliography based on various versions. Thus, in terms of procedural knowledge: procedures for writing bibliography based on various styles, namely APA style, ASA style, Chicago style and MLA Style, students are categorized as being able to recognize procedural knowledge: procedures for writing bibliography based on various styles. The following is the procedure for writing a bibliography based on various styles, namely APA style, ASA style, Chicago style and MLA Style:

The procedure for compiling a bibliography according to the APA style is carried out through several stages, namely:



1. Students must actually read a reference,
2. Include the name of the author of the reference source. Writing: write the last name and put a comma, then followed by the full initial name (first name), then the name of the second author and so on (if any) and ends with a period.
3. Year of publication. The writing is as follows: open brackets, year, close brackets, then period.
4. Title of the book. The writing is as follows: the title of the book is italicized and followed by a period.
5. The name of the city where the source/book is published and the name of the publisher. The writing is as follows: city name, colon, publisher name, and ending with a period.

The procedure for compiling a bibliography according to the Chicago style is carried out in several stages, namely:

1. Students must actually read a reference,
2. Include the name of the author of the reference source. Writing: write the last name and put a comma, then followed by the full initial name (first name), then the name of the second author and so on (if any) and ends with a period.
3. Title of the book. The writing is as follows: the title of the book is italicized and followed by a period.
4. Name of the city where the source/book was published, name of publisher, and year of publication. The writing is as follows: city name, colon, publisher name, comma, year of publication, and ending with a period.

The procedure for compiling a bibliography according to the MLA style is carried out in several stages, namely:

1. Students must actually read a reference,
2. Include the name of the author of the reference source. Writing: write the last name and put a comma, then followed by the full initial name (first name), then the name of the second author and so on (if any) and ends with a period.
3. Title of the book. The writing is as follows: the title of the book is italicized and followed by a period.
4. Name of the city where the source/book was published, name of publisher, and year of publication. The writing is as follows: city name, colon, publisher name, comma, year of publication, period, text "print" and ending with a period.

The procedure for compiling a bibliography according to the ASA style is carried out through several stages, namely:

1. Students must actually read a reference,
2. Include the name of the author of the reference source. Writing: write the last name and put a comma, then followed by the full initial name (first name), then the name of the second author and so on (if any) and ends with a period.
3. Year of publication. The writing is as follows: year, then period.
4. Title of the book. The writing is as follows: the title of the book is italicized and followed by a period.
5. Name of the city where the source/book was published, name of publisher, and year of publication. The writing is as follows: city name, colon, publisher name, and ending with a period.

Procedural knowledge: students can carry out the procedure for writing a bibliography based on various versions, which is knowledge of how to do something usually in the form of a series of steps that must be followed (Anderson and Krathwohl, 2015) by students who will study a discipline or solve problems in a scientific discipline. the. Knowledge that includes knowledge of one of the techniques referred to as procedures. This knowledge can be described as a series of steps. This means that when a student writes a bibliography in a thesis, the student must be able to carry out the procedure for writing a bibliography. Thus, in terms of procedural knowledge: students can carry out the procedure of writing a bibliography based on various versions, categorized students can carry out the procedure of writing a bibliography based on various styles, namely APA style, ASA style, Chicago style and MLA Style.

Metacognitive Knowledge: Mnemonic Strategies for Memorizing Bibliography

There is metacognitive knowledge: a mnemonic strategy to memorize the contents of a bibliography that seems to be used by students in writing theses in Kediri, this is in line with the diversity of background knowledge and experiences of students. In accordance with the findings obtained by the researcher, there are at least 2 types of mnemonic strategies for memorizing the contents of the bibliography found by the researcher. According to (Hendryrisjawan) Mnemonic is "a



technique to make it easier to remember something that is done by making a formula or expression, or connecting words, ideas, and fantasies, and according to (Kang Mul) Menemonics is a scientifically tested technique based on human knowledge about the principles of memory. There are word relationships to help remember materials, piling methods, cutting techniques, associations (story), silly associations and the use of acronyms and acrostic. Mnemonics are the brain's ability to connect words, ideas, and fantasies. A technique to make it easier to remember something that is done by memorizing a knowledge by making a formula or expression.

The contents of the bibliography or the elements written are the name of the author of the reference source, the title of the book, the name of the city where the source is published, the name of the publisher and the year of publication. Bibliography is a list of all sources used as a reference in writing a scientific work. The relationship of mnemonic strategies with the contents of the bibliography in metacognitive knowledge. The mnemonic strategy is one of the learning methods for memorizing subject matter, one of which is the content of the bibliography. This means that the mnemonic method is used by students to make it easier to memorize the contents of the bibliography.

Metacognitive knowledge: mnemonic strategies for memorizing bibliography contents. Students are given an alternative to memorize the contents of the bibliography using the mnemonic method. Students will memorize the contents of the bibliography easily by using mnemonic strategies. Students can memorize the contents of the bibliography such as "natajukopen" and "najukopenta" meaning that the student has metacognitive knowledge: mnemonic strategies for memorizing the contents of the bibliography. According to (Anderson, W. Lorin and David R. Krathwohl, 2015) Metacognitive knowledge includes knowledge of strategies, tasks, and person variables. Knowledge of strategies, knowledge of learning strategies and thinking and problem solving. This knowledge includes knowledge of various strategies that students can use to memorize subject matter. The myriad of learning strategies can be grouped into three categories: repeating, elaborating, and organizing. The elaboration strategy involves the use of various mnemonics for memorization tasks and various techniques such as summarizing, paraphrasing, and selecting main ideas in the text. This means that

students have a strategy of memorizing the contents of the bibliography. Thus, in terms of metacognitive knowledge: mnemonic strategies for memorizing the contents of the bibliography, students are categorized as being able to recognize metacognitive knowledge: mnemonic strategies for memorizing the contents of the bibliography.

Metacognitive knowledge: mnemonic strategies for memorizing bibliography contents. Students who use mnemonic strategies to memorize the contents of the bibliography according to the APA style (natajukopen), Chicago style (najukopenta), MLA style (najukopenta), and ASA style (natajukopen) mean that the student has knowledge of learning strategies and thinking and problem solving. Learning strategies using mnemonics to memorize the contents of the bibliography according to various styles can be categorized as elaboration strategies in the form of using various mnemonics for memorization tasks. The elaboration strategy makes it easier for students to understand and learn.

Metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography based on elements that have been determined by various writing styles are knowledge of cognition in general and awareness of, as well as knowledge of, one's own cognition, emphasizing methods to make students more aware and take responsibility for their own knowledge and thinking. This knowledge includes knowledge of various strategies that students can use to memorize subject matter (Anderson and Krathwohl, 2015) and includes elaboration strategies in the form of using various mnemonics for memorization tasks. This means that when students memorize the contents of the bibliography, the student must use the right learning strategies to choose from. One of the appropriate learning strategies for memorizing the contents of a bibliography is a mnemonic strategy. Thus, in terms of metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography based on the elements that have been determined by various writing styles. The writings are APA style, ASA style, Chicago style and MLA Style.

Metacognitive Knowledge: Believing in Students' Personal Goals in Writing Thesis

There is metacognitive knowledge: believing in students' personal goals in writing thesis, which seems to be believed by students in writing thesis

in Kediri, this is in line with the diversity of background knowledge and experiences of students. In accordance with the findings obtained by researchers, there are at least six things that students believe that the researchers found. According to (Anderson, W. Lorin and David R. Krathwohl, 2015) Self-knowledge (person variable) includes knowledge of one's own strengths and weaknesses in cognition and learning. This knowledge is useful for students to prepare and characterize an expert, that students know when he does not know something and then he has certain strategies to find the information he needs. In addition to knowing self-cognition, students also have beliefs about their motivation. The motivational model from a social cognitive perspective in general shows three kinds of motivational beliefs, namely self-efficacy beliefs, namely students' beliefs that they are able to complete academic writing, beliefs about the goals or reasons students have for writing thesis, and beliefs about values and interests. value and interest believe) namely the student's perception of his personal interest (liking) in writing a thesis and the student's decision about how important and useful writing a thesis is for him.

Metacognitive knowledge: believe in personal goals in writing thesis. Students must have confidence in their personal goals in writing a thesis. Students can believe in their personal goals in writing a thesis such as "hoping/desire to quickly complete the thesis", "continue S2", "do not increase UKT", "work fast", "the thesis becomes a reference for learning and research", and "the thesis is accepted" means the student The student has metacognitive knowledge: beliefs about the goals or reasons that students have to immediately complete the thesis (writing a thesis quickly versus getting good grades and getting a bachelor's degree so as not to increase UKT, work quickly, not add to the burden on parents, and can continue S2). According to (Anderson, W. Lorin and David R. Krathwohl, 2015: 88-89) Self-knowledge (person variable) includes knowledge of one's own strengths and weaknesses in cognition and learning. This knowledge is useful for students to prepare and characterize an expert, that students know when he does not know something and then he has certain strategies to find the information he needs. In addition to knowing self-cognition, students also have beliefs about their motivation. The motivational model from a social cognitive perspective generally shows three kinds of motivational beliefs, namely self-efficacy

beliefs, namely students' beliefs that they are able to complete academic writing, beliefs about the goals or reasons that students have for writing thesis, and beliefs about values and interests. value and interest believe) namely the student's perception of his personal interest (liking) in writing a thesis and the student's decision about how important and useful writing a thesis is for him. Thus, in terms of metacognitive knowledge: believing in a personal goal in writing a thesis is categorized as a student who can believe in a personal goal in writing a thesis.

Students need to develop self-knowledge and awareness of their own motivations, because awareness of these various motivational beliefs allows students to monitor and regulate their behavior in learning activities more adaptively. Beliefs about personal goals or reasons for writing thesis are one of the models of motivational beliefs from a social cognitive perspective (because they are social cognitive, motivational beliefs can be included in the taxonomy of knowledge). Self-knowledge is an important aspect of metacognitive knowledge, but the most important thing in learning activities is the accuracy of self-knowledge.

Writing a thesis for students is one of the competencies that must be mastered as a requirement to complete undergraduate studies. Academic writing is a means to communicate in writing in the learning process, it is very much needed when entering the world of work, very useful for students in writing college assignments. Therefore, from the start, students are equipped with academic writing competencies, one of which is a thesis.

In this regard, thesis is one of the institutional courses. One of the supporters of the thesis course from the aspect of the writing process and writing technique is the Indonesian language course. Indonesian language courses are components/groups of compulsory subjects originating from the IQF curriculum which must be taught in all universities. Students must have confidence about the goals or reasons that students have for writing a thesis.

Students need to develop self-knowledge and awareness of their own knowledge and cognition, as well as develop self-knowledge and awareness of their own motivations. This is because awareness of various motivational beliefs allows students to monitor and regulate their behavior in learning activities more adaptively.



Student Academic Writing Skills

Based on the results presented in the academic writing skills section, there are 2 components related to students' academic writing skills, namely (1) academic writing skills: the process of students obtaining topics, and (2) academic writing skills: sources of information to obtain topics. Further discussion of these two components is described below.

Academic Writing Skills: Student Process Acquiring Topics

There are many models of the process of obtaining topics that appear in thesis writing in Kediri, this is in line with the diversity of inspiration for obtaining topics, backgrounds and student experiences. In accordance with the findings obtained by researchers, there are at least 20 process models of obtaining topics that were found by researchers. According to (Keraf, 2004; Hadi, 2015) The topic or subject matter/discussion as a research conducted by students can be obtained from three sources from the students themselves, from a list of faculty or academic research projects chosen by themselves. students and from other people, and according to (Minto Rahayu, 2007) Topics can be obtained from various sources, such as own experiences, environmental observations, opinions; attitude; response; own or someone else's imagination of something. However, keep in mind that the topic of scientific writing must always be related to facts.

Academic writing skills: the student's process of acquiring a topic. Students must go through the process of choosing a topic when writing a thesis. Although, until now, there have been findings or previous references that explain the sources of topic information, but there are no findings that explain how the process of obtaining topics and how many sources inspire students in the process of obtaining topics.

Each student gets a topic inspired by several sources of topic information. One student gets inspiration from two to six sources of topic information. None of the students were inspired to get a topic with only one source of topic information. Topics or subject matter/discussions as research conducted by students can be obtained from three sources from the students themselves, from a list of faculty or academic research projects selected by students and from other people (Keraf, 2004; Hadi, 2015), the topic is the field or field of problems that will be written in the paper (Wahab

and Amin Lestari, 1999). Referring to Chaffe's opinion, academic writing ability is a skill that is taught and expected to be mastered by tertiary level students because at this level students are expected to have the ability to think more conceptually, write more analytically, and read more critically (Chaffe, 2005). Academic writing skills are one of the linguistic competencies. Language knowledge includes: language systems, structures, vocabulary, or all aspects of the language, and how each aspect is interconnected (Douglas Brown, 1980). The academic writing genre is a didactic and scientific text genre, academic writing is a "unique genre" that has its own norms, a type of writing that can be learned and does not require inspiration. Only three things are needed: determination, hard work and patience (Olga Kostrova and Marina Kulinicha, 2015; Roberts, 2004; Brown, 2006, Thody, 2006; Glatthorn & Joyner, 2005; see also Berkenkotter & Huckin, 1995; Paltridge, 2005; Robert, 2004; Thody, 2006; Emilia, 2012). Thus, the process of students obtaining topics in academic writing in terms of experience in obtaining them, there are 20 models of inspiration for students to obtain topics.

In terms of the form of learning activities carried out by students in the process of obtaining topics. Students obtain topics by carrying out various forms of learning activities as stated in the data findings in table 28. The process of students obtaining topics includes students discussing with friends who are caregivers, administrators and ustadz at Islamic boarding schools, taking experiences from internship activities at school, sharing with older siblings. The level that takes place in Islamic boarding schools and in boarding houses and so on is a meaningful learning process in accordance with the view that learning is constructing knowledge in which students try to understand their experiences (Lorin W. Anderson and David R. Krathwohl (2015) and are various efforts made by students to obtain topics).

Academic Writing Skills: Sources of Information for Obtaining Topics

There are many sources of information on obtaining topics that appear in thesis writing in Kediri, this is in line with the diversity of the learning process and the various efforts, backgrounds and experiences of students. In accordance with the findings obtained by the researcher, at least there are sources of topic information provided by the library and not



provided by the library that was found by the researcher.

Academic writing skills: sources of information to obtain topics, it appears that the sources of topic information are reviewed, among others, first, in terms of the form of information sources about subjects that are of interest to students, there are sources of topic information provided by the library according to table 29 such as from verses of the Koran, from Hadith, from the yellow book, books, e-books, journals, previous theses, and there are sources of topic information that are not provided by the library according to the findings in table 30 such as from lecturers, Islamic Religious Education subject teachers or clerics, friends, the internet, observing news from social media, 1,2,3 internship courses at school/madrasah institutions and television. According to (Keraf, 2004: Hadi, 2015) The topic or subject matter/discussion as a research conducted by students can be obtained from three sources from the students themselves, from a list of faculty or academic research projects chosen by themselves. students and from other people, according to (Minto Rahayu, 2007) Topics can be obtained from various sources, such as own experience, results of environmental observations, opinions; attitude; response; own or someone else's imagination of something. However, keep in mind that the topic of scientific writing must always be related to facts, and according to (Abdul Wahab and Lies Amin Lestari, 1999).

Second, in terms of the number of sources of information used by students to obtain topics, the majority of students obtain sources of information on topics from journals and Islamic religious education subject teachers or clerics at school/madrasah institutions or majlis taklim. Journals that are mostly used by students to get topic information sources are published from 2007 to 2021. Thus academic writing skills: sources of information to obtain topics provided by the library include verses from the Koran, from Hadith, from the yellow book, books, e-books. -books, journals, previous theses, and there are sources of information on topics that are not provided by the library, among others, from lecturers, Islamic religious education subject teachers or clerics, friends, internet, observing news from social media, internship courses 1,2,3 at institutions schools/madrasahs and television, and in terms of the number of sources of information used by students to obtain topics, the majority of students obtain sources of information on topics from journals.

Conclusion

Based on the results of research on students' academic writing competence, which includes knowledge and skills of academic writing, the following conclusions are obtained. First, in terms of factual knowledge: students can mention the contents of the bibliography based on the elements that have been determined by various writing styles, namely the APA style, ASA style, Chicago style and MLA Style. by various writing styles. Second, in terms of conceptual knowledge: recognizing the characteristics of academic writing, students are categorized as being able to recognize the characteristics of academic writing. Third, conceptual knowledge: students can recognize the requirements for choosing a topic categorized students can recognize the requirements for choosing a topic, Fourth, procedural knowledge: students can carry out the procedure for writing a bibliography based on various versions categorized students can carry out the procedure for writing a bibliography. Fifth, in terms of metacognitive knowledge: students can use mnemonic strategies to memorize the contents of the bibliography based on the elements that have been determined by various writing styles. Sixth, in terms of metacognitive knowledge: believing in personal goals in writing a thesis is categorized as a student who can believe in personal goals in writing a thesis. Seventh, the process of students obtaining topics in academic writing in terms of the experience of obtaining them, there are 20 models of inspiration for students to obtain topics, and eighth, in terms of the number of sources of information used by students to obtain topics, there are the majority of students getting topic information sources from journals.

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