

ACADEMIC PROCRASTINATION LEVEL OF ELT STUDENTS



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CHAPTER I INTRODUCTION

A. Research Background

In terms of their tendency in study, students in college level are different from them who are still in middle level. College students need to prepare their study by themselves, including their preparation in facing any examinations and tasks. It is a common for college students in Indonesia conducting *SKS (sistem kebut semalam)* for any assignments or examinations. *SKS (sistem kebut semalam)* is a slang word in Indonesia to mention an activity conducted by college students to finish their assignments or project examinations for the whole night before the day of submission due date. In other words, they choose to postpone working with their responsibility till the last minutes of their chance. This way, procrastination is considered as avoidance of doing assignments need to be accomplished (Laeus, 2015).

Procrastination is acknowledged as self-defeating and inherently goal undermining (Ferrari et.al, 2013). Every student realizes about their obligation, whether it is tasks or projects examinations. They recognize the final goal of their study which will be achieved if they accomplish all the assignments given. Unconsciously, each student must set their plan to grab that goal of their study. However, during the process of completing this obligation, many obstacles come. It can be from their environments, as having many other roles while also being a student, or even obstacles appear from their own self, such as suddenly being unmotivated. By having this situation, these students are distracted. They choose to ignore their obligation to accomplish the assignments as soon as possible they could.

However, not few of those students believe that having this procrastination is bad. Sometimes, students postpone accomplishing their assignment in hopes they will get better understanding of what it is asked about later (Ojo, 2019). When reading the assignment for the first time, they are confused about it or even don't know exactly what is expected of them. They need more time to figure out what the assignment ask them about. Sometimes, it closes the ending of the

submission deadline until they get a full understanding about it. In other words, it is not totally self defeating, but more on self interest (Ferrari et.al., 2013).

Further, self interest in procrastination is not the only result of unknowing problems about the concept of assignment itself. Self motivation is also known as another concern relating to procrastination. Some people can perform well on their tasks after procrastination, especially on their under pressure situation facing the deadline of the tasks (Ferrari et.al., 2013). Thus, it is a kind of self-manipulated strategy for them who believe that it can increase their self-motivation. A study among college study in India showed that 72,8 % of the samples claim that they found some excitement to accomplish their task in last minutes before the deadline (Gohain and Gogoi, 2021).

In terms of English Language Teaching especially in Indonesia in which English is learned as a foreign language, not many studies were conducted relating to students' procrastination. A study conducted by Wirajaya et.al (2020) shows that EFL students in Universitas Pendidikan Ganesha had a high level of procrastination. They quantitatively describe that the students tend to implement procrastination because of their bad time management, aversiveness of the task, sincerity and personal initiative. Further, they found that academic procrastination had a negative relationship with students' self efficacy. This study did not describe any specific relation cases dealing with the subjects who are the ELT students. Thus, this study reexamined the students' academic procrastination level in Indonesia, especially for ELT students.

B. Research Question

Based on the explanation on research background above, the research question is formulated as following: *How is the EFL students' academic procrastination level in English Education Program?*

C. Research Objective

The objective of this research is to re-examine the EFL students' academic procrastination level.

CHAPTER II RESEARCH CONTENT

A. Theoretical Framework

For many years, procrastination is considered relating to stress and the failure of academic achievement. Academic procrastination resulted ineffectiveness on study, affected not good performance in learning, and also caused stress during the process of learning (Kuftyak, 2021). The students who were procrastinators used to grab low academic achievement. They tended to being lazy, could not manage their personal time efficiently and then experienced more frustration, anger and also stress. When a situation in which procrastination found being conducted by several students in class, it is appropriate for a teacher to the timely evaluate students' completion of assignments (Kader, 2014). It is important develop their understanding that the earlier assignments are submitted, the higher the grades tend to be (Jones and Blankenship, 2021). It is in order to reduce the high correlation between their academic procrastination with their academic achievement. Teachers should encourage the students to write a composition in class time even if it lasts for a very limited time, because homework and classwork can decrease the level of procrastination (Gray, 2017)

In other words, the factor of social motivation is one strategy to reduce the implementation of procrastination (Nabelkova, 2015). When a student has already found their positive goal on their study, they will act positive attitudes towards their assignments or examinations. Therefore, the role of the teacher is very important to overcome students' academic procrastination. He must ensure each student know what their goal is, so that they will be motivated to behave well on their tasks (Jones and Blankenship, 2021). However, since motivation can be from both internal and external situation, a teacher should also assure that their performance of tasks is interesting for their students. Academic procrastination was also implemented by them who thought that the academic tasks were not interesting at all (Kutlu Abu and Saral, 2016). Thus, it is not exaggerated to argue

that lack of motivation is significantly inclined as the most influent factor towards academic procrastination (Syahrizal and Malina, 2020).

Another research was conducted specifically on investigating relationship between the academic procrastinating with writing anxiety (Pravita and Kuswandono, 2022). The study implemented quantitative survey which involved 12 students who were working with their undergraduate thesis proposal. Research finding shows that the students tended to have high level of procrastination on academic revision and review. They experienced writing paralysis and did not expect any writing progress. The researcher expects further researcher to investigate more on other writing anxiety factors. This research did not find the correlation between those three variables by using statistic correlation formula.

Further, academic procrastination also significantly contributed students' writing performance and writing errors (Kafipour and Japari, 2021). The research applied quantitative survey with a writing test and questionnaire as the instruments, implemented to medical students. The study showed that there was a correlation among students' writing performance, writing errors and academic procrastination. The procrastination also quantitatively contributed more to interlingual error, ambiguous error, developmental error and other types of errors. However, the subject of this study was not English major students who use to learn English from basic language skills components.

B. Research Methods

The research employed quantitative research approach with descriptive quantitative to examine the students' academic procrastination level.

The population of the study was 180 seventh semester students of English Language Teaching (English Education Program) of a state Islamic university in Indonesia. The population was chosen based on several criteria, namely: 1) The research gap found that a study about academic procrastination involves ELT students is still rare, so that it could fulfill this gap; 2) Even when a study with ELT students was available, they belonged to *PTU (Perguruan Tinggi Umum)* students. *PTU* students and Islamic university students are different in terms of

their culture in life, which most of Islamic university students are students at college as well as students in their Islamic boarding schools. In other words, they have more roles than *PTU* students. Thus, it is appropriate to examine their procrastination level; 3) The seventh semester students of ELT are senior students in any university. For ELT students, they have already passed all levels of writing and reading classes. They have been applying their skill of writing and reading for various assignments in content and ELT classes. Thus, it is a right time to examine their academic procrastination level.

Since the study was planned to be conducted with descriptive quantitative, the sample was taken minimally 10 times of the total number of variables examined (Sugiyono, 2017). The sample of this study must be minimally: $10 \times 1 = 10$ samples, since the study only examined the students' academic procrastination level. However the study applied 35 samples to increase the reliability of data obtained. The 35 samples undertaken in this study were chosen randomly by using simple random sampling technique. This technique was applied to avoid bias because no other criteria for a sample needed, in which every student within the population has the same opportunity to be taken as the sample of the study (Kerlinger, 2006).

Data in this study obtained from the students' responses through 5-scales questionnaire. The researcher did not develop a new questionnaire, since the questionnaire to examine the students' procrastination had been developed by the experts. Based on the reason that the instrument was adopted from the first developer without any replacement, this questionnaire did not need to retry out to find new reliability and validity score. The questionnaire consists of 18 items to ask about academic procrastination level and 26 items to ask about the reasons of doing it. Procrastination Assessment Scale-Students/PASS (Solomon and Ruthblum, 1984) was distributed to the samples of the study through online by using G-form. The questionnaire involves these following indicators and statements:

Table 1. Indicators and Statements of PASS Questionnaire

| Indicators | Statement |
|-------------------------------------|---|
| Writing a term paper | 1. To what degree do you procrastinate on this task? |
| | 2. To what degree of procrastination on this task a problem for you? |
| | 3. To what extend do you want to decrease your tendency to procrastinate on this task? |
| Studying for exams | 4. To what degree do you procrastinate on this task? |
| | 5. To what degree of procrastination on this task a problem for you? |
| | 6. To what extend do you want to decrease your tendency to procrastinate on this task? |
| Keeping up with reading assignments | 7. To what degree do you procrastinate on this task? |
| | 8. To what degree of procrastination on this task a problem for you? |
| | 9. To what extend do you want to decrease your tendency to procrastinate on this task? |
| Academic administrative tasks | 10. To what degree do you procrastinate on this task? |
| | 11. To what degree of procrastination on this task a problem for you? |
| | 12. To what extend do you want to decrease your tendency to procrastinate on this task? |
| Attending tasks | 13. To what degree do you procrastinate on this task? |
| | 14. To what degree of procrastination on this task a problem for you? |
| | 15. To what extend do you want to decrease your tendency to procrastinate on this task? |
| School activities in general | 16. To what degree do you procrastinate on this task? |
| | 17. To what degree of procrastination on this task a problem for you? |
| | 18. To what extend do you want to decrease your tendency to procrastinate on this task? |

The data analysis was reckoned quantitatively by using SPSS 26. To reach the research objective, the researcher applied descriptive frequencies analysis on each data obtained from the five-scale questionnaire. The level of academic procrastination was divided into five, namely very low, low, moderate, high and very high (Azwar, 2012). The determination was based on the following table (n= 18 items, Range= 72, SD=12, M=54):

Table 2. Categorization of Procrastination Level

| Level of Procrastination | Range Description |
|---------------------------------|--------------------------|
| Very Low | $X \leq 36$ |
| Low | $36 < X \leq 48$ |
| Moderate | $48 < X \leq 60$ |
| High | $60 < X \leq 72$ |
| Very High | $X > 72$ |

C. Research Finding and Discussion

Finding of the research is elaborated through the following table based on questionnaire data summary:

Table 3. Distribution of ELT Students' Procrastination Level

| Level of Procrastination | Range Description | Frequency |
|---------------------------------|--------------------------|------------------|
| Very Low | $X \leq 36$ | 1 |
| Low | $36 < X \leq 48$ | 9 |
| Moderate | $48 < X \leq 60$ | 18 |
| High | $60 < X \leq 72$ | 5 |
| Very High | $X > 72$ | 2 |
| Total of Students | | 35 |

The percentage of the students' academic procrastination level is shown through the following pie chart:

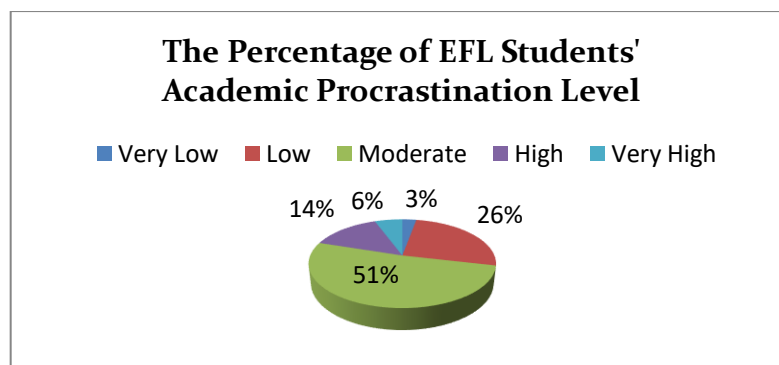


Figure 1. Distribution of Students' Academic Procrastination Level

The finding shows that more than a half of the total students involved in this study were in the level of moderate of academic procrastination (51 %). Then, 26 % of the students belonged to low level of academic procrastination. Surprisingly, only 14% students were in the stage of high level of academic procrastination. Then, very high level of academic procrastination was only reached by 6% students. The last sequence was students with very low level of academic procrastination (3%). It is in line with several studies conducted previously that not all students tended to always implement high academic procrastination. Gohain and Gogoi (2021) found that their samples of the study involved both high and low level of procrastination, even it reached 72,8% of them who had been found as low procrastinators. Moderate level of students' academic procrastination was also found from a study which was conducted to college students in Malaysia. Kassim et. al. (2022) showed that the students in their study demonstrated moderate level of academic procrastination.

In terms of the area of procrastination in which the students engaged on, there was no significant difference found among those six indicators area of procrastination. It is proven with the result on variance analysis which is shown on the following table:

Table 4. Variance Analysis of Procrastination Area

| Score | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 20.271 | 5 | 4.054 | .630 | .677 |
| Within Groups | 1313.486 | 204 | 6.439 | | |
| Total | 1333.757 | 209 | | | |

The level of significance was 0,677 which is greater than 0,05. In other words, it is said that the six area of procrastination was fairly chosen by the students. The following pie chart describes the percentage of each area of procrastination:

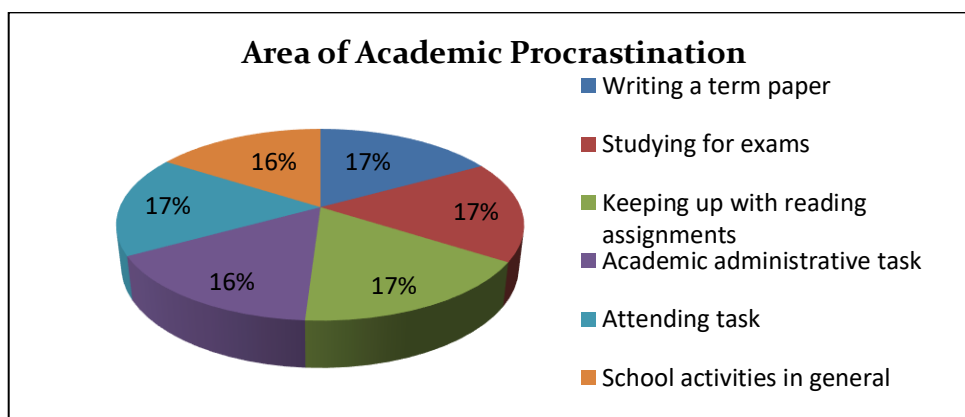


Figure 2. Students' Academic Procrastination Area

The finding shows that area of *writing a term paper*, *studying for exams*, *keeping up with reading assignments* and *attending task* became the most chosen area by the students. Dealing with English Language Teaching, in which involves 4 language skills to be learned, it can be said that the students still had problems with their language skills especially on writing and reading. Therefore, they inclined to apply procrastination. Kafipour and Jafari (2021), in their study, found that academic procrastination had a significant correlation with students' writing performance. It also supports the study conducted by Solomon and Rothblum in Bekleyen (2017) students in language major reported that they procrastinated on writing a term paper (46%), studying for exams (27.6%), and reading weekly assignments (30.1%) even when they learned reading and writing as language skills.

It was implied with the indicators of disliking writing term papers, not being able to choose a good topic to write or feeling overwhelmed by the task because they did not know what to write. Simply, it deals with students' problem on writing problems, especially on writing anxiety. Schweiker-Marra and Marra (2000) found that writing anxiety could be one factor that influenced students'

performance in writing. Further, they proved that pre-writing activities can decrease this type of anxiety. This activity could help the students during the first stage of writing so that they did not need to spend much time in thinking what to write. Dealing with sincerity, it is related to the students' psychological problems as stated in the statement that students did not think that they knew enough to write. Thus, they procrastinated since they did not have much confidence on their ability in writing. It could be also one factor of writing anxiety which was students' personal belief about writing and learning to write itself as well as self perception about their own ability in writing (Cheng, 2004). The students which were ELT students inclined to conduct procrastination in case of their personal perception on their capability in language skills, which were specifically said as writing and reading, and also of their own linguistics problems on pre writing activities and pre reading activities.

In sum, it is concluded that the level of academic procrastination of EFL students in this study showed moderate level of procrastination, in which the areas of procrastination engaged by the students were still related to their major as language learners, in which engaged more on two language skills which were reading and writing.

CHAPTER III CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the previous finding and discussion, it is concluded that EFL students' (especially for ELT students) academic procrastination was in the level of moderate, then students inclined to procrastinate more on pre-writing activities and reading assignment.

B. Suggestions

For ELT lecturers, it is suggested to give their students modality of assignments and to apply self regulated learning strategy for their students to decrease their procrastination level.

For further research, it is suggested to re-examine the study by adding the number of samples come from ELT students of various university.

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